THE EFFECT OF TRANSFORMATIONAL LEADERSHIP STYLES ON TEACHER ACADEMIC MEAN SCORE IN PUBLIC SECONDARY SCHOOLS IN KAKAMEGA CENTRAL SUB COUNTY

Diana Chesegut Chemobo, PhD Student
Jomo Kenyatta University of Agriculture and Technology
Kenya

Dr. Douglas Musiega, Supervisor
Jomo Kenyatta University of Agriculture and Technology
Kenya
ABSTRACT
The main objective of the study is to investigate the effect of transformational leadership styles on teacher academic mean score in public secondary schools in Kakamega Central Sub County. The study was guided by research objective: To find out the effects of transformational leadership style on teacher academic mean score in Kakamega central sub county. 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 174 secondary school head teachers. Transformational leadership style has significant positive effect on teacher academic mean score. Schools facilities used as intervening variable had a significant effect on teacher academic mean grade. Transformational leadership style was a significant predictor of teacher’s academic mean score. Transformational leadership styles accounted for 30.1% of variance in efficiency. Transformational leadership style had significant effect on teacher academic mean score as Transformational leadership style had significant effect on teacher academic mean score and it accounted 30.1% variation on teacher academic mean score. 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 significant effect on teacher mean score.

Key words: Teachers’ mean score, Transformational leadership Style and Teacher Performance

1.0 Introduction
Leadership is perhaps one of the most important aspects of management (Weihrich, 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 (Weihrich 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; Weihrich 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 academic mean grade 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 academic grade, 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 academic mean score.

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:
1. To find out the effect of transformational leadership style on teacher academic mean score in Kakamega central sub county

1.3 Research Questions
The study answered the following questions:
1. What is the effect of transformational leadership style on teacher academic mean score?

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 academic mean score.
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.

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 (Bass & Avolio, 1994; 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, 2005). 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, 1990; 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.

2.3 Transformational leadership (TL) style on academic achievement
According to the literature, reviewed limited studies have been conducted on association between TL and favourable student outcomes such as student academic achievement. As anticipated, these studies have concluded that TL behaviors contribute positively to student outcomes primarily through their influence on school environment.

To find out pathways through which school leadership contributes to restructuring efforts, Leithwood and Jantzi (2010) conducted a series of large-scale quantitative studies analyzing
the effects of TL on organizational conditions and student engagement in sub Saharan Africa. Organizational conditions reflected both broader school conditions related to decisions taken outside of the classroom to support student learning and classroom conditions more directly related to learning in the classroom. In all three studies, student engagement had a psychological or affective component measured by the degree to which students identified with the school and a behavioural component indicated by the degree to which students participated in school functions.

Empirical evidence from these studies revealed that TL had strong direct effects on organizational conditions and weaker indirect effects on student engagement. In their first study of 2,727 teachers and 9,025 students from 110 elementary and secondary schools, Leithwood and Jantzi (2009) found that leadership behaviors were significantly related to school conditions but only weakly or negatively related to classroom conditions. While transactional leadership practices had weak, negative, and non-significant effects on the two components of student engagement, TL demonstrated strong, positive effects on student engagement. In their follow-up study of 1,818 teachers and 6,490 students from 94 elementary schools, Leithwood and Jantzi (2009) reported not only that TL had strong direct effects on school conditions but also that these conditions had strong direct effects on classroom conditions.

Additionally, TL had weak yet statistically significant effects on the student identification subscale of student engagement. In the third study of 1,762 teachers and 8,805 students from 110 elementary and junior high schools, Leithwood and Jantzi (2009) found that TL behaviors had strong direct effects on school conditions and weak but significant indirect effects on student engagement. Although TL affected both components of student engagement (i.e., participation and identification) in this study, all of the organizational factors loaded on just one school-level factor, muddling the earlier distinction between school and classroom conditions.

While these studies showed that TL was associated with positive school outcomes, they did not analyze the effects of specific TL behaviors or constituent items making up the TL construct. They also exposed how such behaviors are related to context, such as SES (Socio-economic status). In all three studies, the effect of TL behaviors diminished significantly in schools whose students reported higher levels of family support for intellectual work at home. Other studies also cast doubt on the source and direction of the relationship. In their secondary analysis of four studies of secondary school leadership in the Netherlands, Kruger, Witziers, and Sleegers (2007), for instance, found that principals appear to respond favorably to student commitment. Thus, principals might be responding to higher levels of student commitment by practicing more flexible and inclusive leadership behaviors. Additionally, Kruger et al. (2007) reported that school size and SES played far more significant roles in explaining student commitment than did principal leadership.

In two rare studies conducted in East Asia, Griffith (2009) and Valentine and Prater (2011) showed that TL behaviors are positively associated with student achievement. Surveying 1,791 teachers in 117 suburban elementary schools, Griffith (2004) found that TL behaviors positively affected academic achievement through their positive influence on teacher job satisfaction. Moreover, the minority achievement gap was lower in schools where teachers rated their principals’ TL more favourably. Surveying 443 teachers in 131 high schools, Valentine and Prater (2011) found that articulating a vision and providing a model had greater effects on student achievement than instructional leadership did. Although these
studies point to the benefits of TL, neither study examined changes in teacher agency or behavior. Moreover, while Griffith (2004) did not examine the effects of specific TL behaviors, Valentine and Prater (2011) compared different types of leadership behaviors without including intermediate school variables that might help explain how those behaviors affect learning.

While these five studies reveal positive associations between TL, favorable school conditions, and student outcomes, they offer very few insights into how specific TL behaviors relate to teacher attitudes and behaviors in relation to those student outcomes, especially in high schools. The sole study conducted in high schools in the United States did examine specific TL behaviors; however, it failed to analyze intermediary school factors. Since school leaders predominately affect student outcomes indirectly, understanding how these leadership behaviors influence teachers’ attitudes and behaviors in relation to student outcomes is essential to understanding effective leadership.

### 2.4 Conceptual Framework

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 academic mean grade which is conceptualized as mean-score of an examination done. However, the conception framework indicates that the intervening factors (school facilities) may be competing with the independent variables to influence teacher performance in terms of mean score 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, 2002). Mugenda and Mugenda (2003) on the other hand give the purpose of descriptive research as determining and reporting the way things are. Borg & Gall (1989) 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 2002) 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 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 (2008) recommendation. It is done when the study population is small and there is no need to sample. The 174 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. A 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 academic grade. This was important so as to see if the effect was positive or negative and the magnitude of 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

<table>
<thead>
<tr>
<th>Academic Mean Grade</th>
<th>Transformation Leadership Style</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Mean Grade</td>
<td>Pearson Correlation</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
<td>174</td>
</tr>
<tr>
<td>Transformation Style</td>
<td>Pearson Correlation</td>
<td>.583**</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>174</td>
<td></td>
<td>174</td>
</tr>
</tbody>
</table>

Source: Researcher 2014

From the correlation results, transformational leadership style has a significant positive effect on academic grades for teachers with Pearson R value of 0.583**, p<0.01 with 99.0% confidence level. This is result is in consistent with Griffith (2009), Valentine and Prater (2011) and Griffith (2004). This result indicates that any improved transformational leadership style will result to an increase in academic grade for teachers.

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

<table>
<thead>
<tr>
<th>Control Variables</th>
<th>Efficiency (deadline)</th>
<th>Transformation leadership style</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Facilities</td>
<td>Teacher Academic Grade</td>
<td>Correlation 1.000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sig (2-tailed) .</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Df 0</td>
</tr>
<tr>
<td>Transformation Leadership</td>
<td>Correlation .591</td>
<td>1.000</td>
</tr>
<tr>
<td></td>
<td>Sig(2-tailed) .000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Df 173</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher 2014

From the correlation results, transformational leadership style has a significant positive effect on academic grades for teachers after intervening with school facilities with Pearson R value of 0.591**, p<0.01 with 99.0% confidence level. There was increase in significance value from 99.997% to 99.999% and the correlation coefficient from 0.563** to 0.591**

4.2 Regression Analysis

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

4.2.1 Percentage variance in Teacher performance as explained by Transformational Leadership

Table 4.3 Percentage Variance in Teacher Performance

<table>
<thead>
<tr>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>F</th>
<th>SIG VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>.570*</td>
<td>.325</td>
<td>.319</td>
<td>.21441</td>
<td>14.091</td>
<td>.000</td>
</tr>
</tbody>
</table>

Source: Researcher 2014

From table 4.3, the R value indicates the correlation coefficient of transformational leadership and academic grades of students is 0.570. This shows that there exists strong positive relationship between the variables. The R Square indicate how much of variation in the academic grades can be accounted for by the transformational leadership style. 32% variance in academic grades of students can be accounted by transformational leadership style. This value is significant as F (1,186) =14.091, P<0.05.

4.3.4 Predicating Student academic grades from transformational Leadership Style
Table 4.4 Regression Coefficients (Student Academic Grades)

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>(Constant)</td>
<td>3.549</td>
<td>.189</td>
</tr>
<tr>
<td>Academic Grades</td>
<td>.313</td>
<td>.043</td>
</tr>
</tbody>
</table>

*Source: Researcher 2014*

To predicate the effect of transformational leadership style on students’ academic grade regression coefficient was used. From table 4.8 if transformational leadership is held constant, the efficiency of a teacher will be 3.549 with a t test of 18.778 P<0.05. The partial regression coefficient of Transformational leadership style is 0.313; this indicates that an increase in transformational leadership style by one unit will result to an increase in student academic grades by 0.313 in the same direction. This positive effect is significant as P<0.05.

5.0 Conclusion

The paper investigated the influence of transformational leadership style on teacher academic grade 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 academic mean score was taken as mean mark of student after an exam has been done. Correlation results indicated that transformational leadership has a significant positive effect on teacher academic grade with test statistic 0.583** p<.05. This shows any changes in transformational leadership style will have an effect on teacher academic grade in the same direction. An improvement in transformational leadership style will result to increase in teacher academic grade and any drop in transformational leadership style will result to a drop in teacher academic grade. When school facilities were used as intervening variable, there was significant increase in correlation coefficient to a value of 0.591. This indicates that a secondary school with better facilities coupled with the right transformational leadership style will have an improved performance in teacher academic grade.

Regression analysis result significantly predicated teacher academic mean score as a result of transformational leadership style. The coefficient of transformational leadership style is 0.313 P<0.05. Transformational leadership accounted for 32.5% variation in teacher academic mean grade.

6.0 Recommendations

From the study, the following recommendation can be made:

For how transformational leadership styles affect teacher academic mean score, teacher’s academic mean score can only be upheld if the teachers understand the leadership style of a school. School leaders are encouraged in involving teachers in setting up goals, policy, strategic planning, objectives, vision and mission of school. This will make them feel they are part of leadership style of the school.
References

- http://dx.doi.org/10.1848/09699980818052682


