



# Leadership Orientation and Teacher Empowerment in Government-Aided Secondary Schools in Bweyogerere Division, Wakiso District in Uganda

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## Abstract

This study examined the relationship between leadership orientation and teacher empowerment in government-aided secondary schools in Bweyogerere division, Wakiso district, Uganda. The study was guided by three specific objectives; i) To analyze the relationship between task-oriented leadership and teacher empowerment, ii) To examine the relationship between people-oriented leadership and teacher empowerment, and iii) To examine the relationship between transformational leadership and teacher empowerment in government-aided secondary schools in Bweyogerere division, Wakiso district. The study embraced a correlational research design combined with only a quantitative method. A sample of 65 participants was considered including school administrators and teachers from 4 selected government-aided secondary schools in the division. Both descriptive analysis and correlation analysis were engaged to provide solutions to the study problem. The study revealed that there is a statistically strong positive and significant relationship between task-oriented leadership and teacher empowerment in government-aided secondary schools in Bweyogerere division, Wakiso district. The study also revealed that there is a statistically strong positive and significant relationship between people-oriented leadership and teacher empowerment in government-aided secondary schools in Bweyogerere division, Wakiso district. Further, the study revealed that there is a statistically strong positive and significant relationship between transformational leadership and teacher empowerment in government-aided secondary schools in Bweyogerere division, Wakiso district. Therefore, the study concludes that leadership orientation in form of task-oriented leadership, people-oriented leadership, and transformational leadership has a statistically positive and significant relationship with teacher empowerment in that an enhancement in the different forms of leadership orientation will resultantly lead to an enhancement in teacher empowerment in government-aided secondary schools in Bweyogerere division, Wakiso

district. The study recommends that the school administrators should offer mentorship programs where senior teachers guide junior educators and also organize leadership training workshops to help teachers develop management skills as these would significantly influence teacher empowerment in government-aided secondary schools in Bweyogerere division, Wakiso district, Uganda.

**Keywords:** *Leadership Orientation, Task-Oriented Leadership, People-Oriented Leadership, Transformational Leadership, and Teacher Empowerment.*

## **Introduction**

This study aims to examine the relationship between leadership orientation and teacher empowerment in government-aided secondary schools in Bweyogerere division, Wakiso district, Uganda.

## **Historical Perspective**

Globally during the late 20<sup>th</sup> century, progressive education movements emerged, advocating for teacher participation in decision-making. Educational leadership models began shifting from authoritarian to democratic and transformational leadership approaches. Concepts such as teacher leadership, professional learning communities, and collaborative decision-making gained traction. Countries like Finland and Canada emphasized teacher autonomy, professional collaboration, and shared governance to improve teacher empowerment which has led to greater involvement of teachers in curriculum design and school decision-making (Kilag & Sasan, 2023). In Africa, recent years have seen a shift towards transformational and distributed leadership models, where teachers play a more active role in school leadership. Some countries have adopted policies promoting teacher collaboration, mentorship, and shared governance. This has resultantly led to improved teacher empowerment such as increased leadership roles for teachers in decision-making, more access to professional development and training among others (Dahiru & Kayode, 2022).

## **Theoretical Perspective**

The study was steered by the Transformational Leadership Theory introduced by Bass in 1985. The theory posits that leadership that inspires, motivates, and supports teachers leads to higher engagement and empowerment (Korejan & Shahbazi, 2016). According to Almonawer, Alainati and Al-Hammad (2023) the theory is applicable to teacher empowerment in that effective leadership encourages collaborative decision-making where teachers participate in shaping school policies, fosters professional development through mentorship and training, and builds trust and motivation, making teachers feel valued and capable of initiating change. The authors assert that a principal who mentors teachers, encourages innovation, and provides opportunities for growth empowers teachers to take leadership roles (Almonawer et al., 2023). For that reason, this theory was applicable to this study as it affords a linkage between leadership orientation and teacher empowerment.

## Contextual Perspective

The study was carried out among selected government-aided secondary schools in Bweyogerere division, Wakiso district examining the relationship between leadership orientation and teacher empowerment. This was considered as a result of the limited research that has been conducted relative to leadership orientation and teacher empowerment explicitly in government-aided secondary schools in Bweyogerere division, Wakiso district. Additionally, Bweyogerere division, Wakiso district was considered due to the inconsistent teacher empowerment exhibited among different schools including government-aided secondary schools indicated by limited involvement of teachers in school governance, limited teacher autonomy due to the authoritarian leadership styles used by head teachers, and limited leadership opportunities among others in the district (Wakiso District Local Government, 2021).

## Conceptual Perspective

Leadership orientation refers to the approach, style, and behaviors a leader adopts when guiding, influencing, and managing individuals or organizations. It reflects how leaders interact with their teams, make decisions, and create an environment for growth and productivity. In the context of education, leadership orientation determines how school administrators, principals, and head teachers engage with teachers, influence policies, and create conditions that empower educators to perform effectively (Limon, 2022). Teacher empowerment refers to the process of giving teachers the autonomy, resources, and support they need to make decisions, innovate in their teaching, and take leadership roles in schools. It involves enhancing teachers' confidence, professional growth, and influence over their work environment (Dahiru & Kayode, 2022). In light with the current study, leadership orientation was conceptualized in form of task-oriented leadership, people-oriented leadership, and transformational leadership, while teacher empowerment was conceptualized in terms of decision making, professional growth, autonomy, engagement, resource availability, and leadership opportunities among others.

## Statement of the problem

The government of Uganda through the Ministry of Education and Sports has implemented several policies to enhance teacher empowerment by focusing on leadership orientation within its education system. For instance, the National Teacher Policy was launched to professionalize teaching and elevate education standards emphasizing professional development, encouraging participatory leadership in schools, and addressing diverse needs to ensure all teachers have access to empowerment opportunities (Ministry of Education and Sports, 2018).

However, despite all the outstanding policies and initiatives, there is still inconsistency in teacher empowerment among different schools including government-aided secondary schools in Wakiso district indicated by limited involvement of teachers in school governance, limited teacher autonomy due to the authoritarian leadership styles used by head teachers, and limited leadership opportunities among others in the district (Wakiso District Local Government, 2021). This has consequently resulted into low teacher morale and motivation, high teacher turnover,

poor student performance outcomes, increased work-related stress, and weak classroom management, leading to a decline in school reputation and performance. Thus, it is upon this that the current study examined the relationship between leadership orientation and teacher empowerment in government-aided secondary schools in Bweyogerere division in Uganda.

## Objectives of the Study

### General Objective

The general objective of the study was to examine the relationship between leadership orientation and teacher empowerment in government-aided secondary schools in Bweyogerere division, Wakiso district, Uganda.

### Specific Objectives

- i. To analyze the relationship between task-oriented leadership and teacher empowerment in government-aided secondary schools in Bweyogerere division, Wakiso district.
- ii. To examine the relationship between people-oriented leadership and teacher empowerment in government-aided secondary schools in Bweyogerere division, Wakiso district.
- iii. To examine the relationship between transformational leadership and teacher empowerment in government-aided secondary schools in Bweyogerere division, Wakiso district.

### Study Hypotheses

The study specific objectives were directed by the subsequent alternative hypotheses;

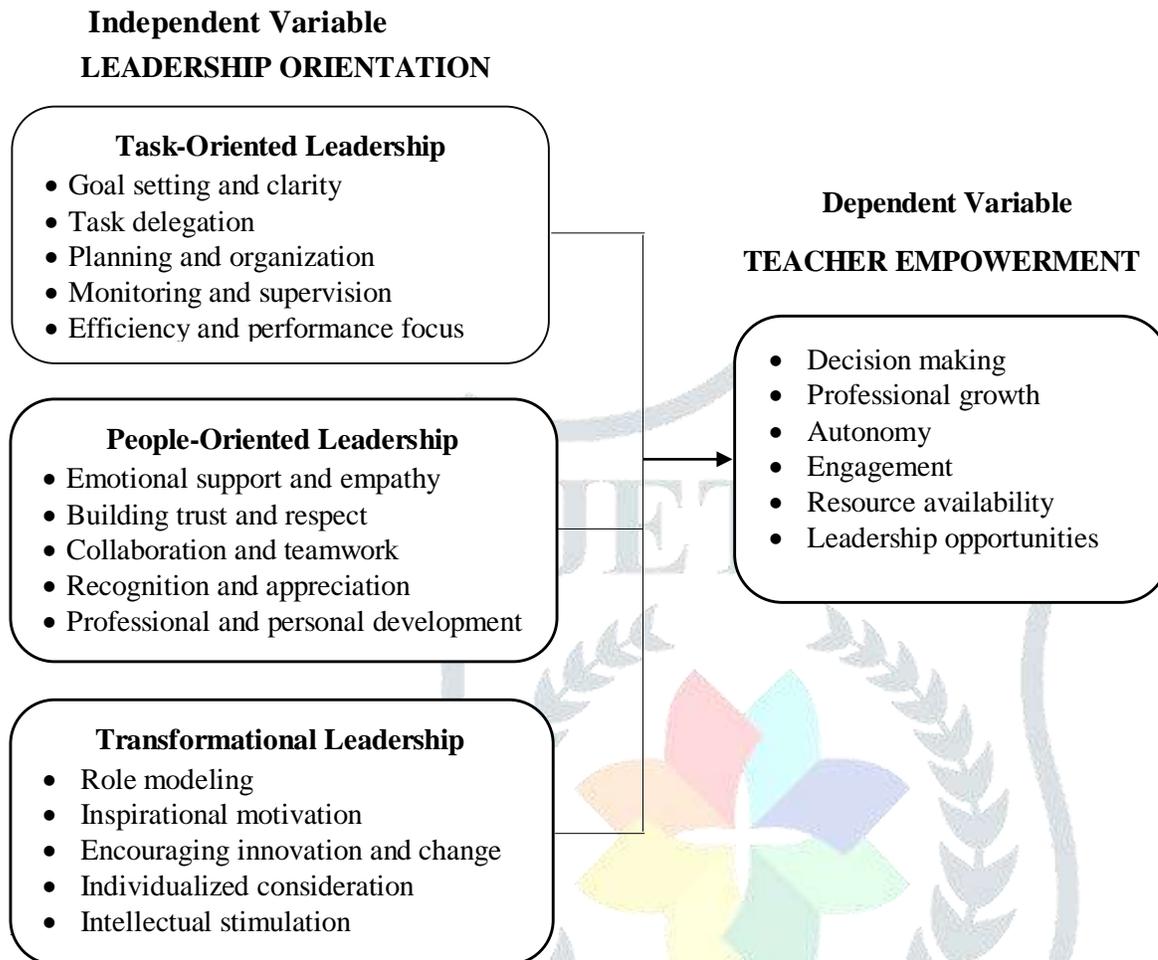
**Ha1:** There is a statistically significant relationship between task-oriented leadership and teacher empowerment in government-aided secondary schools in Bweyogerere division, Wakiso district.

**Ha2:** There is a statistically significant relationship between people-oriented leadership and teacher empowerment in government-aided secondary schools in Bweyogerere division, Wakiso district.

**Ha3:** There is a statistically significant relationship between transformational leadership and teacher empowerment in government-aided secondary schools in Bweyogerere division, Wakiso district.

## Conceptual Framework

The conceptual framework presents an illustrative diagram on the linkage between Leadership Orientation and Teacher Empowerment.



## Leadership Orientation and Teacher Empowerment

Leadership orientation plays a fundamental role in shaping the motivation, autonomy, and professional growth of teachers. The way school leaders communicate, support, and involve teachers in decision-making directly impacts their sense of empowerment (Limon, 2022). According to Nengasca, Kilag, Malbas, Longakit, Celin, Pasigui and Valenzona (2023) participative and distributed leadership encourages teachers to be part of school governance, policy-making, and curriculum development. This makes teachers feel valued, take ownership of their roles, and develop leadership skills. The authors argue that a principal who involves teachers in school improvement plans fosters a sense of responsibility and confidence which improves teacher empowerment (Nengasca et al., 2023).

Task-oriented leaders provide clear guidelines, roles, and expectations for teachers, which can help reduce confusion and ambiguity in their responsibilities. Teachers may feel empowered by clarity in their tasks and know exactly what is expected of them, allowing them to focus their efforts on meeting goals without the worry of uncertainty (Hulpia, Devos & Rosseel, 2019). Additionally, the authors argue that leaders who are focused on task completion often ensure that the necessary resources, tools, and support systems are in place to help teachers

accomplish their objectives. Teachers feel empowered when they have access to the resources they need to perform their duties, enabling them to be more effective and confident in their teaching practices (Hulpia et al., 2019).

According to Ozdemir, Kaymak and Uslu (2023) leadership orientation can both support and hinder teacher empowerment, depending on how it is implemented. While it provides structure, clarity, and focus on achieving educational goals, it can also limit autonomy, creativity, and teacher involvement in decision-making, which are essential aspects of empowerment. The authors assert that to maximize its positive impacts, leadership orientation should be balanced with approaches that provide teachers with opportunities for input, professional development, and creative freedom. This combination can lead to a more empowered and motivated teaching workforce, driving improved student outcomes and school success (Ozdemir et al., 2023). In addition, Limon (2022) argued that teachers might feel pressured and stressed by constant performance evaluations, leading to burnout and a lack of intrinsic motivation. The emphasis on results may overshadow the importance of professional development and creativity in teaching.

Leadership orientation also emphasizes the well-being, motivation, and development of individuals within an organization. In the context of education, leadership orientation such as people-oriented leadership style focuses on building strong relationships, providing support, and nurturing a positive work environment for educators. When applied effectively, people-oriented leadership can have a significant and positive effect on teacher empowerment (Gregory, Reid, Allison, Criswell, Elrod & Berryhill, 2022). The authors also argued that people-oriented leaders prioritize building strong, supportive relationships with their teachers. This approach involves active listening, empathy, and open communication, ensuring that teachers feel valued and respected. Teachers are more likely to feel empowered when they trust their leaders and know that their concerns, ideas, and contributions are genuinely acknowledged. A trusting relationship allows teachers to feel confident in taking risks and trying new teaching methods (Gregory et al., 2022).

Transformational leadership has a profound influence on teacher empowerment, as it fosters a sense of purpose, growth, and autonomy among teachers. Transformational leaders inspire teachers by articulating a clear and compelling vision for the school or educational goals. This vision often includes fostering an environment where teachers feel motivated to achieve personal and collective growth (Saira, Mansoor & Ali, 2021). The authors assert that teachers feel empowered when they are part of a meaningful vision that aligns with their personal values and professional goals. A shared vision creates a sense of ownership and commitment to achieving the goals of the school, which increases teachers' motivation to contribute actively (Saira et al., 2021).

According to Deiparine, Kilag, Tokong, Enriquez, Purisima and Zamora (2023) transformational leadership promotes intellectual stimulation by encouraging teachers to engage in continuous learning, problem-solving, and critical thinking. Transformational leaders challenge teachers to mirror on their teaching practices and embrace new ideas and perspectives. The authors assert that teachers feel empowered when they are intellectually stimulated and encouraged to pursue professional growth. This kind of leadership promotes a culture of lifelong learning, where teachers are motivated to enhance their skills and knowledge, resulting in greater professional development and

self-confidence (Deiparine et al., 2023). Additionally, Liu, Bellibas and Gumus (2021) argue that transformational leaders provide personalized contemplation by identifying the unique strengths, needs, and aspirations of each teacher. They offer tailored support, mentorship, and professional development opportunities to help teachers grow, resultantly leading to an improvement in teacher empowerment.

## **Methodology**

### **Research Design**

This study embraced a correlational research design combined with only a quantitative method. A correlational research design is related with examining for a relationship between variables in the specified study population (Kassu, 2019). Then, this research design facilitated the researcher in examining the relationship between leadership orientation and teacher empowerment in government-aided secondary schools in Bweyogerere division, Wakiso district, Uganda. The quantitative method supported the researcher to attain quantitative data that was used to offer a clear knowledge to the study phenomenon.

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

The study focused on a target population of 8 government-aided secondary schools in Bweyogerere division, Wakiso district (Wakiso District Local Government, 2021). However, due to the time factor, the researcher concentrated on 4 government-aided secondary schools from which a sample was selected that took part in the study. The study focused on a sample of 65 participants including school administrators and teachers who were selected from the different government-aided secondary schools in the division to make available quantitative data that was used to provide an understanding to study objectives.

### **Sampling Procedure**

The researcher engaged simple random sampling to select respondents who participated in the study. Simple random sampling was engaged to select school administrators and teachers from the government-aided secondary schools to take part in the study so as to generate quantitative data. Simple random sampling provides an equivalent chance of selection to each of the characters in the study population into the study sample (Elfil & Negida, 2017).

### **Data Collection Methods**

#### **Questionnaire Survey Method**

A questionnaire survey method is a technique of achieving information through a chain of questions and other enquiries for the purpose of gathering information from participants (Mathiyazhagan, 2018). The questionnaire survey method was vibrant in order to achieve uniform information which guaranteed the comparability of data using easy to understand well-aligned and well-organized questions. Therefore, this method was utilized as it permitted the researcher to attain and gather quantitative data from the participants in the shortest possible time.

## Data Collection Instruments

### Structured Questionnaire

A structured questionnaire is an instrument utilized to gather information from participants comprising of closed-ended answers to the questions from which participants are obligatory to select (Acheung, 2019). The study utilized structured questionnaires to gather quantitative data from the school administrators and teachers which comprised of closed-ended questions and encoded answers that were self-administered to the participants in the selected schools in the division. The structured questionnaires were utilized since they entail little time and collect adequate information on the study phenomenon.

### Data Analysis

The study engaged both descriptive and correlation analysis methods in evaluating the quantitative primary data collected. Descriptive analysis was utilized when scrutinizing participants' demographics arranged in terms of percentages and frequencies. So as to examine the relationship between the study variables, Spearman's rank correlation analysis was engaged to provide the empirical evidence on the study hypotheses at a 0.01 level of significance. Spearman's Rank Correlation measures the association between two ordinal or nominal variables (Jerrold, 2016).

### Ethical Consideration

The researcher obtained an introductory letter from Islamic University in Uganda as a precondition for attaining permission from administrators in different schools to conduct the study in their schools before undertaking the study. The researcher also sought for participant's consent to take part in the study before questionnaires were administered to them.

Furthermore, the researcher guaranteed confidentiality of the participants and the information provided as this is an important ethical pre-requisite in research.

### Study Findings

The findings shown in this section consist of; descriptive statistics on the respondents' demographic composition and correlation analysis to make available answers to the study objectives.

### Findings on Demographic Compositions

The study measured the respondents' demographic compositions from the different government-aided secondary schools in Bweyogere division, Wakiso district and the findings are presented in Table 1;

Table 1: Respondents' Demographic Composition

<b>Demographic Composition</b>			
<b>Category</b>	<b>Items</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>	Male	37	56.9
	Female	28	43.1
	<b>Total</b>	<b>65</b>	<b>100.0</b>
<b>Age Category</b>	25-30 years	8	12.3
	31-35 years	11	16.9
	36-40 years	13	20.0
	Above 40 years	33	50.8
	<b>Total</b>	<b>65</b>	<b>100.0</b>
<b>Level of Education</b>	Diploma	5	7.7
	Bachelors	52	80.0
	Masters	8	12.3
	<b>Total</b>	<b>65</b>	<b>100.0</b>
<b>Marital Status</b>	Married	49	75.4
	Single	16	24.6
	<b>Total</b>	<b>65</b>	<b>100.0</b>
<b>Time Worked at the Secondary School</b>	1-3 years	9	13.8
	4-5 years	15	23.1
	Above 5 years	41	63.1
	<b>Total</b>	<b>65</b>	<b>100.0</b>

*Source: Primary Data, 2025*

From Table 1, the results indicate that out of 65 respondents who participated in the study from the selected government-aided secondary schools in Bweyogere division, Wakiso district, majority 37 (56.9%) of the respondents were males and the least proportion 28 (43.1%) of respondents were females. The study findings also revealed that majority 33 (50.8%) of respondents were aged above 40 years, trailed by 13 (20.0%) of respondents who were aged 36-40 years, then 11 (16.9%) of the respondents who were aged 31-35 years, and the least proportion 8 (12.3%) of respondents were aged 25-30 years.

More so, the study findings revealed that majority 52 (80.0%) of respondents had attained a bachelors' level of education, followed by 8 (12.3%) of respondents who had attained a masters' level of education, and the least proportion 5 (7.7%) of respondents had attained a diploma level of education. In relation to marital status, the study findings revealed that majority 49 (75.4%) of respondents were married and the least proportion 16 (24.6%) of respondents who were single.

The study findings further revealed that majority 41 (63.1%) of the respondents had worked for a period of above 5 years at the respective schools, followed by 15 (23.1%) of the respondents who had worked for a period of 4-5 years at the respective schools, and the least proportion 9 (13.8%) of the respondents had worked for a period of 1-3 years at the respective schools.

## Findings on the Objectives of the Study

This segment presents the findings in accord to the study specific objectives.

### Relationship between Task-Oriented Leadership and Teacher Empowerment in Government-Aided Secondary Schools in Bweyogerere Division, Wakiso District

The study required to analyze the relationship between task-oriented leadership and teacher empowerment in government-aided secondary schools in Bweyogerere division, Wakiso district. The relationship was investigated using Spearman's Rank correlation analysis and the results are presented in Table 2.

**Table 2: Correlation Analysis on the Relationship between Task-Oriented Leadership and Teacher Empowerment in Government-Aided Secondary Schools in Bweyogerere Division, Wakiso District**

		Task-Oriented Leadership	Teacher Empowerment
<b>Task-Oriented Leadership</b>	Spearman's Correlation Coefficient	1.000	.566**
	Sig. (2-tailed)	.	.000
	N	65	65
<b>Teacher Empowerment</b>	Spearman's Correlation Coefficient	.566**	1.000
	Sig. (2-tailed)	.000	.
	N	65	65

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

#### Source: Primary Data, 2025

The study findings in Table 2 revealed that there is a statistically strong positive and significant relationship between task-oriented leadership and teacher empowerment in government-aided secondary schools in Bweyogerere division, Wakiso district ( $r = 0.566$ ,  $N = 65$ ,  $P\text{-value} = 0.000$ ) at a 0.01 level of significance. The findings imply that an improvement in task-oriented leadership strongly and significantly leads to an enhancement in teacher empowerment in government-aided secondary schools in Bweyogerere division, Wakiso district.

### Relationship between People-Oriented Leadership and Teacher Empowerment in Government-Aided Secondary Schools in Bweyogerere Division, Wakiso District

The study also required to examine the relationship between people-oriented leadership and teacher empowerment in government-aided secondary schools in Bweyogerere division, Wakiso district. The relationship was scrutinized using Spearman's Rank correlation analysis and the results are presented in Table 3.

**Table 3: Correlation Analysis on the Relationship between People-Oriented Leadership and Teacher Empowerment in Government-Aided Secondary Schools in Bweyogerere Division, Wakiso District**

		People-Oriented Leadership	Teacher Empowerment
<b>People-Oriented Leadership</b>	Spearman's Correlation Coefficient	1.000	.625**
	Sig. (2-tailed)	.	.000
	N	65	65
<b>Teacher Empowerment</b>	Spearman's Correlation Coefficient	.625**	1.000
	Sig. (2-tailed)	.000	.
	N	65	65

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

*Source: Primary Data, 2025*

The study findings in Table 3 revealed that there is a statistically strong positive and significant relationship between people-oriented leadership and teacher empowerment in government-aided secondary schools in Bweyogerere division, Wakiso district ( $r = 0.625$ ,  $N = 65$ ,  $P\text{-value} = 0.000$ ) at a 0.01 level of significance. The findings imply that an enhancement in people-oriented leadership substantially and significantly leads to an enhancement in teacher empowerment in government-aided secondary schools in Bweyogerere division, Wakiso district.

#### **Relationship between Transformational Leadership and Teacher Empowerment in Government-Aided Secondary Schools in Bweyogerere Division, Wakiso District**

The study further required to examine the relationship between transformational leadership and teacher empowerment in government-aided secondary schools in Bweyogerere division, Wakiso district. The relationship was evaluated using Spearman's Rank correlation analysis and the results are presented in Table 4.

**Table 4: Correlation Analysis on the Relationship between Transformational Leadership and Teacher Empowerment in Government-Aided Secondary Schools in Bweyogerere Division, Wakiso District**

		Transformational Leadership	Teacher Empowerment
<b>Transformational Leadership</b>	Spearman's Correlation Coefficient	1.000	.689**
	Sig. (2-tailed)	.	.000
	N	65	65
<b>Teacher Empowerment</b>	Spearman's Correlation Coefficient	.689**	1.000
	Sig. (2-tailed)	.000	.
	N	65	65

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

*Source: Primary Data, 2025*

The study findings in Table 4 revealed that there is a statistically strong positive and significant relationship between transformational leadership and teacher empowerment in government-aided secondary schools in Bweyogerere division, Wakiso district ( $r = 0.689$ ,  $N = 65$ ,  $P\text{-value} = 0.000$ ) at a 0.01 level of significance. The findings denote that an improvement in transformational leadership considerably and significantly leads to an enhancement in teacher empowerment in government-aided secondary schools in Bweyogerere division, Wakiso district.

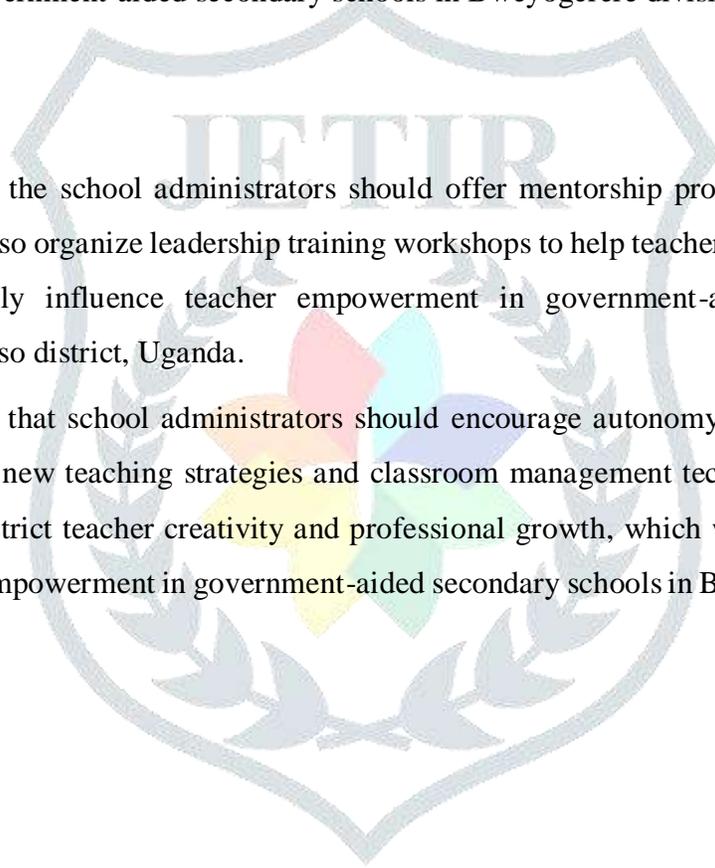
### **Conclusion**

The study concludes that leadership orientation in terms of task-oriented leadership, people-oriented leadership, and transformational leadership has a statistically positive and significant relationship with teacher empowerment in that an enhancement in the various forms of leadership orientation will resultantly lead to an enhancement in teacher empowerment in government-aided secondary schools in Bweyogerere division, Wakiso district.

### **Recommendations**

The study recommends that the school administrators should offer mentorship programs where senior teachers guide junior educators and also organize leadership training workshops to help teachers develop management skills as these would significantly influence teacher empowerment in government-aided secondary schools in Bweyogerere division, Wakiso district, Uganda.

The study also recommends that school administrators should encourage autonomy and innovation by allowing teachers to experiment with new teaching strategies and classroom management techniques as well as minimize bureaucratic barriers that restrict teacher creativity and professional growth, which would significantly influence an improvement in teacher empowerment in government-aided secondary schools in Bweyogerere division, Wakiso district, Uganda.



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## Appendices

### Appendix I: Structured Questionnaire for Teachers

Dear respondent,

You have been chosen as a respondent to take part in this study and the responses you will provide will be treated with ultimate confidentiality. The information you will provide will only be used for the required study purposes. Your participation in this study is voluntary and you are free to pull out at any time.

Do you consent to participate in this study?      Agree .....      or      Disagree .....

**Instructions: Please tick the most appropriate response of your choice**

#### Section A: Demographic Characteristics of Respondents

##### 1. What is your Gender?

1. Male       2. Female

##### 2. What is your age group?

1. 25-30 years     2. 31-35 years     3. 36-40 years     4. Above 40 years

##### 3. What is your highest level of education?

1. Certificate     2. Diploma     3. Bachelors     4. Masters

##### 4. What is your marital status?

1. Married     2. Single     3. Divorced     4. Widowed

**5. For how long have you worked at this secondary school?**

1. 1-3 years       2. 4-5 years       3. Above 5 years

**SECTION B: LEADERSHIP ORIENTATION**

Use a Likert scale for this section where 1= Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A), and 5= Strongly Agree (SA).

**Instructions:** Please tick where appropriate using the scale above that best describes your opinion to the statements related to different dimensions of Leadership Orientation;

**Part I: Task-Oriented Leadership**

No.	Task-Oriented Leadership	SD	D	NS	A	SA
1.	The school administrators and leaders define clear and specific goals and objectives for their subordinates or teams at the school					
2.	The school administrators and leaders plan and outline tasks, deadlines, and resources needed for success at the school					
3.	The school administrators and leaders assign tasks based on individuals' capabilities and the nature of the work at the school					
4.	The school administrators closely monitor progress and supervise team and staff members to ensure task completion at the school					
5.	The school administrators and leaders emphasize performance and achieving of high levels of efficiency among staff members at school					

**Part II: People-Oriented Leadership**

No.	People-Oriented Leadership	SD	D	NS	A	SA
1.	The school administrators and leaders offer emotional support and show empathy to staff feelings and challenges at the school					
2.	The school administrators and leaders actively build trust and mutual respect within the staff members at the school					
3.	The school administrators and leaders encourage collaboration and teamwork among staff members at the school					

4.	The school administrators and leaders regularly recognize and appreciate the efforts and achievements of their staff members at the school					
5.	The school administrators support the professional growth of their staff members by providing opportunities for training, mentoring, and career advancement at the school					

### Part III: Transformational Leadership

No.	Transformational Leadership	SD	D	NS	A	SA
1.	The school administrators and leaders act as role models by demonstrating high ethical standards, integrity, and professionalism at the school					
2.	The school administrators and leaders inspire and motivate staff members by creating and communicating a compelling vision of the future at school					
3.	The school administrators and leaders encourage and stimulate innovation and creativity of staff members at the school					
4.	The school administrators and leaders pay attention to the individual needs, goals, and aspirations of their staff members at the school					
5.	The school administrators and leaders actively encourage staff members to innovate and embrace change at the school					

### SECTION C: TEACHER EMPOWERMENT

Use a Likert scale for this section where 1= Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A), and 5= Strongly Agree (SA).

**Instructions:** Please tick where appropriate using the scale above that best describes your perception about the statements related to Teacher Empowerment;

No.	Teacher Empowerment	SD	D	NS	A	SA
1.	The teachers have autonomous control over their teaching methods, curriculum choices, and classroom management decisions at the school					
2.	The teachers are actively involved and participate in school-wide decision-making processes at the school					
3.	The teachers are provided with opportunities to grow professionally, including access to training programs at the school					
4.	The teachers have equitable access to the necessary resources that enable them to perform their roles at the school					
5.	The teachers have opportunities to take on leadership roles or participate in governance within the school					