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Original Article

Influence of Headteachers' Transformational Leadership Attributes on Academic Performance: A Case of Private Secondary Schools in Uganda

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School demographics have changed in recent decades, and so has the type of leadership needed to successfully lead the rapidly changing schools of this Century. School leadership shapes all other variables such as good curriculum, quality teaching, and academic performance. This study was carried out in selected private secondary schools in Uganda. After the realization that investment in private secondary schools exposed the decline of previously well-performing public schools and contributed to the rise of some private schools. The aim was to establish the influence of transformational leadership on academic performance in private secondary schools among other influencers of school effectiveness. A multi-leadership questionnaire was used to gather information from 276 schools, 425 teachers and Directors of studies in the central region of Uganda because this region has the majority of performing, average and underperforming schools. It also has schools in Urban, Rural and semi-urban and it is considered to be the epicentre of educational institutions in the country. Multiple regression analysis was performed to determine the influence of headteachers' transformation leadership attributes on academic performance at UCE and UACE in private schools for the year 2017-2019. The findings indicated that the headteachers' transformational leadership attributes of Idealized influence and Inspirational motivation influence academic performance with standard beta coefficients of 0.154 and -0.140 which suggested that that a unit increase in Idealized influence increases academic performance at UCE by 15.4% in private schools in Uganda while a unit increase in Inspirational motivation decreases academic performance at UCE by 14.0%. At UACE idealised influence and Intellectual stimulation were found to have a significant relationship with UACE performance in private secondary schools in Uganda. The standardized beta coefficients for Idealized influence and Intellectual stimulation were -0.144 and 0.129 respectively suggesting that a unit increase in Idealized influence decreases academic performance at UACE by 14.4% in private secondary schools in Uganda while a unit increase in Intellectual stimulation increases academic performance at UACE by 12.9%. The study concludes that transformational leadership has a significant influence on academic performance in private secondary schools. The study recommends that policymakers and investors in Uganda's Education System should closely monitor the school's alignment with the transformational leadership practices for sustainable academic performance in private secondary schools.

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INTRODUCTION

Education plays a crucial role in shaping the future of societies and nations. At the core of quality education lies effective leadership within the school environment. Musungu & Nasongo earlier in 2008 noted that there was a demand that schools perform higher academically and this was positively related to increased demand for secondary education. In demand for high academic performance the head of schools were tasked to create studying environments to achieve this performance. School principals therefore adopted leadership styles to profoundly influence various dimensions of the educational setting, particularly students' academic performance. Previous studies by Ndiritu et al (2015); Gentilucci & Muto (2007) disclosed that leadership of the school is a very important factor that improves academic performance. This is in addition to many factors that influence success of academic performance such as quality teaching, a strong professional culture and a good curriculum among others. It is noteworthy that these are designed and developed by the headteachers of the schools.

The influence of transformational Leadership exhibited by headteachers in private secondary schools in Uganda was examined in this research, where secondary education is comprised of senior one to four as 'Ordinary level' and senior five to six as 'Advanced level'. In both levels, the age of

students ranges between 12 and 19 years. School performance is determined by academic performance in UNEB examinations at Uganda Certificate of Education (UCE) and Uganda Advanced Certificate of Education (UACE) examinations, which are sat out after four and six years of secondary education. Throughout, the years of secondary education, the headteachers are tasked to shape the environment in which academic performance of learners can thrive. Therefore, understanding the significance of secondary school leadership on academic performance in secondary schools is critical. Using the transformational model by Bass & Avolio (2004), we examined the outcome of transformational leadership dimensions on the academic performance of private secondary schools in Uganda.

Earlier research by Mark & Printy (2003), Luneburg, 2003; Herrera 2003), observed that effective schools shifted to transformational leaders because they are viewed as change agents and they exhibit four attributes of idealised influence, inspirational motivation, intellectual stimulation and individualised consideration. Through these leadership dimensions the headteacher champions a culture in the school that improves academic performance. Indeed, Herrera 2010 and Leithwood 1999 note that the transformational leadership model recognizes the significance of school culture in influencing

school performance and directly or indirectly impact student outcomes.

According to Ankomah (2003), academic performance refers to how well students handle their studies, cope with assigned tasks, and achieve educational goals. Otoo and others 2007, defined academic performance as the ability to apply acquired knowledge and skills when tested, relying on the learner's competence and the school curriculum. Aremu & Soka, (2003) argued that academic performance at secondary school level serves as an indicator of school effectiveness and has implications for the future prospects of individuals and nations. Bell (2012), contends that a school's academic performance is assessed through examinations. These are usually written and oral tests, presentations, homework submissions, and class participation. As such teachers and schools are held accountable on the basis of grades attained by learners.

According to Blanch and others (2013), the connection between transformational leadership and school performance in developed countries is known though not much is known in developing countries. It is the lack of empirical evidence in developing countries, particularly private secondary schools that prompted research in this area. This study therefore aimed to bridge this gap by examining the relation between transformational leadership and the academic performance and add empirical evidence of private secondary schools in Uganda.

Problem Statement

Several policies aimed at uplifting education in Sub-Saharan African countries have been undertaken. For example, Universal Primary Education (UPE), Universal Secondary Education, liberalization and privatization of the education sector among others has led to increased enrolment and increased education levels (Lewin, 2009). Despite the achievement Verspoor & Bregman, (2007); Lewin, (2009) note that there have been several challenges disrupting effective school performance. The National Planning Authority of Uganda in 2015 observed that the

introduction of Universal primary education in 1997 increased school enrolment to 8.4 million in 2015 from 2.8 in 1996. This increased demand for secondary education and subsequently led to proliferation of private secondary schools. The rise of private schools led to the decline of performance of the then performing public schools.

Research by Tumuhimbise, (2017) disclosed that 59 of the top 100 performing the schools in 2017 UCE UNEB examinations were private schools. Despite some private schools consistently performing well in national examinations, a majority, have recorded low academic performance results and according to Verspoor, (2007) about 85% of secondary school graduates in Uganda had achieved below-standard results by 2003. According to the 2018 UNEB report, 1,489 students failed with an F-grade at UACE, 1,141 students failed in 2017, and 1,363 candidates failed in 2016 (MoE, 2019). The situation is not much different at the UCE level, where a significant number of candidates have been ungraded or failed in recent years.

Portin, (2009), demonstrated that without skilled and committed leaders who shape teaching and learning, creating and sustaining high-quality learning environments becomes challenging. Condon & Clifford, (2012) argued that School headteachers are considered the second most influential factor, after classroom teachers, in student achievement. Extant literature indicates that no conclusive studies have been conducted in Uganda. This study examines the role transformational headteachers play in running effective private secondary schools.

Purpose of the Study

The purpose of this study was to investigate the influence of headteachers' transformational leadership traits on academic performance in Uganda's private schools.

Objectives

- To examine the influence of headteachers' transformational leadership traits on Private

schools UCE academic performance.

- To scrutinize the influence of headteachers' transformational leadership traits on private schools UACE academic performance.

Hypothesis

H_{A1}: Academic performance of private secondary schools in UCE is not related to headteachers' transformational leadership traits.

H_{A2}: Academic performance of private secondary schools in UACE is not related to headteachers' transformational leadership traits.

LITERATURE REVIEW

Theoretical Framework

Scholarly literature has been dominated by two prominent theoretical frameworks on the role of leadership and school performance, and these are the instructional leadership model and the transformational leadership model. In the late 1980s the instructional leadership model was largely applied to improve under performing schools. According to Hallinger, (2003) & Herrera, (2010), emphasis was put on strong and directive leadership which focused on curriculum and instruction and which raised student performance effectively. Therefore, it was noted that the headteacher is crucial for promoting improvement in underperforming schools. However, in the 1990s, the model was considered paternalistic, archaic, and dependent on docile followers according to Nedelcu, (2013). This according to Harrera, (2010) gave birth to the alternative transformational leadership model which emphasises empowerment, shared leadership, consensus of goals, change agents, organisational learning and distributed leadership to drive performance in schools.

Research by Both (2014); Marks and Printy, (2003) note that transformational leadership replaces the leader as the only one in the school context and demands headteachers to act as change agents and lead schools through reform. Lumadi in 2014 further notes that Transformational leadership focuses on the vision

and goals of the school, unlike instructional leadership. Lumadi, (2014), goes to argue that leadership is no longer dependent on the role of a single individual but on interactions that are coordinated through the establishment of structures or committees to maintain order in the institution like a school.

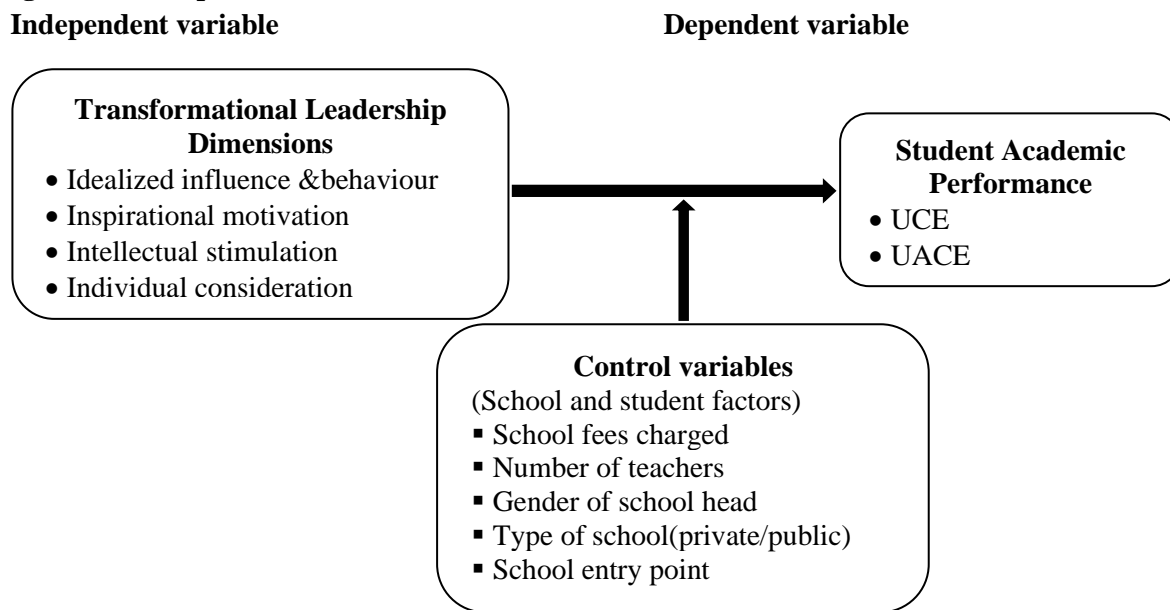
This research was underpinned by the transformational leadership theory authored by Bernard Bass in 1985. Bass described transformational leaders as those that exhibit four transformational leadership traits when they interact with their subordinates on a daily; these included idealised influence, inspirational motivation, individualised consideration, and intellectual stimulation. Gkolia et al, (2014) provide evidence of the effect that transformational leadership style has on teacher commitment, performance, job satisfaction, and other areas that help facilitate overall school success. Therefore, because of its established positive correlations to employee performance, motivation, and job satisfaction in business organisations, the transformational leadership style is a practicable move for headteachers to transform schools and meet new stakeholder demands.

CONCEPTUAL FRAMEWORK

The theoretical model shown in the chart below represents a direct relationship between headteachers' transformational leadership traits and student academic performance. The conceptual framework suggests that transformational school leadership of the headteacher is described by the four transformational leadership dimensions: (1) Idealised influence which entails considering subordinates' needs first, role modelling for followers, signifying high moral standards, and avoiding abuse of their power. (2) Inspirational motivation describes the ways by which leaders motivate and inspire those around them such as boosting follower goals, and inspiring enthusiasm. (3) Intellectual stimulation aimed at developing followers' capacities to higher levels, become more innovative and creative AND (4)

Individualised consideration which entails closely attending to needs and interest of his followers (Hayat et al, 2014).

Figure 1: Conceptual framework



Branch et al (2013), agrees that the effect of transformational leadership attributes on student academic performance is conditioned by other school factors. Crawford, (2015) adds that controlling for these school factors is important in ascertaining the effect of transformational school leadership attributes or traits on academic performance.

Empirical Research

Research studies by Janerrette & Sherretz, (2007); Gentilucci & Muto, (2007) and Ndiritu (2015) argued that that school leadership is the most significant factor in enhancing school performance. Cotton, (2003); Scheerens & Bosker, (1997) further contend that there are many factors that help make schools successful such as good curriculum, quality teaching, and a strong professional culture, all these are shaped and developed by leadership characteristics of school principals.

According to Murphy (2002), different scholars have tried to establish the kind of leadership that would enhance efficiency in schools and one recent topic of interest has been transformational

leadership. Musungu & Nasongo, (2008), noted thus that with the increased demand for secondary education, there has been a public demand that schools produce high academic performance. In the school setting, Leithwood et al (1999) argued that transformational leadership for schools requires the harnessing of social and interpersonal potential in addition to demonstrations of expert knowledge about education and schooling. As earlier discussed by Leithwood (1990), the principal as an administrator influences teachers to achieve the goals and objectives of the school which is to enhance the teaching and learning process. Hence transformational leadership positively influences schools’ leadership's ability to facilitate change in school restructuring initiatives and is best suited for coping with the demands of schools in the twenty-first century.

Achieng (2013), disclosed that since the 1980s, transformational leadership has been recognised as one of the current approaches to leadership that has been the focus of much research in this regard Cooper, (2011), argued that headteachers’ overall responsibility is to facilitate teaching and learning designed to enhance student achievement. Moffitt

(2007) therefore recommends that school leaders must mould the culture of the school in order to create an environment conducive to learning. Similarly, Robinson, Lloyd & Rowe, (2008) observe that the leadership dimension that is most strongly associated with positive student outcomes is that of promoting and participating in teacher learning and development. According to Ogola and others (2017), transformational leadership is such a leadership style which ought to be exercised by headteachers for quality results in the school which Chen, (2014) called a definite advantage for everyone involved in the school and Jess, (2014) believed to be the most effective leadership style indeed Denmark, (2012), argued that transformational leaders are perceived to have facilitated positive changes, such as increased student achievement.

According to Krasnoff (2015) the changing role of school leadership, is no longer just building managers but leaders who can develop effective teaching teams. Krasnoff further noted that effective principals tend to stay longer in challenging schools as such should undergo training in transformational leadership to improve school effectiveness

According to Mehndroo and Vandana (2020) inspirational motivation and student achievement are significantly correlated. Similarly, Wentzel and Wigfield (2014) reported inspirational motivation of headteachers to positively influence student performance. Oliveira and Carvalho (2018) contend that the leadership of a principal promotes improvement of institutional learning climate and this ultimately improves student academic performance. Hahm and Sun (2020) also among Chinese students reported individual consideration positively influenced students' personal growth. Jacobson (2010) notes that one of the impacts of a successful principal who practices direction setting, developing people, and redesigning the organisation is improved student achievement.

In Africa, Ogbonnaya and others (2020) discovered a positive relationship between transformational leadership style and students'

academic achievement. Valmarie (2012) similarly argued that leadership by the school head is crucial to the effectiveness of the school and thus increases student achievement. Thus, Anderson (2017) recommends training school heads towards application in transformational leadership style. As Kipkoech et al, (2020) points out, recent research has pronounced transformational leadership style as one that enables school head to guide subordinates to implement transformational changes.

Hence, the research agrees with Alam (2017) that traditional approaches should be revisited to align them to the more productive transformational leadership style. The majority of the studies reviewed concentrated on school management rather than the specific role of headteachers and also not specific to headers impact on student academic performance.

This study specifically focused on the relation between headteachers' transformational leadership style and student academic performance in Uganda's private secondary schools

RESEARCH METHODOLOGY

The study adopted a quantitative research methodology using a survey research design. According to Leapley-Portscheller (2008), a survey research design enables a researcher to gather data about two or more characteristics for a particular group of people, and the data in the form of numbers reflects specific measurements of the characteristics in question.

The population was made of all private secondary schools in Uganda making a school an analysis unit. According to ministry of education there were 3000 private secondary schools as of 2019 in Uganda of which 895 are located in central region. This represents close to one third of the population this study. The central region houses schools with a mix of high, medium, and low-performing schools, located in rural, semi-urban and urban settings a reason why the region was best suited for the study. These formed the target population

from which a random sample of the private secondary schools was selected.

The sample size was determined using Yamane's (1967) simplified sample size formula. Out of 895 schools, 276 secondary schools would randomly represent all private secondary schools in central Uganda. A multi-stage sampling technique was used to select 276 public secondary schools from a total sample of 895 schools. In the first stage, the private secondary schools in the central region were stratified into rural, semi-urban and urban schools. In the second stage, within each category, schools were randomly selected proportional to the size of each category. In the third stage, in each selected school, between 1 and 3 teachers were randomly selected to answer the school leadership part of the questionnaire. At the school, a list of teachers present was generated, and a random sample of 1-3 teachers was selected using simple random sampling. The other parts of the questionnaire on the academic performance of schools and other school-related factors were answered by the school Director of Studies (DOS).

The study used a Questionnaire to collect data. A Multifactor Leadership Questionnaire developed by Bass & Avolio (2004) was used. However, for this study, only the specific questions on transformational leadership attributes were used. In the questionnaire, the leaders' transformational leadership attributes were assessed based on 20 items measured on a four-point Likert scale from 0 (not at all) to 4 (frequently, if not always). Unlike other studies, this study was anchored on the work of Oliveira & Carvalho (2018) who recommend the use of teachers' ratings of head teachers. The teachers' answers for each school were aggregated, and an average index of

teachers' perceptions about their head teachers' transformational leadership qualities was computed. The Uganda Certificate of Education (UCE) and Uganda Advanced Certificate of Education (UACE) results for the previous three (3) years preceding this study period were collected at the school level. Academic performance for UCE was measured using the 4th grade as the minimum academic achievement and a Score of two (2) principal passes as the minimum academic achievement for UACE.

The internal consistency of the questionnaire, was checked using Cronbach's coefficient Alpha, a general form of the Kuder-Richardson (K-R) 20 formula. The results showed an Alpha of 0.70 implying that the items correlated highly hence consistency to measure the concept of interest.

Multiple Linear Regression (MLR) analysis was done to determine the relationship between transformational Leadership and Academic performance while controlling for the influence of other control variables. The analysis was computer-assisted using the SPSS version 23.0.

RESULTS

Transformational leadership attributes results were obtained using a Likert scale ranging from 1 to 5. The findings in *Table 1* showed that scores for all constructs were above average. For instance, Idealized influence scores were 3.01, Intellectual stimulation scored 2.89, and Individualized consideration scored 2.96 which were all above 2.5. Hence participants were in agreement that headteachers exhibited transformational leadership traits to impact UCE school performance.

Table 1: Descriptive Statistics for UCE performance

	N	Mean	Std. Deviation
Idealized influence and behaviour	424	3.0333	.68769
Inspirational motivation	424	3.0071	.79853
Intellectual stimulation	424	2.8980	.77513
Individualized consideration	424	2.9611	.81321
Valid N (listwise)	424		

UACE school performance results as returned in *Table 2* indicate above average scores across all constructs. That is, Idealized influence and behaviour scored of 3.03, Inspirational motivation scored 3.01, Intellectual stimulation scored 2.91,

and Individualized consideration scored 2.95 which are higher than 2.5. Hence participants agreed that headteachers display transformational leadership traits to influence school performance at UACE

Table 2: Descriptive Statistics for UACE Performance

	N	Mean	Std. Deviation
Idealized influence and behaviour	413	3.0281	.69242
Inspirational motivation	413	3.0000	.80238
Intellectual stimulation	413	2.8874	.77038
Individualized consideration	413	2.9504	.81473
Valid N (listwise)	413		

The multiple regression analysis results as shown in *Table 3* demonstrate that in model 1, the R-square value is 0.116. This implies that the combined influence of school levels, gender of the school head, school fees paid, number of teachers involved, school entry points, and the joint scores accounts for 11.6% of the variance in UCE performance among private secondary schools. Upon the introduction of transformational leadership attributes (individualized consideration, inspirational motivation, intellectual stimulation, idealized influence, and behaviour) in model 2, the R-square value increased to 0.135 (13.5%), indicating that the variables in the model explain an additional 2.0% of the variance in UCE performance beyond the initial five variables. However, the increase in variance explained is not statistically significant, as the p-value associated with the transformational leadership attributes is 0.054. This suggests that the transformational leadership attributes did not have a significant influence on UCE performance in private secondary schools.

Further analysis of individual variables in *Table 4* shows that the standardized beta coefficients for school entry-level and school fees paid were 0.110, and 0.381 suggesting that relaxing all other factors, a unit increase in school entry-level and school fees paid results in 0.110 and 0.381 increase in UCE performance in private secondary schools in Uganda thus the statistical significance of $P=0.046$ and $P<0.001$ which are less than 0.05 significance level. Additionally, the standardized beta coefficient for school entry points was -0.174

suggesting that a unit increase in school entry points results in a decrease in performance at UCE by -0.174 in private secondary schools in Uganda. The results also show that school entry points are statistically significant ($P<0.001$) in influencing UCE academic performance in private schools. Findings further demonstrated that standardized beta coefficients for Idealized influence and Inspirational motivation were 0.154 and -0.140 suggesting that a unit increase in Idealized influence increases academic performance at UCE by 15.4% in private secondary schools while a unit increase in Inspirational motivation decreases academic performance at UCE by 14.0%. Idealized influence and Inspirational motivation had a significant relationship with UCE performance in private schools in Uganda at $P=0.024$ and $P=0.025$ which is less than the significance level of 0.05. Regarding UACE performance in Private secondary schools, multiple regression results in *Table 5* demonstrated that control factors of School levels, Gender of school head, School fees paid, Number of Teachers Involved, and School entry points were significant influencers of UACE performance in private schools ($P < 0.005$). Model 2, which includes the transformational leadership attributes, further improves the prediction power. The R Square value increased to 0.396, meaning that 39.6% of the variance in UACE performance is accounted for by all the variables in the model. The total R square change of 1.7% indicates that the addition of transformational leadership attributes explains additional variance in school

performance beyond what is accounted for by the control factors alone. This suggests that transformational leadership attributes have a significant impact on UACE performance in private secondary schools, as evidenced by the statistically significant P-value of 0.022.

The results presented in *Table 6* demonstrate that the standardized beta coefficients for gender of the school head, number of teachers involved, and school entry points were 0.095, 0.163 and 0.496 suggesting that other factors constant, a unit increase in gender of the school head, number of teachers involved, and school entry points results in 0.095, 0.163, and 0.496 increase in UACE performance in private secondary schools in Uganda thus the statistical significance of $P=0.024$, $P<0.001$ and $P<0.001$ respectively which are less than 0.05 significance level. In addition, the standardized beta coefficient for school entry-level and School fees paid was -0.231 and -0.125, respectively. This suggested that a unit increase in school entry-level and School fees paid results in a decrease in performance at UACE by 23.1% and 12.5% correspondingly in private secondary schools in Uganda.

Further, the standardized beta coefficients for Idealized influence and Intellectual stimulation were -0.144 and 0.129 respectively suggesting that a unit increase in Idealized influence decreases academic performance at UACE by 14.4% in private secondary schools in Uganda while a unit increase in Intellectual stimulation increases academic performance at UACE by 12.9%. The study also found that the P-values for Idealized influence and Intellectual stimulation were $P=0.010$ and $P=0.022$ which is less than the significance level of 0.05. This implies that idealised influence and Intellectual stimulation were found to have a significant relationship with UACE performance in private secondary schools in Uganda

Table 3: Transformational leadership attributes influence UCE performance in Private secondary schools

Mode 1	R	R Square	Adjusted R Square	Std. Error of the Estimate	Model Summary				
					Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.340 ^a	.116	.105	.01291	.116	10.924	5	418	.000
2	.368 ^b	.135	.116	.01283	.020	2.350	4	414	.054

a. (Constant) predictors, levels, head, points, involvement, fees

b. Levels, head, points, involved, fees, intellectual, inspirational, individual, idealized are all predictors.

c. UCE Performance is a dependent variable.

Table 4: Coefficients for Determining UCE performance in Private secondary schools

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.979	.005		384.286	.000		
	School entry level	.000	.000	.115	2.085	.038	.696	1.437
	School fees paid	2.780E-8	.000	.367	6.469	.000	.657	1.523
	Gender of school head	.000	.000	-.063	-1.237	.217	.826	1.211
	Number of teachers involved	.000	.000	.105	1.936	.054	.718	1.393
	School entry points	-.003	.001	-.156	-2.913	.004	.739	1.352
2	(Constant)	1.977	.006		348.413	.000		
	School entry level	.000	.000	.110	1.999	.046	.687	1.457
	School fees paid	2.884E-8	.000	.381	6.717	.000	.649	1.540
	Gender of school head	.000	.000	-.072	-1.413	.158	.808	1.238
	Number of teachers involved	.000	.000	.090	1.655	.099	.708	1.412
	School entry points	-.003	.001	-.174	-3.224	.001	.715	1.399
	Idealized influence &behaviour	.003	.001	.154	2.271	.024	.456	2.193
	Inspirational motivation	-.002	.001	-.140	-2.244	.025	.534	1.872
	Intellectual stimulation	.001	.001	.066	.968	.334	.454	2.201
Individualized consideration	.000	.001	-.021	-.341	.733	.548	1.824	

a. UCE Performance is a dependent variable.

Table 5: Transformational leadership attributes influence UACE performance in Private secondary schools

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.616 ^a	.379	.372	.17075	.379	51.077	5	418	.000
2	.629 ^b	.396	.383	.16922	.017	2.895	4	414	.022

a. (Constant) predictors, levels, head, points, involvement, fees

b. Levels, head, points, involved, fees, individualized consideration, inspiring motivation, intellectual stimulation, idealized influence, and behaviour are all predictors.

c. UACE Performance is a dependent variable.

Table 6: Coefficients for Determining UACE performance in Private secondary schools

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	S.E.	Beta			Tolerance	VIF
1	(Constant)	1.414	.066		21.324	.000		
	School entry level	-.009	.002	-.247	-5.390	.000	.696	1.437
	School fees paid	-1.398E-7	.000	-.119	-2.527	.012	.657	1.523
	Gender of school head	.007	.003	.102	2.436	.015	.826	1.211
	Number of teachers involved	.003	.001	.162	3.591	.000	.718	1.393
	School entry points	.147	.014	.483	10.867	.000	.739	1.352
2	(Constant)	1.362	.073		18.715	.000		
	School entry level	-.008	.002	-.231	-5.067	.000	.687	1.457
	School fees paid	-1.463E-7	.000	-.125	-2.655	.008	.649	1.540
	Gender of school head	.006	.003	.095	2.259	.024	.808	1.238
	Number of teachers involved	.003	.001	.163	3.622	.000	.708	1.412
	School entry points	.151	.014	.496	11.088	.000	.715	1.399
	Idealized influence and behaviour	-.044	.017	-.144	-2.575	.010	.456	2.193
	Inspirational motivation	.017	.014	.064	1.244	.214	.534	1.872
	Intellectual stimulation	.035	.015	.129	2.308	.022	.454	2.201
Individualized consideration	.004	.013	.016	.315	.753	.548	1.824	

a. UACE private school performance is the dependent variable.

DISCUSSION

The study examined the influence of transformational leadership attributes on the academic performance of private Secondary schools in Uganda. Findings from Table 3 revealed that transformational leadership attributes of Idealized influence and behaviour ($P=0.024$) and inspirational motivation ($P=0.025$) were statistically significant influencers of UCE performance in private secondary schools. This means that the head teachers' idealized influence behaviour and inspirational motivation influence student performance at UCE in private schools. Indeed, standardized coefficients for Idealized influence and Inspirational motivation were 0.154 and -0.140 respectively suggesting that a unit increase in Idealized influence increases academic performance at UCE by 15.4% in private schools in Uganda while a unit increase in Inspirational motivation decreases academic performance at UCE by 14.0%. The results are in tandem with other studies, for example, Muriuki et al. (2022) concur with these findings, in their qualitative review of the Influence of Teacher Transformational Leadership on Students' Academic Performance in Kirinyaga County Secondary School expressed that transformational leadership components (Idealized Influence and inspirational motivation) had a significant influence on KCSE performance. Contrary to other studies in Africa, like, Ogbonnaya, Izuagba, and Chukwudebelu (2020), Kitur, Choge, and Tanui (2020), Musyoki et al. (2012), Ngunyi (2018) which found that all attributes of transformational leadership are strongly related to academic achievement, the findings of this study only found Idealized Influence and inspirational motivation to significantly influence UCE academic performance in private secondary schools. The insignificance of other traits may be due to the fact transformational leadership attributes are not consistently practised in private secondary schools like previous researchers (Makgato, & Mudzanani, 2019; Sammons, Davis, Day, & Gu, 2014;) who found that transformational leadership behaviours were not

consistently and pervasively implemented in secondary schools.

The results of multiple regression analysis also revealed that transformational leadership traits are significant influencers of UACE student academic achievement in Ugandan private secondary schools. Findings indicated that control factors combined with transformational traits account for 39.6% ($P=0.022$) of the variation in UACE academic performance in private secondary schools. Consequently, the relationship between the variables signified a strong relationship hence the null hypothesis was therefore rejected. Therefore, the head teacher talks optimistically about the future, enthusiastically about what needs to be done, articulating a compelling vision for the future, and expressing confidence that goals significantly influence student UACE performance in private secondary schools.

Specifically, transformational leadership attributes of Idealized influence and behaviour ($P=0.010$) and intellectual stimulation ($P=0.022$) were significant influencers of UACE academic performance in private secondary schools. The standardized beta coefficients for Idealized influence and Intellectual stimulation of -0.144 and 0.129, suggesting that a unit increase in Idealized influence decreases academic performance at UACE by 14.4% in private secondary schools in Uganda while a unit increase in Intellectual stimulation increases academic performance at UACE by 12.9%. The study findings are in agreement with the research of Mehndroo and Vandana (2020) who authored that there was a significant relationship between motivation and student academic achievement. The results also re-echo those in research studies like Kitur et al, (2020) who conducted a study on the relationship between Principals' transformational leadership style and secondary school students' academic performance in Bomet County Kenya and noted a statistically significant positive relationship between the principals' idealized influence and students' academic performance in KCSE.

It is noteworthy, that the factors considered in this study only account for 39.6% of the variance in UACE performance in private secondary schools. This implies the remaining gap is the contribution of other factors as Zuze and Juan (2018) argued that although a strong leader is important, effective leadership relies on support from multiple sources.

CONCLUSION AND RECOMMENDATION

The findings revealed that the headteachers' transformational traits were significant influencing school academic performance at UCE and UACE. Specifically, Idealized influence and behaviour, Inspirational motivation and Intellectual stimulation influence academic performance in private secondary schools. In conclusion, a headteacher's transformational leadership traits are essential for academic performance of private secondary schools in Uganda. The researcher recommends that school head teachers adopt a transformational leadership style in the management of private secondary schools but should be mindful that overemphasis on some traits negatively influences academic performance.

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