

# Administrative Style and Teachers' Compliance in Selected Universal Secondary Education Schools in Kampala Capital City, Uganda

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**Abstract:** The study sought to examine the relationship between administrative style and teachers' compliance in selected Universal Secondary Education schools in Kampala Capital City, Uganda. These specific objectives of the study guided the study; i) To analyze the relationship between autocratic style and teachers' compliance, ii) To analyze the relationship between democratic style and teachers' compliance, and iii) To analyze the relationship between laissez-faire style and teachers' compliance in selected Universal Secondary Education schools in Kampala Capital City, Uganda. The study revealed that autocratic style positively and significantly associates with teachers' compliance in selected Universal Secondary Education schools in Kampala Capital City, Uganda. The study also revealed that democratic style positively and significantly associates with teachers' compliance in selected Universal Secondary Education schools in Kampala Capital City, Uganda. Further, the study revealed that laissez-faire style positively and significantly associates with teachers' compliance in selected Universal Secondary Education schools in Kampala Capital City, Uganda. Therefore, in conclusion, administrative style such as autocratic style, democratic style, and laissez-faire style has a positive and statistically significant relationship with teachers' compliance in that an enhancement in the different administrative styles could resultantly lead to an improvement in teachers' compliance in selected Universal Secondary Education schools in Kampala Capital City, Uganda. The study recommends school administrators to effectively involve teachers in decision-making, policy formulation, and school planning activities, which increases ownership, trust, and voluntary compliance with administrative directives, resultantly leading to improvement in teachers' compliance in Universal Secondary Education schools in Kampala Capital City, Uganda.

**Keywords:** Administrative Style, Autocratic Style, Democratic Style, Laissez-faire Style, Teachers' Compliance, and Universal Secondary Education Schools.

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## I. INTRODUCTION

This study aimed to examine the relationship between administrative style and teachers' compliance in selected Universal Secondary Education schools in Kampala Capital City, Uganda.

### ➤ Historical Perspective

Globally, administrative style has consistently shaped how teachers respond to policies. While authoritarian styles enforce compliance through control, participative and empowering styles tend to foster professional commitment. Today, the most successful systems balance accountability with autonomy, encouraging teachers to comply not out of obligation, but out of shared purpose (Megawati, Hamdat & Aida, 2022). Across Africa, the influence of administrative

styles on teachers' compliance has shifted from coercive and authoritarian under colonial rule to bureaucratic and often under-resourced in the post-independence era. While recent efforts aim to foster more collaborative and professional models, success largely depends on political will, investment in teacher welfare, and genuine stakeholder engagement (Imhangbe, Okecha & Obozuwa, 2018). Currently, administration increasingly focuses on teacher professional development, performance management, and accountability which has led to some countries to pilot performance-based incentives and digital management systems, which have improved teachers' compliance through training and incentives. However, in many contexts, teachers' compliance remains low or superficial due to distrust, low motivation, and systemic weaknesses (Imhangbe et al., 2018).

#### ➤ *Theoretical Perspective*

The Transformational Leadership Theory developed by Burns in 1978 guided the study. This theory concentrates on visionary and empowering where leaders encourage and persuade staff through a shared vision, support, and recognition (Ugochukwu, 2023). In this context, compliance is internalized and teachers go beyond minimum requirements because they feel valued and committed. The theory emphasizes that the administrative style or progressive school leadership practices that stresses visionary and empowerment encourage innovation, professional growth, and collaboration, as well as empowers teacher decision-making which is most effective when trust exists between administrators and teachers, leading to an enhancement in teachers' compliance (Lauren, Bridgman & Cummings, 2024). Therefore, this theory was applied because it indicates an association between administrative style and teachers' compliance.

#### ➤ *Contextual Perspective*

This survey was carried out in selected Universal Secondary Education schools in Kampala Capital City examining the relationship between administrative style and teachers' compliance. This was considered due to limited research that carried out in accordance to administrative style and teachers' compliance mainly in Universal Secondary Education schools in Kampala Capital City. Additionally, Kampala Capital City was studied as of the inconsistency in teachers' compliance with school policies, instructional guidelines, and administrative directives among Universal Secondary Education schools indicated by minimal participation in professional development activities despite encouragement from school leadership, varying standards in teaching practices, inadequate implementation of school-wide policies on student discipline, grading, and curriculum delivery, increased poor punctuality, and increased nonattendance rates (Kampala Capital City Authority, 2022).

#### ➤ *Conceptual Perspective*

Administrative style refers to the characteristic approach or method used by school leaders such as head teachers, principals, or education officers to manage, lead, and influence staff, students, and resources within the school environment. It encompasses how decisions are made, how authority is exercised, how communication flows, and how

teachers and students are motivated or disciplined (Lashante, 2024). Teachers' compliance denotes the level at which teachers adhere to or follow established rules, policies, procedures, and directives set by school administrators, education authorities, or governing bodies. It includes behaviors like attending school regularly and punctually, delivering lessons according to the curriculum, maintaining student discipline, fulfilling administrative duties, and following instructions from school leadership or government education offices (Ijekpa & Mkpa, 2020). For this study, administrative style was conceptualized in form of autocratic style, democratic style, and laissez-faire style, well as teachers' compliance was conceptualized in form of adherence to policies, classroom management, punctuality and attendance, collaboration and teamwork, as well as work commitment and efforts among others.

#### ➤ *Statement of the Problem*

The government has undertaken different initiatives through Ministry of Education and Sports aimed at enhancing teachers' compliance, with a focus on strengthening the administrative style and governance in schools in Uganda. For instance, there is decentralization of education management with the objective to bring governance closer to communities, empower district education offices and school management committees, improving local supervision and accountability which has increased visibility and sometimes improved discipline (Ministry of Education and Sports, 2018).

Yet, despite all outstanding initiatives, teachers' compliance with school policies, instructional guidelines, and administrative directives in most of the Universal Secondary Education schools in Kampala Capital City is still poor and inconsistent characterized by minimal participation in professional development activities despite encouragement from school leadership, varying standards in teaching practices, inadequate implementation of school-wide policies on student discipline, grading, and curriculum delivery, increased poor punctuality, and increased nonattendance rates (Kampala Capital City Authority, 2022). Evidence shows almost 23% of teachers repeatedly reached school late or left before time as well as 12% of teachers did not attend classes slightly on one occasion weekly in 2021 among Universal Secondary Education schools in Kampala district (Kampala Capital City Authority, 2022). Consequently, this resulted into a decay in students' academic performance, erosion of school discipline, reduced accountability, and poor school reputation. Therefore, it's onto this basis that the researcher examined the relationship between administrative style and teachers' compliance in selected Universal Secondary Education schools in Kampala Capital City, Uganda.

#### • *Objectives of the Study*

##### ✓ *General Objective*

The general objective of the study was to examine the relationship between administrative style and teachers' compliance in selected Universal Secondary Education schools in Kampala Capital City, Uganda.

##### • *Specific Objectives*

- ✓ To analyze the relationship between autocratic style and teachers' compliance in selected Universal Secondary Education schools in Kampala Capital City, Uganda.
- ✓ To analyze the relationship between democratic style and teachers' compliance in selected Universal Secondary Education schools in Kampala Capital City, Uganda.
- ✓ To analyze the relationship between laissez-faire style and teachers' compliance in selected Universal Secondary Education schools in Kampala Capital City, Uganda.

#### • Study Hypotheses

##### ✓ $H_{a1}$ :

There is a statistically significant relationship between autocratic style and teachers' compliance in selected Universal Secondary Education schools in Kampala Capital City, Uganda.

##### ✓ $H_{a2}$ :

There is a statistically significant relationship between democratic style and teachers' compliance in selected Universal Secondary Education schools in Kampala Capital City, Uganda.

##### ✓ $H_{a3}$ :

There is a statistically significant relationship between laissez-faire style and teachers' compliance in selected Universal Secondary Education schools in Kampala Capital City, Uganda.

#### ➤ Conceptual Framework

The conceptual framework presents an illustrative diagram on the linkage between Administrative Style and Teachers' Compliance.

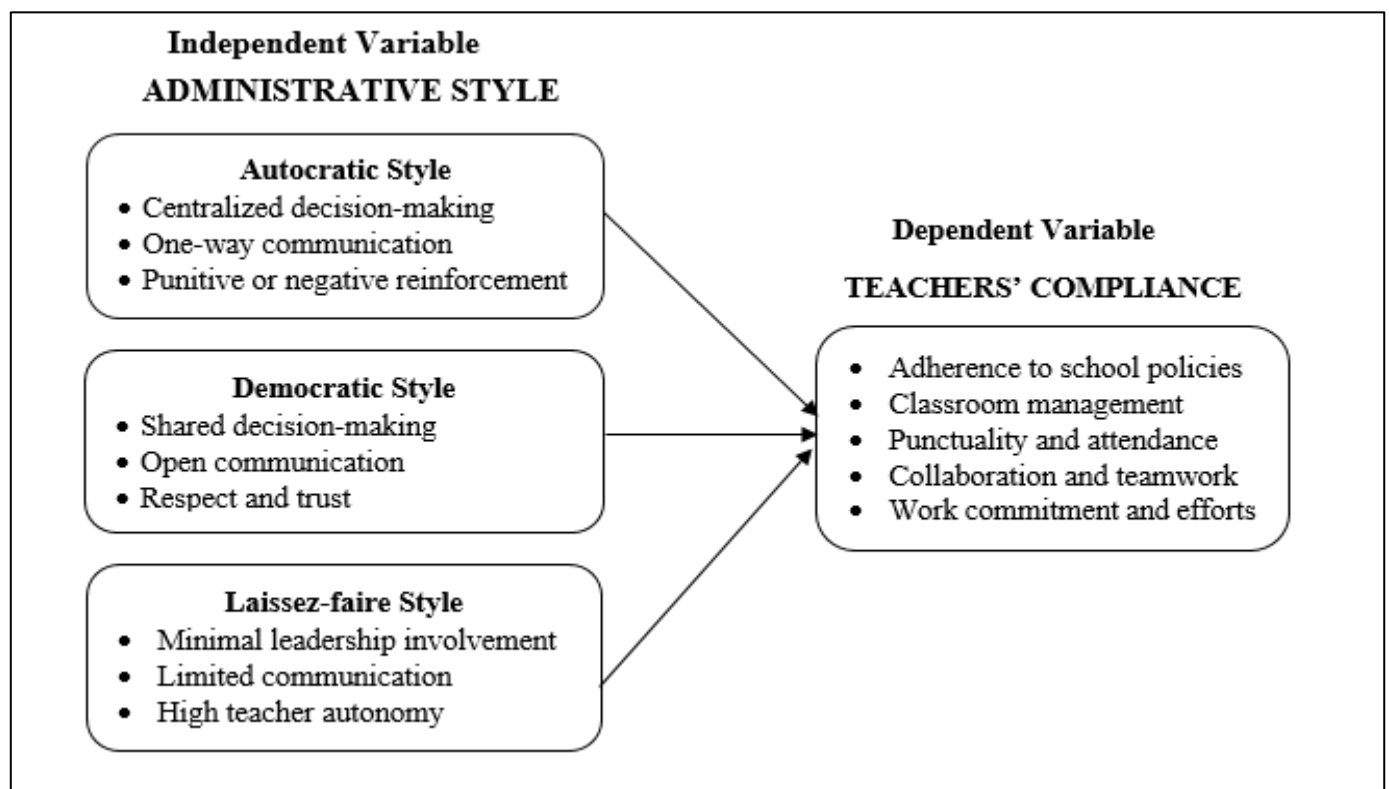


Fig 1 Conceptual Framework

## II. LITERATURE REVIEW

### ➤ Administrative Style and Teachers' Compliance

Administrative style significantly affects how, why, and to what extent teachers comply with school policies and expectations in schools. Different leadership approaches create varying environments that either encourage genuine commitment or force reluctant obedience (Kumari, 2021). According to Alblooshi, Shamsuzzaman and Haridy (2021) autocratic style enforces strict compliance through top-down commands, rules, and discipline, which forces teachers to comply out of fear of sanctions or job insecurity, not professional conviction. This results into high compliance in the short term, but low morale, resistance, and burnout over time. The authors also assert that the democratic style for it

involves teachers in decision-making, values their input, and fosters shared ownership, and through this teachers are more likely to comply willingly and go beyond minimum expectations. The democratic style enhances trust, motivation, and long-term professional engagement leading to an improvement in teachers' compliance (Alblooshi et al., 2021).

Administrative style or leadership approaches influence whether teacher motivation is intrinsic (coming from within) or extrinsic (dependent on external factors like supervision or rewards). Transformational leaders support intrinsic motivation by recognizing achievements, offering professional growth, and articulating a clear vision. Teachers in such environments often comply because they feel valued

and professionally responsible (Algothani & Mydin, 2022). Conversely, the authors argue that transactional leaders rely on external motivators like incentives or penalties. While this can boost teachers' compliance in the short term, it may not sustain long-term commitment, which may negatively influence teachers' compliance (Algothani & Mydin, 2022).

Administrative style determines how communication flows and whether teachers feel involved in decisions. Participative styles involve teachers in decision-making, which builds trust and creates a sense of ownership over policies and procedures, which enhances voluntary compliance. However, top-down styles (e.g., authoritarian) may limit feedback or discussion, leading teachers to feel disempowered, and comply only when forced (Meidolina, Saleh, Cathlin & Winesa, 2023). Additionally, Megawati et al. (2022) postulated that the way administrators supervise and support teachers can either build trust or trigger resentment. Supportive supervision (e.g., mentoring or coaching) helps teachers understand expectations and improve their practice, increasing compliance through professional respect. However, strict inspection-based models may result in superficial compliance where teachers may only appear to follow rules during observations but revert to different behaviors when unsupervised.

According to Lashante (2024) administrative style influences teacher morale, which in turn affects compliance. Empowering leadership boosts morale, trust, and job satisfaction, making teachers more likely to comply with school expectations as part of their professional identity. On a contrary, harsh or indifferent leadership can lead to stress, low morale, absenteeism, and reduced teachers' compliance. The author also asserts that teachers value a sense of autonomy in their work. Administrative styles that respect teacher autonomy encourage more genuine, thoughtful compliance. Autonomy-supportive administrators build environments where teachers are trusted and guided rather than controlled, while controlling styles may breed resistance or "strategic compliance" where teachers follow rules only to avoid conflict, not because they believe in them (Lashante, 2024).

Autocratic leadership is fundamentally external in its approach to compliance. Teachers are expected to adhere to rules and policies not because they agree with them, but because failure to comply leads to punishments, reprimands, or even job loss. In an autocratic leadership style, compliance is largely driven by fear of negative consequences such as demotion, pay cuts, or reprimands, rather than a commitment to the school's goals or values (Angriani, Eliyana, Fitrah & Sembodo, 2020). The authors also assert that teachers follow directives because of authority, not because they see personal value in the tasks. The administrative authority is often seen as unquestionable, and teachers do not have the freedom to voice concerns or offer feedback which directly affects teachers' compliance (Angriani et al., 2020).

According to Inandi, Binali, Yucedaglar and Kilic (2020) in an autocratic environment, teachers' autonomy is typically restricted. Administrative decisions are made

without consulting teachers, leaving them with little influence over how the school is run. This can lead to passive compliance, where teachers follow orders but may not be fully engaged or invested in their work. Teachers may feel like cogs in a machine with little control over their teaching methods, schedules, or professional development. The authors also assert that compliance may be superficial, with teachers only doing the bare minimum required, as they feel powerless to change policies or contribute to decision-making (Inandi et al., 2020). In addition, Hermawan (2021) argued that autocratic leaders often rule through fear, focusing on controlling teacher behavior through threats and negative reinforcement rather than motivation and positive recognition. The fear of punishment often drives teachers to comply with directives, and as a result, teachers may feel oppressed which may diminish their commitment to the school's objectives.

Teachers in a democratic environment are often involved in decision-making process regarding school policies, curriculum changes, and teaching methods. This sense of ownership makes teachers more likely to comply willingly with school expectations because they feel personally invested in the decisions made. With this kind of autonomy, teachers are motivated to follow through with policies, as they feel their input is valued, resulting in long-term compliance driven by intrinsic motivation (Duraku & Hoxha, 2021). Additionally, Cheong, Yammarino, Dionne, Spain and Tsai (2019) argued that a democratic leadership style fosters principles of trust and respect between school leaders and teachers. Teachers who trust their administrators are more likely to follow school policies because they believe the leaders have the best interests of both teachers and students in mind. Through this form of leadership, teachers are not simply following orders; they are more likely to comply because they respect the reasoning behind decisions and the ethos of the school.

Laissez-faire leadership style allows teachers a high degree of independence in their teaching practices and decision-making. Teachers are trusted to manage their classrooms and adhere to policies without frequent monitoring or direct interference from administrators (Breevaart & Zacher, 2019). The authors argue that teachers who value independence may feel more empowered and motivated to perform their roles in ways they see fit, leading to intrinsic compliance based on professional responsibility. However, the lack of oversight may lead to inconsistent implementation of school policies, as some teachers may not fully adhere to guidelines if they feel there are no immediate consequences for non-compliance (Breevaart & Zacher, 2019).

### III. METHODOLOGY

#### ➤ Research Design

A correlational research design combined with only a quantitative method was adopted. This looks at examining for a relationship between variables in a given population under study (Kassu, 2019). Hence, this assisted in examining the relationship between administrative style and teachers'



compliance in Universal Secondary Education schools in Kampala Capital City, Uganda. The quantitative method aided in obtaining data used to afford conclusions to study concepts.

#### ➤ *Target Population and Sample Size*

The study population constitutes individuals with features of interest from which a study sample is gotten (Majid, 2018). This constituted of teachers and head teachers from various Universal Secondary Education schools considered in Kampala Capital City. A sample size of 80 respondents (teachers and head teachers) was taken from five Universal Secondary Education schools selected in Kampala Capital City to provide the necessary data.

#### ➤ *Sampling Procedure*

The study utilized convenient sampling to select respondents who took part in this study. Convenient sampling incorporates selecting study respondents that are readily available as well as easily accessible (Singh & Masuku, 2017). This was considered to select teachers and head teachers from various Universal Secondary Education schools selected in Kampala Capital City to take part in the study so as to obtain data.

#### ➤ *Data Collection Methods*

##### • *Questionnaire Survey Method*

A questionnaire survey method is a form of obtaining data by use of a set of queries with the objective of gathering data from participants (Anokye, 2020). This was essential to obtain uniform data that ensured data comparison using questions which are structured and easily understandable.

#### ➤ *Data Collection Instruments*

##### • *Structured Questionnaire*

This is an instrument engaged to collect data from individuals comprising of closed-ended questions with

responses from which individuals are required to pick (Kuphanga, 2024). These were used to generate data from participants that constituted of encoded answers to closed-ended questions and these were administered directly to respondents in various selected Universal Secondary Education schools.

## IV. DATA ANALYSIS

This study utilized descriptive analysis and correlation analysis approaches to analyze the primary data gathered. Descriptive analysis was utilized to analyze people's demographics provided as frequencies and percentages. In examining the relationship, Spearman's rank correlation analysis was engaged to provide empirical validation on hypotheses at 0.01 significance level. Spearman's rank correlation assesses the relation between two categorical variables (Jerrold, 2016).

#### ➤ *Ethical Consideration*

The researcher attained an introductory letter from the university before taking on the study necessary to obtain permission to get the required data for research in the different schools.

The researcher asked for consent from respondents to take part in this study fully informing them of the objectives and purpose of the study, also ensuring voluntary participation with no intimidation.

Additionally, the researcher ensured confidentiality and anonymity of the respondents where possible in the study.

#### ➤ *Findings of the Study*

##### • *Findings on the Demographic Compositions*

The study assessed the respondents' demographic composition and results presented in Table 1;

Table 1 Demographic Composition of Respondents

Demographic Composition			
Category	Items	Frequency	Percentage
Gender	Male	45	56.3
	Female	35	43.8
	<b>Total</b>	<b>80</b>	<b>100.0</b>
Age Category	25-30 years	9	11.2
	31-35 years	26	32.5
	36-40 years	16	20.0
	Above 40 years	29	36.3
	<b>Total</b>	<b>80</b>	<b>100.0</b>
Level of Education	Diploma	2	2.5
	Bachelors	63	78.7
	Masters	15	18.8
	<b>Total</b>	<b>80</b>	<b>100.0</b>
Marital Status	Married	51	63.7
	Single	29	36.3
	<b>Total</b>	<b>80</b>	<b>100.0</b>
	1-2 years	7	8.8
	3-5 years	34	42.5

<b>Time Worked at the School</b>	6-10 years	27	33.7
	Above 10 years	12	15.0
	<b>Total</b>	<b>80</b>	<b>100.0</b>

Source: Primary Data (2025)

In Table 1, results indicated that 45 (56.3%) of respondents were males and 35 (43.8%) were females. The results also indicated that 29 (36.3%) were above 40 years, 26 (32.5%) were 31-35 years, 16 (20.0%) were 36-40 years, and 9 (11.2%) were 25-30 years.

In addition, findings indicated that 63 (78.7%) had gotten a bachelors, 15 (18.8%) had gotten a masters, and 2 (2.5%) had gotten a diploma. In relation to marital, findings indicate that 51 (63.7%) were married and 29 (36.3%) were single.

The results further indicated that 34 (42.5%) had worked at the school for 3-5 years, 27 (33.7%) had worked at

the school for 6-10 years, 12 (15.0%) had worked at the school for over 10, and 7 (8.8%) had worked at the school for 1-2 years.

#### ➤ Findings on the Objectives of the Study

Relationship between Autocratic Style and Teachers' Compliance in Selected Universal Secondary Education Schools in Kampala Capital City, Uganda

The study analyzed the relationship between autocratic style and teachers' compliance in selected Universal Secondary Education schools in Kampala Capital City, Uganda and findings presented in Table 2.

Table 2 Correlation Analysis on the Relationship between Autocratic Style and Teachers' Compliance in Selected Universal Secondary Education Schools in Kampala Capital City, Uganda

		<b>Autocratic Style</b>	<b>Teachers' Compliance</b>
<b>Autocratic Style</b>	Spearman's Correlation Coefficient	1.000	.563**
	Sig. (2-tailed)	.	.000
	N	80	80
<b>Teachers' Compliance</b>	Spearman's Correlation Coefficient	.563**	1.000
	Sig. (2-tailed)	.000	.
	N	80	80

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data (2025)

Findings in Table 2 designate that autocratic style positively and significantly associates with teachers' compliance in selected Universal Secondary Education schools in Kampala Capital City, Uganda ( $r = 0.563$ ,  $N = 80$ ,  $P\text{-value} = 0.000$ ) at 0.01 significance level. This implies that improvement in autocratic style substantially leads to enhancement in teachers' compliance in selected Universal Secondary Education schools in Kampala Capital City, Uganda.

Relationship between Democratic Style and Teachers' Compliance in Selected Universal Secondary Education Schools in Kampala Capital City, Uganda

The study also analyzed the relationship between democratic style and teachers' compliance in selected Universal Secondary Education schools in Kampala Capital City, Uganda and results presented in Table 3.

Table 3 Correlation Analysis on the Relationship between Democratic Style and Teachers' Compliance in Selected Universal Secondary Education Schools in Kampala Capital City, Uganda

		<b>Democratic Style</b>	<b>Teachers' Compliance</b>
<b>Democratic Style</b>	Spearman's Correlation Coefficient	1.000	.820**
	Sig. (2-tailed)	.	.000
	N	80	80
<b>Teachers' Compliance</b>	Spearman's Correlation Coefficient	.820**	1.000
	Sig. (2-tailed)	.000	.
	N	80	80

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data (2025)

Findings in Table 3 designate that democratic style positively and significantly associates with teachers' compliance in selected Universal Secondary Education schools in Kampala Capital City, Uganda ( $r = 0.820$ ,  $N = 80$ ,  $P\text{-value} = 0.000$ ) at 0.01 significance level. This implies that enhancement in democratic style fundamentally leads to

improvement in teachers' compliance in selected Universal Secondary Education schools in Kampala Capital City, Uganda.

Relationship between Laissez-faire Style and Teachers' Compliance in Selected Universal Secondary Education Schools in Kampala Capital City, Uganda

The study further analyzed the relationship between laissez-faire style and teachers' compliance in selected Universal Secondary Education schools in Kampala Capital City, Uganda and results presented in Table 4.

Table 4 Correlation Analysis on the Relationship between Laissez-faire Style and Teachers' Compliance in Selected Universal Secondary Education Schools in Kampala Capital City, Uganda

		Laissez-faire Style	Teachers' Compliance
Laissez-faire Style	Spearman's Correlation Coefficient	1.000	.630**
	Sig. (2-tailed)	.	.000
	N	80	80
Teachers' Compliance	Spearman's Correlation Coefficient	.630**	1.000
	Sig. (2-tailed)	.000	.
	N	80	80

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data (2025)

Findings in Table 4 specify that laissez-faire style positively and significantly associates with teachers' compliance in selected Universal Secondary Education schools in Kampala Capital City, Uganda ( $r = 0.630$ ,  $N = 80$ ,  $P\text{-value} = 0.000$ ) at 0.01 significance level. This implies that improvement in laissez-faire style considerably leads to improvement in teachers' compliance in selected Universal Secondary Education schools in Kampala Capital City, Uganda.

## V. CONCLUSION

Conclusively, administrative style like autocratic style, democratic style, and laissez-faire style has a positive and significant association with teachers' compliance in that an enhancement in different administrative styles will considerably result to improvement in teachers' compliance in selected Universal Secondary Education schools in Kampala Capital City, Uganda.

## RECOMMENDATIONS

The study recommends school administrators to effectively involve teachers in decision-making, policy formulation, and school planning activities, which increases ownership, trust, and voluntary compliance with administrative directives, resultantly leading to an enhancement in teachers' compliance in Universal Secondary Education schools in Kampala Capital City, Uganda.

The study also recommends school administrators to establish clear guidelines, policies, and responsibilities and communicate them transparently as this reduces ambiguity and fosters predictable, compliant behavior, which substantially leads to an advance in teachers' compliance in Universal Secondary Education schools in Kampala Capital City, Uganda.

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