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**“THE EFFECT OF TRANSFORMATIONAL LEADERSHIP  
STYLE ON TEACHER EFFICIENCY IN PUBLIC SECONDARY  
SCHOOLS IN KAKAMEGA CENTRAL SUB COUNTY, KENYA”**



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## **ABSTRACT**

The main objective of the study is to investigate the influence of transformational leadership styles on teacher performance in public secondary school in Kakamega Central Sub County. The study was guided by research objective: To establish the effects of transformational leadership style on teacher efficiency. The study used a cross-sectional survey design, which is both descriptive and quantitative in nature. The target population was 24 secondary school head teachers and 580 secondary school teachers. The sample size was 12 secondary school teachers and 184 secondary school head teachers. Transformational leadership style has significant positive effect on teacher efficiency. Schools facilities used as intervening variable had a significant effect on teacher efficiency. Transformational leadership style was a significant predictor of teacher's efficiency. Transformational leadership styles accounted for 30.1% of variance in efficiency. Transformational leadership style had significant effect on teacher performance as Transformational leadership style had significant effect on teacher efficiency and it accounted 30.1% variation on teacher efficiency. It was recommended that government should come up with policy that will help secondary school to incorporate good transformational leadership styles in secondary school as well as head teachers should prioritise leadership style as it has effect in school setup.

**Key words:** Teacher efficiency, Transformational leadership Style and Teacher Performance

## **1.0 Introduction**

Leadership is perhaps one of the most important aspects of management (Wehrich, et al, 2008). This is because leadership is a major factor which contributes immensely to the general wellbeing of organizations and nations. Organizations such as General Electric and Chrysler had been turned around from the brink of bankruptcy to become two of the world's most profitable organizations through the effective leadership of Jack Welch and Lee Iacocca (Robbins & Coulter, 2007). Great nations like the United State of America, Britain, France and India are some of the most prominent nations in the world today on the wings of effective leadership (Wehrich et al, 2008). This is because leaders in organizations and nations make things happen. This paper defines leadership as the process of influencing groups to achieve goals, while a leader is someone who can influence others (Cole, 2006; Robbin and Coulter, 2007; Wehrich et al, 2008).

In the recent past, leadership has engaged in strong terms as a new effective approach for managing employees and the organization at large. The concept of Human Resource

Management has however gradually replaced the traditional concept of personnel administration. This has necessitated the strategic integration of new leadership styles into the effective management of the human capital. Kenneth & Heresy (1988) assert that; “The effective leader must be a good diagnostician and adopt style to meet the demands of the situation in which they operate”. The amount of direction and social backup a leader gives to subordinates depended on their styles to fit the context. Schools have been in existence for a number of years yet the exodus of talent from these institutions reflects an administrative phenomenon where the contingency of leadership, style, situation and performance criteria have been left to suffocate on their own. As a result, employee performance was affected due to lack of proper direction and application of strategic style in managing daily duties.

Transformational leadership style is more focused to build the relationship between employees and employers and transactions are more to task orientation where completing task is more important (Limsila & Ogunalana, 2007). Transformational leader's emphasis on team building that encourage employee to perform by giving their own ideas, encourage their creativity, contribute their personal knowledge but transactional take more attention in understanding how organization process is functioning, the level of the organization, and does not consider employees' learning ability (Vera & Crossan, 2004). According to Northouse (2009), transformational is more to create a relationship that can raise the employees' motivation and morality, leaders in transformational styles is more to help employees to show their full potential, however, for transactional leadership it is more to exchange between the leaders and the employees which being described as the bulk of leadership models.

### **1.1 Statement of the Problem**

One of the reasons that reduce organizational or institutional effectiveness and productivity is the low level of organizational commitment. Studies demonstrated that in the case of low level of organizational commitment, organizational trust decreases (Yılmaz, 2008). School principals' leadership behaviors are accepted to be one of the reasons for the problems that occur in the school and these problems prevent school from reaching its objectives (O'Driscoll & Beehr, 2009). Some researches indicate that there is a significant relationship between organizational commitment and leadership (Yavuz, 2008). Transformational leadership style and their respective and combined effects on learning institutions and business organizations have been at the center of leadership research (e.g.,

Bass, 1985; Conger & Kanungo, 2007). Following documented evidence of the impact of transformational leadership styles on the institutions effectiveness and motivation, Bass & Avolio, 1990; 1994, this study sets out to determine the effect of transformational leadership styles on teacher performance with the hope that it will aid in improving high school academic achievement. In addition, limited research has been conducted examining the influence of leadership style on teacher performance, which is a gap that this study attempts to fill. In this regard, this study purposes to discover the level of transformational leadership behaviors that school principals demonstrate during their administrative practices on daily basis and how it affects the teachers performance.

### **1.2 Objectives of the study**

The main objective of the study is to investigate the influence of transformational leadership styles on teacher performance in public secondary school in Kakamega Central Sub County.

Specifically the study sought:

- To establish the effects of transformational leadership style on teacher efficiency in Kakamega central sub county

### **1.3 Research Questions**

The study answered the following questions:

- What is the effect of transactional leadership style on teacher efficiency?

## **2.0 Literature Review**

This chapter presents literature review related to the purpose of this study. It involves examining documents such as books, magazines, journals, scholarly articles and dissertations that have a bearing on the study being conducted. The main purpose of reviewing the literature is to determine what has been done already relating to the research problem that is being studied. Many scholars have researched on the effects of leadership styles on teacher's job performance,

### **2.1 Leadership Theory**

The theory adopted in this study is path-goal theory advanced by House (1968). The theory asserts that a good leader should enhance subordinates job performance by clarifying and setting goals with the subordinates. The leader shows the subordinates a clear path to follow and how to remove barriers to goal achievement. Path-goal theory is explained in Figure 2.1 House (1968) stipulates that path-goal approach helps in improving the performance of

subordinates (teachers) thus enhancing goal achievement as follows; when subordinates are confused, the leader tells them what to do and shows them a clear path to follow. When the path is shown, the subordinates (teachers) become satisfied and motivated, so they accept leaders behavior thus performing effectively. The leader's behavior further enhances the subordinates work environment through directing, controlling, supervising, rewarding, proper communication, delegation of duties and joint decision making between head teachers and teachers thus enhancing good performance among the workers. The leader defines role tasks and positions of subordinates thus reducing stress among the employees. By doing these, workers expectations become high, thus their performance is improved. Basing on these, the researcher believes the path-goal theory as advanced by House (1968) will help head teachers involve teachers in decision- making, communicate to teachers and proper delegation of duties to teachers. This may help to improve teacher performance in secondary schools in Kakamega Central District.

## **2.1 Overview of transformational leadership style**

Transformational leadership has three basic functions. First, transformational leaders sincerely serve the needs of others, empower them and inspire followers to achieve great success. Secondly, they charismatically lead, set a vision, instill trust, confidence and pride in working with them. Finally, with the intellectual stimulation they offer followers of the same caliber as the leader (Castanheira & Costa, 2011). In this model, the school becomes less bureaucratic and it functions as its own transforming agent. Instead of empowering selected individuals, the school becomes empowered as a collective unit.

Furthermore, McFarlin & Sweeney (1998) claim that the most successful managers in the future should be transformational leaders comprised of strengths, weaknesses and also characteristic behaviors. If leadership is accepted as a process of interaction between leaders and subordinates where a leader attempts to influence the others' behaviors to accomplish organizational goals (Yukl, 2005), then, leaders must foster strong community support for the change by creating a vision for the organization and stimulating them at school (Bass, 1985; 1997).

### **2.1.1 Constructs of transformational leadership**

Transformational leadership theory has captured the interest of many researchers in the field of organizational leadership over the past three decades. This theory was developed by Burns

(1978) and later enhanced by Bass (1985, 1998) and others (Avolio & Bass, 1988; Bass & Avolio, 1994; Bennis & Nanus, 1985; Tichy & Devanna, 1986). The major premise of the transformational leadership theory is the leader's ability to motivate the follower to accomplish more than what the follower planned to accomplish (Krishnan, 2005). Transformational leadership has four components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 1985). Burns postulated that transformational leaders inspire followers to accomplish more by concentrating on the follower's values and helping the follower align these values with the values of the organization. Furthermore, Burns identified transformational leadership as a relationship in which the leader and the follower motivated each other to higher levels which resulted in value system congruence between the leader and the follower (Krishnan, 2002). A transformational leader is a person who stimulates and inspires (transform) followers to achieve extraordinary outcomes (Robbins and Coulter, 2007). He/she pay attention to the concern and developmental needs of individual followers; they change followers' awareness of issues by helping them to look at old problems in a new way ; and they are able to arouse, excite and inspire followers to put out extra effort to achieve group goals. Transformational leadership theory is all about leadership that creates positive change in the followers whereby they take care of each other's interests and act in the interests of the group as a whole (Warrilow, 2012).

## **2.2 Teacher Performance**

However, during the past 10 to 15 years, one can witness an increasing interest in developing a definition of performance and specifying the performance concept. Authors agree that when conceptualizing performance one has to differentiate between an action (i.e., behavioral) aspect and an outcome aspect of performance (Campbell, McCloy, Oppler, & Sager, 1993). : "Performance is what the organization hires one to do, and do well" (Campbell et al., 1993, p. 40). Thus, performance is not defined by the action itself but by judgmental and evaluative processes (Motowidlo, Borman, & Schmit, 1997). Moreover, only actions which can be scaled, i.e., measured, are considered to constitute performance. According to Chitiavi (2002), there is no doubt that every head teacher's dream is to get his school ranked among the best in national examinations results. When results are eventually released, schools with good investments reap good results over which they celebrate jubilantly. Statistics reveal that some schools perform exceptionally well

while others perform poorly. A closer investigation reveals that good performance does not just happen. It is a result of good teaching and overall effective headship. The quality of leadership makes the difference between the success and failure of a school (Millette, 1988). Further, research and inspection clarify the extent to which the quality of leadership is crucial to improvement. In highly effective schools, as well as schools which have reversed a trend of poor performance and declining achievement the head teacher sets the pace, leading and motivating pupils and staff to perform to their highest potential. Five performance areas have been identified as the critical leadership skills a principal must demonstrate to effectively lead a school in improving students and staff achievements. These are; promoting collaborative problem solving and open communication; collecting, analyzing, and using data to identify school needs; using data to identify and plan for needed changes in the instructional program; implementing and monitoring the school improvement plan; using systems thinking to establish a clear focus on attaining student achievement goals. These five performance areas identified by Schmoker (2001) are not a chronology of what a principal must do first, second, and third, but rather are cyclical in nature and must be demonstrated continuously throughout the school improvement process. The end product of this process is the school improvement plan, whereas the end goal for the process is improved student achievement.

### **2.2.1 Relationship between Transformational Leadership and Teacher Performance**

In regards to transformational leadership, Bennis presents a one-way view of the relationship between leaders and followers. Bennis posits that leaders initiate relationships, which raise followers to new levels of morality and motivation. Transactional leadership conjures a managerial image, while transformational leadership evokes images of extraordinary individuals such as Martin Luther King, Jr. or General Colin Powell.

The difference between fulfilling and changing expectations is at the heart of the distinction. Transactional leaders are depicted as accepting and maintaining the culture of an organization as it exists with a belief system, language, and group norms. In contrast, transformational leaders change organizational culture by introducing new beliefs and goals, and by changing how group members define their roles. The bottom line is that transformational leadership is a more developmental and constructive form of leadership for the employees and the organization as a whole.

The problems which people face in organizational environment might reduce the effectiveness and performance. One of these problems is stress in organizations (Norfolk, 1989). It is pointed out that stress stemming from job might cause some problems (Baltaş & Baltaş, 2000). The studies on organizational environment indicate that the reason for employees' job stress comes from the behaviors of organizational administrators (O'Driscoll & Beehr, 1994) and that administrators' behaviors are related to various variables (Cemaloğlu, 2007). In the studies which were carried out in educational organizations, significant relations were found between school principals' leadership behaviors and teachers' motivation level and morale (Kabadayı, 1982), motivation (Webb, 2007), job satisfaction (Bogler, 2001) and mobbing (Cemaloğlu, 2007).

One of the reasons that reduce organizational effectiveness and productivity is the low level of organizational commitment. Studies demonstrated that in the case of low level of organizational commitment, organizational trust decreases (Yılmaz, 2008). School principals' leadership behaviors are accepted to be one of the reasons for the problems that occur in the school and these problems prevent school from reaching its objectives (O'Driscoll & Beehr, 1994).

Some researches indicate that there is a significant relationship between organizational commitment and leadership (Yavuz, 2008). Concordantly, it is assumed that examining the relationship between school principals' leadership styles and the level of teachers' organizational commitment is important for explaining the important problems at schools and finding solutions for them.

## **2.3 Empirical studies on transformational leadership**

### **2.3.1 Transformational leadership (TL) style on teacher performance**

In their study to identify a possible intermediate variable in the relationship between TL and school outcomes, scholars including Leithwood and associates have explored the role of teacher performance during reform. All four studies drew upon Bandura's (2006) and Ford's (2012) comprehensive theories of motivation as a framework for teacher performance, which included teachers' emotions, personal goals, and agency or institutions beliefs. While two of the following studies only examined teacher performance (Leithwood, Jantzi, & Fernandez, 2004; Yu, Leithwood, & Jantzi, 2012), the other two examined both teacher performance and participation in decision-making and either professional development activities (Geijsel, Slegers, Leithwood, & Jantzi, 2003) or professional learning activities (Geijsel, Slegers,

Stoel, & Kruger, 2009). These studies revealed that a principal's TL behaviors, especially direction setting activities associated with vision building, positively affect teacher performance both directly and indirectly through mediating school factors. A separate study conducted in Latin America corroborated the relationship between TL behaviors and teacher attachment and teacher performance (Krishnan, 2005).

Exploring the relationship between TL behaviors and teacher performance, Leithwood et al. (2004) and Yu et al. (2012) highlighted the important role of TL behaviors related to strategies that help define and promote common future goals for the school. These behaviors are often referred to by various labels including vision building and direction setting. Surveying 168 teachers from nine secondary schools in East Asia, Leithwood et al. (2004) found that TL behaviors accounted for a significant amount of the differences in teacher performance. Specifically, vision building and developing a consensus among staff about goals significantly predicted differences in teacher performance while the other TL behaviors related to providing models and individualized support made no contribution. Although most of the TL effects were mediated by in-school and out-of-school conditions, vision building activities directly affected teacher commitment. More importantly, TL explained slightly more teacher performance than all school conditions combined. Out-of-school conditions included policy initiatives while in-school conditions included school culture, goals, programs, policies, and resources.

Similarly, in their Hong Kong study of 2,092 teachers from 107 primary schools, Yu et al. (2012) found that all of the TL behaviors were significantly associated with and explained differences in all related components of teacher performance and three of the components of school support for change—culture, strategies, and structure. Of the variables measuring teacher performance, TL had the greatest effect on teachers' context beliefs, which reflected the degree to which teachers believed that the administration would actually support their efforts, and teachers' capacity beliefs, which reflected the degree to which the teachers considered themselves capable of accomplishing change. Once again, direction-setting behaviors related to establishing future goals explained the greatest amount of variance in teacher commitment.

The two other studies adopting the same teacher performance framework reiterated the importance of vision building in the relationship between leadership, teacher commitment,

and teacher participation. Comparing results from their studies of 1,246 secondary teachers in sub Saharan Africa and of 853 junior high and secondary teachers in Latin America, Geijsel et al. (2008) found that a principal's individualized consideration of teachers contributed slightly to their capacity beliefs and negligibly to their context beliefs. They also found that teacher capacity and context beliefs mediated the relationship between TL behaviors and teacher willingness to participate in decision making and professional development activities. Similar to Yu et al (2002), Geijsel et al. (2003) reported that TL had greater effects on teacher context beliefs than on their capacity beliefs.

More specifically, behaviors related to vision building and to the intellectual stimulation of creativity and innovation had the greatest effects on context beliefs while individualized consideration of teachers' needs had the least significant relationship with both teacher performance and extra effort. Overall, the three TL behaviors, most notably those related to vision building, explained a substantial amount of variance in teachers' performance. Capacity beliefs served as the main link between TL and teachers' performance in the sub Saharan Africa study, while context beliefs played a more prominent role in the Latin America study. Although Geijsel et al. (2008) provided no explanation for the differences in the findings, the comparative study confirms the mediating roles of teacher agency beliefs, especially context beliefs. They recommend exploring how other TL behaviors relate to teacher performance, which they claim is essential to the success of reform initiatives. They also suggest that the negative effects of intellectual stimulation on a teacher's willingness to participate in professional development activities might be attributed to multi-collinearity (or intra-correlational effects) of the dimensions of TL; nevertheless, they report the positive effects of the TL dimensions without any reservations about multi-collinearity.

Geijsel et al. (2009) similarly confirmed the significance of vision building in a Dutch study of 328 primary school teachers. They found that while intellectual stimulation, individualized support, and vision building behaviors indirectly affected teacher performance to professional learning activities, only vision building had a direct effect on teachers' changed practice and directly reinforced the teachers' internalization of school goals. The other TL behaviors worked primarily through organizational factors: while intellectual stimulation had a direct effect on teacher collaboration, individualized support had the weakest explanatory value, working through participative decision-making. Finally, the more teachers participated in decision making, the more they internalized the school's vision.

Although Krishnan's (2005) study did not explore the effects of different types of TL behaviors or teacher performance, it corroborated the relationship between TL and teacher performance, regardless of the duration of the relationship between teacher and principal. Evidence from 130 teachers in one high school in India revealed that TL was positively related to the teachers' identification with, attachment to, and affective teacher performance. Dividing the sample into teachers who had taught in the school prior to the current principal's arrival and teachers who had not, Krishnan (2005) found that duration affected a teacher's cognitive affiliation with the school but did not affect a teacher's emotional attachment or teacher performance to the school. As hypothesized, TL appears to have a more immediate influence on a teacher's emotional states, but requires longer periods of influence in order to change a teacher's cognitive states. In other words, teachers who experienced TL behaviors were comparatively quick to exhibit emotional attachment and teacher performance to the school. It took longer, however, for teachers to accept the principal's value system as their own.

Combined, these five studies establish a link between TL behaviors and teacher performance through enhancing their motivation levels. Additionally, the four studies conducted by Leithwood and associates highlight the importance of a principal's vision-building behaviors in motivating teachers and begin to reveal how teacher motivation serves as an intermediary between leadership and changes in teacher behavior. These specific findings related to the effects of vision-building activities, however, remain uncertain in light of concerns about multicollinearity that a few researchers mention without fully analyzing (Geijsel et al., 2003; Yu et al., 2002). Additionally, although three of these studies were conducted in high schools, none of them were conducted in the East Africa., and while several did include teacher motivation, these studies did not consider collective efficacy beliefs, which appear to serve a more important role in teacher performance.

## 2.4 Conceptual Framework

### Figure 1: Conceptual Framework

**Source: Researcher 2014**

The conceptual model in suggests that the independent variable is conceptualized as consisting of transformational leadership and is represented by one being Proactive, appeals to higher ideals and moral values, motivate to transcend own interest, embraces new ideas while the dependent variable is teacher performance which is conceptualized as mean-score,

syllabus coverage, teacher innovativeness, teacher-student relationships, team –spirit and involvement in co-curricular activities However, the conception framework indicates that the intervening factors (teacher competence, work load, school facilities, external stakeholders, teacher qualification, nature of students, income level and family background) may be competing with the independent variables to influence teacher performance in secondary schools in Kakamega Central District

### **3.0 Research Methodology**

This chapter contains research methodology and covered research design, population of study, sampling method, sample size, data collection instruments, data analysis techniques.

#### **3.1 Research Design**

This study employed a descriptive survey research design. Descriptive survey research designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret it for the purpose of clarification (Orodho, 2009). Mugenda and Mugenda (2003) on the other hand give the purpose of descriptive research as determining and reporting the way things are. Gall & Borg (2003) noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators.

Survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho 2009) descriptive survey design is an efficient method for collecting data regarding the characteristics of the population and current practises, conditions and needs, it is used to explain or explore existing status of two or more variables at a given point in time (Mugenda and Mugenda, 2003)

The study thus fitted within the provisions of descriptive survey research design because the researcher collected data and report the way things are without manipulating any variables.

This is used where the research requires description of the object or phenomenon best suitable in a case study. It involves an in depth description of the phenomena in the study (Mugenda and Mugenda, 2003). According to (Kothari, 2008), a field survey is carried out by relating, recording, analyzing and interpreting circumstance that is available. And this fits well with the study given that it reveals why there is need, to ensure that the principal plays an effective role through providing teachers with knowledge, skills and attributes to enable them run schools effectively and efficiently. The study used a

descriptive research to obtain information that described how leadership style(s) plus other factors that were mentioned to help or hinder teachers' job performance in public secondary schools. Kothari (2008) further argues that descriptive research is a study, which is concerned with describing the characteristics of a particular individual, or a group. The researcher carried out a pilot survey to assist and develop a reliable tool to collect data for this study.

### **3.2 Target Population**

The population of interest in this study consists of school principals and teachers who are in charge of schools and teaching students. Population will include all the subjects that had similar characteristics that the researcher wanted to investigate. The target population of this study will be all the public schools principals and teachers in Kakamega Central District. According to the pilot study, there are 24 public secondary schools enrolled in Kakamega Central and 580 teachers on duty as at March, 2014

#### **3.2.1 Sampling frame**

From the 24 secondary schools of the target population, the researcher used three main sampling techniques namely: stratified random sampling, simple random sampling and census sampling. Of 50% was carried out on the head teachers, the stratified sampling technique was also be used in this study to ensure that the sub groups are proportionally represented, this include: the head teachers while a sample Census, a complete enumeration of all items in the population, where no element of chance is left and high accuracy is obtained will be done on the education officer which is in line with Kotharis (2009) recommendation. It is done when the study population is small and there is no need to sample. The 184 teachers will be selected through stratified random sampling. The stratified sampling identifies the sub-groups in the population and their proportions and select from each sub-group to form a sample. It is mainly used to group the population into homogeneous sub sets that share similar characteristics and ensure equitable representation of the population in the sample.

Purposive sampling will help the researcher to select a sample that appears to be representative of the population depending on their various desirable characteristics which may include: student population, performance etc. Respondents will be selected from the following public secondary schools from Kakamega Central District

In this study the simple random was used to identify the schools and members to ensure that each school of the target population has an equal and independent chance of being included in the sample.

The researcher considered that the target population is not uniform. This is because different school administrators don't have similar characteristics since some heads are male while others are female and may not necessarily think the same over a given issue hence the target population cannot be homogenous. Stratified sampling thus ensures that the target population is divided into different homogeneous strata and that each sub-group is represented in the sample in the required proportion equivalent to population.

### **3.3 Instruments**

The main tool of data collection for this study was the questionnaires and interview schedules. Document analysis was done to establish performance. This included KCSE results, co-curricular performance, and availability of professional records. . The researcher was also concerned with views, opinions, perceptions, feelings and attitudes which can be best collected through the use of interview and questionnaire techniques. The questionnaires were constructed with both open and closed ended questions. Questionnaires and interviews were used since the study is concerned with variables that cannot be directly observed. The sample size is also quite large and given the time constraints, this is the most ideal tool.

### **3.4 Data collection procedure.**

The study used both secondary and primary data using the prescribed data gathering tools to collect both qualitative and quantitative data. For secondary data, a review of literature relevant to the study was done by the researcher to give background information and support the study by showing the existing relationship between the variables if any. This information obtained from a review of written materials and documents such as journals, books and other relevant documents from authoritative sources. Primary data on the other hand was collected by administering survey questionnaires on the sampled respondents in order to get firsthand information on the phenomenon under study. The questionnaire was administered to the head teachers and the sub-county education officer interviewed, this allowed the researcher an opportunity to explain the purpose of the study and establish good rapport with the respondents.

The selected teachers were visited in their schools and the questionnaires administered to the respondents. The respondent was assured that strict confidentiality would be maintained in dealing with the responses. The head filled-in the questionnaires and was collected.

### **3.5 Data Processing and analysis.**

After all data was collected, the researcher conducted data cleaning, which involves identification of incomplete or inaccurate responses, which will be corrected to improve the quality of the response. After data cleaning, the data was coded and entered in the computer for analysis using the statistical Package for Social Sciences (SPSS) version 21. This research was expected to yield both qualitative and quantitative data. Qualitative data was analysed qualitatively using content analysis based on analysis of meanings and implications emanating from respondents information and documented data. As observed by Gray (2004) qualitative data provides rich description and explanations that demonstrate the chronological flow of event as well as often leading to chance finding. On the other hand quantitative data was analysed using various statistic including measures of central tendency and dispersion. Simple descriptive statistics was employed to analyse quantitative data. The results were presented by use of frequency counts, means and percentages. In addition the researcher used Pearson correlation analysis to find out the effect of the independent variable on dependent variables. Regression Analysis was also used to find out the contribution of the independent variable on the dependent variables.

### **4.0 Data analysis and Discussion**

In this study, female were 57.1% of the respondents while male accounted for 42.9% of the respondents in the study in terms of gender. For age bracket, the distribution of 18-30 years was 11.4% while 31-40 years was 45.7% while that of 41-50 years 26.1%, and over 60 and above 51 years 16.8%. With the education of respondents, most of the respondents were degree holder level accounting for 49.5% of all the respondents while PHD only accounted for 1.6% of all the respondents. Other valid education levels are diploma 20.7% and masters 28.3% of all the respondents. The respondents were asked how long they have been in teaching industry, of the respondents, 6.0% for less than one year, 1-3 years accounted for 15.8% while 4-6 years accounted for 29.3% while 7-9 years accounted 31.5% and 10 and above years accounted for 17.4%

### **4.1 Correlation Analysis**

Correlation analysis was done so as to find the effect of transformation on teacher efficiency. This was important so as to see if the effect was positive or negative and the value of effect. Also the P value was important so as to see if the effect value was significant in this study

#### **Table 4.1 Correlation Analysis**

*Source: Researcher 2014*

From the correlation results in table 4.1, transformational leadership style has a significant positive effect on teacher efficiency with Pearson R value of 0.761\*\*,  $p < 0.01$  with 99.0% confidence level. This result is consistent with Krishnan (2005), Yu et al (2002) and Geijssel et al. (2003) who also found that transformational leadership had a positive significant effect on teacher efficiency. This result indicates that any improved transformational leadership style will result to a significant increase in teacher efficiency.

##### **4.1.1 Correlation analysis using School facilities as intervening Variables**

School facilities were used as intervening variables to find out how they influence transformational leadership style. This intervention was vital for the study as good facilities will enhance better transformational leadership style.

#### **Table 4.2 Correlation Analysis using intervening Variable**

*Source: Researcher 2014*

From the correlation results in the table 4.2, transformational leadership style has a significant positive effect on teacher efficiency after intervening with school facilities with Pearson R value of 0.777\*\*,  $p < 0.01$  with 99.0% confidence level. This indicates that school facilities when used with transformational leadership style will have a significant influence on teachers' efficiency as there is increase in R value from 0.761\*\* to current 0.777\*\* and the value is significant i.e.  $P < 0.01$ .

##### **4.2 Regression Analysis**

Correlation results indicated that transformational leadership style has a significant positive effect on teacher efficiency. There was need to carry out further analysis using regression analysis so as to find out what percentage of variation in teacher efficiency is accounted by transformational leadership styles using R Square as well as how transformational leadership style can predict teacher efficiency using regression coefficient.

#### **4.2.1 Percentage variance in Teacher performance as explained by Transformational Leadership**

##### **Table 4.3 Percentage Variance in Teacher Performance**

*Source: Researcher 2014*

From table 4.3, the R value indicates the correlation coefficient of transformational leadership and efficiency of a teacher. The value is 0.549 indicating a significant strong positive relationship between the variables. The R Square indicate how much of variation in the efficiency can be accounted for by the transformational leadership style. 29.5% of variance in the teacher efficiency can be accounted by transformational leadership style in this study. This value is significant as  $F(1,186) = 11.283, P < 0.01$ .

#### **4.2.2 Predicating Teacher Efficiency from transformational Leadership Style**

##### **Table 4.5 Regression Coefficients**

*Source: Researcher 2014*

To predicate the teacher efficiency as a result of transformational leadership style effects, regression coefficient was used. From table 4.4 if transformational leadership is held constant, the efficiency of a teacher will be 3.474 with a t test of 16.496  $P < 0.001$ . The partial regression coefficient of Transformational leadership style is 0.328; this indicates that an increase in transformational leadership style by one unit will result to significant increase in efficiency of the teacher by 0.328.

### **5.0 Conclusion**

The paper investigated the influence of transformational leadership style on teacher performance in public secondary schools in Kakamega central sub county, Kenya in 24 public secondary schools and 580 teachers as of March 2014. It highlights the summary conclusions and recommendations of the study.

Teacher efficiency was taken as meeting deadline; completing syllabus and how the teacher is able to deliver the right contents to students as well as his/her speed in activities undertaken. Correlation results indicated that transformational leadership has a significant positive effect on teacher efficiency with test statistic 0.761\*\*  $p < .05$ . This shows any changes in transformational leadership style will have an effect on teacher efficiency. An improvement in transformational leadership style will result to increase in teacher efficiency

and any drop in transformational leadership style will result to a drop in teacher efficiency. When school facilities were used as intervening variable, there was significant increase in correlation coefficient to a value of 0.777. This indicates that a secondary school with better facilities coupled with the right transformational leadership style will have an improved performance in teacher efficiency.

Regression analysis result significantly predicated teacher efficiency as a result of transformational leadership style. The coefficient of transformational leadership style is 0.328  $P < 0.05$ . This shows that any unit change in transformational leadership style of secondary school will result to teacher performance through teacher efficiency to change by 0.328. Also the results showed that 30.1% variation in teacher performance as a result of teacher efficiency is accounted by transformational leadership style. Therefore, the two regression results show that transformational leadership style has significant effect on teacher performance through teacher efficiency

## **6 Recommendations**

From the study, the following recommendation can be made;

- School management should come up with right transformational leadership style that will get most from teacher since it has significant effect on teacher performance.
- Secondary school should balance between using the right school facilities and transformational leadership style as school facilities significant influence teacher efficiency.

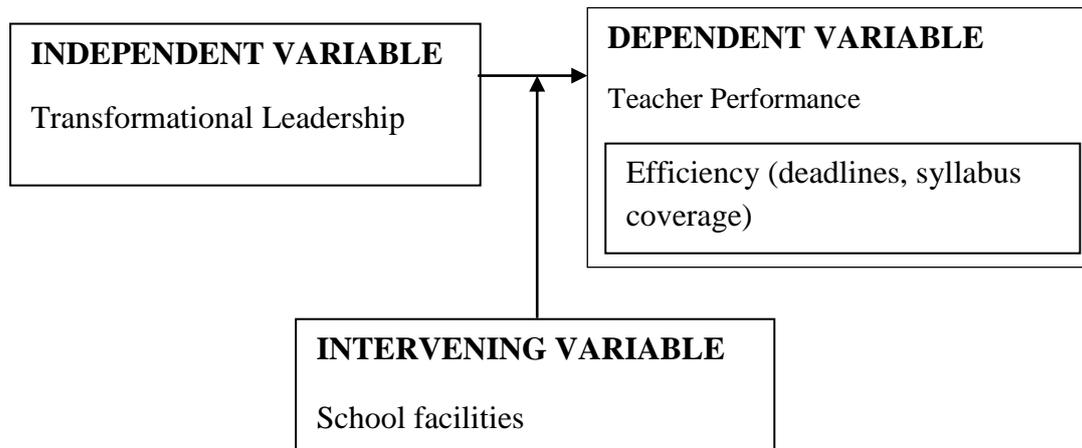
Government should come up with policy and guidelines that will make secondary schools use right transformational leadership style in their operations

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**Figure 1: Conceptual Framework**

Source: Researcher 2014

**Table 4. 4 Correlation Analysis**

		EFFICIENCY (DEADLINE)	TRANSFORMATION LEADERSHIP STYLE
EFFICIENCY (DEADLINE)	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	184	
TRANSFORMATION LEADERSHIP STYLE	Pearson Correlation	.761**	1
	Sig. (2-tailed)	.000	
	N	184	184

Source: Researcher 2014

**Table 4. 5 Correlation Analysis using intervening Variable**

Control Variables	EFFICIENCY		TRANSFORMATION	
		(DEADLINE)	LEADERSHIP STYLE	
SCHOOL FACILITIES	EFFICIENCY	Correlation	1.000	
	(DEADLINE)	Sig (2-tailed)	.	
		df	0	
	TRANSFORMATION	Correlation	.777	1.000
	LEADERSHIP	Sig(2-tailed)	.000	.
		df	183	0

**Source: Researcher 2014**

**Table 4. 6 Percentage Variance in Teacher Performance**

R	R Square	Adjusted R Square	Std. Error of the Estimate	F Ratio	Sig Value
.761 <sup>a</sup>	.301	.295	.21817	11.283	0.001

**Source: Researcher 2014**

**Table 4.4 Regression Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
(Constant)	3.474	.211			16.496	.000
Transformational Leadership Style	.328	.048	.549		6.859	.000

**Source: Researcher 2014**