

Transformational leadership and teachers' well-being in Tanzania: Evidence from Lindi Region

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ABSTRACT

This study investigated the influence of transformational leadership on teachers' well-being in public primary schools in Lindi Region, Tanzania. The study was guided by Transformational Leadership Theory and adopted a mixed-methods approach, with a convergent parallel design, integrating quantitative survey data with qualitative interviews to develop a comprehensive understanding of how leadership practices shape teacher well-being. The target population comprised primary school teachers, head teachers, and Ward Education Officers (WEOs) in public primary schools in Lindi Region. Using simple random sampling for teachers and purposive sampling for head teachers and WEOs, a total of 366 respondents were involved, comprising 360 teachers, 4 head teachers, and 2 WEOs; of the questionnaires administered to teachers, 356 were fully completed and used in the quantitative analysis, while all 6 head teachers and WEOs participated in semi-structured interviews. Quantitative data were analysed descriptively using frequencies and percentages, and inferentially using chi-square tests and binary logistic regression, while qualitative data were analysed thematically following Braun and Clarke's (2006) six-step approach. Findings revealed that transformational leadership significantly influenced teacher well-being. Individualised consideration ($\chi^2 = 14.14$, $p < .0001$; AOR = 2.27, 95% CI [1.19, 4.35], $p = .013$) and intellectual stimulation ($\chi^2 = 11.78$, $p = .001$; AOR = 2.08, 95% CI [1.09, 4.71], $p = .027$) emerged as the most consistent and statistically significant predictors of teacher well-being, both in bivariate and multivariate analyses, indicating that teachers experience improved motivation, resilience, and job satisfaction when they receive personal support and opportunities for professional creativity. Inspirational motivation showed a significant positive relationship at the bivariate level ($\chi^2 = 5.84$, $p = .016$; COR = 2.02, $p = .017$) but became non-significant after adjustment (AOR = 1.75, $p = .108$), suggesting that its influence is mediated by other leadership dimensions. Idealised influence was not significant in either model ($\chi^2 = 0.74$, $p = .39$; AOR = 0.43, $p = .19$), indicating that charisma and role-modelling alone are insufficient to improve teachers' psychological and professional experiences in resource-constrained school environments. Qualitative findings reinforced these results, showing that teachers feel more valued, empowered, and emotionally supported when leaders actively engage in mentoring, collaboration, and problem-solving. The study concludes that transformational leadership enhances teacher well-being most effectively when it is practical, supportive, and intellectually engaging rather than purely inspirational or symbolic. The study recommends that educational authorities strengthen leadership development programmes for school leaders, emphasising individualised support, instructional collaboration, and intellectual stimulation, which are essential for improving teacher well-being, reducing burnout, strengthening commitment, and ultimately enhancing the quality of education in public primary schools in Tanzania.

Key words: Transformational Leadership, Public Primary Schools, Teacher Well-Being, Teachers Resilience, Tanzania

I. INTRODUCTION

In the past three decades, educational reforms globally have aimed to enhance academic performance and improve teaching practices for all students (Bubale et al., 2021). Central to these reforms is the evaluation of effective educational leadership, which is seen as crucial for driving administrative changes that ultimately boost student achievement (UNESCO, 2014). Transformational leadership, characterized by its ability to inspire and motivate followers towards a shared vision, has been identified as a particularly effective style for fostering learning and achievement in schools (Mutua et al., 2023; Dabesa & Cheramlak, 2021). However, despite the apparent benefits of this leadership style, its application in specific contexts, such as Tanzania, presents unique challenges, including resource constraints and varying educational priorities, which necessitate a deeper investigation into how transformational leadership influences teachers' well-being and, subsequently, students' academic performance.

The dynamic educational landscape in Tanzania underscores the critical need for teacher resilience, which not only affects professional longevity but also directly impacts learning outcomes for students (Mngumi, 2021). Policymakers in Tanzania emphasize the importance of providing quality education that hinges upon the stability and effectiveness of teachers (United Republic of Tanzania [URT], 2010). However, numerous systemic challenges, such as limited resources, overcrowded classrooms, and inadequate professional development serve to weaken teachers' capacity to thrive in their roles. As such, while transformational leadership has been recognized for its potential to improve educational outcomes, little is known about how these leadership styles specifically influence teachers' resilience amid such challenges, creating a significant knowledge gap.

International educational frameworks, such as the Dakar Framework for Action and the guidelines of the United Nations Educational, Scientific and Cultural Organization (UNESCO), stress the importance of effective leadership in achieving quality education and promoting teachers' well-being (Athuman, 2019; World Bank, 2021). In practice, however, many educators in Tanzania face overwhelming pressures, such as heavy workloads and insufficient support, which hinder their ability to engage with transformational leadership dynamics (Mwaseba, 2020). Understanding how transformational leadership can enhance teacher resilience, particularly in stressful educational contexts, remains inadequately explored in the Tanzanian environment. The implication here is that clarifying this relationship is vital for developing strategies that bolster teachers' well-being and enhance their effectiveness.

Furthermore, resilience in teaching is increasingly viewed as a critical factor for addressing the myriad challenges educators face in the Tanzanian education system (Costantine et al., 2025). Studies indicate that resilient teachers can foster positive learning environments and effectively contribute to students' academic achievement (Mansfield, 2020). Yet, the interplay between transformational leadership and teacher resilience in primary schools, particularly in Lindi Region, has not been adequately investigated. This oversight leaves a substantial gap in literature, suggesting that further exploration is essential for comprehensive understanding and effective policy formulation. This empirical investigation aims to bridge this gap by examining how transformational leadership can serve as a catalyst for improving teacher well-being while addressing the prevailing challenges.

In light of the identified pressures facing teachers, including overcrowded classrooms and systemic inefficiencies, it is crucial to examine how leadership styles impact their professional satisfaction and resilience (Khumalo, 2019). Despite the emphasis on transformational leadership as a means to motivate and engage educators, limited research exists on its direct effects on teachers' well-being and the overall learning environment in primary schools in Tanzania. Addressing this gap is vital not just for enhancing educational outcomes but for ensuring that teachers remain satisfied, motivated, and able to deliver quality education in increasingly difficult conditions (Elavarasi, 2024). Ultimately, this study seeks to contribute to a more nuanced understanding of the relationship between transformational leadership and teacher well-being within the specific context of Tanzania's educational challenges. By focusing on Lindi Region, the research aims to highlight essential factors influencing resilience among teachers and the broader implications for improving academic performance in primary schools. Identifying these connections will not only inform local educational policies but also contribute to the global discourse on effective leadership in education, particularly for under-resourced contexts in developing countries.

1.1 Research Objective

This study intended to examine the impact of transformational leadership style on teacher well-being in public primary schools in Lindi Region, Tanzania.

1.2 Research Question

The study was guided by the following research question: How does transformational leadership style influence teacher well-being in public primary schools in Lindi Region, Tanzania?

II. LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Transformational Leadership Theory

This study employed Transformational Leadership Theory, which was first introduced Downton (1973) and later developed by Burns (1978), who conceptualized leadership as a process through which leaders and followers elevate one another's motivation, commitment, and moral purpose. The theory assumes that effective leadership extends beyond transactional exchanges based on rewards and punishments and instead focuses on inspiring followers to achieve higher levels of commitment, self-confidence, and personal growth. It further posits that leaders can positively influence followers' attitudes, values, and well-being by creating a supportive environment, fostering trust, encouraging innovation, and addressing individual needs. In educational settings, transformational leaders are expected to cultivate

positive relationships with teachers, provide emotional and professional support, encourage participation in decision-making, and create a shared vision that enhances job satisfaction and organizational commitment.

In this study, the theory provided a valuable framework for understanding how school leadership practices influence teachers' psychological, emotional, and professional well-being. Specifically, head teachers who demonstrate transformational leadership behaviours are expected to motivate teachers through a clear educational vision, recognize their professional contributions, provide mentorship and individualized support, and encourage collaborative problem-solving in addressing school challenges. Such leadership practices can enhance teachers' job satisfaction, resilience, self-efficacy, work-life balance, and overall sense of professional fulfillment despite challenges such as heavy workloads, limited teaching resources, overcrowded classrooms, and administrative pressures that characterize many public primary schools in Tanzania. The theory further suggests that when teachers perceive their leaders as supportive, inspiring, and responsive to their needs, they are more likely to experience lower levels of stress and burnout, stronger organizational commitment, and improved psychological well-being. Therefore, this study employs Transformational Leadership Theory as a critical lens for examining how specific leadership behaviours contribute to teacher well-being and for identifying leadership practices that can strengthen teacher welfare, retention, motivation, and effectiveness in public primary schools in Lindi Region.

2.2 Empirical Review

A growing body of empirical work links transformational leadership to positive outcomes for educators and organizations more broadly. Khumalo (2019), in a study of school leadership in South Africa, found that transformational school leadership enhances teacher commitment, motivation, and professional satisfaction by creating a supportive and empowering working environment, and argued that this occurs largely through leaders' ability to communicate a shared vision and recognize teachers' contributions. This position is echoed in international policy frameworks: UNESCO (2014, 2018a, 2018b) and the World Bank (2021) have consistently identified supportive school leadership, teacher empowerment, and professional development as essential components of quality education systems, while cautioning that leadership approaches which emphasize administrative control over relational support tend to under-deliver on teacher welfare outcomes.

A related strand of literature has examined teacher resilience and burnout as outcomes shaped by leadership and organizational support. Mansfield (2020) argued that resilience is not solely an individual trait but is cultivated through interactions within supportive educational environments, positioning leadership practice as a key external resource for sustaining teachers through professional adversity. Elavarasi (2024) similarly found that teacher resilience and burnout are strongly tied to the availability of encouragement, recognition, and opportunities for professional growth within teacher preparation and support programmes, concluding that leadership and institutional support are more predictive of sustained teacher engagement than personal coping capacity alone. Together, these studies suggest that resilience-focused interventions are unlikely to succeed unless they are paired with leadership behaviours that provide direct, individualized support.

Within East Africa, several empirical studies provide context-specific evidence on the relationship between leadership style and school outcomes. Mutua et al. (2023) examined head teachers' leadership styles in government primary schools in Kenya and found that leadership style was a critical factor influencing learners' academic performance, with transformational behaviours associated with stronger school climate and teacher cooperation. Bwambale, Mulegi et al (2024), studying primary schools in Kasese District, Uganda, found that transformational leadership had a significant positive effect on the academic performance of pupils in social studies, attributing this to improved teacher motivation and instructional collaboration under transformationally-oriented head teachers. Similarly, Bubale et al. (2021) reported that leadership status was significantly associated with pupils' performance in government-aided primary schools in Kayunga District, Uganda, reinforcing the view that leadership practice, rather than structural resources alone, shapes school effectiveness. In Ethiopia, Dabesa and Cheramlak (2021) examined school improvement practices and found that leadership-related opportunities and challenges substantially influenced how well schools translated planning into practice, again underscoring the centrality of leadership behaviour to institutional outcomes in East African basic education systems.

Evidence specific to Tanzania remains comparatively limited but points in a consistent direction. Athuman (2019) reviewed education programmes and curriculum reforms in Tanzania and noted that reform implementation has repeatedly been constrained by inadequate leadership capacity and insufficient support structures at the school level, despite strong national policy commitments. Mngumi (2021), while focused on social capital and resilience to climate-related shocks in peri-urban Dar es Salaam, similarly demonstrated that resilience among community actors, including teachers, is substantially strengthened by supportive relational networks rather than by individual capacity alone, a finding conceptually consistent with the relational premise of transformational leadership. At the policy level, the United Republic of Tanzania's Secondary Education Development Programme, Phase II (URT, 2010) explicitly recognizes

teacher stability and effectiveness as prerequisites for quality education, yet does not itself generate empirical evidence on how specific school-level leadership behaviours produce these outcomes.

Taken together, the reviewed literature consistently affirms that transformational leadership behaviours, particularly individualized consideration and intellectual stimulation, are associated with improved motivation, resilience, and performance outcomes among educators and learners across diverse settings, including comparable East African contexts. However, most of these studies either examine leadership in relation to pupils' academic performance rather than teachers' own well-being, or are situated in contexts outside Tanzania with different educational, socio-economic, and administrative conditions. Within Tanzania specifically, existing work has concentrated on curriculum reform and broader resilience processes rather than on how the specific dimensions of transformational leadership, namely inspirational motivation, individualized consideration, intellectual stimulation, and idealized influence, relate to teachers' psychological, emotional, and professional well-being. This is a notable gap given that public primary schools in regions such as Lindi face resource constraints and staffing pressures that may condition how transformational leadership operates in practice. This study addresses this gap by empirically examining the relationship between the specific dimensions of transformational leadership and multidimensional teacher well-being in public primary schools in Lindi Region, Tanzania.

III. METHODOLOGY

3.1 Research Design

This study employed a mixed-methods approach using a convergent parallel research design to comprehensively examine the influence of transformational leadership style on teacher well-being in public primary schools in Lindi Region, Tanzania. Quantitative data were used to assess the extent of transformational leadership practices and their relationship with teacher well-being indicators such as job satisfaction, motivation, commitment, and resilience, while qualitative data provided deeper insights into teachers' experiences and perceptions of leadership practices. The concurrent collection and analysis of both datasets, followed by their integration during interpretation, enabled triangulation, strengthened the validity and credibility of the findings, and provided a more holistic understanding of how transformational leadership contributes to teachers' psychological, emotional, and professional well-being within the school context. Despite challenges associated with integrating different forms of data, careful planning and systematic procedures ensured reliable and contextually relevant findings.

3.2 Study Area

This study was conducted in public primary schools in Lindi Region, Tanzania, with the aim of examining the impact of transformational leadership style on teacher well-being within a context that remains relatively underexplored in educational leadership research. The selection of Lindi Region was not intended merely to replicate findings from previous studies but to provide empirical evidence on how transformational leadership operates in schools facing contextual challenges such as limited resources, teacher shortages, heavy workloads, inadequate professional support, and varying institutional capacities. While existing literature has widely documented the positive influence of transformational leadership on employee well-being, motivation, and organizational commitment, much of this evidence originates from contexts with different educational, socio-economic, and administrative conditions. Therefore, this study critically investigated whether and how transformational leadership practices such as inspirational motivation, individualized consideration, intellectual stimulation, and idealized influence contribute to enhancing teachers' psychological, emotional, and professional well-being in public primary schools in Lindi Region.

3.3 Target Population

The target population comprised primary school teachers, head teachers, and District or Ward Education Officers (WEOs) in public primary schools in Lindi Region, all of whom play significant roles in school leadership and supervision. Teachers were the primary focus of the population because they are the direct subjects of leadership practices and the well-being outcomes under investigation, while head teachers and WEOs were included because of their direct involvement in leadership processes and their ability to provide rich, context-specific insights into how transformational leadership is practiced and experienced. By examining these relationships within the realities of public primary schools in Lindi Region, the study contributes to a deeper understanding of the contextual factors that influence leadership effectiveness and provides evidence that can inform educational leadership policies and strategies aimed at improving teacher well-being and overall school performance.

3.4 Sampling and Sample Size

Teachers were selected through simple random sampling to ensure representativeness and minimize selection bias, while head teachers and education officers were purposively selected because of their direct involvement in

leadership processes and their ability to provide rich insights into leadership practices and teacher well-being. The study involved a total of 366 participants, comprising 360 primary school teachers, 4 head teachers, and 2 WEOs. Of the 360 questionnaires administered to teachers, 356 were fully completed and considered valid for quantitative analysis, representing a response rate of 98.9 per cent, while all 4 head teachers and 2 WEOs participated fully in the qualitative responses. The high response rate and full participation of the qualitative respondents provided an adequate basis for generating reliable quantitative and qualitative evidence on transformational leadership and teacher well-being in the study area.

3.5 Data Collection Instruments and Procedures

Questionnaires were used to collect data from teachers, who served as the main respondents in this study. This instrument was selected because it enables efficient collection of large-scale data within a short time and allows teachers to express their perceptions and experiences of transformational leadership and its influence on their professional practice and well-being (Ary et al., 2014). In practical terms, the researchers personally administered the questionnaires in the selected schools, which helped to improve response rates, reduce missing data, and ensure that participants clearly understood each item before responding. This direct administration also allowed the researchers to clarify any unclear questions on the spot, thereby improving the accuracy and reliability of the collected data. In addition, semi-structured interviews were conducted with head teachers and Ward Education Officers, who occupied key leadership and supervisory positions within the education system. This method was appropriate because it provided an opportunity to obtain detailed and context-specific insights into how transformational leadership is practiced and experienced in real school settings, particularly in relation to teacher well-being, motivation, and professional support. The flexible nature of semi-structured interviews allowed researchers to probe emerging issues while still maintaining focus on the study's focus. All interviews were audio-recorded with participants' consent, complemented by field notes capturing non-verbal expressions and contextual details.

3.6 Data Analysis

Quantitative data were analysed firstly descriptively through frequency and percentage, and then inferentially using chi-square tests and binary logistic regression to determine relationships between transformational leadership practices and teacher well-being indicators. Qualitative data, on the other hand, were analysed thematically using Braun and Clarke's (2006) six-step approach, allowing patterns and meanings to emerge inductively from participants' responses. In practical application, this dual analysis enabled the study to statistically test leadership-well-being relationships while simultaneously explaining the real-life experiences behind those relationships, thereby producing robust and contextually grounded findings on transformational leadership in public primary schools in Lindi Region.

3.7 Ethical Considerations

Ethical approval was obtained from the University of Dodoma, ensuring that the study met national research standards before being conducted in public primary schools in Lindi Region. Participation was voluntary, with informed consent secured from all respondents, including teachers, head teachers, and Ward Education Officers. Confidentiality and anonymity were strictly maintained through pseudonyms and non-identifying data, encouraging honest responses on transformational leadership and teacher well-being. Participants were also free to withdraw at any stage without penalty. These ethical procedures strengthened trust, openness, and data credibility, thereby enhancing the reliability of findings and their practical relevance to improving leadership practices in schools.

IV. FINDINGS & DISCUSSION

4.1 The Influence of Transformational Leadership on Teachers' Well-Being

Understanding the influence of transformational leadership on teacher well-being in the context of this study is important because it provides evidence on how school leadership practices directly shape teachers' psychological, emotional, and professional experiences in public primary schools in Lindi Region. Given the challenges of limited resources, heavy workloads, and varying institutional support, this understanding helps identify leadership behaviours that enhance teacher motivation, job satisfaction, resilience, and commitment. It also informs school leaders and education policymakers on effective strategies for improving supportive leadership practices that reduce burnout and strengthen teacher effectiveness. Ultimately, it contributes to improving the overall school environment and indirectly enhancing student learning outcomes through a more stable and motivated teaching workforce. This section aligns the findings with the study's independent variables (the four dimensions of transformational leadership) and its dependent variable (teacher well-being, operationalized here through perceived pupils' academic performance and multidimensional well-being indicators), and discusses each set of results against the literature reviewed in Section II.

4.1.1 Relationship between Transformational Leadership Style and Teachers' Well-Being

Understanding the relationship between transformational leadership style and teacher well-being is important because it helps identify how school leadership practices directly influence teachers' motivation, job satisfaction, resilience, and overall performance. In the context of this study, it provides evidence for improving leadership strategies that reduce teacher stress and burnout while enhancing a supportive school environment, ultimately strengthening both teacher effectiveness and student learning outcomes in public primary schools in Lindi Region.

Table 1

Indicating Relationship between Transformational Leadership and Teachers' Well-Being

Sub-domains of Transformational Leadership Style	Category	Perceived Pupils' Academic Performance		Chi-square	P-value
		Unsatisfactory	Satisfactory		
Inspirational motivation	Not practised	24 (38.71%)	70 (23.81%)	5.84	0.016
	Practised	38 (61.29%)	224 (76.19%)		
Individualised consideration	Not practised	32 (51.61%)	80 (27.21%)	14.14	<0.0001
	Practised	30 (48.39%)	214 (72.79%)		
Intellectual stimulation	Not practised	36 (58.06%)	102 (34.69%)	11.78	0.001
	Practised	26 (41.94%)	192 (65.31%)		
Idealised influence	Not practised	22 (35.48%)	88 (29.93%)	0.74	0.39
	Practised	40 (64.52%)	206 (70.07%)		

The findings indicated a statistically significant relationship between most dimensions of transformational leadership and teacher well-being through motivation, engagement, and instructional effectiveness. Specifically, inspirational motivation shows a significant association ($\chi^2 = 5.84$, $p = 0.016$), where schools reporting its practice also report a higher proportion of satisfactory outcomes (76.19%), suggesting that when head teachers inspire and articulate a compelling vision, teachers are more likely to feel motivated, supported, and emotionally engaged in their work, which enhances their well-being and classroom effectiveness. Similarly, individualised consideration demonstrates a strong and highly significant relationship ($\chi^2 = 14.14$, $p < 0.0001$), with a notable increase in satisfactory outcomes (72.79%) where it is practiced, implying that when teachers receive personal support, mentoring, and recognition of individual needs, their professional satisfaction and psychological well-being improve significantly, contributing to more effective teaching practices. Intellectual stimulation also shows a significant association ($\chi^2 = 11.78$, $p = 0.001$), indicating that encouraging teachers to innovate and solve instructional challenges collaboratively enhances their sense of professional autonomy and reduces stress, thereby strengthening well-being and performance outcomes.

However, idealised influence does not show a statistically significant relationship ($\chi^2 = 0.74$, $p = 0.39$), suggesting that while leadership charisma and role modelling may exist, they alone are insufficient to meaningfully influence teacher well-being or perceived academic outcomes without being accompanied by more direct supportive and developmental leadership practices. Overall, the results imply that transformational leadership enhances teacher well-being most effectively when it moves beyond symbolic influence and focuses on practical support, motivation, and intellectual engagement that directly address teachers' professional needs in the resource-constrained context of public primary schools in Lindi Region. These findings further concur with the response from head teacher 1, who had the following to say:

"I appreciate the opportunity to share my thoughts. As a head teacher, I have observed the positive effects of transformational leadership on teachers' well-being. Leadership improves teacher motivation and the school environment, leading to improved well-being of teachers. A clear vision and inspirational leadership are key factors in enhancing teaching motivation and job satisfaction" (Interview with head teacher 1 on the 21st of February, 2025).

Responses from WEO1, for example, showed that they had different views regarding the relationship between transformational leadership style and teachers' well-being:

"Transformational leadership improves teacher motivation and creates a positive learning environment, leading to increased pupil participation and better academic outcomes. Clear vision and inspirational leadership were identified as key factors that enhance teaching and learning and improve performance in national examinations" (WEO1 on 21st February 2025).

Likewise, head teacher 2 had the following to say regarding the issue at hand:

“From my experience, transformational leadership improves teacher motivation and collaboration, creating a more engaging learning environment. This leads to increased pupil participation and better academic performance, especially in national examinations” (Head teacher 2 on 22nd February 2025).

The qualitative findings consistently indicate that transformational leadership has a positive influence on teacher well-being through improved motivation, collaboration, and the creation of a supportive school environment. Head Teacher 1 emphasized that when leaders provide a clear vision and inspire staff, teachers experience higher motivation, job satisfaction, and overall well-being. Similarly, WEO1 highlighted that transformational leadership enhances teacher engagement and fosters a positive learning atmosphere, which strengthens both teaching effectiveness and student participation, indirectly reinforcing teacher morale. In the same vein, Head Teacher 2 noted that collaborative and motivational leadership practices create a more engaging school environment that benefits both teachers and learners. Overall, these responses suggest that transformational leadership plays a central role in improving teachers' psychological and professional well-being in public schools by fostering motivation, teamwork, and a shared sense of purpose.

4.1.2 Association between Transformational Leadership and Teachers' Well-Being

This is important because it revealed how specific leadership behaviours such as motivation, support, intellectual stimulation, and individualized consideration directly influence teachers' psychological and professional experiences in schools. In this study, it provided evidence on which aspects of transformational leadership most strongly enhance teachers' job satisfaction, motivation, resilience, and commitment, while also identifying areas where leadership practices may be weak or inconsistent. This understanding is essential for guiding school leaders and education policymakers in Lindi Region to adopt leadership strategies that promote a healthier, more supportive work environment, ultimately improving teacher well-being and strengthening overall school effectiveness.

Table 2 presents the association between transformational leadership and teachers' well-being, reported as crude odds ratios (COR) and adjusted odds ratios (AOR) with 95% confidence intervals (CI); COR refers to the unadjusted, bivariate odds ratio, while AOR refers to the odds ratio adjusted for the other three leadership dimensions in a multivariate binary logistic regression model.

Table 2

Association between Transformational Leadership and Teachers' Well-Being

Sub-domains of Transformational Leadership Style	Response	COR (95% CI)	P-value	AOR (95% CI)	P-value
Inspirational motivation	Not practised	Ref	Ref	Ref	Ref
	Practised	2.02 (1.13, 3.59)	0.017	1.75 (0.88, 3.50)	0.108
Individualised consideration	Not practised	Ref	Ref	Ref	Ref
	Practised	2.08 (1.63, 4.99)	<0.0001	2.27 (1.19, 4.35)	0.013
Intellectual stimulation	Not practised	Ref	Ref	Ref	Ref
	Practised	2.61 (1.49, 4.56)	0.001	2.08 (1.09, 4.71)	0.027
Idealised influence	Not practised	Ref	Ref	Ref	Ref
	Practised	1.29 (0.72, 2.29)	0.391	0.43 (0.21, 0.95)	0.19

The findings indicate that certain dimensions of transformational leadership have a significant positive association with teacher well-being in public primary schools in Lindi Region. Specifically, inspirational motivation initially shows a significant crude relationship with teacher well-being (COR = 2.02, $p = 0.017$), suggesting that teachers exposed to motivational leadership are more likely to report better well-being; however, this relationship becomes non-significant after controlling for other factors (AOR = 1.75, $p = 0.108$), implying that its effect may be influenced by other leadership dimensions. In contrast, individualised consideration demonstrates a strong and statistically significant relationship even after adjustment (AOR = 2.27, $p = 0.013$), indicating that personalized support, mentoring, and recognition of teachers' needs play a crucial role in enhancing their well-being. Similarly, intellectual stimulation remains significantly associated with teacher well-being in both crude and adjusted models (AOR = 2.08, $p = 0.027$), showing that encouraging teachers to think creatively and engage in problem-solving meaningfully improves their professional satisfaction and psychological well-being. On the other hand, idealised influence does not show a significant association with teacher well-being after adjustment (AOR = 0.43, $p = 0.19$), suggesting that leadership charisma or role-modelling alone is insufficient to improve teachers' well-being without more direct supportive and developmental leadership practices. Overall, these results imply that in the context of Lindi Region, transformational leadership enhances teacher well-being most effectively when it is practical, supportive, and intellectually engaging rather than purely inspirational or symbolic.

This was also viewed by head teacher 3, who reported:

“Transformational leadership has a positive impact on teachers' well-being by creating a supportive and motivating school environment. This leadership approach enhances teachers' sense of empowerment, collaboration, and professional commitment, making them feel more valued and engaged in their work. As a result, teachers experience greater job satisfaction, responsibility, and emotional stability, which improve their overall well-being in the school context” (Interview with head teacher 3 on the 19th of February, 2025).

In contrast, WEO2 responded entirely differently about the matter under discussion:

“Transformational leadership creates a supportive and motivating school environment that empowers teachers, improves their commitment and well-being, and encourages both teachers and pupils to be more responsible and engaged in the learning process” (WEO2 on 19th February 2025).

Likewise, head teacher 4 had the following to say on the issue under discussion:

“Transformational leadership promotes a supportive school environment that empowers teachers, strengthens their commitment and well-being, and fosters a more responsible and engaged school community” (Head teacher 4 on 19th of February 2025).

The qualitative findings consistently indicate that transformational leadership plays a significant role in enhancing teacher well-being in public primary schools in Lindi Region by creating a supportive, motivating, and collaborative school environment. Across the responses, Head Teacher 3 emphasized that when leaders provide encouragement, empowerment, and professional support, teachers experience higher job satisfaction, stronger commitment, emotional stability, and a greater sense of value in their work. Similarly, WEO2 highlighted that such leadership practices not only improve teachers' well-being and commitment but also promote a more responsible and engaged school community involving both teachers and learners. In the same line, Head Teacher 4 noted that transformational leadership strengthens teacher empowerment and fosters a positive organizational culture that enhances well-being and professional engagement. Overall, these views suggest that transformational leadership contributes most effectively to teacher well-being when it is practical and supportive, reinforcing collaboration, motivation, and shared responsibility within the school rather than relying solely on inspirational or symbolic leadership.

4.2 Discussion

The findings of this study demonstrated that transformational leadership has a significant influence on teachers' well-being, particularly through inspirational motivation, individualized consideration, and intellectual stimulation. These findings strongly support the arguments of Khumalo (2019), who observed that transformational school leadership enhances teacher commitment, motivation, and professional satisfaction by creating a supportive and empowering working environment. The findings are also consistent with Transformational Leadership Theory as developed by Burns (1978) and later expanded by Bass, which posits that effective leaders elevate followers' motivation, commitment, and personal growth through supportive and developmental leadership practices. In the present study, teachers working under head teachers who inspired a shared vision, provided personal support, and encouraged innovative thinking reported higher levels of well-being and professional engagement. These outcomes reflect the theoretical assumption that transformational leaders influence followers' attitudes and well-being by fostering trust, creating a supportive environment, and encouraging commitment beyond routine organizational expectations. However, the current findings extend Khumalo's (2019) argument and the assumptions of Transformational Leadership Theory by demonstrating that leadership practices that directly address teachers' individual needs have a stronger influence on well-being than leadership behaviours based primarily on vision and inspiration. This suggests that while inspirational leadership remains important, practical support and meaningful interpersonal relationships are more critical in resource-constrained school environments such as those found in Lindi Region.

The findings are also consistent with the work of Mansfield (2020) and Elavarasi (2024), who argued that supportive leadership contributes significantly to teacher resilience, emotional stability, and reduced burnout. Their studies emphasize that teachers are more capable of coping with professional challenges when they receive encouragement, recognition, and opportunities for professional growth. This perspective closely aligns with Transformational Leadership Theory, which argues that leaders should provide individualized consideration by recognizing followers' unique needs, mentoring them, and supporting their professional development. The significant association observed between individualized consideration and teacher well-being in this study provides strong empirical evidence for this perspective. The findings further support the theoretical proposition that when teachers perceive their leaders as supportive, responsive, and concerned with their welfare, they experience greater job satisfaction, stronger self-efficacy, and lower levels of stress and burnout. Nevertheless, the present findings challenge views that resilience is mainly an individual attribute developed through personal coping mechanisms. Instead, they demonstrate that resilience is also socially constructed through leadership support and organizational relationships, a position that is consistent with Mansfield's (2020) argument that resilience develops through interactions within supportive educational environments, and with Transformational Leadership Theory, which emphasizes the role of

leader-follower relationships in promoting psychological well-being. In this regard, the findings suggest that teacher well-being cannot be understood solely as a personal matter but must be viewed as an outcome shaped by leadership practices and the broader school environment.

Furthermore, the findings support studies conducted in East African educational contexts by Mutua et al. (2023), Bwambale et al. (2024), and Bubale et al. (2021). These scholars found that transformational leadership improves school effectiveness by enhancing teacher motivation, collaboration, and commitment, which subsequently contributes to improved learner outcomes. The qualitative findings from head teachers and Ward Education Officers similarly revealed that transformational leadership promotes teamwork, responsibility, and positive engagement among teachers. Such findings reflect the central proposition of Transformational Leadership Theory that leaders create a shared vision, foster participation, and inspire followers to work collectively toward organizational goals. The significant influence of intellectual stimulation found in this study particularly supports Bass's extension of the theory, which argues that transformational leaders encourage followers to think creatively, challenge existing practices, and collaboratively solve problems. However, the current study provides a more nuanced understanding by revealing that not all dimensions of transformational leadership contribute equally to teacher well-being. While intellectual stimulation and individualized consideration remained significant predictors of well-being even after controlling for other factors, inspirational motivation lost significance in the adjusted model, and idealized influence remained insignificant. This finding partially contradicts classical transformational leadership assumptions reflected in studies such as Bwambale et al. (2024) and Mutua et al. (2023), which generally present transformational leadership dimensions as collectively beneficial. It also challenges the theoretical expectation that idealized influence, through charisma and role modelling, automatically enhances followers' well-being.

The findings also align with broader educational policy perspectives advocated by UNESCO (2014), UNESCO (2018a), UNESCO (2018b), the World Bank (2021), and the United Republic of Tanzania through the Secondary Education Development Programme, Phase II (URT, 2010). These frameworks emphasize the importance of supportive school leadership, teacher empowerment, professional development, and positive working conditions as essential components of quality education. The present study provided practical evidence that such policy objectives can be achieved when school leaders move beyond administrative functions and actively support teachers through mentoring, encouragement, and collaborative problem-solving. This observation is strongly supported by Transformational Leadership Theory, which views leadership as a process through which leaders and followers elevate one another's commitment, motivation, and performance by building supportive relationships and fostering a shared sense of purpose. However, the findings also expose an important gap in many policy frameworks, which often emphasize visionary leadership and accountability while giving less attention to individualized support mechanisms that directly influence teacher well-being. The insignificant contribution of idealized influence suggests that leadership effectiveness in challenging educational contexts depends less on leaders being admired figures and more on their ability to respond to teachers' everyday professional and emotional needs. Therefore, the study contributes to the growing body of literature by demonstrating that transformational leadership improves teacher well-being most effectively when it is practical, relational, and development-oriented rather than merely inspirational or symbolic, which is consistent with the teacher-centred leadership approaches advocated by UNESCO (2014) and the World Bank (2021) and with the fundamental assumptions of Transformational Leadership Theory that emphasize individualized support, intellectual growth, empowerment, and the development of positive leader-follower relationships as key drivers of employee well-being and organizational effectiveness.

V. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

The study concludes that transformational leadership plays a significant role in enhancing teachers' well-being in public primary schools in Lindi Region, particularly through the practices of individualized consideration and intellectual stimulation. The findings revealed that teachers experience higher levels of job satisfaction, motivation, professional commitment, emotional stability, and overall well-being when school leaders provide personal support, recognize individual needs, encourage collaboration, and promote innovative problem-solving. Although inspirational motivation showed a positive influence on teacher well-being, its effect became less significant when other leadership dimensions were considered, while idealized influence did not demonstrate a significant contribution. These findings suggest that teacher well-being is strengthened not merely through inspirational visions or charismatic leadership but through practical leadership behaviours that directly address teachers' professional and emotional needs. The qualitative findings further confirmed that transformational leadership creates a supportive and empowering school environment that fosters teamwork, commitment, and a shared sense of purpose among teachers. Therefore, the study concludes that transformational leadership enhances teacher well-being most effectively when it focuses on meaningful support, empowerment, and professional growth, thereby contributing to a healthier school climate and improved educational

effectiveness. Overall, transformational leadership contributes to education quality in Tanzania by strengthening teachers' well-being, motivation, commitment, and effectiveness. Leadership that prioritises individual support, empowerment, and professional growth can create healthier school environments and enhance teachers' capacity to deliver quality teaching and improve learners' educational outcomes.

5.2 Recommendations

Based on the findings, the study recommends that the Ministry of Education, Science and Technology, the President's Office-Regional Administration and Local Government (PO-RALG), and school governing authorities should strengthen capacity-building programmes for head teachers on transformational leadership practices, with particular emphasis on individualized consideration and intellectual stimulation. Training programmes should equip school leaders with skills for mentoring teachers, recognizing individual professional needs, providing emotional and professional support, encouraging participatory decision-making, and fostering innovative approaches to solving school challenges. Schools should also establish structured systems for teacher support, professional dialogue, and collaborative problem-solving to enhance teachers' motivation, resilience, and job satisfaction. By prioritizing practical and supportive leadership approaches rather than relying solely on inspirational or symbolic leadership, educational stakeholders can improve teacher well-being, reduce workplace stress and burnout, strengthen teacher retention, and ultimately enhance the quality of teaching and learning in public primary schools.

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Ethics Statement

We declare that we observed research ethics and citation criteria throughout the study; there was no conflict of interest, and the study was not funded.

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