

Democratic Leadership and Motivation of Teachers in Government-Aided Secondary Schools in Kampala Capital City, Uganda

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Abstract:

This investigation pursued to examine the association amidst democratic leadership and motivation of teachers under Uganda, government-aided secondary institutions, Kampala Capital City. This investigation was navigated through the following specific objectives; i) To examine the relationship between collaborative decision-making and motivation of teachers, ii) To examine the relationship between open communication and motivation of teachers, and iii) To examine the relationship between empowerment and motivation of teachers in government-aided secondary schools in Kampala Capital City, Uganda. This investigation embraced a research technique for correlation focused on a quantifiable method. A 65 responders' sample (headteachers and teachers) was selected from 3 designated Uganda, government funded secondary institutions, Kampala Capital City. This investigation employed equally description and correlational evaluation strategies in assessing the quantifiable main statistics assembled. This examination realized that there exists a constructive and statistical meaningful association amidst collaborative decision-making and motivation of instructors under Uganda, government-aided secondary institutions Kampala Capital City. This investigation furthermore realized that there's a constructive and statistical substantial association amidst open communication and motivation of instructors under Uganda, government-aided secondary institutions, Kampala Capital City. Additionally, this examination realized that there exists a constructive and statistical meaningful association amidst empowerment and motivation of instructors under Uganda, government-aided secondary institutions, Kampala Capital City. This investigation deduces that democratic leadership in terms of collaborative decision-making, open communication, and empowerment possesses a constructive and statistical substantial association with motivation of instructors whereby an improvement under the various aspects of democratic leadership would result into an advancement in motivation of instructors under Uganda, government funded secondary institutions, Kampala Capital City. This study recommends school leaders should encourage participatory decision-making by actively involving teachers in decisions related to curriculum planning, school policies, and timetabling or workload distribution as this enables teachers develop a stronger sense of ownership and commitment, which would significantly and positively influence the motivation of teachers under Uganda, government-aided secondary institution, Kampala Capital City.

Keywords: *Democratic Leadership, Collaborative Decision-Making, Open Communication, Empowerment, and Motivation of Teachers.*

Introduction

Democratic leadership has increasingly gained attention in the education sector as a participatory approach that promotes inclusion, shared decision-making, and open communication within schools (Lewin, 1939; Yukl, 2013). It emphasizes the

involvement of teachers in leadership processes, thereby fostering a sense of ownership, trust, and collaboration in achieving institutional goals. In school settings, such leadership practices are expected to enhance teachers' morale, commitment, and overall motivation, which are critical for effective teaching and improved student outcomes (Leithwood

and Jantzi, 2005). Teacher motivation remains a key determinant of performance, job satisfaction, and retention in educational institutions. Inspired instructors are prone to demonstrate dedication, innovation, besides resilience in their professional duties (Herzberg, 1959; Ryan and Deci, 2000). However, in many government-aided secondary schools, difficulties like little participation in making choices, inadequate communication, and low levels of empowerment continue to affect teachers' motivation. In Kampala Capital City, where schools operate in dynamic and often resource-constrained environments, the role of leadership style in influencing teacher motivation is particularly important. Despite the recognition of democratic leadership as a positive management approach, the extent to which its key dimensions collaborative decision-making, open communication, and empowerment relate to teacher motivation remains insufficiently understood (Nguni et al., 2006). This study therefore examines the association amidst democratic leadership and motivation of instructors under Uganda, Kampala Capital City, government-aided secondary institutions.

Historical Perspective

Worldwide, the concept of democratic leadership emerged from early behavioral leadership studies in the 1930s and 1940s. Kurt Lewin and colleagues conducted landmark experiments comparing laissez-faire, democratic, and autocratic governance systems. They found that Democratic governance is typified through participation, consultation, and collaborative choice-making, tended to produce higher group satisfaction, engagement, and productivity. These insights laid the groundwork for understanding how participative leadership could influence motivation in organizations, including schools (Megawati, Hamdat & Aida, 2022). In Africa, democratic leadership in the educational context refers to the style where school leaders (principals or head teachers) actively involve teachers in decision-making, planning, and problem-solving. It contrasts with autocratic or top-down leadership, which limits teacher input. Democratic leadership emphasizes consultation and shared authority, collaborative goal-setting, open

communication, and responsiveness to teacher concerns and ideas. This enhances teacher motivation by fostering participation, professional respect, collaboration, and a sense of ownership (Imhangbe, Okecha & Obozuwa, 2018). In schools, democratic leadership is defined by; participative decision-making where teachers contribute to curriculum, policy, and school improvement initiatives; open communication where leaders encourage dialogue, feedback, and transparency; and collaboration where teachers and administrators work together to solve problems and implement innovations. This approach contrasts sharply with top-down, autocratic leadership, which can stifle teacher motivation and creativity (Satinder, 2026).

Theoretical Perspective

This investigation was steered through the Transformational Leadership Philosophy formulated in 1978 by Burns. The philosophy engrosses on administrators who motivate, empower, and motivate supporters to surpass expectations by coordinating personal objectives with organizational perspective (Ugochukwu, 2023). In the educational context, transformed leaders foster environments where teachers are engaged, motivated, and willing to go beyond basic expectations to improve student learning and school outcomes. The theory emphasizes that the transformational leadership practices that articulate a clear vision, inspiring teachers to align personal goals with school goals allow creativity, career advancement, teamwork, and foster instructor choice-making, increasing morale, intrinsic motivation, and engagement among teachers (Lauren, Bridgman & Cummings, 2024). Therefore, this notion was relevant to this research since it creates an association amidst democratic leadership and motivation of teachers.

Contextual Perspective

This investigation was steered in designated Uganda, government-aided secondary institutions, Kampala Capital City inspecting the association amidst democratic leadership and motivation of teachers. Moreso, Kampala Capital City was deemed because many government secondary schools continue to

experience challenges related to teachers' motivation indicated by reduced teacher morale, increased absenteeism, weak professional engagement, and limited instructional innovation among others under Kampala Capital City (Kampala Capital City Authority, 2022).

Conceptual Perspective

Democratic governance the a leadership system whereby administrators actively involve team members or subordinates in making choices, problem-solving, and planning processes. Leaders practicing this style encourage open communication, cooperation besides sharing responsibility, whilst maintaining the power to make final decisions when necessary (Hermawan, 2021). Teacher motivation refers to both inside and outside influences that stimulate teachers to take part actively in their workplace, persist in challenges, and strive for professional effectiveness. Motivated teachers demonstrate commitment, enthusiasm, and dedication to teaching and learning, which positively influences student outcomes and school performance (Megawati et al., 2022). Regarding this investigation, democratic leadership was thought about in the context of collaborative decision-making, open communication, and empowerment, while motivation of teachers was conceptualized in terms of commitment, compliance, persistence, enthusiasm, and dedication among others.

Statement of the problem

Ideally, democratic leadership practices in schools are expected to enhance teachers' motivation by promoting participation in decision-making, open communication, and empowerment, which improve morale, commitment, and instructional effectiveness. Through the Education and Sports Ministry, Uganda, the Uganda governance has put in place policy frameworks such as the National Teacher Policy (2021) in order to make teaching more professional, strengthen leadership, and improve teacher motivation through inclusive and participatory management approaches (Ministry of Education and Sports, 2021).

Consequently, notwithstanding each outstanding policy frameworks to improve teachers' motivation, many Kampala Capital City, government secondary institutions continue to experience challenges related to teachers' motivation indicated by reduced teacher morale, increased absenteeism, weak professional engagement, and limited instructional innovation among others (Kampala Capital City Authority, 2022). Proof demonstrates that nearly 23% of educators continuously entered either or left school early or late of schooling time and also 12% of instructors missed within 2021 at least one class per week as a result of reduced motivation besides morale towards teaching among Kampala Capital City, government secondary institutions (Kampala Capital City Authority, 2022). This subsequently led towards reduced teaching effectiveness and instructional quality, negative impact on student outcomes, and a deterioration of school climate. Also, there's little factual data regarding the way democratic governance practices influence motivation of teachers under Kampala Capital City, government funded secondary institutions. Therefore, this investigation pursued towards examining the association amidst democratic leadership and motivation of teachers under this context.

Objectives of the Study

General Objective

To examine the relationship between democratic leadership and motivation of teachers in government-aided secondary schools in Kampala Capital City, Uganda.

Specific Objectives

- i. To examine the relationship between collaborative decision-making and motivation of teachers in government-aided secondary schools in Kampala Capital City, Uganda.
- ii. To examine the relationship between open communication and motivation of teachers in government-aided secondary schools in Kampala Capital City, Uganda.
- iii. To examine the relationship between empowerment and motivation of teachers in

government-aided secondary schools in Kampala Capital City, Uganda.

Study Hypotheses

This study was also steered by these various different theories;

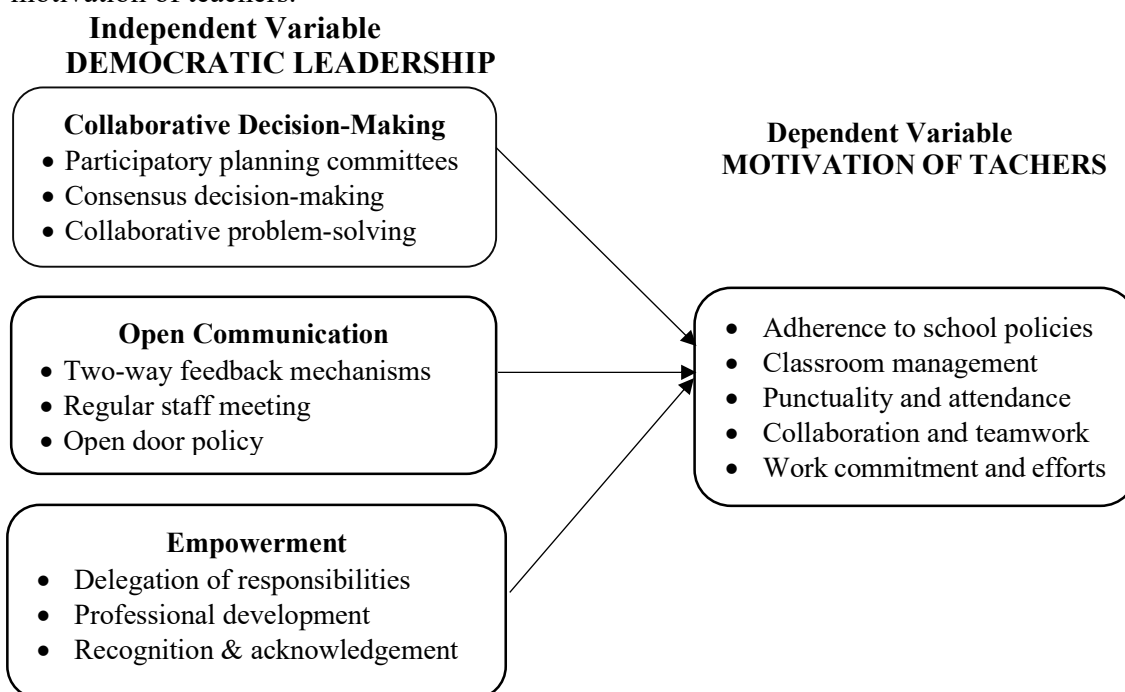
H_{a1}: There is a statistically significant relationship between collaborative decision-making and motivation of teachers in government-aided secondary schools in Kampala Capital City, Uganda.

H_{a2}: There is a statistically significant relationship between open communication and motivation of teachers in government-aided secondary schools in Kampala Capital City, Uganda.

H_{a3}: There is a statistically significant relationship between empowerment and motivation of teachers in government-aided secondary schools in Kampala Capital City, Uganda.

Conceptual Framework

The conceptual model displays a demonstrative diagram on the association amidst democratic governance and motivation of teachers.



Source: Adopted from Ugochukwu (2023)

The conceptual model specifies an association amidst democratic leadership and motivation of teachers. democratic leadership was conceptualized in terms of collaborative decision-making, open communication, and empowerment, while motivation of teachers was conceptualized in terms of commitment, compliance, persistence, enthusiasm, and dedication among others. Hence, the above conceptual framework is based on the supposition that democratic leadership has a significant association with motivation of teachers.

Literature Review

Democratic Leadership and Motivation of Teachers

Democratic leadership in schools, characterized by participatory decision-making, has a strong positive influence on teacher motivation. By involving teachers in decisions related to curriculum planning, school policies, and instructional strategies, democratic leaders foster a feel of ownership besides

professional sovereignty amongst instructors. When teachers are empowered to contribute to decision-making, their intrinsic motivation, job satisfaction, and engagement increase significantly (Kumari, 2021). As stated by Alblooshi, Shamsuzzaman and Haridy (2021) democratic leadership promotes a collaborative school culture, which positively affects teacher motivation by fostering collegiality and teamwork. Teachers working in participatory environments are inclined towards engaging in peer learning, collaborative solving of problems, and continuous professional development. The authors assert that transformational leadership practices, which overlap with democratic leadership, enhance teachers' intrinsic motivation by supporting intellectual stimulation and professional growth. Democratic leadership practices, such as collective planning and open communication, correlate with higher teacher engagement and commitment, as instructors feel recognized and encouraged under their professional duties (Alblooshi et al., 2021).

If motivation for teachers is inherent (originating from inside) or non-inherent (reliant on outside variables for instance, oversight or incentives) depends on administrative style or managerial tactics. By praising accomplishments, providing opportunities for professional development, and outlining a clear goal, transformational leaders foster internal drive. Since they feel appreciated and have a sense of professional responsibility, educators in such settings frequently comply (Algohani & Mydin, 2022). On the other hand, the authors contend that transactional managers depend on outside incentives or sanctions. Although this may increase instructors' compliance temporarily, it might not maintain long-term dedication, which could have a detrimental effect on teachers' compliance (Algohani & Mydin, 2022).

Recognition and individualized support are critical aspects of democratic leadership that influence teacher motivation. By acknowledging teacher achievements and providing guidance tailored to individual needs, democratic leaders enhance teacher morale, job satisfaction, and work commitment. Recognition, responsibility, and professional growth are key motivators for employees, including teachers.

In schools the implement participatory leadership, teachers are more enthusiastic, committed, and willing to adopt innovative teaching methods when their contributions are recognized and valued (Meidelina, Saleh, Cathlin & Winesa, 2023). Moreso, Megawati et al. (2022) proposed that democratic leadership positively influences teacher motivation by cultivating a positive school climate built on trust, fairness, and inclusivity. Teachers in democratic schools are more likely to perceive the organizational environment as supportive, which enhances their intrinsic motivation and reduces job-related stress. Schools with participatory leadership practices exhibit higher teacher motivation and commitment to school goals. The authors argue that schools where headteachers practice democratic leadership experience higher levels of teacher engagement and lower absenteeism, suggesting that motivation is closely tied to inclusive and participatory leadership practices (Megawati et al., 2022).

According to Lashante (2024) collaborative decision-making, a central feature of democratic leadership, empowers teachers by actively involving them in school governance and planning. When teachers are invited to participate in decisions regarding curriculum design, teaching strategies, and school policies, they experience an increased awareness of autonomy and possession towards their job. This empowerment has been linked to enhanced intrinsic motivation, as teachers perceive their contributions as valued and meaningful. The author also asserts that collaborative decision-making fosters a culture of collegiality and trust, which positively influences teacher motivation. By engaging teachers in discussions and problem-solving, democratic leaders help create an inclusive school climate where individuals feel respected and supported. Participatory practices enhance teachers' morale and sense of belonging, which in turn, improves commitment to school goals. Schools the implement collaborative leadership structures report improved teacher collaboration, lower absenteeism, and higher engagement in instructional activities (Lashante, 2024).

Participatory decision-making allows teachers to contribute their expertise and ideas, which stimulates

professional growth and innovation. Teachers engaged in democratic leadership processes often develop critical thinking and problem-solving skills while collectively planning instructional improvements. When teachers are involved in collaborative decisions, they are more motivated to adopt creative instruction practices and advance students' academic success (Angriani, Eliyana, Fitrah & Sembodo, 2020). The writers furthermore postulate that teacher involvement in collaborative decision-making enhances job satisfaction, a key component of teacher motivation. Recognition and responsibility are critical motivators. When teachers contribute to important school decisions, they gain a sense of recognition and accountability, which strengthen motivation and commitment (Angriani et al., 2020).

As stated by Inandi, Binali, Yucedaglar and Kilic (2020) open communication, a core aspect of democratic leadership, significantly influences teacher motivation by fostering transparency and trust within schools. When school leaders maintain clear, honest, and two-way communication with teachers, staff feel informed and included in processes of making decisions, which advances involvement and professional dedication. Teachers' intrinsic motivation is strengthened when they perceive autonomy and are actively involved in meaningful dialogue about school policies and practices. The writers furthermore postulate that open communication promotes constructive schools' climate characterized by trust, mutual respect, and collaboration, which is critical for teacher motivation. When leaders encourage teachers to share ideas, voice concerns, and provide feedback without fear of reprisal, teachers develop stronger organizational commitment. Participative communication in schools advances instructors satisfaction and readiness to contribute to school improvement initiatives, increase teacher engagement, and reduces absenteeism, demonstrating the motivational benefits of transparent dialogue (Inandi et al., 2020).

Open communication in democratic leadership creates opportunities for teachers to participate in problem-solving, collaborative planning, and professional development discussions, which

positively influences motivation. By openly sharing expectations, goals, and challenges, leaders allow teachers to contribute their expertise and ideas, fostering a sense of value and competence. Since they feel genuinely invested in the choices they have made, instructors who have a feeling of control are more inclined to voluntarily comply with school requirements. Teachers are encouraged to adhere to policies when they have this level of autonomy because they believe their opinions are appreciated. This leads to sustained compliance based on intrinsic drive (Duraku & Hoxha, 2021). The authors assert that communication-rich leadership environments encourage intellectual stimulation, prompting educators to be creative and take responsibility for their own professional development. Teachers involved in open discussion forums exhibit increased motivation to take part in continuing expertise growth and instructional innovation (Duraku & Hoxha, 2021).

Methodology

Research Design

This examination adopted a research technique for correlation focused on a quantifiable method. A research technique for correlation is focused on looking for an affiliation amidst factors under the subsequent populace of investigation (Kassu, 2019). Consequently, this investigative technique assisted the investigator in inspecting the association amidst democratic leadership besides motivation of teachers under Uganda, government funded secondary institutions, Kampala Capital City. The quantifiable method enabled the investigator to obtain the quantifiable statistics that was used to offer a comprehension towards this investigation occurrence.

Target Population and Sample Size

An investigation populace is a clusters of members having qualities desirable from which study samples are designated (Majid, 2018). This investigation populace comprises of 78 individuals including instructors and head instructors from the three designated Uganda, government funded secondary institutions, Kampala Capital City from which samples were designated (Kampala Capital City

Authority, 2022). The Krejcie and Morgan formulae was utilized to establish the size of the sample given as;

$$n = \frac{X^2 N p(1-p)}{d^2(N-1) + X^2 p(1-p)}$$

Where; n = sample size, X^2 = Chi-Square value (3.841), N = population size (78), p = population proportion (assumed to be 0.50), and d = level of accuracy (0.05).

$$n = \frac{3.841 \cdot 78 \cdot 0.5 \cdot 0.5}{(0.05^2 \cdot 77) + (3.841 \cdot 0.5 \cdot 0.5)}$$

$$n = 65 \text{ respondents}$$

A sample of 65 respondents (headteachers and teachers) was selected to offer quantifiable statistics which were utilized to offer responses towards this investigation goals.

Sampling Procedure

Sampling denotes a methodological procedures of designating representation samples of members from the intended populace (Singh & Masuku, 2017). The investigator utilized convenient samples to designate responders who participated under this investigation. Convenient samples encompasses the investigator designating participants that are easily reachable and obtainable, and this was utilized to choose equally headteachers and instructors from the diverse designated Kampala Capital City, government funded secondary institutions, Uganda to partake under the research in order to collect quantifiable statistics.

Data Collection Methods

Questionnaire Survey Method

A survey methodology for questionnaires is a means of achieving statistics via an array of inquiries and further topics in order to get statistics from responders (Anokye, 2020). The inquiry survey strategy was crucial towards acquiring consistent statistics which ensured comparison of data utilizing well-structured and easily comprehensible questions. In order to get information from the responders as quickly as possible, the investigator employed this technique.

Data Collection Instruments

Structured Questionnaire

A questionnaire that is structured is a method for gathering statistics from responders that includes closed-end responses towards the inquiries whereby responders are requested to designate (Kuphanga, 2024). This examination used systematic surveys to collect quantifiable statistics from responders which was composed of closed-end questions and coded replies and those were provided on their own towards the respondents under the different designated Kampala Capital City, government-aided secondary institutions, Uganda. The structured surveys were employed because they are quick and assemble lots of data on the occurrence under inquiry.

Validity and Reliability

The investigation instruments validation was assured via expert judgment by the help of research professional. The instrument validation was evaluated utilizing a Content Validity Index (CVI) given by;

$$CVI = \frac{\text{Number of items stated valid}}{\text{Total number of items}}$$

A 0.7 Content Validity Index and beyond indicates the contents of the instrument are valid and therefore instrument is valid to be utilized under this examination (Amin, 2005).

$$CVI = \frac{20}{25}$$

$$CVI = 0.80$$

The questionnaires were considered valid to be utilized in data collection since a CVI of 0.80 was more than 0.7, as advised by Amin (2005).

Additionally, a coefficient pre-test for Cronbach Alpha was employed to evaluate the credibility of the investigative tools based on the data that was collected from a pilot study steered in one government funded secondary institutions, Kampala Capital City, Uganda. As stated by Amin (2005) Reliability and more internal uniformity of the questionnaire's topics are indicated by a 0.7 Cronbach Alpha coefficient value or higher.

Table 3.1: Reliability Statistics

Cronbach's Alpha	No. of Items
.846	20

Source: Primary data, 2026

The questionnaires were considered reliable to be used in data collection since a 0.846 coefficient of Cronbach Alpha's was obtained beyond 0.7 as recommended by Amin (2005).

Data Analysis

The quantifiable main statistics was analyzed using equally descriptive and correlation evaluation techniques. The demographics of the responders, which were displayed as frequency and percentage, were examined using descriptive analysis. To investigate the association amidst democratic leadership and motivation of instructors under Uganda, government-aided secondary institutions, Kampala Capital City, the study assumptions were empirically supported at the 1% significance levels utilizing Spearman's rank correlation testing. because variables were evaluated utilizing a Likert scale of 5 rendering the variables ordinal. An association amidst a pair of ordinal parameters is evaluated by Spearman's Rank Correlation (Jerrold, 2016).

Ethical Consideration

Prior beginning the investigation, the investigator obtained an introduction from the Islamic University

in Uganda's Department of Post Graduate Studies in order to secure authorization to collect the necessary statistics for examination under the various academic institutions.

The investigator furthermore pursued for responders' approval to take part under this investigation and responders were entirely knowledgeable of the goals, methods, and advantages of the investigation, and there was no compulsion involved; participation was entirely voluntary.

Furthermore, the investigator protected the solitude of participants through ensuring privacy by protecting personal data and making sure that, if feasible, it is anonymized.

Study Findings

This subsection offers descriptive metrics on the participants demography and correlation evaluation on the specific aims of this examination.

Findings on the Demographics of Participants

This investigation evaluated the demographics of participants in selected Kampala Capital City, government-aided secondary institution, Uganda and conclusions are displayed under Tableau 1;

Table 1: Demographics of Participants

Category	Items	Frequency	Percentage
Gender	Male	36	55.4
	Female	29	44.6
	Total	65	100.0
Age Bracket	25-30 years	7	10.8
	31-35 years	13	20.0
	36-40 years	18	27.7
	Above 40 years	27	41.5
	Total	65	100.0
Level of Education	Bachelors	50	76.9
	Masters	15	23.1
	Total	65	100.0
	Married	46	70.8

Marital Status	Single	19	29.2
	Total	65	100.0
Time Worked at the Secondary School	1-5 years	10	15.4
	6-10 years	39	60.0
	Above 10 years	16	24.6
	Total	65	100.0

Source: Primary data, 2026

In Tableau 1, conclusions specify that 36 (55.4%) of participants were men and 29 (44.6%) were women. The conclusions furthermore indicate that 7 (10.8%) of participants were 25-30 ages, 13 (20.0%) were 31-35 ages, 18 (27.7%) were 36-40 ages, and 27 (41.5%) were beyond 40 ages.

Additionally, the results specify that 50 (76.9%) of participants had bachelors' educational levels and 15 (23.1%) had masters' educational levels. Those results also indicate that 46 (70.8%) of participants were married and 19 (29.2%) of participants weren't married.

Furthermore, the conclusions indicate that 10 (15.4%) of participants had laboured for 1-5 decades at the subsequent selected educational institutions, 39 (60.0%) had worked for 6-10 decades at the subsequent selected educational institutions, and 16

(24.6%) had worked for above 10 decades at the subsequent selected academic institutions.

Findings on the Objectives of the Study

This part offers commendations about the specific goals of this investigation;

Relationship Between Collaborative Decision-Making and Motivation of Teachers in Government-Aided Secondary Schools in Kampala Capital City, Uganda

This examination sought towards inspecting the affiliation amidst collaborative decision-making and motivation of instructors under Uganda, government-aided secondary institutions, Kampala Capital City and the conclusions are provided under Tableau 2.

Table 2: Correlation Findings on the Relationship Between Collaborative Decision-Making and Motivation of Teachers in Government-Aided Secondary Schools in Kampala Capital City, Uganda

		Collaborative Decision-Making	Motivation of Teachers
Collaborative Decision-Making	Spearman's Correlation Coefficient	1.000	.651**
	Sig. (2-tailed)	.	.000
	N	65	65
Motivation of Teachers	Spearman's Correlation Coefficient	.651**	1.000
	Sig. (2-tailed)	.000	.
	N	65	65

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

Source: Primary data, 2026

Beneath Tableau 2, the results specify that there exists a constructive and analytical considerable affiliation amidst collaborative decision-making and motivation of teachers under Kampala Capital City, government funded secondary institutions, Uganda ($r = 0.651$, $N = 65$, $p < 0.01$). The conclusions imply that an

advancement under collaboration decision-making significantly results in an improvement in inspiration of instructors under Uganda, Kampala Capital City, government funded secondary institutions .

Relationship Between Open Communication and Motivation of Teachers in Government-Aided

Secondary Schools in Kampala Capital City, Uganda

This examination furthermore sought of inspecting the affiliation amidst open communication and

motivation of instructors under government-aided secondary institutions, Kampala Capital City, and the conclusions are shown under Tableau 3.

Table 3: Correlation Findings on the Relationship Between Open Communication and Motivation of Teachers in Government-Aided Secondary Schools in Kampala Capital City, Uganda

		Open Communication	Motivation of Teachers
Open Communication	Spearman's Correlation Coefficient	1.000	.623**
	Sig. (2-tailed)	.	.000
	N	65	65
Motivation of Teachers	Spearman's Correlation Coefficient	.623**	1.000
	Sig. (2-tailed)	.000	.
	N	65	65

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

Source: Primary data, 2026

Beneath Tableau 3, the results specify that there exists a constructive and quantitatively considerable association amidst open communication and motivation of instructors under Uganda, government-aided secondary institutions, Kampala Capital City ($r = .623$, $N = 65$, $p < 0.01$). The results infer that an advancement in open communication substantially results into an enhancement in teachers' motivation under under Kampala Capital City, government funded secondary institutions, Uganda.

Relationship Between Empowerment and Motivation of Teachers in Government-Aided Secondary Schools in Kampala Capital City, Uganda

This examination furthermore strove towards examining the affiliation amidst empowerment and motivation of teachers under Uganda, government funded secondary institutions, Kampala Capital City, and the conclusions are displayed under Tableau 4.

Table 4: Correlation Findings on the Relationship Between Empowerment and Motivation of Teachers in Government-Aided Secondary Schools in Kampala Capital City, Uganda

		Empowerment	Motivation of Teachers
Empowerment	Spearman's Correlation Coefficient	1.000	.634**
	Sig. (2-tailed)	.	.000
	N	65	65
Motivation of Teachers	Spearman's Correlation Coefficient	.634**	1.000
	Sig. (2-tailed)	.000	.
	N	65	65

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

Source: Primary data, 2026

Under Tableau 4, the results specifies that there exists a constructive and quantitative considerable affiliation amidst empowerment and motivation of teachers under Kampala Capital City, government funded secondary institutions, Uganda ($r = 0.634$, $N = 65$, $p < 0.01$). The conclusions infer that an increment in empowerment substantially results into an enhancement under motivation of teachers under Uganda, government funded secondary institutions, Kampala Capital City.

Conclusion

This investigation deduces that democratic leadership relating towards collaborative decision-making, open communication, and empowerment possesses a constructive and statistical substantial association towards teachers' motivation whereby an improvement within various aspects of democratic leadership would result into an enhancement in teachers' motivation under Uganda, government funded secondary institutions, Kampala Capital City.

Recommendations

This study recommends school leaders should encourage participatory decision-making by actively involving teachers in decisions related to curriculum planning, school policies, and timetabling or workload distribution as this enables teachers develop a stronger sense of ownership and commitment, which would substantially and constructively influence teachers' motivation under Uganda, government-aided secondary institutions, Kampala Capital City, .

This investigation furthermore commends school leaders should institute open and transparent communication through creating multiple channels for dialogue such as regular staff meetings, suggestion boxes or digital feedback platforms, and one-on-one consultations which builds trust and reduces feelings of exclusion or frustration, consequently, resulting towards betterment in instructors' motivation under Uganda, Kampala Capital City, government funded secondary institutions.

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