

The Effect of Transactional Leadership on Academic Performance of Primary School Pupils in Social Studies in Munkunyu Sub County Kasese District

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ABSTRACT

Education plays a crucial role in the development of societies in the developing world. The purpose of this study was to assess the impact of transactional leadership on the academic performance of primary school students in social studies in Munkunyu sub county, Kasese District. The study utilized a cross-sectional survey design, combining quantitative and qualitative approaches. The quantitative data was processed by coding and entering it into SPSS 22.0. The data was then summarized using frequency tables to identify errors and make necessary edits. The correlation between the variables was found to be $r=0.338$; $p=0.003$. This indicates a significant correlation between transformational leadership and learners' performance. A value of $r=0.338$ suggests a strong contribution. Based on the evidence at the 5% significance level, the researcher concludes that transformational leadership significantly contributes to learners' performance. The study also revealed that although respondents acknowledged the impact of leadership style on academic performance, headteachers did not gain enough confidence from stakeholders to implement strategies that could enhance the quality of teaching and learning.

Keywords: transactional leadership, academic performance, primary school, pupils, social studies.

INTRODUCTION

Educating a nation remains the most vital strategy for the development of the society throughout the developing world [1]. Student academic achievement is very crucial at every level; from a perspective of an individual, a family, an organization (like a school) and then as a whole. For a school to perform well both in academics and in co-curricular activities, effective leadership is needed [2]. Besides, in most school systems, school principal is required by the systemic authorities to improve student learning and is held accountable for it by building commitments in developing a shared vision for motivating and energizing the teachers and students [3, 4].

Globally, there is a desire in today's dynamic world class schools mainly those at a lower level have to contend with a desire to maintain or improve their competitive edge through education [5]. However, the most critical resource in UK, Switzerland and America is that more than 78% of these primary schools must harness academics with leadership behavior. An ineffective leadership styles has been one of the factors that has significant impact to the performance of many work organizations around the globe [1]. Findings from Malaysia according to [6] reported that in 2017 Primary School Achievement Test (UPSR) released in 2017 shows that (2016) 1.11% passed in A (distinction), 2015 8.65% while 2014 is 7.89%. [7] reported that after a strong improvement particularly between 2006 and

2009, in 2015 the performance of Italian 15-year-olds in mathematics, reading and science as measured by the OECD Programme for International Student Assessment (PISA) was rather mixed. The proportion of low achievers in science (23.2% in 2015) and reading (21% in 2015) increased compared to 2012, while the proportion of low achievers in mathematics declined further (from 24.9% in 2009 and 24.7% in 2012 to 23.3% in 2015). In India, 2010 open school examination results show that out of 524, 273 (52.1%) passed in A, 305, 495 (54.1%) passed in B [8].

In Africa, according to [9] reported that in Ghana in the primary pupils results on the National Education Assessment (NEA) of 2007 shows that 23.6% passed English and 13.8% in mathematics with high grade while 76.9% passed with low grade in English and 61.9% in mathematics. Mass education at primary education level, in African countries may require new leadership approaches in order to enhance efficiency and effectiveness in academic performance. Through inefficiency much learning time is lost in many Sub-Saharan African (SSA) education systems. Twenty five percent or more of schooldays may be lost each year in poorly managed schools [10]. Among Southern and East African countries according to [11], over 50.3% of the government effort should focus on efficiency which is needed and can be achieved through management reforms; raising the learner teacher ratio,

increasing teachers' time on task, reducing repetition and improving accountability.

In Uganda, [12] reported that in Uganda 57,198 pupils passed in first division, 293,977 passed in the second division, 128,573 passed in third division while 91,504 passed in fourth division. Also, out of the 628,606 pupils who turned up for the exams, 571,252 (90.9%) passed the exams while 57,354 (9.1%) failed the exams. Comparing 2017 and 2016, it shows that there is improvement in 2017 where 90.9% passed while 87% passed in 2016. The total overall improvement in 2017

METHODOLOGY

Study Design

This study adopted the cross-sectional survey design using both quantitative and qualitative approaches.

Study Population

The population of the study was 355 comprising 325 pupils, 12 teachers, 12 deputy head teachers and six head teachers. The distribution of the population of pupils, teachers, deputy head teachers and head teachers were 54 from Munkunyu primary school, 49 from Kitsutsu primary school, 38 from Kacungiro primary school, 27 from Kilhambayiro primary school, 19 from Kabingop primary school and 21 from Katanda primary school [14]. These will be targeted because; this group of respondents provided information first on how administration styles affect pupil's performance (academic) [15].

Sample size determination

The sample size for quantitative respondents was got using [16]. The formula is an extension of Slovenes formula by involving proportionate sampling. The Slovene's formula is used to determine the minimum sample size and computation. The total sample for the Quantitative, Qualitative and Tests will total to two hundred and eight (208).

$$n = \frac{N}{1 + N(e^2)}$$

Where;

n = the required sample size;

N = the known population size;

e = the level of significance,

which is = 0.05 and 1 is constant.

$$n = \frac{325}{1 + 325(0.0025)} = 179$$

Sampling Technique

The study used simple random and purposive sampling techniques. Simple random sampling was used to select pupils for the test and P7 class teachers. Simple random sampling allowed individual respondents to be chosen by chance [17]. Simple random sampling was selected because it enables the generalizability of the findings. Head teachers and Deputy Head teachers were selected using purposive sampling. Purposive sampling intensity purposive sampling.

Intensity sampling allows the researcher to select a small number of rich cases that provide in depth

PLE is 3.9%. According to [13], only 67% of the head teachers in poorly performing rural schools attend activities as scheduled at schools, and 98% in urban best performing schools have seen head teachers perform their school activities as mandated by their appointing bodies. This envisions the role of leadership in schools' academic excellence. However, this study focusses on the effect of transactional leadership on academic performance of primary school pupils in social studies in Munkunyu sub county Kasese District.

information and knowledge of a phenomenon of interest [18]. Using both simple random and purposive sampling, the study was able to collect both quantitative and qualitative data from the respondents.

Inclusion and Exclusion Criterion

P7 pupils, P7 class teachers, deputy head teachers and head teachers among Munkunyu, Munkunyu Primary School, Kitsutsu primary School, Kilhambayiro Primary School, Kabingo Primary School and Katanda Primary School, Kasese district, Learners in primary Seven, who consented to participate, were included in the study. While all teachers, head teacher, Director of Studies, Teachers of religion, Priests/Sheikhs and pupils among Munkunyu, who will not consent to participate were excluded.

Research instruments

Data was collected using objective type and semi-structured research questionnaires which maybe open ended or closed. The medium of instruction was English and others who were not able to read and write the questionnaires, the researcher translated to them, [19].

Data Collection Procedures

The researchers requested an introductory letter from the Director Post Graduate School introducing the researcher to schools where data were collected from after the proposal was accepted. The researcher presented the letter to the head teachers who then introduced the researcher to the deputy head teachers and teachers. The head teacher also allocated a teacher who directed the researcher to where the pupils who participated in the exercise. Each head teacher was briefed the importance of the study also, date and time for the distribution of the instruments was well arranged. The researcher personally distributed the research questionnaires and conduct interviews after obtaining consent from all the selected respondents as it has been described in sampling section. Each questionnaire was accompanied by a letter explaining the general purpose of the study. In conducting interviews, the researcher tape recorded the respondents after obtaining consent.

Data Analysis

Quantitative data collected was processed by coding, entering them into the computer using the Statistical

Package for Social Sciences (SPSS 22.0), summarising them using frequency tables to identify errors and editing them. After that, descriptive statistics namely; frequencies, percentages and means were calculated. Inferential statistics namely; correlation and regression were also done to test hypotheses. This produced data necessary for generalisation of the findings. To determine the control effect of background characteristics, control analysis was carried out. The qualitative data collected was coded and grouped according to the study objectives and emerging themes for through thematic methods and content analysis. Thematic analysis was involved clustering of text with similar meaning. Content analysis helps to distil words into fewer content related categories. The aim is to attain a condensed and broad description of the phenomenon and the outcome of the analysis is concepts or categories describing the phenomenon [20]. Qualitative data supplemented quantitative data and help in providing explanations.

Ethical Considerations

The researcher respected the rights of the respondents

and maintaining honesty. This involved obtaining informed consent, ensuring anonymity, confidentiality, respect for privacy and honesty in the reporting of data [21]. Informed consent involved ensuring that all the respondents participate in the study consciously, willingly and intelligently. For that reason, the researcher explained to the respondents the reason of this study to make them chose to partake in it on their own by signing a consent form. Anonymity was sustained by protecting the identities of the respondents by not linking the respondents' identities to their responses. The researcher tried his best to avoid all types of risk that may arise in exercise. In case if there is any risk the researcher took proper measure to solve it. Confidentiality was ensured through ensuring that the respondents are free to give and withhold as much information as they wish to the researcher. The researchers-maintained honesty by ensuring that data presentation, analysis and interpretation are strictly based on the data collected.

RESULTS

Table 1: Transactional Leadership Style Result

Questionnaire statements	SA	A	U	D	SD	Mean
Shares decisions with others	9%	33.3%	10%	56.7%	0%	1.65
Head teacher empowers other staff for high quality and quantity of work	0%	36.4%	1.9%	46.7%	18.2%	1.70
Usually seek discussion and agreement with subordinates over arising issues before decisions	0%	8.32%	11.7%	75%	5%	1.95
Head teacher promotes teacher productivity, satisfaction and commitment at all times	6.1%	23%	1.10%	49.5%	11.2%	2.0
Head teacher if friendly and approachable	0%	32.3%	4.3%	52.7%	5.6%	2.0
Head teacher treats members of staff as equals	7.2%	0%	0%	62.7%	30.3%	2.15
Head teacher normally commends staff whenever they have done well	23.4%	33.5%	3.9%	30.1%	0%	2.25
Head teacher enjoys coaching staff on new tasks and procedures	0.9%	13.7%	8.9%	78.4%	1.4%	2.6
Head teacher encourages teachers and learners to be creative	7.6%	40.1%	6.2%	49.7%	6.2%	3.25

Source: Primary data, 2023

Table 1 above, 26, (43.3%) of the respondents rated their head teachers decisions with subordinates as good, but the proportion of 34, (56.7%) understands their head teachers in a manner that they arrived at their decisions by themselves. This corresponded with the rating of "agree" and "disagree" respectively. The response implies that other school head teachers cooperate with other staff, but a greater percentage do

not cooperate with their teachers and the subordinates when making decision; 21, (35%) agreed that the head teachers give them empowerment for high quality and quantity of work while a greater percentage of 39, (65%) seem not to be agreeing with the statement, implying that head teachers do not fully empower their teachers to produce the expected. transactional leadership style seeks for discussion and agreement

with subordinates, but the statement when posed to the respondent “usually seek discussion and agreement with subordinates over an issue before decision are taken”, the response had been that 48, (80%) disagreed with the statement and only 12, (20%) agreed with the statement. This implication is that head teachers are acting in manners that make the subordinates to distance themselves from them Not only limiting to that, respondents were asked if head teachers promoted high teacher productivity, satisfactions, cooperation and commitment at all times. The majority of respondents responded negatively 58, (96.7%) disagreed and only 2, (3.3%) agreed on this statement. Respondents were asked whether the head teachers were friendly and approachable, the responses were that 22, (36.6%) accepted that the head teachers were so, but the greater percentage 38, (63.4%) disagreed with the statement, although had a mean score of 2.00. Head teachers seem not to be treating the staff equally. This is evidenced in the responses in the statement, “Treats members of staff as equals”. The responses were that 60, (100%) disagreed with the statement. This implies that if the head teachers were treating the staff equally, then the set targets in the schools would have been met and performance would have improved.

However, 43, (70%) of the responses agreed that the head teachers normally commend staff whenever they have done well although 17(30%) still are not satisfied with the comments their headteachers make even when they do well. This was echoed during the discussion with other categories of the respondent said, “The head teacher of this school always is not appreciative to the staff; staff do their best but nothing is talked about.” When asked if the head teachers give encouragement to the staff for self-development. The response had been that 25, (41.7%) agreed with the statement and 35, (58.3%

disagreed with the statement, but this gave out a mean input of 2.25.

In addition, respondents were asked if head teachers were enjoying coaching people on new tasks and procedures, 47, (78.3%) disagreed with the statement while only a meagre response of 13, (21.6%) agreed on to this. The statement on encouragement of teachers and learner to be creative, the responses almost had total agreement of 75% agreed on and 25% was in disagreement.

Generally, the responses agreed with the responses arrived at during the discussions and some observations done. One respondent responded “if head teachers were accepting to share decisions with their subordinates, learners’ performance would have improved, but these head teachers act alone”, Another one said, „head teachers only come in the meeting to make pronouncement not to conduct meetings, because they come with agreed position from home. While another one commented, performance would have improved if the head teachers were promoting high teacher productivity, teachers’ satisfaction and motivation and possible having productive cooperation with the staff, I am saying this none of the head teachers are those.

Close to the above, another respondent said, “Head teachers pretend to be friendly and approachable but the records they keep in the black book does not match with the outlook”. Head teachers do not involve the staff to develop, because he always sees anybody upgrading as coming near to the administration and this is bringing in confusion in this school. “These findings supported with the report for performance of learners in primary schools conducted by [12] in Kasese District that show out that head teachers were working in isolation within the school set up.

Table 2: Correlation on transactional leadership Style

		Transactional Leadership Styles	Learners performance
Transactional Leadership Style	Pearson Correlation	1	0.450**
	Sig.(2-tailed)		0.004
	Number	208	
Learners performance	Pearson Correlation	0.450**	1
	Sig.(2-tailed)	0.004	
	Number	208	
** Correlation is significant at the 0.01 level (2-tailed)			

Source: Primary data, 2023

DISCUSSION

The correlation between them is $r=0.338$; $p=0.003$. The $r=0.338$ value means there is significant correlation between transformational leadership and learners’ performance. “R” value of less than one means very strong contribution exists. The researcher concludes that there is significant sufficient evidence at the 5% level of significance that transformational leadership significantly contributes to learners’ performance. “P” value of 0.003 is less than 0.01 which indicates a

significant correlation between transformational leadership and the learners’ performance at school. The finding implies that the improvement in the efficiencies of the leadership would lead to a corresponding improvement in the learners’ performance. This therefore implies that leadership contributes to pupils’ performance. When the respondents were asked whether they were satisfied with the PLE results of their learners, 35, (58.3%) disagreed and 25, (41.7%)

strongly disagreed. This implies that the performances of learners at all levels is not satisfactory. The ascending mean score in the statement was calculated at 1.500. Evidence was also seen in the completion rate at school, 50, (83.3%) disagreed and 10, (16.7%) was in total disagreement (strongly disagreed). This finding was confirmed by [22], that completion rate of learners was very low in schools; 60, (100%) were in agreement that the enrolment at school is big. This issue therefore can affect the performance of the learners because the teachers will not have humble time for every child to attend to.

The finding is in conformity with the finding of [23] who asserted that effective result demands fewer populations. 42, (70%) of the respondents were in agreement that the past rate was not satisfactory and 18, (30%) disagreed with the statement. The implication to the finding is that other schools are doing well in pass rates than other schools. Even though these learners do not meet division one (grade 1), their performance were relatively fair in the sights of others, [24]. The finding on absenteeism of learners indicated that it is very high in schools 60, (100%) respondents were in support to the statement advanced. In the statement, Teachers teach all the lessons as provided for in the timetable every day. The responses were disagreeing with the statement, 60,

The study also established that even though respondents agreed that a leadership style can affect academic performance, the Headteachers do not gain

(100%) ticked disagreement ladder, the ascending mean was met at 2.00, although 20, (33.3%) agreed that formal guidance and counselling is given to learners on performance, 40, (66.7%) were not in agreement with the statement. The implication to this is that formal guidance is given very little attention by the teachers and the head teachers. On the other hand, 50, (83.3%) disagreed on the statement that learners were given home work in every subject, although 10, (16.7%) accepted that some formal counselling and guidance was given to the learners. However, 51 (85%) of the teachers did not give periodic tests to the learners nor did they take them through revision of such given tests. 46, (76.7%) of the respondent disagreed that the parents allowed pupils sometimes at home so that they can revise their homework, 14, (23.3%) agreed that some parents gave that allowance to the learners during their free time at home. The implication to this statement would be that learners would have limited time always at home and they would pay little attention to their performance through revisions of the learned activities at school; 60, (100%) agreed that facilities at the school did not affect the learners at school performance because the government put in a number of facilities at the school, but improvement in performance was at a standstill.

CONCLUSION

the confidence of the stakeholders enough in order to build terms that can enhance quality of teaching and learning.

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CITE AS: Asanairi Bwambale, Tom Mulegi and Samanya Bulhan (2024). The Effect of Transactional Leadership on Academic Performance of Primary School Pupils in Social Studies in Munkunyu Sub County Kasese District. IAA Journal of Education 10(1):17-22. <https://doi.org/10.59298/IAAJE/2024/10117.22>