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LEADERSHIP FOR COLLABORATIVE TEACHING: ANALYZING THE IMPACT OF TRANSFORMATIONAL LEADERSHIP ON TEACHER COLLABORATION IN UGANDA'S PRIMARY SCHOOLS

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ABSTRACT

This study examined the influence of transformational leadership on teacher collaboration in primary schools in Eastern Uganda. Specifically, the study sought to determine the reliability and descriptive status of teacher collaboration dimensions, establish the transformational leadership dimensions that predict teacher collaboration, and examine the relationship between transformational leadership and teacher collaboration practices. The study adopted a quantitative correlational survey design grounded in the post-positivist paradigm. A sample of 704 teachers was selected using stratified and random sampling techniques from rural and urban primary schools in Eastern Uganda. Data were collected using structured questionnaires, including the Multifactor Leadership Questionnaire (MLQ) and Teacher Collaboration Assessment Survey (TCAS). Reliability testing using Cronbach's alpha showed strong internal consistency for collaboration subscales ranging from $\alpha = 0.74$ to $\alpha = 0.95$, while the transformational leadership scale recorded $\alpha = 0.943$. Data were analyzed using descriptive statistics, Spearman correlation, multiple linear regression, and quantile regression with significance tested at $p < 0.05$. Findings revealed high levels of teacher collaboration across all dimensions, with shared purpose and team structure recording the highest mean score ($M = 4.10$, $SD = 0.84$). Multiple regression results indicated that idealized influence ($B = 0.132$, $p = 0.003$), inspirational motivation ($B = 0.181$, $p < 0.001$), and individualized consideration ($B = 0.140$, $p < 0.001$) significantly predicted teacher collaboration, while intellectual stimulation was not significant ($p = 0.394$). Although transformational leadership showed a weak positive correlation with teacher collaboration ($\rho = 0.184$, $p < 0.001$), quantile regression revealed no significant direct effect when organizational factors were controlled ($\beta = 0.007$, $p = 0.291$). Instead, school culture, institutional support, professional development opportunities, and teacher professional identity emerged as significant predictors of collaboration. The study concluded that sustainable teacher collaboration depends more on supportive organizational conditions than leadership behavior alone. The study recommends headteachers to institutionalize Professional Learning Communities and structured collaborative practices within schools, while the Ministry of Education and Sports should strengthen policies on professional development, collaborative leadership training, and school support systems to enhance teacher collaboration and instructional improvement.

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Keywords: Teacher Collaboration; Transformational Leadership; Professional Learning Communities; School Culture; Organizational Support; Teacher performance, Primary Schools in Eastern Uganda

1.0 INTRODUCTION

Transformational leadership has increasingly been recognized as a critical approach in improving school effectiveness and teacher outcomes across educational systems. It emphasizes vision, motivation, intellectual stimulation, and individualized support aimed at transforming organizational culture and performance (Bass & Avolio, 1994; Leithwood & Jantzi, 2005). In educational settings, transformational leadership is viewed as a key driver of instructional improvement and teacher development, particularly in contexts where school leadership directly influences teaching practices and learner outcomes (Hallinger, 2003; Bush & Glover, 2014). Empirical studies in Africa further show that school leadership significantly affects teacher performance and commitment, reinforcing its relevance in contemporary education systems (Adeyemi, 2010; Nguni, Sleegers, & Denessen, 2006).

In sub-Saharan Africa, transformational leadership has been widely explored as a mechanism for improving teacher motivation, instructional quality, and school effectiveness. Research indicates that headteachers who adopt transformational leadership styles are more likely to enhance teacher collaboration, job satisfaction, and organizational citizenship behaviors (Nguni et al., 2006; Kariuki, Namusonge, & Mike, 2020). Similarly, studies in Ghana, South Africa, and Tanzania show that effective school leadership strengthens teacher motivation and professional engagement, which are essential for improving learning outcomes (Baffour-Awuah, 2011; Botha, 2014; Kayombo, Mbwambo, & Nampungwe, 2023). These findings highlight the importance of leadership practices in fostering supportive school environments where teachers can work collaboratively and effectively (Chikoko, Naicker, & Mthiyane, 2021; Msila, 2013).

Within the Ugandan context, leadership practices in schools have been linked to teacher effectiveness, supervision quality, and student achievement. Studies show that transformational leadership contributes to improved teacher performance, academic performance and organizational effectiveness in both primary and secondary schools (Nakabugo, Bisaso, Masembe, & Openjuru, 2008; Sengendo & Eduan, 2024). Furthermore, leadership behaviors such as instructional support and teacher empowerment are associated with improved collaboration and engagement among teachers (Sefu & Chrispo, 2025; Mukundane, Twiine, & Nuwatuhaire, 2025). However, challenges such as bureaucratic constraints and limited professional development opportunities continue to affect leadership effectiveness in Uganda's schools (Tibagwa, Onen, & Oonyu, 2016; Mugizi et al., 2019).

Teacher collaboration has been identified as a central component of school improvement and professional growth, particularly when supported by effective leadership structures. Collaborative practices among teachers enhance knowledge sharing, instructional improvement, and collective problem-solving in schools (Spillane, 2006; Sleegers, Thoonen, Oort, & Peetsma, 2014). Research further shows that transformational leadership promotes professional learning communities that strengthen teacher collaboration and learner-centered practices (Sleegers, Zhu, et al., 2019; Govender, 2022). In addition, distributed leadership

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approaches encourage shared responsibility among teachers, thereby strengthening teamwork and collective decision-making (Oduro, 2004; Chikoko et al., 2021).

Despite the recognized importance of leadership in promoting collaboration, gaps remain in understanding how transformational leadership specifically influences teacher collaboration in primary schools in Uganda. While studies have established links between leadership and teacher outcomes such as performance and motivation, fewer studies have focused on collaboration as a distinct outcome variable in primary education contexts (Asare, 2015; Okoth, 2018). Moreover, existing research often emphasizes secondary education or broader performance indicators, leaving a contextual gap at the primary level (Sengendo & Musinguzi, 2024; Orunbon & Beyioku, 2022). This highlights the need for further empirical investigation into how leadership practices shape collaborative behaviors among teachers in diverse school settings.

Collaboration among teachers is essential for improving instructional quality, yet its effectiveness depends on the presence of supportive leadership and enabling school structures. Studies show that teacher collaboration contributes to improved curriculum implementation and professional development when properly guided by school leaders (Komba & Nkumbi, 2008; Nakabugo et al., 2008). However, limited resources, weak professional development systems, and inconsistent leadership practices often hinder effective collaboration in many schools (Tibagwa et al., 2016; Tweheyo et al., 2025). Therefore, understanding the role of transformational leadership in strengthening teacher collaboration is critical for improving educational outcomes in Uganda's primary schools and informing leadership development policies (Ssekamwa & Lugumba, 2001; Adeyemi, 2010).

1.1 Statement of the Problem

In an ideal primary school system, transformational leadership is expected to foster strong teacher collaboration through shared vision, teamwork, and professional learning communities that enhance instructional quality and learner outcomes (Bass & Avolio, 1994; Leithwood & Jantzi, 2005). Such leadership should create supportive environments where teachers consistently engage in joint planning, peer learning, and collective problem-solving to improve teaching effectiveness (Sleegers et al., 2019; Spillane, 2006). However, in reality, teacher collaboration in many Ugandan primary schools remains weak and inconsistent, with teachers often working in isolation despite the presence of leadership structures intended to promote teamwork. Studies indicate that although transformational leadership exists in some schools, its impact on collaboration is constrained by limited institutional support, weak professional development systems, and inadequate collaborative school cultures (Nakabugo et al., 2008; Komba & Nkumbi, 2008). Contextual challenges such as resource constraints and varying leadership practices further limit effective teacher collaboration across schools (Tibagwa et al., 2016; Mukundane et al., 2025).

If this issue is not addressed, schools risk continued low levels of teacher collaboration, which may negatively affect instructional quality, innovation, and learner achievement. Weak collaboration can lead to professional isolation, inconsistent teaching practices, and reduced school effectiveness (Adeyemi, 2010; Baffour-Awuah, 2011). Therefore, strengthening transformational leadership alongside supportive school environments is essential for

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improving teacher collaboration and overall educational outcomes in Uganda's primary schools (Chikoko et al., 2021; Hallinger, 2003).

1.2 Purpose

The purpose of the study is to determine the extent to which headteachers' transformational leadership practices influence teacher collaboration in primary schools in Uganda.

1.3 Objective

To analyze the influence of headteachers' transformational leadership on teacher collaboration in Uganda's primary schools.

1.4 Hypothesis

H_0: There is no significant relationship between headteachers' transformational leadership and teacher collaboration in Uganda's primary schools.

1.5 Justification of the Study

This study is justified by the growing recognition that teacher collaboration is essential for improving instructional quality, curriculum implementation, and learner achievement in primary schools. Although transformational leadership has been widely associated with positive school outcomes such as teacher motivation, performance, and commitment, its specific influence on teacher collaboration in Ugandan primary schools remains under-researched. Existing studies in African and Ugandan contexts have largely focused on leadership effects on general teacher performance and student achievement, leaving a gap in understanding how leadership practices shape collaborative professional behaviours among teachers (Nakabugo et al., 2008; Sefu & Chrispo, 2025). This study therefore addresses an important empirical and contextual gap by focusing on collaboration as a distinct outcome of leadership practice.

The significance of the study lies in its potential to inform educational policy, school leadership practices, and teacher professional development. For policymakers and the Ministry of Education and Sports, the findings will provide evidence-based insights for designing leadership training programs that promote collaboration in schools. For headteachers, the study will highlight effective transformational leadership practices that foster teamwork, shared planning, and professional learning communities among teachers (Sleegers et al., 2019; Chikoko et al., 2021). For teachers, the study will encourage collaborative practices that enhance instructional effectiveness and innovation. Ultimately, the study contributes to improving school effectiveness, teaching quality, and learner outcomes in Uganda's primary education system.

1.6 Scope of the Study

The study focuses on examining the influence of headteachers' transformational leadership on teacher collaboration in Uganda's primary schools. It is geographically limited to selected primary schools in Uganda and targets teachers and headteachers as respondents. The study

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specifically investigates leadership practices and collaborative teaching behaviors within the school environment, without extending to secondary schools or other education levels.

2.0 LITERATURE REVIEW

Transformational leadership is widely recognized as a critical leadership approach that enhances school effectiveness through vision, motivation, and teacher empowerment (Bass & Avolio, 1994; Leithwood & Jantzi, 2005). It emphasizes the role of school leaders in inspiring teachers, fostering collaboration, and promoting professional growth within educational institutions (Hallinger, 2003; Bush & Glover, 2014). In many education systems, transformational leadership is linked to improved teacher attitudes, instructional practices, and school improvement processes, making it a key focus in contemporary educational management research (Ajayi & Ayodele, 2002; Cohen, Manion, & Morrison, 2018). Therefore, understanding how this leadership style operates in schools is essential for improving teaching and learning outcomes in diverse contexts such as Uganda.

Empirical studies show that transformational leadership significantly influences teacher motivation, commitment, and professional behavior across different African education systems (Nguni, Sleegers, & Denessen, 2006; Kariuki, Namusonge, & Mike, 2020). Research further indicates that headteachers who adopt transformational leadership practices tend to create supportive environments that enhance teacher engagement and performance (Botha, 2014; Kayombo, Mbwambo, & Nampungwe, 2023). In addition, leadership practices that encourage collaboration and shared decision-making have been shown to improve instructional quality and teacher satisfaction in schools (Chikoko, Naicker, & Mthiyane, 2021; Msila, 2013). These findings highlight the importance of leadership in shaping teacher behaviors and fostering school effectiveness.

In the East African context, transformational leadership has been associated with improved teacher performance, student achievement, and organizational effectiveness in both primary and secondary schools (Nakabugo, Bisaso, Masembe, & Openjuru, 2008; Sengendo & Eduan, 2024). Studies in Uganda specifically show that headteachers' leadership practices influence teacher engagement, instructional supervision, and school effectiveness outcomes (Sefu & Chrispo, 2025; Sengendo & Musinguzi, 2024). However, challenges such as limited resources, bureaucratic constraints, and weak professional development systems continue to hinder effective leadership implementation in schools (Tibagwa, Onen, & Oonyu, 2016; Mugizi et al., 2019). This suggests that leadership effectiveness is shaped by both individual and contextual school factors.

Teacher collaboration is increasingly recognized as a key component of effective teaching and school improvement, as it enables shared learning and professional support among educators (Spillane, 2006; Sleegers et al., 2014). Research shows that transformational leadership promotes collaborative cultures and professional learning communities that enhance teacher interaction and instructional improvement (Sleegers, Zhu, et al., 2019; Govender, 2022). Furthermore, distributed leadership practices encourage shared responsibility and collective decision-making, strengthening teamwork among teachers (Oduro, 2004; Chikoko et al., 2021). These studies emphasize that collaboration is not only an individual teacher behavior but also a product of supportive leadership and school structures.

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Despite these findings, there remains limited empirical evidence specifically focusing on how transformational leadership influences teacher collaboration in Ugandan primary schools (Asare, 2015; Okoth, 2018). Most existing studies emphasize teacher performance, motivation, and student achievement, with less attention given to collaboration as a distinct outcome variable (Sengendo & Musinguzi, 2024; Orunbon & Beyioku, 2022). Additionally, contextual differences between rural and urban schools in Uganda may affect how leadership practices translate into collaborative behaviors among teachers (Mukundane et al., 2025; Sefu & Chrispo, 2025). This indicates a contextual and empirical gap in understanding the leadership–collaboration relationship within Ugandan primary education settings.

Furthermore, although transformational leadership is widely promoted as a driver of school improvement, its effectiveness may depend on supporting conditions such as professional development, institutional capacity, and school culture (Komba & Nkumbi, 2008; Sleegers et al., 2014). Studies suggest that without adequate support systems, leadership practices may not fully translate into sustained teacher collaboration and improved instructional practices (Tibagwa et al., 2016; Tweheyo et al., 2025). This reveals a theoretical gap in understanding the mechanisms through which transformational leadership influences collaboration in schools. In the Ugandan context, there is limited evidence explaining how leadership interacts with school structures and teacher characteristics to shape collaborative practices, highlighting the need for further empirical investigation.

3.0 METHODOLOGY

3.1 Research design and approaches

This study adopted a quantitative correlational survey design within a post-positivist framework to examine transformational leadership and teacher outcomes (Creswell & Creswell, 2018; Neuman, 2014). The design was appropriate because it supported hypothesis testing and allowed statistical analysis of relationships between leadership practices and teacher collaboration in primary schools in Eastern Uganda (Cohen, Manion, & Morrison, 2018). Structured measurement tools were used to ensure objectivity and consistency in data collection across the selected schools.

3.2 Study population

The study targeted all primary school teachers and headteachers in Eastern Uganda, estimated at more than 34,000 education professionals (Uganda MoES, 2022; UNESCO, 2020). These participants were drawn from both rural and urban schools, which provided a diverse representation of instructional environments, leadership structures, and working conditions relevant to educational leadership research (Bush & Glover, 2014; Hallinger, 2003).

3.3 Sample size and sampling techniques

The sample size of 704 teachers was determined using Cochran's formula with finite population correction to ensure statistical adequacy (Cochran, 1977; Kothari, 2004). Stratified sampling was applied to guarantee proportional representation of rural and urban schools, while random sampling within each stratum reduced selection bias and enhanced representativeness of respondents across the region (Fowler, 2014; Etikan, Musa, & Alkassim, 2016).

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3.4 Data collection methods

Quantitative data were gathered using structured questionnaires, including the Multifactor Leadership Questionnaire and the Teacher Collaboration Assessment Survey (Bass & Avolio, 1994; Woodland et al., 2013). These instruments were selected because they align with transformational leadership and adaptive performance theories and ensure standardized measurement of key constructs across all participating schools (Neuman, 2014; Saunders, Lewis, & Thornhill, 2019).

3.5 Data quality control

Validity was ensured through expert review and alignment with established theoretical constructs, while reliability was assessed using Cronbach's alpha (Creswell & Creswell, 2018; Tavakol & Dennick, 2011). All instruments recorded reliability coefficients above 0.70, confirming acceptable internal consistency. Transformational Leadership scale achieved $\alpha = 0.943$, indicating excellent reliability, while collaboration ($\alpha = 0.972$) met acceptable thresholds for social science research (George & Mallery, 2003; Nunnally & Bernstein, 1994).

3.6 Data collection procedure

Ethical clearance was obtained from Research Ethics Committee and Uganda National Council of Science and Technology (UNCST) prior to data collection, ensuring compliance with research ethics standards (CIOMS, 2016; UNCST, 2014). The researchers further obtained license to administer the MLQ from Mind Garden.inc. Permission was granted by headteachers, after which questionnaires were administered to teachers in both rural and urban schools. Data were systematically collected, coded, and securely stored, with strict adherence to confidentiality and voluntary participation principles throughout the process (Creswell & Creswell, 2018).

4.0 DATA ANALYSIS DESCRIPTIVE AND INFERENTIAL

Data analysis was conducted using Python software to ensure efficient and reproducible statistical processing (McKinney, 2017; Field, 2018). Descriptive statistics were used to summarize respondents' characteristics and study variables, while inferential statistics such as correlation and regression were applied to test relationships between transformational leadership and teacher collaboration. Statistical significance was assessed at $p < 0.05$, supporting robust and evidence-based interpretation of findings (Neuman, 2014; Cohen et al., 2018).

4.1 Teacher Collaboration

To facilitate the analysis, the collaborative variables were restructured and grouped to conceptual domain that represent the important dimensions of collaborative practice as defined in the literature on Professional Learning Communities (PLC). This grouping of variables was done to reflect a collective purpose and team make-up, the structure of the dialogue, processes of decision-making, action and follow-up and data use - thus constituting the continuum of purpose (collection of intent) to action (informed instruction). This organization reflects some fundamental thoughts of PLC such as a common vision, mutual inquiry, reflective

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conversation, shared responsibility, and unrelenting enhancement. The categorization of the variables this way gave a consistent analytical concept on how the collaborative processes contribute to instructional change.

4.2 Teacher Collaboration and Academic Domains Reliability, Descriptive Statistics, and Predictive Relationships.

To operationalize the domains of collaboration according to the measurement purposes, different domains were represented as subscales with several items. Therefore, the terms domain and subscale are used interchangeably in this section with the domain conceptualization meaning the conceptual construct, and the subscale measurement meaning the measurement of the conceptual construct.

Table 1: Showing Reliability Coefficients for Teachers' Collaboration Subscales

Collaboration subscale	Cronbach's α
Shared purpose and team structure	0.74
Meeting structure and facilitation	0.84
Dialogue quality	0.82
Decision-making processes	0.89
Action and follow-up	0.94
Data use and accountability	0.95

Source: Primary data

Cronbach alpha was used to assess the internal consistency reliability of every collaboration subscale. Results in Table reveal that the six subscales had reliability scores of between acceptable and excellent and alpha coefficients of 0.74 through to 0.95. The shared purpose and team structure subscale achieved an acceptable threshold ($\alpha = 0.74$), and the meeting structure and facilitation, the quality of dialogue, and decision-making processes subscales were found to have good internal consistency. The most significant reliability coefficients were calculated in terms of action and follow-up subscale ($\alpha = 0.94$) and data use and accountability subscale ($\alpha = 0.95$), so the level of internal coherence within these domains was high.

Table 2: Showing Descriptive Statistics for Teachers' Collaboration Subscales

Collaboration dimension	Mean (M)	SD
Shared purpose and team structure	4.1	0.84
Meeting structure and facilitation	3.97	0.91
Dialogue quality	3.86	0.91
Decision-making processes	3.87	0.94
Action and follow-up	3.94	0.86
Data use and accountability	3.93	0.88

Source: Primary data

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Table shows the descriptive statistics of the subscales of collaboration. In general, teachers indicated rather high collaborative practice levels in all six dimensions with the mean scores of between 3.86 and 4.10. Shared purpose and team structure had the highest mean (M = 4.10, SD = 0.84), and the disagreement level is low. Meeting structure and facilitation, action and follow-up and data use and accountability also had moderately high mean scores, and indicates that collaboration was facilitated and converted to instructional action based on evidence.

The quality of dialogue and decision-making processes were slightly lower in mean scores, but both of them were above the middle of the scale, which means that although professional dialogue and collective decision-making were in place, they were not strongly supported in the process, unlike in the case with foundational and action-oriented components of collaboration.

4.3 Transformational Leadership Dimensions that predict Teacher Collaboration.

Table 3: Transformational Leadership Evidence Multiple Linear Regression Results of the Transformational Leadership Dimensions that predict Teacher Collaboration.

Predictor	B	SE	t	p	95% CI
Constant	2.006	0.122	16.49	< .001	[1.767, 2.245]
Idealized Influence (Attributes)	0.132	0.044	3.02	0.003	[0.046, 0.217]
Inspirational Motivation	0.181	0.046	3.9	< .001	[0.090, 0.273]
Intellectual Stimulation	0.037	0.043	0.85	0.394	[-0.048, 0.121]
Individualized Consideration	0.14	0.038	3.64	< .001	[0.064, 0.215]

Note. N = 704. R^2 = .289, Adjusted R^2 = .285, F (4, 699) = 71.12, p < .001. VIF values <3 indicate no multicollinearity.

Source: Primary data

The significant statistical significance of the regression model to predict teacher collaboration (F (4, 699) = 71.12, p < 0.001) was found, which explained 28.9% of the explanatory power (Adjusted R2 = 0.285) and showed moderate predictive power. Idealized influence (attribute) was also found to be a strong positive predictor of collaboration with inspirational motivation and individualized consideration, showing that characteristics of leadership that strengthen trust, shared vision, and individualized support were linked with collaborative behaviors among teachers. Intellectual stimulation was also not significant showing that cognition stimulation does not directly translate to collaboration. These results emphasize the significance of relational and motivational leadership scales in facilitating team and collective activities in teachers.

4.4 Relationship between Transformational Leadership and Teacher Collaboration

Table 4: Showing findings of Spearman correlation and quantile regression of the impact of Transformational Leadership, organizational and contextual variables on teacher collaboration practices

Predictor	β	SE	t	p	95% CI
Transformational Leadership (TL Score)	**0.007**	**0.006**	**1.06**	**0.291**	**[-0.006, 0.020]**
None of the Above (vs Bachelor)	−0.239	0.11	−2.19	0.039	[−0.468, −0.0789
Private (vs Church Founded)	0.169	0.063	2.74	0.059	[0.050, 0.300]
School Culture and Staff Dynamics	0.214	0.009	24.9	p < 0.001	[0.197, 0.231]
Teacher-Group Attitude	0.074	0.008	9.62	p < 0.001	[0.059, 0.089]
Teacher Professional Identity	0.148	0.007	21.04	p < 0.001	[0.135, 0.162]
Professional Development Opportunities	0.163	0.008	19.17	p < 0.001	[0.146, 0.179]
Policy and Institutional Support	0.242	0.008	29.85	p < 0.001	[0.226, 0.258]
Availability of Resources	0.13	0.009	14.63	p < 0.001	[0.113, 0.148]

Note.
β = standardized regression coefficient
SE = standard error of the coefficient
t = t-statistic (tests whether β differs significantly from zero);
p = probability value (significance level; $p < 0.05$ indicates a statistically significant effect);
95% CI = 95% confidence interval for **β**

Model summary

Spearman's $\rho = 0.184$, $p < 0.001$

Pseudo $R^2 = 0.975$; $N = 704$; $\tau = 0.50$ (Median Regression)

Source: Primary data

Table 4 indicates the outcomes of the Spearman correlation and the median quantile regression analysis investigating how transformational leadership, organizational and contextual variables apply in the school setting in relation to teacher collaboration practice.

The Spearman fate rank correlation is a weak but statistically significant positive correlation between transformational leadership and teachers' collaboration ($\rho = 0.184$, $p < 0.001$). This implies that despite the fact that transformational leadership practices are related to teacher collaboration, this connection is not as strong.

As can be seen, the quantile regression output indicates that teacher collaboration is not significantly correlated with transformational leadership $\beta = 0.007$, SE = 0.006, $t = 1.06$, $p = 0.291$). It means that there is no statistically significant direct impact of transformational leadership on collaborative practices of teachers in schools when it is controlled by organizational and contextual factors.

There are however a number of organizational variables that demonstrate strong and statistically significant variables with teacher collaboration. Specifically, the culture of collaboration within schools and staff dynamics show that they have a significant positive impact ($\beta = 0.214$, SE = 0.009, $t = 24.9$, $p < 0.001$). This observation indicates that conducive organizational conditions and good employees' relationship have significant contributions in fostering collaborative practices among educators.

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Likewise, teacher group attitude is a strong predictor of teacher collaboration $\beta = 0.074$, SE = 0.008, $t = 9.62$, $p < 0.001$) which means that positive attitudes towards team work and mutual professional involvement will foster collaborative behaviors in the school.

It can be also seen that collaboration is strongly positively affected by teacher professional identity ($\beta = 0.148$, SE = 0.007, $t = 21.04$, $p < 0.001$). This implies that the higher the sense of professional identity held by a teacher, the higher the likelihood of an enthusiastic teacher to want to be involved in a collaborative activity.

In addition, teacher collaboration is also greatly affected by professional development opportunities ($\beta = 0.163$, SE = 0.008, $t = 19.17$, $p < 0.001$), which means that occasions of professional learning and development could be valuable to teachers to communicate and undertake collective instructions.

On the same note, policy and institutional support proves to be the best predictor of teacher collaboration ($\beta = 0.163$, SE = 0.008, $t = 19.17$, $p < 0.001$). This observation underscores the significance of school policies and institutional arrangements that promote team work amongst teachers.

Moreover, resource accessibility is also a major facilitator of collaboration ($\beta = 0.130$, SE = 0.009, $t = 14.63$, $p < 0.001$), implying that sufficient resources in terms of teaching materials and institutional facilities to support principles of collaborative teaching were determinants of collaboration.

Regarding contextual variables, the findings are that teachers who do not have a bachelor's degree show much lower collaboration as compared to those who have a bachelor degree ($\beta = -0.239$, SE = 0.11, $t = -2.19$, $p = 0.039$). This indicates that the education-based qualifications can affect the members of teaching activities in terms of collaboration.

Likewise, the teachers of privately established schools are likely to display more collaboration than the ones of the church-established schools ($\beta = 0.169$, SE = 0.063, $t = 2.74$, $p = 0.059$) which is a poorly significant relationship.

In general, the regression model has a very high percentage of explanation (Pseudo $R2 = 0.975$) on the dependence of a sample of 704 respondents with an extremely high explanatory power. To explain the possibility of deviation in normality in the data, the analysis was performed through a median quantile regression, ($\tau = 0.50$).

Overall, quantile regression results indicated that transformational leadership did not have a statistically significant direct effect on teacher collaboration when organizational and contextual factors were controlled for ($\beta = 0.007$, $p = 0.291$). Despite this limitation, the presence of a statistically significant correlation and predictive influence of several leadership dimensions provides sufficient evidence to reject the null hypothesis (H_0) and conclude that there is a significant relationship between headteachers' transformational leadership and teacher collaboration in Uganda's primary schools, although the relationship is influenced by broader organizational conditions such as school culture, institutional support, and professional development opportunities.

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5.0 DISCUSSION

The findings of this study revealed that teacher collaboration was highly practiced across all dimensions, particularly in shared purpose and team structure, action and follow-up, and data use and accountability. These findings are in agreement with Bass and Avolio (1994), who argued that collaborative organizational cultures are strengthened when institutions establish shared vision, collective responsibility, and coordinated action. Similarly, Govender (2022) and Sleegers, Zhu, et al. (2019) emphasized that Professional Learning Communities thrive where teachers engage in structured collaboration, reflective dialogue, and continuous improvement. The strong reliability coefficients obtained in this study further corroborate the argument by Tavakol and Dennick (2011) and Nunnally and Bernstein (1994) that well-constructed subscales with high Cronbach alpha values indicate stable and internally consistent measures of organizational practices. However, although dialogue quality and decision-making processes recorded relatively positive mean scores, they were comparatively lower than other collaboration dimensions. This partially disagrees with Spillane's (2006) distributed leadership perspective, which emphasizes collective participation in decision-making as a core feature of effective collaboration. The implication is that while collaborative structures existed in schools, teachers may still have had limited influence in deeper professional dialogue and participatory decision-making processes.

The study further established that transformational leadership dimensions such as idealized influence, inspirational motivation, and individualized consideration significantly predicted teacher collaboration. These findings confirm the assertions of Leithwood and Jantzi (2005), Hallinger (2003), and Chikoko et al. (2021), who maintained that transformational leaders inspire trust, motivate staff toward common goals, and provide individualized support that strengthens collaborative school cultures. The findings also corroborate studies by Nguni et al. (2006), Kariuki et al. (2020), and Kilinc et al. (2022), which found that transformational leadership positively influences teachers' commitment, organizational citizenship behavior, and innovative professional practices. Likewise, studies conducted in East Africa by Sengendo and Eduan (2024), Sengendo and Musinguzi (2024), and Sefu and Chrispo (2025) support the conclusion that transformational leadership enhances positive school environments that encourage teamwork, academic performance and teacher engagement. However, the finding that intellectual stimulation was not a significant predictor of collaboration contradicts the view by Bass and Avolio (1994) that encouraging creativity and critical thinking directly promotes collective professional engagement. This disagreement may suggest that intellectual stimulation alone may not necessarily translate into collaborative practices unless accompanied by supportive relational and organizational conditions.

Despite the positive relationship observed between transformational leadership and teacher collaboration at the correlational level, the quantile regression findings revealed that transformational leadership did not exert a statistically significant direct effect on collaboration when organizational and contextual variables were controlled for. Instead, school culture and staff dynamics, policy and institutional support, professional development opportunities, teacher professional identity, and resource availability emerged as the strongest predictors of teacher collaboration. These findings strongly confirm the arguments of OECD (2018), Sleegers et al. (2014), and Komba and Nkumbi (2008), who emphasized that sustainable teacher collaboration is largely shaped by institutional capacity, professional learning

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opportunities, and supportive school systems. The results also align with Botha (2014) and Nakabugo et al. (2008), who found that organizational support structures and conducive working environments significantly influence teacher motivation and collaborative instructional practices. Furthermore, the findings corroborate Oduro's (2004) distributed leadership theory, which suggests that collaboration flourishes when schools establish enabling structures rather than relying solely on individual leaders. However, the weak direct effect of transformational leadership contrasts with studies such as Adeyemi (2010), Tibagwa et al. (2016), and Orunbon and Beyioku (2022), which reported stronger direct leadership effects on teacher performance and organizational behavior. The divergence may be attributed to contextual differences, suggesting that in this study, organizational culture and institutional systems played a more dominant role in shaping collaboration than leadership behavior alone.

6.0 CONCLUSION

The findings indicate that teacher collaboration was strongly embedded across all measured dimensions, with high levels of shared purpose, structured meetings, action-oriented practices, and data use among teachers. The collaboration subscales demonstrated acceptable to excellent reliability, confirming the consistency of the measures used. Descriptive results further revealed that teachers generally experienced positive collaborative practices, although dialogue quality and collective decision-making were comparatively less strengthened than foundational and action-focused aspects of collaboration. Regression analysis showed that transformational leadership dimensions such as idealized influence, inspirational motivation, and individualized consideration significantly predicted teacher collaboration, emphasizing the importance of trust, shared vision, and individualized support in fostering collaborative behaviors. However, when organizational and contextual variables were controlled for, transformational leadership alone did not have a significant direct effect on collaboration. Instead, school culture and staff dynamics, policy and institutional support, professional development opportunities, teacher professional identity, positive group attitudes, and availability of resources emerged as the strongest predictors of collaboration. Overall, the findings suggest that while transformational leadership contributes indirectly by shaping supportive relationships and motivation, sustainable teacher collaboration is primarily driven by favorable organizational conditions, institutional support systems, and a strong professional culture within schools.

7.0 RECOMMENDATIONS

School headteachers and administrators should strengthen institutional structures that promote continuous teacher collaboration by establishing formal Professional Learning Communities (PLCs), regular collaborative meetings, and structured peer-review systems within schools. Since the findings showed that school culture, staff dynamics, and policy support were the strongest predictors of collaboration, school leaders should develop clear school-based policies that allocate specific time for collaborative planning, reflective dialogue, and joint instructional problem-solving. Headteachers should also ensure that collaboration activities are monitored and integrated into school improvement plans and teacher appraisal systems. In addition, Boards of Governors and school management committees should provide adequate instructional resources, meeting spaces, and digital platforms that facilitate collaborative work among teachers. These measures would institutionalize collaboration as part of normal professional practice rather than leaving it dependent on individual initiative.

The Ministry of Education and Sports, together with district education authorities and teacher training institutions, should design and implement continuous professional development programs that strengthen teachers' collaborative competencies and professional identity. The findings demonstrated that professional development opportunities and teacher professional identity significantly influenced collaboration; therefore, education policymakers should revise teacher development policies to include training in teamwork, collaborative inquiry, mentoring, and shared instructional leadership. Teacher training colleges and universities should integrate collaborative learning approaches and leadership development into pre-service and in-service teacher education curricula. Furthermore, district education officers should organize regular inter-school learning networks, workshops, and mentorship programs that encourage teachers to share best practices and collectively address instructional challenges across schools.

School proprietors, policymakers, and educational supervisors should promote transformational leadership practices that emphasize trust-building, inspirational motivation, and individualized support for teachers. Since the study found that relational dimensions of transformational leadership positively predicted collaboration, headteachers should receive leadership training focused on participatory management, communication, teacher empowerment, and supportive supervision. The Ministry of Education and Sports, and education service commissions should formulate policies requiring continuous leadership development programs for headteachers and deputy headteachers, particularly in collaborative leadership and school culture management. In addition, inspectors of schools should include indicators of teacher collaboration, staff engagement, and supportive leadership practices during school supervision and evaluation processes. Such policy-oriented leadership reforms would strengthen collaborative school environments and improve instructional effectiveness across schools.

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DECLARATION OF CONFLICT OF INTEREST

The authors declare no potential conflict of interest with respect to this research, authorship or publication of this article.

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APPENDIX A: LICENSE TO ADMINISTER THE MULTIFACTOR LEADERSHIP QUESTIONNAIRE

Multifactor Leadership Questionnaire™

Form 5X-Short Instrument

Leader Form, Rater Form, & Scoring Guide

License to Administer

by Bruce Avolio and Bernard Bass

Published by Mind Garden, Inc.
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Permission Letter

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To Whom It May Concern,

The above-named person has made a license purchase from Mind Garden, Inc. and has permission to administer the following copyrighted instrument up to that quantity purchased:

Multifactor Leadership Questionnaire

The license holder has permission to administer the complete instrument in their research, however, only three sample items from this instrument as specified below may be included in the research write-up, thesis, or dissertation. Any other use must receive prior written permission from Mind Garden. The entire instrument form may not be included or reproduced at any time in any other published material. Please understand that disclosing more than we have authorized will compromise the integrity and value of the test.

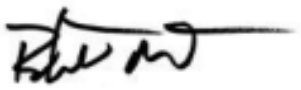
Citation of the instrument must include the applicable copyright statement listed below.

Sample Items:
As a leader ....

I talk optimistically about the future.
I spend time teaching and coaching.
I avoid making decisions.

The person I am rating....
Talks optimistically about the future.
Spends time teaching and coaching.
Avoids making decisions

Sincerely,



Robert Most
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APPENDIX B: ETHICAL CLEARANCE APPROVAL (UCUREC & UNCST)

UGANDA CHRISTIAN UNIVERSITY
A Centre of Excellence in the Heart of Africa

Office of the Vice Chancellor
Research Ethics Committee UG-026

20th October, 2025

ROBERT BUGWATA,
Uganda Christian University
+256 774 092902,
Email: bugwatro@yahoo.com

UG-REC-026 LETTER OF AMENDMENT NOTICE

To: Robert Bugwata, Principal Investigator

Re: UCUREC Application titled: *Assessing the influence of Transformational Leadership Practices on Teacher Adaptability and Innovation in primary schools* **To** *Assessing the influence of Transformational Leadership Practices on Teacher Adaptability, Collaboration and Innovation in primary schools*

Application Number: **UCU REC-2025-1756**
Version: 4.0

UGANDA CHRISTIAN UNIVERSITY APPROVED UNTIL 21 JUN 2026 RESEARCH ETHICS COMMITTEE

Type: [ ] **LETTER OF AMENDMENT (LOA)**
[ ] Initial Review
[ ] Protocol Amendment
[ ] Continuing Review
[ ] Material Transfer Agreement
[ ] Other, Specify:

I am pleased to inform you that the **UG-REC-026;** UCUREC has accepted to amend the above referenced application.
The amendment is valid with the initial approval of the research which is from **21st June, 2025,** to **21st June, 2026.**

This research is considered minimal risk category.
As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and additions to the protocol or the consent form must be submitted to the REC for re-review and approval **prior** to the activation of the changes. The REC application number assigned to the research should be cited in any correspondences
3. Reports of unanticipated problems involving risks to participants or other must be submitted to the REC. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for REC review.

1 of 2

Research and Ethics

P.O. Box 4, Mukono, Uganda, Plot 67-173, Bishop Tucker Road, Mukono Hill
Tel: +256 (0) 312 350 885 Fax: +256 (0) 4142 90 800 Email: rec@ucu.ac.ug Web: www.ucu.ac.ug
UCUREC is accredited by Uganda National Council for Science & Technology, FDA, and National Institutes for Health of the United States of America

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Office of the Vice Chancellor
Research Ethics Committee UG-026

4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by subjects and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits

5. Regulations require review of an approved study not less than once per 12-month period. **Therefore, a continuing review application must be submitted to the REC eight weeks prior to the above expiration date of 21st June, 2026 in order to continue the study beyond the approved period.** Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study, at which point new participants may not be enrolled and currently enrolled participants must be taken off the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. You are required to register the research protocol with the Uganda National Council for Science and Technology (UNCST) for final clearance to undertake the study in Uganda.

The following is the list of all documents approved in this application by **UG-REC _026:**

	Document Title	Language	Version	Version Date
1.	Research Proposal	English	1.0	2025-06-07
2.	Data Collection Tools	English	1.0	2025-06-07
3	Informed consent forms	English	1.0	2025-06-07
4	CVs for Investigators	English	1.0	2025-06-07
5	Community Engagement plan	English	1.0	2025-06-07
6	Risk Management Plan	English	1.0	2025-06-07

Signed and Stamped

Prof. Peter Waiswa.
UCUREC Chairperson,
pwaiswa@musph.ac.ug

UGANDA CHRISTIAN UNIVERSITY APPROVED UNTIL 21 JUN 2026 RESEARCH ETHICS COMMITTEE

2 of 2

Research and Ethics

P.O. Box 4, Mukono, Uganda, Plot 67-173, Bishop Tucker Road, Mukono Hill
Tel: +256 (0) 312 350 885 Fax: +256 (0) 4142 90 800 Email: rec@ucu.ac.ug Web: www.ucu.ac.ug
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Uganda National Council for Science and Technology

(Established by Act of Parliament of the Republic of Uganda)

Our Ref: SS4052ES **8 August 2025**

ROBERT BUGWATA
Uganda Christian University
Mukono

Re: Research Approval: **Assessing the influence of Transformational Leadership Practices on Teacher Adaptability and Innovation in primary schools**

I am pleased to inform you that on **08/08/2025**, the Uganda National Council for Science and Technology (UNCST) approved the above referenced research project. The Approval of the research project is for the period of **08/08/2025** to **08/08/2026**.

Your research registration number with the UNCST is **SS4052ES**. Please, cite this number in all your future correspondences with UNCST in respect of the above research project. As the Principal Investigator of the research project, you are responsible for fulfilling the following requirements of approval:

1. Keeping all co-investigators informed of the status of the research.
2. Submitting all changes, amendments, and addenda to the research protocol or the consent form (where applicable) to the designated Research Ethics Committee (REC) or Lead Agency for re-review and approval **prior** to the activation of the changes. UNCST must be notified of the approved changes within five working days.
3. For clinical trials, all serious adverse events must be reported promptly to the designated local REC for review with copies to the National Drug Authority and a notification to the UNCST.
4. Unanticipated problems involving risks to research participants or other must be reported promptly to the UNCST. New information that becomes available which could change the risk/benefit ratio must be submitted promptly for UNCST notification after review by the REC.
5. Only approved study procedures are to be implemented. The UNCST may conduct impromptu audits of all study records.
6. An annual progress report and approval letter of continuation from the REC must be submitted electronically to UNCST. Failure to do so may result in termination of the research project.

Please note that this approval includes all study related tools submitted as part of the application as shown below:

No.	Document Title	Language	Version Number	Version Date
1	Community Engagement plan	English	1	
2	COVID-19 & EBOLA risk management plan	English	1	07 June 2025
3	Informed Consent forms	English	1	
4	Data collection tools	English	1	07 June 2025
5	Project Proposal	English	1	
6	Approval Letter	English		
7	Administrative Clearance	English		

Yours sincerely,

Dr. Christopher Ddamulira
For: Executive Secretary
UGANDA NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

