

THE IMPACTS OF TRANSFORMATIONAL LEADERSHIP STYLE ON SCHOOL ACADEMIC PERFORMANCE IN GAIRO DISTRICT

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ABSTRACT

The research study investigated the impacts of transformational leadership style on school academic performance. The specific objectives of the study were: to identify the features of a transformational leadership styles that enhance academic performance in Gairo District, to find out the effects of the application of transformational leadership style on academic performance in Gairo District, to determine how school leaders can employ the transformational leadership styles in their current administrative practices to enhance academic performance in Gairo District. The study employed a descriptive survey design with samples of 23 respondents from Gairo district council. Interview and questionnaire were used to collect the data and the data were analysed qualitatively through content analysis and quantitatively by means of the computer using the Statistical Package for Social Sciences (SPSS) and instrument reliability test. To ensure validity of the instruments used, the Cronbach Alpha was used to test the tools/instruments of the study which gives 0.7 hence the instruments was considered reliable. The study found that, team works and participatory leadership were considered to be the major features of transformational leadership style. The study recommends that, Heads of schools should closely supervise by using transformational leadership style in the schools to enhance school academic performance, design ways and mechanisms for monitoring teachers and student's attendance as well as the fulfilment of their tasks, adopt collaborative structure and leadership styles which provide a room for stakeholders to participate in decision making about school wide issues.

Keywords: Transformational leadership, academic performance, School leadership.

1. INTRODUCTION

The concept of transformational leadership style worldwide encourages leaders to demonstrate authentic, strong leadership with the idea that employees will be inspired to follow suit. A study done in Malaysia indicate that the transformational leadership style in Banking influence the worker's performance and efficiency in performing different tasks, this style of authentic leadership never changes, except for the environments it is used in whether its schools or different organizations. Its applicable across every industry, but it is especially vital to the fast-

paced technological industry where innovation and agility can make or break a company (Avolio, 2003). In Kenya the study by Nyagaka & Odongo (2013) had indicated that transformational leadership style had a positive impact on performance while transactional leadership had negative impact on performance. In Tanzania the study on the Influence of Leadership Styles on Teacher's Job Satisfaction by Machum and Kaitila (2014) reported that leadership style has great impacts not only in job satisfaction but also in organizational performance. Hence, democratic and participatory leadership style are encouraged for the sake of improving organizational performance. A related study by Alvesson & Sveningsson (2003) maintained that, leaders are different from managers. The major difference is that leadership is generally viewed as a heroic force that promotes change through inspirational means, whereas management is viewed as dealing with the more mundane, routine activities that are necessary to the functioning of an organization. Morogoro region is one among the regions in Tanzania where the academic performance of some schools is unsatisfied.

Different factors associated with such situation but indeed the main reason is the type of leadership styles that leaders at school levels used (Machum and Kaitila, 2014). In relation to the above literature; by studying contemporary perspectives on transformational leadership styles within Morogoro region schools, the issue of performance was determined and the findings expected to help academicians, school administrators and society in general to understand the impacts of transformational leadership styles on school academic performance. Schools in Tanzania found that, very little attention is devoted in studies related to Tanzania on the contribution of leadership and management on the improvement of primary education. In addition, Nguni, et. al, (2006) in their study about "Transformational and Transactional Leadership Effects on Teachers' Job Satisfaction, Organisational Commitment and Organizational Citizenship Behaviour in Primary Schools in Tanzania observe that, transformational leadership dimensions have strong effects on teachers' job satisfaction and organizational citizenship behaviour in primary schools. Thus, the current study sought to bridge the gap by identifying the features of transformation leadership that enhance the academic performance in schools in Gairo District, Tanzania.

1.1 Theoretical Literature Review

This study was guided the theory formed by Fiddler in 1993, the theory describes how two main factors contribute to effective or successful leadership and points them out as the personality of the leader and the degree to which the situation gives the leader power, control and influence over the situation. Leadership personality can be broken up into two main motivation schools of thought for leaders. Harney (2016) points out that, the logic of contingency theory underpins much HRM research to data while noting that it has the potential to limit the agency of L&D practitioners to make decisions concerning how best to structure L&D in organisations. The current study was attached on Contingency theory developed by fielder in 1993. The theory is relevant to the study in that it relates the leader's motivational approach worker performance. Thus, the transformational leadership characterized by motivation, so as to increase morale for their improvement of academic performance. The current study was anchored on Contingency theory developed by fielder in 1993. The theory is relevant to the study in that it relates the leaders motivational approach to workers performance. Therefore, the leaders transform workers perspectives of their duties.

2. RESEARCH METHODOLOGY

The study used a mixed research approach. Quantitative data involved close-ended information such as that found in attitudes while qualitative data contained open-ended information which were gathered through interviews and this presented the diversity of ideas from respondents. The qualitative data intertwined with quantitative data to further enrich and enhance the information to be collected. This study adopted the descriptive survey design. Mugenda (1999), opined that descriptive research design describes the existing phenomena by asking individuals about their perceptions, attitudes, behaviours or values that can be explored for the existing status of the variables. The target populations of the present study were all Ward Educational Officers (WEO) and all head teachers in selected primary schools at Gairo District. The targeted population of this study was therefore 80 respondents among public schools in primary school from Gairo district. A sample size of 23 respondents were used. The study used both primary and secondary data. The Primary data were collected through the use of questionnaire while secondary data were collected from, books journals, reports, and other unpublished materials from the internet sources.

To ensure reliability and validity of the instruments used, the Cronbach Alpha was used to test the tools/ instruments of the study to determine if the computation comes above 0.7 hence the instruments was considered reliable. The Qualitative data were analysed using thematic analysis, where direct quotes were used in the study. According to Kothari (2004) data analysis and processing involves editing the schedules, coding and classification then narration.

3. FINDINGS AND DISCUSSIONS

The first objective of this study was to identify the features of a transformational leadership styles that enhance academic performance. The respondents were asked to tick against the items to show whether they agreed, disagreed or remain neutral on the items presented. Table 3.1 presents the summary of the respondents' views on the features of transformational leadership style.

Table 3.1 Features of Transformational Leadership that Enhance Academic Performance (n=23)

Item	Agreed	Neutral	Disagreed	Total
	F(%)	F(%)	F(%)	F(%)
1. Transformational leadership style	23(100%)	0(0%)	0(0%)	23(100%)
2. serves as the role model to the staff	23(100%)	0(0%)	0(0%)	23(100%)
3. It involve mentoring	23(100%)	0(0%)	0(0%)	23(100%)
4. The transformational leader has high	23(100%)	0(0%)	0(0%)	23(100%)
5. expectation of his or her staff	23(100%)	0(0%)	0(0%)	23(100%)
6. The style holds teachers and pupils	23(100%)	0(0%)	0(0%)	23(100%)
7. accountable	23(100%)	0(0%)	0(0%)	23(100%)
8. Transformational leadership style is	23(100%)	0(0%)	0(0%)	23(100%)
9. geared toward improving academic performance	23(100%)	0(0%)	0(0%)	23(100%)

10.	It is around on effective leadership	23(100%)	0(0%)	0(0%)	23(100%)
11.	It is inspirational, motivational, stimulation and idealized influence	23(100%)	0(0%)	0(0%)	23(100%)
12.	It creates friendly environment conducive for academic performance	23(100%)	0(0%)	0(0%)	23(100%)
13.	It enhance quality teaching	23(100%)	0(0%)	0(0%)	23(100%)
14.	It is dynamic in response to the test of time	23(100%)	0(0%)	0(0%)	23(100%)
15.	It incorporates leadership skills and development	23(100%)	0(0%)	0(0%)	23(100%)
17.	It aims at establish school culture which	23(100%)	0(0%)	0(0%)	23(100%)
18.	crates conducive learning environment				

Source: Field Data 2022

The Table above shows that the respondents were in agreement with all sub items presented to them on transformational leadership that enhance academic performance.

The first objective was set to find out features of transformational leadership that enhance academic performance. The findings show that, the sub items on transformational leadership styles were considered to hold teachers and pupils accountable 23 (100%), transformational leadership helps to increase academic performance 23(100%) and the sub item transformational leadership styles was considered to holds teachers and pupils accountable 23(100%) were considered to be the most features in the transformational leadership which have the impact on the improvement of academic performance in the schools. It was discovered from the study that; through the application of transformational leadership the academic performance is increasing effectively. Head teachers play effective roles in ensuring all activities performed related to increase in academic performance of the pupils and school in general.

Other features of transformational leadership that enhance academic performance include: inspirational, motivational, stimulation and idealized influence to all in school environment, staff have high expectation of transformational leaders. Transformational leadership styles are considered to holds teachers and pupils accountable that the head teachers should have high expectation for the success of the schools in collaboration with staffs and pupils. In addition, features like transformational leadership style creates friendly environment conducive for academic performance, transformational leadership style enhances quality teaching, transformational leadership style is dynamic in response to the test of time. They require strictly time frame to accomplish task effectively and hence influence academic performance of the primary school's pupils., and playing attention to both pupils' learning and teacher professional. The study supported by (Dembele 2005) who contends that, school leaders play a vital role in school development. They set the tone with their emphasis on having a clear vision or a sense of purpose for their schools, managing the curriculum, ensuring a conducive learning climate, setting high expectations for teachers and pupils development.

It was discovered from the study that team work and participatory leadership were considered to be the major features of transformational leadership style. These two features are argued to be much influential in mapping and shaping of such kind of leadership style in schools. When the

school leaders employ team work in running the school affairs the expected products from that institution are said to be possible. This is because the subordinators will always think and feel that they are part of the system. The findings, supported by Machum & Kaitila (2014) who reported that, leadership style has great impacts not only in job satisfaction but also in organizational performance. Hence, democratic and participatory leadership style are encouraged for the sake of improving organizational performance. It can thus be concluded that, participation and consultancies are the key components of the schools' leadership in order to make sure that the teachers school core business of teaching and learning are achieved with ease. Thus, for the school and other institution to meet their intended goals, team work and participatory leadership style of leading would be much better to the advantage of the other styles of leadership such as one-way information leadership.

Table 3.2 Effects of the Application of Transformational Leadership

Item	Agree	Neutral	Disagree	Total
	F(%)	F(%)	F(%)	F(%)
Transform the staffs to buy the leaders vision	23(100%)	0(0%)	0(0%)	23(100%)
It exerts pressure on teachers and pupils to improve the academic performance	23(100%)	0(0%)	0(0%)	23(100%)
It requires an influential leader or head of school	23(100%)	0(0%)	0(0%)	23(100%)
It embraces to the success and failure of organization	23(100%)	0(0%)	0(0%)	23(100%)
It is set to adhere a goal	23(100%)	0(0%)	0(0%)	23(100%)
It promotes the adoption of leadership style to all	23(100%)	0(0%)	0(0%)	23(100%)
Promotes teachers learning through participatory methods	23(100%)	0(0%)	0(0%)	23(100%)
It has a multiplier effects on academic performance	23(100%)	0(0%)	0(0%)	23(100%)
Its practices encourage participative decision making	23(100%)	0(0%)	0(0%)	23(100%)
It stimulate constructive behaviour	23(100%)	0(0%)	0(0%)	23(100%)
It increases pupil's participation in the learning process	23(100%)	0(0%)	0(0%)	23(100%)
It is based on quality results	23(100%)	0(0%)	0(0%)	23(100%)
Facilitate positive changes	23(100%)	0(0%)	0(0%)	23(100%)

Source: Field Data 2022

Table 4.2 above shows that all the sub items presented to the respondents

The study found that the leading effects of the application of transformational leadership were; transformational leadership style transforms the staffs to try the leaders vision 23(100%) which seems to influence other teachers to accomplish mission vision and core values of the education set by the ministry. Transformational leadership style exerts pressure on teachers and pupils to improve the academic performance with respondents 23(100%) this creates motivation which increases morally to both teachers and student so as to increase academic performance in the school transformational leadership tend to show which kind of motivation is required to be provided to both teachers and students. Furthermore, transformational leadership style promotes teachers learning through participatory methods which propel teachers to participate in learning and therefore, development can ensure an orderly and supportive teaching and learning environment. Developing the staff members and pupil's expectations 23(100%) were found from the study to be the major ways the school leaders can employ transformational leadership style so as to enhance academic performance in their respective schools. School leaders also should be skilful in creating the conducive environment for the institution to meet the set goals because environment is among the things which encourage academic performance. Others were, improving members' satisfaction in their job performance, setting higher leadership level to others to emulate, focus on the school needs vision and mission, gradual steady improvement, design to take the school out of the earlier mess, train the staffs for higher achievement and it creates awareness on the needs for change. This is also presented in the study by (Kandasamy & Blaton 2004) who explored that, the role of school principals in educational improvement and the quality of education primarily depends on the way schools are managed, and the capacity of schools to improve teaching and learning.

Table 3.3 Application of Transformational Leadership

Item	Agree	Neutral	Disagree	Total
	F(%)	F(%)	F(%)	F(%)
Setting higher goals at the beginning of the academic calendar annually	23(100%)	0(0%)	0(0%)	23(100%)
Developing the staff members and pupils expectations	23(100%)	0(0%)	0(0%)	23(100%)
Inspire staffs and pupils to meet their goals	23(100%)	0(0%)	0(0%)	23(100%)
Motivate staffs and pupils to work towards achieving their goals	23(100%)	0(0%)	0(0%)	23(100%)
Creates conducive environment to meet the set goals	23(100%)	0(0%)	0(0%)	23(100%)
Respect and trust each other	23(100%)	0(0%)	0(0%)	23(100%)
Set higher leadership level to others to emulate	23(100%)	0(0%)	0(0%)	23(100%)
Improve member's satisfaction in their job performance	23(100%)	0(0%)	0(0%)	23(100%)
Focus on the school needs vision and mission	23(100%)	0(0%)	0(0%)	23(100%)
Accept gradual steady improvement	23(100%)	0(0%)	0(0%)	23(100%)

Train the staffs for higher achievement	23(100%)	0(0%)	0(0%)	23(100%)
Creates awareness on the needs for change	23(100%)	0(0%)	0(0%)	23(100%)
Develop the staffs to accept your vision	23(100%)	0(0%)	0(0%)	23(100%)
Design to take the school out of the earlier mess	23(100%)	0(0%)	0(0%)	23(100%)
Address challenges academically	23(100%)	0(0%)	0(0%)	23(100%)

Source: Field Data 2022

The table shows a summary the responses on the application of transformation leadership. They were found from the study to be the major ways the school leaders can employ transformational leadership style so as to enhance academic performance in their respective schools. School leaders also should be creative in creating the conducive environment for the institution to meet the set goals because environment is among the things which encourages academic performance. Others were, improving members' satisfaction in their job performance, setting higher leadership level to others to emulate, focus on the school needs vision and mission, gradual steady improvement, design to take the school out of the earlier mess, train the staffs for higher achievement and it creates awareness on the needs for change.

4. CONCLUSION

It can be concluded from the finding that team work and participatory leadership were considered to be the major features of transformational leadership style. These two features are argued to be much influential in mapping and shaping of such kind of leadership style in a school. Thus, for the school and other institutions to meet there intended goals, teamwork and participatory leadership style of leading would be much better to the advantages of other styles of leadership such as one- way information leadership.

Furthermore, Transformational leadership style is geared towards improving academic performance, it is around on effective leadership, it is inspirational, motivational, stimulation and idealized influence. It also creates friendly environment conducive for academic performance, it enhances quality teaching, it is dynamic in response to the test of time, it incorporates leadership skills and development. As it aims to establish school culture which creates conducive learning environment this type of leadership should be highly applied so as to get intended academic improvement. Finally, leadership style has both direct and indirect influence on student academic performance of any school. The school culture alone has had a significant impact upon student academic performance, also the combination of positive school culture and greater levels of teacher efficacy can have a strong, transformational leadership characteristic.

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