

**THE RELATIONSHIP BETWEEN THREE LEADERSHIP STYLES AND TEAM
EFFECTIVENESS IN SECONDARY SCHOOLS IN KASARANI SUB-COUNTY,
KENYA- A MIXED METHODS STUDY**

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DECLARATION

This thesis is my original work and has not been presented for the award of a degree in another university or institution for academic credit.

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ABSTRACT

Secondary school performance is a great concern to many stakeholders in Kenya and leadership is a key factor in this. The aim of this study was to explore the correlation between the principal's leadership style and team effectiveness among teachers. Four objectives were addressed: to establish the impact of principal's transformational leadership on team effectiveness; to determine how principal's transactional leadership style affect team effectiveness; to establish how principal's servant leadership style influences team effectiveness; and to understand how the principles leadership style impacts team effectiveness in secondary schools in Kasarani. The study applied a sequential mixed methods research design. The population of the study was 1,376 teachers and 404 support staff of 60 schools in Kasarani District of Nairobi County. Simple random, stratified, and convenience sampling were applied. A total sample size of 473 participants was used of which 60 took part in in-depth interviews. Two adapted questionnaires were administered red to collect quantitative data. Additionally, in-depth interviews were conducted. Data was analyzed using SPSS version 25. In addition, thematic analysis was conducted to analyze the qualitative data. Results showed that there was a strong influence of servant, transformational, and transactional leadership styles, on team effectiveness. Thematic analysis showed that transformational leadership was most evident among sampled schools. The study concluded that application of these leadership styles can help foster inclusivity, embrace distinctive opinions among teams, and inculcate strong moral code and emotions for accommodating work pressure. The study recommended adoption of transformational and transactional leadership styles for improving team effectiveness in secondary schools.

Keywords: leadership styles, team effectiveness, academic performance, theory X, theory Y, principals, teachers, students.

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DEDICATION

This work is dedicated to God who gave me grace through these years to study and develop this thesis. I cannot forget my family who stood by me as I walked this path. I dedicate this work to my husband Henry and children Grace, Hannah, Lois, and Timothy who released me for many hours work on this thesis. When I could not get the laptop to work, they were there to sort it out. When my typing was too slow, they came in and helped. They corrected some of the mistakes as they read through the work. They took over cooking for many months when I had to concentrate on this work. God bless you all. Friends like Monica and Mark cannot be forgotten for the encouragement they gave. Tigana, thanks a lot for sorting all my Information Technology (IT) issues. I appreciate you all.

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ABBREVIATIONS AND ACRONYMS

ANOVA:	Analysis of Variance
CBC:	Competency Based Curriculum
CR:	Composite Reliability
IT:	Information Technology
TMT:	Top Management Teams
TEQ:	Teams Effectiveness Questionnaire
KCSE:	Kenya Certificate of Secondary Education
MLQ:	Multifactor Leadership Questionnaire
SPSS:	Statistical Package for Social Sciences
TSC:	Teachers Service Commission
NACOSTI:	National Council for Science Technology and Innovation
USA:	United States of America
AVE:	Average Variance Extracted
MSV:	Maximum Shared Variance

DEFINITION OF TERMS

Leadership: This refers to technical competence and achieving of results. This means working with people and making sure the organization is in alignment with the environment, in terms of resources, services and products, structures and processes. It is being sure the organization's norms are appropriate and consistently adhered to, and that a healthy dynamic organization is maintained (Wart, 2014).

Team Effectiveness: This refers to real-time altering of behavior and interactions to meet the changing demands of a dynamic environment to accomplish the shared team goal (Johnston et al., 2018).

Teams: These are two or more people who come together for a limited time to accomplish a shared, valued goal (Johnston et al. 2018a:56)

Effectiveness: Degree of accomplishment of academic goals.

Leadership styles: Styles are broader than traits. They include values, qualities, attributes, and behaviours, some of which are shaped by the beliefs and the culture of the leader. They also include behaviours that may change according to followers and situations (Saïdi, 2013).

Teacher: One who teaches regularly scheduled classes in any of grades 1 – 12. The term includes administrators, librarians and other professional or support staff who teach regularly scheduled classes on a part time basis (Akiba et al., 2009).

School: An institution or part of an institution that provides classroom instruction to students, has one or more teachers to provide instruction, serves students in one

or more of grades 1 -12 or the ungraded equivalent, and is located in one or more buildings (Akiba et al., 2009).

Principal: “The first authority responsible for the right functioning, organization, operation and management of the school and its annexes” (Ärlestig et al., 2015)

Servant leadership: The leader is a servant first. It begins with the natural feeling that one wants to serve; to serve first (Greenleaf, 2002).

Transformational leadership: Enhances the motivation, morale, and the performance of followers through a variety of mechanisms. These include connecting the followers’ sense of identity and self to the project and the collective identity of the organization (Nongard, 2014).

Transactional leadership: Burns (1978) says “this is in play when someone takes the lead in working with others with the objective of exchanging things of value. It’s an economic exchange relationship” (Fairholm & Fairholm, 2009).

Educational system: An interrelated whole composed of educational establishments and educational standards (or systems and regulations).

Teacher job satisfaction: This refers to the teachers’ overall feeling about the teaching profession.

CHAPTER 1: INTRODUCTION AND BACKGROUND TO THE STUDY

Introduction

The chapter provides a general overview of the study. It covers the background of the study where two variables; leadership styles and team effectiveness, are unpacked from global, continental, and local perspectives. The chapter presents the problem statement, objectives, hypothesis, rationale, significance of the study, scope, purpose of the study, limitations, and delimitations of the study.

Background

Leadership at the Global Level

Leadership as an integral aspect of organizational management has garnered widespread consideration and research. Globally, its dynamics continue to develop alongside increasing globalization and interconnectivity of organizations. Hence, understanding different styles and approaches of global leadership across cultures is paramount for effective global leadership (Mendenhall et al., 2017).

Transformational leadership, which emphasizes team member empowerment and an inspiring vision, has become one of the most popular leadership styles worldwide. Studies have proven its efficacy across Europe, Africa and Asia (Eisenbeiss et al., 2018), reinforcing leaders' fostering an inspiring work environment while creating shared values to guide teams. Its implementation varies across cultures due to differing societal norms and values. However, there is a general agreement on its effectiveness and ability to drive organizational performance and effectiveness.

According to Yukl et al. (2013), transactional leadership, a style which emphasizes tasks and rewards is another proven approach to effective leadership. While transactional leadership might appear out-dated in comparison with transformational leadership, certain

studies demonstrate its efficacy in certain settings or environments, which drives its use in global organizations. For example, highly structured organizations or environments with clearly outlined tasks that can easily be measured may find success through transactional approaches. However, some of its limitations such as a stronger focus on tasks more than individuals, is driving its reduced implementation in global settings.

Servant leadership, which emphasizes serving others, is becoming more popular especially in a globalised world. This leadership style emphasises putting the team's interests above one's own and creating a sense of community among followers while encouraging personal and professional development (Eva et al., 2019). However, its prevalence varies among cultures and organizations, just like transformational leadership. Apart from servant leadership, Recent years have witnessed an increased interest in distributed leadership. This approach holds that team leadership should not fall solely upon one person but should instead be shared across team members according to their skills and expertise, thus improving team autonomy, innovation and adaptability (Hulpia et al., 2019).

Effective leaders are not solely defined by their style of leadership but by their adaptability in meeting the demands of their environment. This highlights the significance of situational leadership which has also grown in importance over the years. In situational leadership, leaders tailor their approach according to factors like situation, team needs and tasks (Hersey et al., 2013). The varied cultures and situations today make this leadership style and approach more critical in work settings across the globe (Yukl et al., 2013). Although there's no single approach to leadership that fits all situations perfectly, it's vitally important to remember there is no single solution when it comes to international business leadership (Gupta & Fernandez, 2017). Therefore, research on international leadership approaches will remain an indispensable endeavour as global business evolves further.

Leadership in the African Context

African cultures bring forth various themes of leadership that emerge within its complex cultural, historical, and political settings; one being communal leadership. This philosophy, known as Ubuntu in Africa, emphasizes interconnection among members as well as collective values (Lutz, 2018). Therefore, leadership becomes a communal endeavour rather than an isolated activity. Within these cultures; leaders typically prioritise consultation processes that lead to consensus-building processes before engaging in welfare-focused decision-making (Chigudu, 2015). Elders and hierarchical structures also play an influential role in African societies' leadership dynamics, providing elders with wisdom and experience which positions them as natural leaders (Murithi, 2016). Additionally, hierarchical societies create expectations of respect toward leaders which could hinder leadership effectiveness (Akech, 2017).

Africa has experienced rapid modernization and development in recent decades, and transformational leadership; defined by inspiring followers, has emerged crucial, especially during times of uncertainty and change (Gyensare et al., 2016). Transformational leaders are adept at stimulating innovation and development projects, thus playing an instrumental role in Africa's changing landscape (Gyensare et al., 2016). Servant leadership, defined as emphasizing the fulfilment of others' needs and well-being improvement, is widely practised across different African contexts. Such leaders embody altruistic values while engaging in community service to empower their followers (Parris & Peachey, 2013).

Even as African leadership traditions possess strong assets, challenges remain due to political instability, corruption and resource limitations. To effectively navigate their progress through such obstacles, leaders need to adopt adaptive and resilient approaches (Moyo, 2018).

Leadership in Learning Institutions

Educational institutions often face challenges when there are few effective leaders at the top. A leader should strive to understand and motivate rather than enforce obedience, guiding, stimulating and influencing individuals towards meeting organizational goals. Friesen and Kearns (2018) noted that an ideal dynamic leader is someone who can influence and develop those they lead for positive transformational or transactional effects of leadership. Leaders must select an effective style of leadership while still remaining disciplined and proficient at providing direction. According to a research by Supovitz and Tognatta (2013), it is key for educational settings to have adaptable leaders given today's constantly evolving educational landscape.

Leadership within secondary schools can be dynamic and team-focused, consisting of three or more leaders sharing responsibility for reaching organizational goals (Leithwood et al., 2017). Many effective secondary school leaders place great importance in creating an inviting school culture and being acutely aware of how stakeholders respond to rules for running effective schools (Hitt & Tucker, 2016). These leaders oversee various aspects of school management, including standards, curriculum, teacher development, assessments and resources management (Harris et al., 2018). Such leaders recognize the multidimensional aspects of leadership within an educational institution and strive to integrate all these components in order to foster an atmosphere conducive to learning.

School leadership comes with a lot of responsibilities assigned to school principals who act as the heads. The principal is expected and encouraged to work as a team with other teachers. They are expected to form different teams as necessary. Teamwork is the working together of two or more people for a common goal (Johnston et al., 2018a). In team building, planning of events and activities, teachers can build a strong sense of direction. This would enhance workable plans, solutions, and a sense of belonging that can increase morale and

productivity (Iheme, & Owhondah, 2020). Teams make work easier and reduce stress on the school leadership which could occur if the principal were to work alone on all the responsibilities shared with other teachers.

Effective teamwork is said to produce extraordinary results and usually plays a significant role to motivate and inspire team members when engaged in creating an effective working environment (Grift, 2015). The leader is called upon to be open in order to achieve such team results. Boakye's (2015) study on effective teamwork in institutions noted that a leader with the right skills can create and uphold a very conducive working culture that is positive and drives the institution's objectives through teams.

Leadership is at the core of secondary school settings, as evidenced by recent research. Lopez et al. (2015) noted the scarcity of prepared leaders equipped to assume significant leadership positions within schools of any size. Spillane and Kim (2015) found that leaders play a central role in creating an environment which encourages staff members to strive for excellence and in fostering an environment which inspires staff members as individuals as well. Student development must also be integrated into school performance for optimal school results, so leaders must guide them towards becoming autonomous, responsible, ethical and efficient members of society (Lopez et al., 2015).

As organizations strive to meet organizational goals, the teaching staff team plays a crucial role. Leaders' styles can have a major influence over this team's effectiveness and, by extension, school outcomes (Sinha et al., 2017). Thus, leadership styles play an integral part not only in shaping staff performance but also student growth and the school overall performance.

Conceptualizing Leadership

Touchton et al. (2017) talks of leadership being an operation involving the impact on a people's ways by a principal in a bid to attain goals of the organization. Leadership,

therefore, is an important tool in the commencement and execution of policies of an organization, which include the development of policies of education and secondary schools' philosophies at all levels. Thus, style of leadership and the qualities applied by a leader, impacts on how the staff in a school performs (Yahaya, et al., 2014).

Northouse (2013) defines leadership as "a process by which an individual influences a group to achieve a common goal" (pg. 13). This definition emphasizes the relational aspect of leadership as well as group objectives. However, this study could be criticised for taking too narrow a view, potentially disregarding various factors that can have an effect on this process such as power dynamics and individual motivations within an organizational or cultural setting. Uhl-Bien and Arena (2018) argue that leadership is a complex dynamic involving an individual leader, followership relationships, and context. This view acknowledges the complexity and dynamism inherent to leadership yet could be too broad and lacking specificity to apply practicality effectively. Dinh et al. (2004) have offered another definition; they define leadership as "influencing, motivating and empowering others to contribute toward the effectiveness and success of organizations that they are part of" (Pg. 35). This definition emphasizes both the influential role of leaders as well as organizational effectiveness. However, this model assumes leadership is always positive and productive - which might not always be the case. Northouse (2013) and Dinh et al (2004). Both emphasize influence while Dinh et al. (2004) expand it further by including motivation and enabling organizational success. Uhl-Bien and Arena (2014) highlight complexity within leadership dynamics by emphasizing context as being crucial to understanding it properly.

Leadership style is an integral concept of organizational studies, and scholars have approached it from various angles. According to Giltinane (2013), leadership style refers to how leaders use their abilities, implement decisions, and interact with team members. He notes that such styles have significant effects on an organization's climate affecting employee

motivation, performance, and satisfaction levels. Yukl et al. (2013) suggests that leadership style refers to the behaviours and actions of leaders that they exhibit while leading organizational members towards meeting organizational goals. These behaviours and actions may depend on factors like a leader's philosophy, personality, experiences and the context in which he or she operates as a leader. Northouse (2018) defined leadership style as the pattern of behaviour exhibited by leaders towards group members that is determined by their beliefs, values, personality traits and experiences - this definition shows the impact that personal characteristics of leaders have on their leadership style. A style of leading is a trend of conduct that a leader employs as they deal with workers (Bhatti et al., 2012). In keeping with Northouse (2012), a style of leadership relates to an individual's behaviours that affect followers enabling them to attain a specific objective. The style of leadership employed determines the followers' response to the leader's instructions, directions, or guidance.

Transformational leadership can be defined as an approach to leadership in which leaders encourage followers to surpass individual performance objectives while working toward shared goals (Isaac et al., 2017). Transformational leaders tend to be charismatic individuals who foster an atmosphere that inculcates creativity, critical analysis and personal growth within their group or organization (Yukl, et al., 2013). Transformational leaders play an essential role in education by sparking intellectual curiosity among teachers and students by raising their awareness about specific outcomes (Sun et al., 2019). Additionally, they instil a sense of mission beyond short-term goals toward higher aspirations goals to create a culture where educational success and lifelong learning are mutual objectives (Isaac et al., 2017). Transformational leadership has its own set of critics. Potential issues with its practice include manipulation and dependence among followers (Van Knippenberg & Sitkin, 2016). Critics believe transformational leaders may exploit charisma for personal gain or increase dependence among team members; therefore, upholding ethical guidelines while exercising

transformational leadership is paramount to avoid these pitfalls (Yukl, et al., 2013).

Unintentionally fostering dependency among followers is also another limitation of this leadership style that has also been explored in literature. A leader's charisma and inspirational tactics may create situations in which his or her followers heavily rely on them for direction and motivation, potentially diminishing self-efficacy and autonomy (Vinkenburg et al., 2018).

Even with its potential drawbacks, transformational leadership has been linked with enhanced organizational performance, job satisfaction and team effectiveness when applied ethically and mindfully - making it an influential model in leadership discourse (Vinkenburg et al., 2018; Yukl et al., 2013). However, continuous research and careful implementation must take place to minimize negative side effects (Arnold, 2017).

Transformational leadership was chosen for analysis within secondary schools as it has the power to foster an inspirational and supportive learning environment. Focusing on high expectations and academic excellence aligns perfectly with goals of improving educational outcomes. Furthermore, Kenyan education sector requires more research on this topic due to limited studies available. Studies on transformational leadership across different sectors have highlighted its effectiveness. Wang et al. (2011) provided evidence of how transformational leadership positively influenced organizational performance within financial institutions. This evidence suggests that charismatic and inspiring transformational leaders can drive better performance results within their organizations. Men et al. (2017) conducted research within the banking industry and observed a positive relationship between transformational leadership and both short-term and long-term organizational effectiveness. The authors concluded that transformational leaders, by motivating their followers to put organizational goals above personal ones, could increase organizational efficiency. Carter et al. (2013) demonstrated that transformational leadership plays a substantial role in improving

organizational performance within financial institutions. This research suggests that transformational leaders possessing charismatic and inspiring characteristics can drive more effective performance outcomes. Jung and Sosik (2012) conducted research with Austrian branch banks and found a strong positive correlation between transformational leadership and both short-term and long-term organizational effectiveness. They concluded that transformational leaders, by inspiring followers to put aside self-interest for the greater good of the organization, could enhance its performance.

Based on these findings, it would be reasonable to explore the effects of transformational leadership within secondary schools in Kenya. This leadership style, characterized by inspiration, motivation, and follower development can play an instrumental role in shaping school culture and ultimately improving educational outcomes.

Transactional leadership is a form of leadership characterized by exchanges wherein leaders reward or punish followers based on their performance (Thompson & Glaso, 2015). This style often occurs in environments that demand predictability and efficiency such as educational institutions. This leadership style entails placing more importance on tasks and results, rewarding followers for meeting performance standards while penalizing any who don't (Nahum-Shani et al., 2016). Transactional leaders tend to prioritize maintaining status quo over fostering change or innovation (Dixon & Westbrook, 2019).

Transactional leadership provides structure, clarity, and accountability within educational environments through clearly-outlined roles, responsibilities, and performance criteria (Ghasabeh et al. 2014). Such clarity encourages discipline and order while adhering to educational standards while mitigating misconduct (Dinh et al., 2014). Transactional leadership's reward-and-penalty system can serve as an excellent incentive for both students and staff members alike to work towards specific objectives such as improving grades or

increasing punctuality (Eisenbeiss et al., 2015). As such, transactional leadership could potentially drive significant improvements in performance metrics (Seltzer et al., 2015).

However, while this leadership style offers predictability and efficiency, its emphasis on rewards and punishments may compromise creativity and intrinsic motivation (Kelloway et al., 2017). Furthermore, its focus may foster a culture of compliance instead of innovation (Skogstad et al., 2017). Therefore, transactional leadership styles should ideally be balanced with other styles that foster creativity, critical thinking and intrinsic motivation.

Transformational aspects could allow leaders to inspire followers to surpass individual performance objectives while working toward shared goals (Arnold, 2017). Transactional leadership plays an essential role in education, yet achieving a balance between efficiencies and creating an atmosphere which fosters creativity and critical thought remains a challenging goal (Yukl et al., 2017).

Servant leadership is an approach to leadership that prioritizes the needs and wellbeing of followers while creating an environment of trust, empathy, and collaboration (Eva et al., 2019). First introduced by Greenleaf (Eva et al., 2019), servant leadership distinguishes leaders who exhibit active listening, empathy building and community building practices to foster an inclusive atmosphere (Van Dierendonck & Patterson, 2015).

Servant leadership in secondary education can significantly enhance student wellbeing and engagement (Sousa & van Dierendonck, 2017). Leaders who exemplify this style prioritize students' needs while encouraging active participation within their school communities (Gunnell et al., 2017). Furthermore, servant leadership inspires moral responsibility among its followers - encouraging proactive community members (Rieke et al., 2018). While servant leadership offers many potential advantages, its critics remain. Some assert that its emphasis on consensus-building may slow decision making processes (Braun et al., 2018). Furthermore, its focus on empathy and personal care may obstruct professional

boundaries resulting in difficulties maintaining strict professional relationships between teachers and students (Eva et al., 2019). Once implemented effectively, servant leadership can create a nurturing and supportive environment, encouraging student engagement and cultivating positive school culture (Gunnell et al., 2017). Future research should explore ways of striking a balance between its empathetic approach and maintaining professional boundaries within educational institutions (Braun et al., 2018).

Alternatively, a servant leader should be attentive and able to empathize and support team members (Northhouse, 2012). Servant leaders are seen as ethical and can be depended on by their employees given that they are selfless. They encourage the growth of the follower. Northhouse (2012) came up with four strong points practised by a servant leader. The first thing is that these leaders care for other people. These kinds of leaders should first consider their followers, delegate duties, and encourage their development. The second point states that this style of leadership does not want to subdue or sway their followers. On the third aspect, the servant leadership shows approval that followers are so ready to partake from the leader. This kind of relation between the leader and the followers brings out a successful relationship between the two parties. In conclusion this leadership is quantified by the Servant Leadership Questionnaire (Laub, 1999), which is peculiar in the sense that it gauges facets of leadership differing from leader-member exchange and transformational theories. This study aimed to establish how each of the three styles of leadership styles outlined above, when applied by secondary school principals, influence team effectiveness.

Servant leadership plays a crucial role in secondary schools, creating an atmosphere that fosters caring and inclusive relationships - closely aligning with the nurturing ethos that educational institutions seek to inculcate (Gunnell et al., 2017). Following Greenleaf's principles as detailed by subsequent research (Eva et al., 2019), servant leaders prioritize others' needs while creating an inviting and supportive atmosphere that enhances student

wellbeing and engagement- which aligns with their commitment to shaping responsible citizens within schools' walls.

Active listening, empathy and community building (Van Dierendonck & Patterson, 2015) are essential characteristics of servant leadership that can empower students and encourage active engagement with learning. Critics may point out the risks associated with servant leadership, such as slowing decision-making processes or blurring professional boundaries (Braun et al., 2018). However, the exploration of servant leadership in secondary schools remains of vital importance, as its objectives align closely with education's core mission. Therefore, further investigation of servant leadership practices within educational environments is needed to achieve optimal benefits while mitigating possible dangers (Eva et al., 2019).

Team Effectiveness

Going by Johnston et al (2018b) “Team effectiveness is defined as the real altering of behaviour and interactions to meet the changing demands of a dynamic environment in order to accomplish the shared team goal.” (Johnston et al., 2018). Team effectiveness has been further explored in various studies and refers to the degree to which a team achieves its goals and objectives, serving as an essential indicator of team performance (Salas et al., 2015).

Performance is an integral and often-studied concept in organizational behaviour and human resource management literature, according to Aguinis et al. (2021). Investigating organizational performance provides key insight into its function and development; serving as a way of measuring efficiency, gauging effectiveness, and informing strategy development. Performance metrics not only assess current conditions but can also provide forecasts for future outcomes and strategic directions (Schmidt et al., 2016).

Additionally, studying performance helps with decision-making processes and driving interventions to enhance it, creating an atmosphere conducive to growth and development (Oh et al., 2018). Thus, conducting regular analyses on performance has become an integral element in both academic research and practical applications; making it a key contributor in reaching organizational objectives and strengthening managerial strategies (Gupta & Kumar, 2019).

As team effectiveness can be measured against various criteria, the most frequently employed ones include output quality, meeting deadlines or targets on time, team member satisfaction and the team's capacity to adapt over time (Hackman, 1987; Sundstrom et al., 2000). Team effectiveness measures more than tangible outcomes - it also takes into account how these results are achieved. An effective team produces superior results and fosters an ideal working environment that supports its members' well-being and development (Ilgen et al., 2005). Team effectiveness is not simply determined by the abilities of its individual members; rather it is strongly affected by factors like leadership, communication and cohesion within teams - in particular aligning goals to individual motivations as well as organizational context (Salas et al., 2015). Overall, Team effectiveness is a multidimensional concept that serves as a key indicator of team performance. To effectively evaluate its outcomes and processes, as well as understand its unique qualities and context, requires a balanced assessment across both outcomes and processes, plus an appreciation of team unique characteristics and surroundings.

In secondary schools, teams go beyond being mere collaboration. Administrators, teachers, students and support staff all play key roles in ensuring the smooth functioning and success of a school. Principals and deputy-principals comprise its leadership team. Leaders at schools are responsible for setting its vision, making key decisions and overseeing smooth

operation of the school. Their leadership styles can have a dramatic effect on its culture and effectiveness. Teachers form an integral part of an academic team, directly impacting students' learning experiences. Not only are teachers accountable for delivering the curriculum but they are also instrumental in creating a supportive learning environment and aiding intellectual and social development of their pupils. Students, although often seen as recipients of education, are vital members of a school team. Their presence helps create an enjoyable school culture and environment while their engagement and feedback help shape teaching methods and policies for years to come. Support staff such as guidance counsellors, librarians, administrative staff, and maintenance crew form an essential part of the school team. They provide essential services that enhance both the academic and non-academic functioning of the school; for example, guidance counsellors support student emotional health while librarians facilitate access to resources and information.

Recently, studies have put an increasing focus on task management within teams and the degree of self-management that contributes to improved performance (Mell, 2017; Pankratz & Basten, 2017). A wider lens was also applied to team effectiveness - taking into account not just within its members, but its aggregated effects across an organization (Luciano et al., 2018). As more organizations adopt team-based designs with significant inter-team reliance, models demonstrate how individual outcomes combine with others to yield organizational benefits (DeChurch & Zaccaro, 2018).

This study evaluates team effectiveness within the context of educational leadership, with particular attention given to how school principals lead their teams. Following Hanna et al.'s (2019) approach, essential team characteristics were analysed while TEQ, an assessment tool designed for team effectiveness assessment was employed. Studies suggest that leaders' ability to forge rewarding relationships is at the heart of team effectiveness, with rewarding relationships being paramount (Rosette & Tost, 2020). Relationship satisfaction may depend

on finding a balance between costs and rewards within relationships; parties tend towards those that maximize rewards while minimising costs (Krasikova et al., 2013). Leaders find followers' compliance rewarding while disobedience is costly; conversely, followers see praise as rewarding while criticism as harmful (Li et al., 2016).

An effective leader should strive to generate numerous rewards to enhance team performance. Satisfying and rewarding relationships motivate followers, which in turn increases performance levels and results in overall team effectiveness (Fisher, 2016; Karakitapoglu-Aygun et al., 2020). Furthermore, adept leadership styles become crucial to student achievement within educational environments - further emphasizing its significance for team effectiveness (Gordon-Hollingsworth, 2017).

Study Context

This study contextualized Kasarani District, within Nairobi, the capital city of Kenya, which has sixty secondary schools with an enrolment of about 3762 learners. Out of this, 1771 are boys while 1991 are girls. The teacher population is about 1376. In the last three years, the boys performed better than the girls did: in the year 2017, boys' mean score was 2.887 and girls' mean score was 2.723. In 2018, the boys had a mean score of 3.073 while the girls were at 2.925. In 2019, the boys had a mean score of 3.284 while the girls had 2.75. This is according to information provided by the Quality Assurance department at Kasarani. The study's specific emphasis was to determine team performance among principals and their teachers as impacted by the style of leadership of the school principals in Kasarani district. This would help in understanding how different leadership styles affect team effectiveness, which ultimately affects schools' performance. The understanding of the leadership styles in team effectiveness is hinged on Soni (2012)'s argument that the principal acts as a change agent based on leadership skills.

Statement of the Problem

Leadership challenges in Kenya's secondary schools have been a persistent issue, with principal leadership styles frequently cited as a significant factor (Gamage, 2015). However, the leadership styles applied by principals remain disharmonious, leading to ineffective teamwork and subsequently impacting the quality of education provided (Wang et al., 2016). Consequently, the problem this study addresses is the identification and analysis of the most effective leadership styles that principals can adopt to positively influence team effectiveness. In this context, this study will critically review and analyse three leadership styles: transformational, transactional, and servant leadership. These styles were selected due to their prevalence in educational leadership discourse and their potential impact on team effectiveness (Bush et al., 2019). The study aims to explore the relationship between these leadership styles and team effectiveness in selected secondary schools within Kasarani District, Nairobi, Kenya. Principals in Kasarani District face leadership challenges that undesirably impact team performance, indicating a research gap. Effective leadership is crucial for organizational success, and in the context of a school, it significantly influences the quality of teamwork and well-being of team members (Lemoine et al., 2019). Kenyan secondary schools, like many globally, are under pressure to meet national and international educational goals. This pressure is intensified by the transformational changes happening in educational leadership and the need for effective leadership styles to enhance student-learning outcomes (Hitt & Tucker, 2016). Therefore, this study will contribute to the discourse by providing insights into the relationship between principal leadership styles and team effectiveness in Kenya's secondary schools.

Purpose of the Study

The purpose of the research was to examine how the principal's style of leadership affects team effectiveness in the secondary schools in Kasarani district, Nairobi, Kenya. The study tried to identify traits exhibited by leaders that greatly influence team effectiveness.

Objectives

These research objectives were explored to realize the study's purpose:

- i. To establish the impact of the principal's transformational leadership on team effectiveness in secondary schools in Kasarani district, Nairobi, Kenya.
- ii. To determine how the principal's transactional leadership style influences team effectiveness in secondary schools in Kasarani district, Nairobi, Kenya.
- iii. To establish how the principal's servant leadership style has consequences on team effectiveness in secondary schools in Kasarani district, Nairobi, Kenya.
- iv. To understand how the principles leadership style impacts team effectiveness.

Research Hypotheses

H₁: Servant leadership style has an impact on the effectiveness of teams.

H₀: Servant leadership does not have an impact on team effectiveness.

H₂: Transformational leadership style has an influence on the effectiveness of teams.

H₀₂: Transformational leadership style does not have an influence on team effectiveness.

H₃: Transactional leadership style has an impact on team effectiveness.

H₀₃: Transactional leadership style does not have an impact on team effectiveness.

H₄: The servant, transformational and transactional leadership styles of a leader have an influence on the effectiveness of teams.

H₀₄: Servant leadership style, transformational leadership style and transactional leadership styles do not have an influence on team effectiveness.

Research Question

Research Question for the qualitative part:

- i) How does the principal's transformational leadership style influence team effectiveness in secondary schools in Kasarani district, Nairobi Kenya?
- ii) To what extent does the principal's transactional leadership influence team effectiveness in secondary schools in Kasarani district, Nairobi, Kenya?
- iii) What is the impact of the principal's servant leadership on effectiveness of the team in secondary schools in Kasarani District, Nairobi, Kenya?
- iv) How does the principals' leadership style affect team effectiveness?

Assumptions

In this study, the researcher expected to get easy access to selected secondary schools and cooperation from the research respondents. It was also assumed that the respondents were honest in their feedback. Furthermore, the study assumed that the teachers as the source of information had witnessed the leadership behaviours of the principals in question and that the ratings they gave were accurate estimates of the principal's actions. It was also assumed that the principal in the school is a leader and not a manager and that the tools to be used are sound and clear.

Significance of the Study

This study's findings can bring immense benefits to various stakeholders within the education sector. Notably, its findings reveal optimal leadership styles for secondary schools within Kasarani District and throughout Kenya, which would assist principals with creating strategies and plans to enhance administration, management and academic performance as measured by Kenya Certificate of Secondary Education examinations (KCSEs). This research provided useful insights into how principals can positively influence teachers' and students' performance, leading to enhanced academic results. Furthermore, the findings may inform

future studies examining effective leadership styles across other organizational contexts. This study could also prove invaluable for the Ministry of Education by offering guidance on how best to support teachers, students, and administrators. By creating a framework describing an ideal leadership approach for principals to follow, they will gain clarity regarding decision-making processes, prioritization-setting processes, and communication methods with their teaching staff. Research findings can provide important lessons for teacher associations and unions promoting instructional leadership, particularly through the implementation of a Competency-Based Curriculum (CBC). Publishers of educational materials could learn more from this study about fostering strong leadership traits among teachers and principals to enhance classroom practices, leading to enhanced student learning experiences.

Justification of the Study

Justification for this study came from the challenges presented to secondary school leadership within Kasarani District in Kenya. Issues surrounding leadership effectiveness continue to raise serious concerns regarding team performance and educational outcomes (Kipkemboi & Keter, 2016; Wambua, 2020). Therefore, an effort to evaluate transformational, transactional, and servant leadership styles on team effectiveness in this context seems both timely and pertinent. There were gaps in knowledge specifically on studies that have explored the relationship between the three leadership styles: transformational, transactional and servant leadership and team effectiveness. This gaps in knowledge especially within the context of secondary schools in Kasarani is a major reason for conducting this study.

Examining leadership styles within secondary school environments offers tremendous potential to provide valuable insight into their effects on various stakeholders, including students, teachers and administrative staff (Kipkirui & Ngari, 2021; Okumbe, 2018).

Furthermore, research conducted may offer invaluable advice to school principals regarding adopting styles that foster teamwork while simultaneously improving administrative operations and increasing academic performance (Kipkirui & Ngari 2021; Okumbe, 2018). This can aid school principals in choosing leadership styles which foster teamwork while simultaneously increasing administrative operations and increasing academic performance (Kipkirui & Ngari, 2021; Okumbe, 2018).

Furthermore, this research could yield useful knowledge for policymakers and top executives within the education sector, aiding their creation of more effective leadership training programs for school principals (Owino 2016; Otunga et al., 2018). Furthermore, its effects could extend to teachers' associations, unions and publishers of educational resources, providing better support to educators while contributing towards improved classroom practices (Muindi 2015; Sergon 2018).

Recognizing the significance of effective leadership for school success and existing gaps within current leadership practices, this research presents an urgently required investigation of different leadership styles and their effects on team effectiveness in secondary schools (Owino 2016; Okumbe 2018).

Scope of the Study

The study investigated how different leadership styles impacted team effectiveness within the context of secondary schools. The conceptual focus was principal's transformational leadership, principal's transactional leadership style, principal's servant leadership style, and team effectiveness. The study was conducted within secondary schools in Kasarani Sub-County, Kenya. The expected outcomes of the study aimed to provide insights into the relationship between leadership styles and team effectiveness in secondary schools.

Limitations and Delimitations

Limitations

Since the study examined the influence of principals' style of leadership on teachers' team effectiveness, some principals did not willingly give key information on the leadership styles they apply when dealing with teachers. The researcher was powerless concerning unwillingness of the respondent to participate in the study. There was also a challenge in gathering relevant and adequate contextual literature given the paucity of documented studies on leadership styles and team effectiveness in the education sector. Time constraint was also experienced, although it was largely mitigated by the development and execution of research plan to accurately collect, analyse and interpret data findings. The questionnaires likely limited the amount of information given by respondent or presented by the researcher. The students were also not involved in the interview because of the consents complexities from parents and the ministry of Education.

Delimitations

This study was restricted to three leadership styles: servant, transformational and transactional. Other factors that affect team effectiveness besides these three were not explored. This study was confined to secondary schools in Kasarani district in Nairobi, Kenya, and were only conducted among teachers who have been in the specific schools for at least two years. The study was conducted based on the existing project schedule as closely as possible. The study explored every research question to address the research objectives within its scope.

Delimitations were addressed in the study to clearly define the boundaries and limitations of the research. The study focused on three specific leadership styles (servant, transformational, and transactional) and did not investigate other leadership styles that may also impact team effectiveness. The research was conducted exclusively in secondary schools

located in the Kasarani district of Nairobi, Kenya, and the participants were limited to teachers who had been working in these schools for a minimum of two years. Additionally, the study was conducted within the constraints of the existing project schedule, aiming to adhere as closely as possible to the planned timeline. Despite these limitations, the researchers made sure to address each research question and fulfil the research objectives within the defined scope of the study.

Summary

The background to the study, research hypotheses and statement of the problem are described in this chapter. In addition, chapter one introduces various leadership styles as variables for the study while explaining team effectiveness and its relation to schools' performance. The chapter has further explained key assumptions made, research questions, objectives, significance of the study, along with its limitations and delimitations.

CHAPTER 2: LITERATURE REVIEW

Introduction

This chapter looks at literature relevant to styles of leadership namely: servant, transactional and transformational leadership styles. The chapter explores leadership facets in relation to team effectiveness to develop and qualify the theoretical basis for the study. The review gives an in-depth analysis of the leadership styles and team effectiveness. It also highlights the theories that form the basis of these concepts and the connection between leadership styles and effectiveness in teams.

Conceptual Literature Review

Concept of Leadership

Touchton et al. (2017) view leadership as being an operation involving the impact on a people's ways by a principal in a bid to attain goals of the organization. Leadership, therefore, is an important tool in the commencement and execution of policies of an organization, which include the development of policies of education and secondary schools' philosophies at all levels. Schools need effective leaders to produce positive outcomes in the education of the pupils. A leader is considered effective if he or she can influence followers in a certain manner to achieve desired goals" (Yahaya et al., 2014). Thus, the leadership styles adopted by a particular leader largely impact the achievement or failure of any organisation. A style of leading is a trend of conduct that a leader employs as they deal with workers (Bhatti et al., 2012). In keeping with Northhouse (2012), a style of leadership relates to an individual's behaviours that affect followers, enabling them to attain a specific objective. The style of leadership employed determines the followers' response to the leader's instructions, directions, or guidance.

According to Tatlah and Iqbal (2012), the style of leadership used by school leaders like principals in Pakistan are substantial in making an effective academic performance that

leads to academic achievement. In a related study, Yemen et al. (2021) claim that employees' performance is a crucial factor in organizations achievement. The findings of the study indicated that leadership style has a substantial effect on an organization's effectiveness because transformational leaders inspire their teams to work harder and go over and above what required of them. The best results from subordinates come from transformational leaders because they can motivate them to increase their potential for success and help them cultivate creative problem-solving skills. In the perspectives of a curriculum for Ghanaian educators, leaders as principals are required to lead schools by applying certain leadership styles or values (Abu-Hussain & Essawi, 2014). A school which realises success or failure, depends on the style of leadership employed by the principal of the school (Tobin, 2014).

The Concept of Servant Leadership

Servant leadership, a leadership style that prioritises the well-being and growth of followers over self-interest, is gaining traction in today's leadership conversation. This leadership style is focused on serving others, and three definitions from current study provide diverse viewpoints on it. According to Eva et al. (2019), servant leadership is a holistic and ethical approach to leadership. They emphasise servant leaders' active engagement in ensuring that others' highest priority requirements are addressed. This emphasis on others contributes to an environment of trust, empathy, and collaboration. According to this viewpoint, servant leaders put their followers' development and well-being at the centre of their leadership practise. These leaders also encourage personal development, self-efficacy, and participation among their followers, which leads to higher levels of happiness and productivity. Expanding on this concept, Winston and Fields (2015) define servant leadership as a voluntary decision to serve others, which inspires leadership. They argue that a servant leader is first and foremost a servant, concentrating on the welfare of the community and workers while encouraging both personal and professional growth. According to them,

servant leadership is about strengthening people rather than acquiring authority. Parris and Peachey (2013) take a slightly different approach. They define servant leadership as a set of behaviours and practises that effectively deconstruct the classic "power leadership" concept. In this approach, the leader's role is to serve the people rather than to be served by them. This emphasis on service alters the power balance and fosters a more collaborative and inclusive atmosphere.

Despite its growing popularity, servant leadership has not been without criticism. Because of its emphasis on consensus, Van Dierendonck (2020) warns that the servant leadership style may result in sluggish decision-making procedures. Because of its fundamental concentration on addressing the demands of followers, the technique may also obscure professional boundaries, potentially leading to overdependence. Despite these potential disadvantages, the style is frequently connected with significant advantages.

Servant leadership has the capacity to establish a loving and inclusive culture, promote follower growth and development, and improve team performance, making it particularly relevant for modern organisations. Servant leaders are also recognised for their ability to motivate their followers to achieve outstanding results by meeting their needs and fostering a sense of community (Hunter et al., 2013). Their focus on the well-being of their follower's fosters enhanced trust and cooperation among teams, encouraging innovation and creativity (Reed et al., 2011).

Moynihan et al. (2022) assert that assessing the performance of high school teams is paramount when gauging educational institutions overall. By providing insight into the effects of leadership styles on team effectiveness, this research sheds light on an essential aspect of academic performance. According to Maner and Mead (2018), servant leadership assessment was carried out using the Servant Leadership Scale. This measure highlights a modern trend among individuals seeking to integrate work with personal and spiritual

development; therefore, requiring leaders with impeccable service delivery qualities as an aid towards performance-boosting models of servant leadership performance enhancement.

Miao et al. (2017) asserts that leadership styles can have an enormously detrimental effect on team effectiveness, which then has ripple-through effects on organisational results. A comprehensive understanding of these styles may improve educational outcomes significantly. Stouten et al. (2018) found servant leadership particularly effective for building trust within teams and encouraging teamwork, thus increasing overall effectiveness. Due to increased recognition of servant leadership's potential across different organizational contexts (Chiniara & Bentein, 2018), this study provides invaluable insights into its potential applications in education, adding greatly to existing literature.

The Concept of Transformational Leadership

Transformational leadership encompasses vision, goal setting, organizational restructuring, staff development and external community engagement (Day et al., 2010). This form of leadership places emphasis on developing shared goals to motivate individuals by creating a common vision, encouraging acceptance of group objectives and setting high performance expectations; such actions also reflect and expand upon three managerial roles derived from non-educational organizations: inspiring, clarifying roles and goals as well as planning or organising (Bush, 2018). Transformational leaders continuously motivate their employees with a compelling shared vision, upholding integrity, setting clear objectives, and effectively communicating that vision to everyone involved. They act as role models for their followers while inspiring, motivating, supporting, and offering recognition of good work (Bass et al., 2017). Research has demonstrated the positive results associated with transformational leadership at both individual and organizational levels, including self-actualization and confidence building among followers (Marques & Dhiman, 2016). Furthermore, this style of leadership can motivate followers toward self-sacrifice and

fulfilling organizational goals over individual needs (Kagendo, 2018). Transformational leadership was measured using Bass and Avolio's (2004) multifactor leadership questionnaire (MLQ), an internationally respected instrument to evaluate both transformational and transactional behaviors of leaders. This leadership style features four components: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration (Bass & Riggio, 2006).

Bass and Riggio (2006) proposed four I's of transformational leadership as essential elements to creating positive results at both individual and organizational levels; idealized influence, inspiring motivation, intellectual stimulation, and individualized consideration are vital in this regard; these elements can be applied across contexts such as educational settings.

Idealized Influence also known as charisma, refers to leaders acting as role models for their followers (Bass & Riggio, 2006). Idealized influence involves leaders acting as models of ethics and morals for followers to emulate by upholding strong ethical and moral standards that instil trust in those they lead and inspire loyalty and dedication (Antonakis & House, 2014). Within educational leadership settings, principals who use idealized influence as a tool often encourage teachers and staff alike to mirror them to foster an encouraging and supportive school culture (Bass & Riggio, 2006).

Inspirational motivation: leaders providing inspirational motivation must articulate a compelling and visionary future vision, providing followers with motivation to exceed expectations (Bass & Riggio, 2006). Leaders communicating high expectations encourage followers to be innovative and creative when meeting organizational goals (Northouse, 2018). For school principals providing inspirational motivation is key as creating a sense of shared purpose among staff members helps promote collaborative efforts aimed at improving student outcomes.

Intellectual stimulation: leaders engaging in intellectual stimulation encourage followers to think critically, question assumptions and explore new ideas (Bass & Riggio, 2006). By creating an environment in which followers feel comfortable expressing their ideas and engaging in problem-solving processes (Zacher et al., 2019), intellectual stimulation leaders foster a culture of continuous improvement involving teachers and staff working collaboratively towards developing innovative teaching strategies while meeting challenges head-on.

Individualized consideration: Leaders practising individualized consideration pay close attention to the needs and development of each of their followers (Bass & Riggio, 2006). Such leaders offer tailored support, coaching, mentorship, and mentorship which promote growth and development (Walumbwa et al., 2010). Within schools, this practice often takes form in principals who make an extra effort in understanding teachers' and staffers' needs before supporting professional growth as a means to help reach their full potential (Walumbwa et al., 2010). Principals practising individualized consideration invest time and energy in understanding these individuals' individual needs before helping them reach their full potential (Walumbwa et al., 2010).

The Concept of Transactional Leadership

Transactional leadership is a form of leadership style that emphasizes structure, order and clearly defined roles for its followers while emphasizing the exchange process between leaders and followers (Antonakis & House, 2014). Recent research and debate have shed considerable light on its various facets and applications in different organizational settings (Antonakis & House, 2014).

Transactional leadership entails setting clear expectations and providing rewards or consequences based on followers' performance (Derue et al., 2011). Transactional leaders tend to emphasize specific tasks and goals for accomplishing (Bass, 1990), while

transformational leaders focus on inspiring followers to go beyond self-interests and contribute toward collective goals (Bass & Riggio, 2006; Northouse, 2018).

Recent literature on transactional leadership identifies three primary components: contingent reward, active management-by-exception, and passive management-by-exception (Avolio et al., 2009; Dionne et al., 2014).

Contingent Reward: This component highlights the importance of rewarding excellent work by giving followers tangible or intangible rewards based on performance (Avolio et al., 2009). Recognizing and rewarding good work contributes to building a performance-driven culture; contingent rewards can also help promote short-term goal attainment and productivity increases (Podsakoff et al., 2006).

Active Management by Exception (AMLBE): This component requires leaders to actively oversee followers' performance, monitoring them for any deviations or issues as they arise and addressing any that arise (Avolio et al., 2009). AMLBE emphasizes maintaining control and completing tasks effectively while at the same time keeping errors at bay while upholding standards; although this form of management can help prevent errors while upholding standards (Den Hartog et al., 2017).

Passive Management-by-Exception (PMBE): PMBE involves leaders only intervening when serious problems emerge or performance standards aren't met (Avolio et al., 2009). This component often results in reactive leadership with delays to responding to issues and reduced employee motivation as a result (Skogstad et al., 2014).

Transactional leadership may be effective for meeting specific tasks and goals, yet recent literature has shed light on its limitations. Studies have demonstrated that transactional leadership may not be as successful in increasing employee engagement, satisfaction, and long-term performance (Breevaart et al., 2014). Furthermore, transactional leadership may not be well suited to dynamic environments which demand adaptability, innovation,

employee empowerment (Deichmann & Stam, 2015). Although transactional leadership has its drawbacks, it remains useful in certain organizational contexts where clear structure, order, and control are vital for success. According to recent literature analysis, organizations may benefit from combining transactional with transformational styles of leadership so as to maximize performance (Doci & Hofmans, 2015).

The Concept of Team Effectiveness

Team effectiveness refers to “its capacity for adapting behaviours and interactions quickly in response to changing demands within its environment to reach its goal” (Salas et al., 2015). Performance in the workplace has long been a topic of attention in organizational behaviour and human resource management literature (LePine et al., 2018). Unfortunately, however, team performance has often been overlooked owing to complex leadership dynamics within teams (Hoch et al., 2018). Performance at work refers to task fulfilment achieved through individual contributions that align with organizational standards under leader guidance (Oh et al., 2018). Alongside team composition and dynamics, much research focuses on processes through which teams perform tasks while self-regulating to increase team performance (Cronin et al., 2011).

An examination of team effectiveness literature shows an increasing focus on the effects of team outcomes at an organizational level (Mathieu et al., 2017). With more organizations adopting team-based designs that rely heavily on inter-team interactions (particularly ones that are interdependent), the need to articulate how team outcomes contribute to overall organizational benefits has grown (Kozlowski et al., 2013).

O'Neill et al. (2013) conducted extensive research into team effectiveness based on how school principals lead their teams, drawing upon O'Neill, Allen & Hastings' Team Effectiveness Questionnaire (TEQ), which provides a single scale assessment tool of team

effectiveness within school settings. Together with principals' leadership styles, this serves as the basis of this evaluation of team effectiveness in school settings.

Several fundamental features, such as the ability to change behaviour in real time, adapt to changing demands, and achieve common team goals, are critical for understanding and measuring team effectiveness. Real-time behaviour modification is a critical component of team effectiveness. Tucker and Singer (2015) found that teams must be able to adapt and learn quickly in response to feedback from their surroundings. This talent is especially critical in high-stakes, fast-paced environments where teams must swiftly adapt their strategy to suit shifting demands. Team learning, which is the process by which team members generate new knowledge through interaction, is critical to their effectiveness (Sessa & London, 2015).

Another key feature of team performance is interactions to meet the changing demands of a dynamic environment. Team procedures, or the means by which team members engage and coordinate their actions, have a major impact on team effectiveness, according to Marlow et al. (2018). These activities, such as communication, coordination, and dispute resolution, must be flexible and adaptive in a dynamic context. Teams that can adapt their processes to changing situations are more likely to be effective. Team learning, according to Edmondson (2012), is a process that occurs through interaction among team members and resulting in the generation of new knowledge. This learning process is characterised by shared cognition, coordination, and collaboration, all of which contribute considerably to team effectiveness. Team members can produce stronger ideas and solutions as a group when they communicate openly, actively listen to one another, and share their opinions (Schipper et al., 2015).

Driskell et al. (2010) discovered that adaptability is a critical component of team effectiveness. They argue that adaptable teams are better prepared to deal with unanticipated difficulties and alter their behaviour as needed. Teams that can recognise and adapt to

changes in their environment display greater resilience and effectiveness. Furthermore, the importance of real-time behaviour adjustment in team effectiveness is demonstrated by agile teams, which are characterised by their adaptability and responsiveness to change. Agile teams are more effective in fast changing contexts, according to a study conducted by Moe et al. (2010), because of their capacity to adapt to new knowledge and changing circumstances. Because of their versatility, they are able to deliver high-quality products and services on time.

The ultimate measure of team effectiveness is the achievement of the common team goal. Mathieu et al. (2017) propose in a study that efficacy should be judged not only by the immediate job outcome but also by the team's ability to improve its capability for future performance and team member satisfaction. The ability of a team to align its members around a similar purpose and work collaboratively towards it, sometimes referred to as 'team performance,' is a significant driver of its efficacy (Rosen et al., 2011). According to DeChurch and Mesmer-Magnus (2010), team effectiveness should also include the component of team learning. They argue that teams that constantly learn and adapt are more effective because they consistently improve their work methods and outputs. This supports Mathieu et al. (2017)'s notion that team effectiveness includes the team's potential to improve its future performance. Salas et al. (2015) also emphasise the importance of shared cognition in achieving a team goal. Shared cognition, which refers to team members' shared understanding and knowledge, is critical for coordinated activity and decision-making towards the team goal. The achievement of the common team goal is an important indicator of team performance. However, team effectiveness should also incorporate the team's ability to improve its capacity for future performance, member happiness, team learning, and shared cognition.

According to Ji et al. (2021), the interconnection of followers and leaders reflects a leader's ability to establish a fulfilling relationship with their followers, allowing the group to achieve more. This suggests that the dynamics of leadership and follower relationships have a significant impact on team performance. According to Schuh et al. (2019), also indicate that the balance of costs and rewards exchanged by the parties involved determines relationship satisfaction. Parties typically seek connections with a high reward-to-cost ratio, resulting in the emergence of behaviors that either generate rewards or incur costs. For a leader, for example, a follower's compliance is rewarding, whereas defiance is costly (Wang et al., 2014). In contrast, praise from leaders is perceived as rewarding by followers, whereas criticism is perceived as costly (Reina et al., 2021). As a result, an effective leader should strive to produce more rewards in order to improve team performance. A focus on rewarding behavior creates a positive environment that motivates followers and improves team effectiveness (Hentrich et al., 2019). This highlights the significance of leadership strategies that encourage rewarding interactions in the pursuit of improving team performance. According to Sibanda (2017), good leadership styles among all stakeholders in a school environment has greater effectiveness on students' achievement. A rewarding relationship is satisfying to followers; hence, they work harder to help the team succeed, resulting in team effectiveness.

Individual and team performance and consistency depend on a leader's ability to motivate (Jung & Yoon, 2018). Motivation can be as complex as inspiration and requires mastery of both (Buble et al., 2014). To motivate followers into taking action, leaders must understand what motivates individuals (Reina et al., 2021). Successful motivators understand not only setting goals but also inspiring followers to put in effort towards reaching them

(Shah et al., 2020). Effective leaders motivate employees by aligning tasks to individual/team values while reinforcing larger purposes and aligning personal goals (Jena et al., 2018).

Principal-teacher relationships can vary significantly across schools and even within institutions themselves, often influencing performance (Seashore et al., 2010). Crucially, however, these interactions play a pivotal role in shaping how schools operate (Seashore et al., 2010). Studies suggest that teachers who view their principal as facilitators and supporters of a collective school mission often feel greater personal accountability for the learning outcomes of their students (Drago-Severson et al., 2013).

Teacher motivation is closely connected to their self-efficacy. As teachers gain trust in themselves, their school environment, and management practices, their motivation levels tend to rise (Klassen & Tze, 2014). This often results in stronger student-teacher relationships and better performance from students (Hattie & Zierer, 2018). Rowland 2019 discovered that principal leadership styles significantly impact teacher morale - in today's educational landscape where teachers must meet certain targets to be considered successful.

A principal's leadership style can profoundly shape all aspects of their school. One of their main responsibilities should be creating a healthy and positive school culture - an atmosphere which enhances teacher self-efficacy (Hallinger & Heck, 2010). Both novice and veteran educators flourish in schools where their principal recognizes and applauds their efforts. Effective leadership cultivates a school culture characterized by increased levels of self-confidence, effectiveness, and motivation - leading to better teacher morale (Muijs et al., 2014). On the contrary, poor leadership skills may create a culture where apathy, disdain and rebellion prevail - ultimately leading to decreased teacher morale (Rowland, 2019).

Effective teachers understand the significance of teamwork and understand that achieving any significant goal requires collective effort. Teachers play a pivotal role in

students' academic progress, further emphasizing the need to work as team players (Jones, 2019). In this study, researchers assessed school principal leadership styles adopted and their effects on teachers as team members as team members - as well as looking into any correlations between team effectiveness and the various styles employed by principal (Buka & Molepo, 2016).

Empirical Literature Review

Every educator has the responsibility of creating conditions that elevate student learning above average benchmarks (Oude et al., 2015). Thomas et al. (2017) state that principals have the unique duty of steering their schools. Principals oversee strategic planning and decision-making processes which shape an institution's direction and vision while setting compelling vision while setting expectations about school activities (Sun & Wang, 2016). As times of adversity arise, principals' roles evolve to include resilience and motivation (Bruggencate et al., 2012). Turner and Kautz (2017) echo Soni (2012) by asserting that school principals' dual mandate of leadership and teaching within an ever-evolving educational landscape is central to their role; principals can facilitate student and teacher growth by creating future leaders while instilling necessary skills (Netolicky, 2020). Principals are traditionally seen as the top authority in school administration, and their impact can be felt throughout all aspects of a school (Hitt & Tucker, 2016). A successful principal must exhibit effective leadership throughout all aspects of a school environment (Grissom et al., 2019).

As leaders, school principals are responsible for a wide range of issues, including student performance on standardised tests, attendance, school safety, and graduation rates (Leithwood et al., 2008; Hitt & Tucker, 2016). They are held accountable to a variety of

stakeholders and are expected to reconcile their frequently conflicting needs while putting student learning first (Sun & Wang, 2016; Grissom et al, 2019).

Principals have a significant impact on teachers' attitudes and actions as life-long learning models, far exceeding their role as mere representatives (Netolicky, 2020). Principals who demonstrate 'walk-the-talk' leadership set the tone, direction, and learning goals in their schools, emphasizing managerial roles, activities, and teacher rewards (Turner & Kautz, 2017). Even though school principalship is extremely demanding and frequently difficult (Bruggencate et al., 2012), principals' unwavering dedication to service is critical for stakeholders. Their leadership includes staff professional development, planning, and instruction improvement (Thomas et al., 2017).

The principal is the personification of a servant leader in a school setting. Despite having important duties, principals frequently face a variety of difficulties, such as poor job attitudes among teachers, which are evident in high absenteeism, redundancy, frustration, and discouragement (Wang et al., 2016). This, in turn, contributes to students' poor performance in both academics and extracurricular activities, which is frequently associated with the use of inappropriate leadership styles by various school principals (Wambua, 2020). A study conducted in the United States found that leadership styles have a significant impact on a worker's job satisfaction (Skaalvik & Skaalvik, 2017). The study found a strong link between principals' leadership styles and teachers' job satisfaction. A South Carolina study found that teachers preferred transformational leadership styles that included them in decision-making processes, making them feel valued as team members (Sun et al., 2016). Despite intrinsic job satisfaction, a principal's leadership style was a significant reason for a teacher leaving a school in Cyprus secondary schools (Kythreotis et al., 2010). According to research conducted in Tanzanian secondary schools, transformational leadership styles influenced

teachers' value commitment and organisational performance behaviour, thereby increasing their engagement (Ogola, 2018). Transformational leadership behaviours influenced outcome variables more than transactional activities (Kim, 2019).

Interrelated research carried out in Kenya (Poi Poi & Sirma, 2010) identified that principals' behaviour influences teacher's effectiveness and impacts their retention in the same school as staff. An investigation on the impact of various styles of leadership on secondary school teachers' performance and satisfaction on the job in Nakuru district in Kenya (Mwangi, 2013) pointed out that lack of engagement of teachers in decision-making processes made them disinterested in the profession. It was said that principals' styles of leadership have a substantial influence on the job setting in a school and as a result, its performance (Kipkemboi & Sirma, 2014). Thus, the principals' duty is to provide a good working environment where teachers and learners can enthusiastically do their work.

In a study of Kenyan secondary schools in Langata division, it was discovered that one's leadership style holds critical part in enhancing the performance of learners in a school (Mugambi, 2015). In another study conducted in secondary learning institutions in Awendo District, findings reveal that principals' leadership style is critical (Ogola, 2013). Ogola examined democratic, autocratic, laissez-faire, and transformational approaches to leadership that impact a learner's performance. The results differed, but the most preferred was the transformational type of leadership.

Theoretical Framework

McGregor's Theory X and Theory Y

The theoretical framework of this study was based on McGregor's theory X and Y. McGregor's (1960) Theories X and Y provide a good perspective for investigating the relationship between leadership styles and team effectiveness in secondary schools. The idea

posits two opposing viewpoints of human behaviour at work, which have a direct impact on the leadership style used and, as a result, the team's performance. Theory X is pessimistic about workers, saying they despise work innately, lack ambition, prefer to be guided, and are primarily motivated by security and money. Leaders who agree to this idea frequently employ a more autocratic or transactional leadership style, emphasising control, supervision, and performance rewards or penalties (Skinner, 2011). Theory Y, on the other hand, believes that workers are self-motivated, crave responsibility, and are capable of creative problem solving. Leaders that believe in Theory Y frequently adopt a transformational or servant leadership style, emphasising empowerment, involvement, and personal development (Gill, 2014).

Several studies have found that leadership styles aligned with Theory Y, such as transformational and servant leadership, are connected with improved team effectiveness. Transformational leaders have been found to improve team performance, commitment, and satisfaction by inspiring, challenging, and motivating their followers (Braun et al., 2013). Similarly, servant leaders who prioritise their followers' needs and development build trust, collaboration, and well-being, which can lead to enhanced team effectiveness (Eva et al., 2019).

In the context of secondary schools, the choice of leadership style can have a considerable impact on the school's culture, the motivation of teachers, and, ultimately, student outcomes. According to Sun and Leithwood (2015), transformational leadership in schools has a beneficial impact on teacher dedication, instructional quality, and student achievement. Similarly, Cerit (2010) discovered that principals' servant leadership behaviours favourably impacted school atmosphere and teacher satisfaction. Because it gives a clear dichotomy of leadership methods, the selection of McGregor's Theory X and Theory Y is warranted for understanding the relationship between leadership styles and team effectiveness in secondary schools in Kasarani Sub-County, Kenya. It can assist in determining if

principals favour Theory X (autocratic/transactional) or Theory Y (transformational/servant) leadership styles, as well as how these styles influence team effectiveness in their schools. Furthermore, the Kenyan school system, like many others, is experiencing major reforms that necessitate a shift towards more participatory and empowering leadership styles (Ngware et al., 2016). Understanding the principals' current leadership orientations (Theory X or Theory Y) might help to drive training and development programmes to help them adopt more successful leadership styles.

Path Goal Theory

Given the complex, multidimensional nature of educational environments, Path-Goal Theory (PGT) suggests that leaders play a central role in helping followers reach their goals by helping them overcome obstacles and providing necessary support (House 1971). Educational goals typically involve improving student learning and wellbeing, with the educational process and organisational structures as its "path." According to this theory, principals may utilize various leadership behaviours (directive, supportive, participatory or achievement-oriented) depending on their followers (teachers), as well as task or goal specifics (House & Mitchell, 1974).

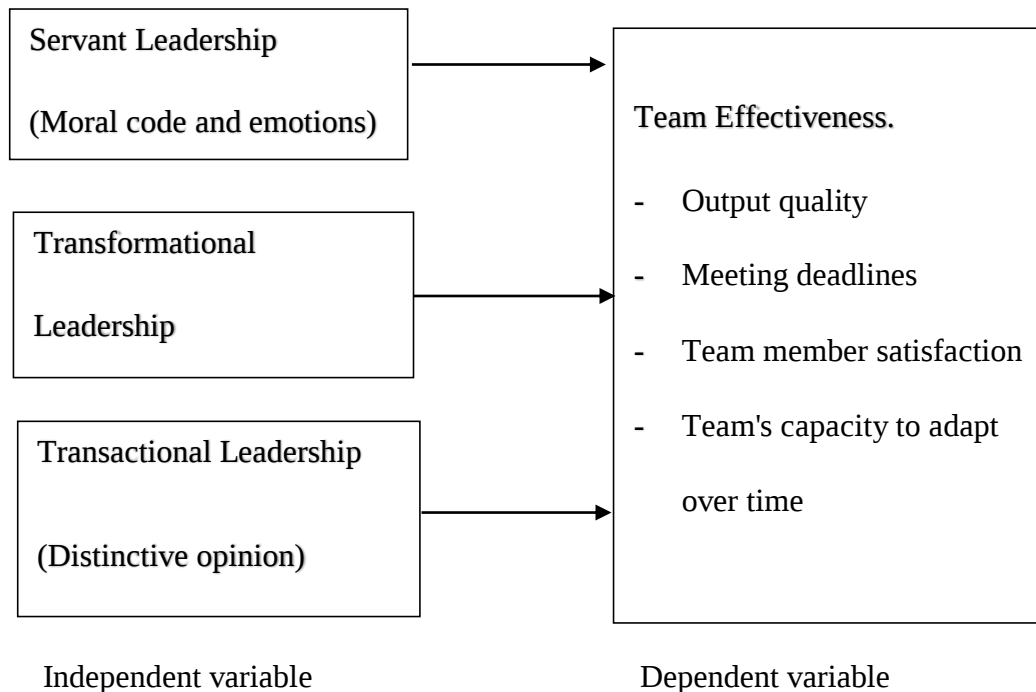
PGT's strength lies in its recognition of the dynamic interplay among leader, follower and context; which allows school leaders to respond more flexibly and adaptively to teachers' and students' needs for an optimal learning environment (Tang, 2015). Utilizing participative leadership styles may increase teachers' sense of autonomy and job satisfaction thereby leading to enhanced classroom effectiveness (Li, 2016). However, PGT may oversimplify leadership by reducing it to a set of recommended behaviours (Yukl, 2013). Furthermore, its application may be limited in situations in which leaders lack control over rewards and punishments; this is particularly applicable within schools, where teacher performance can often be determined by factors outside their direct influence (Wang et al., 2016). PGT

provides important insights, but a more complete understanding of school leadership could benefit from including additional perspectives that consider all aspects of an educational environment, including cultural, political, and socioeconomic considerations (Oplatka, 2018).

Conceptual Framework

A conceptual framework in research is a crucial tool that allows scholars to clearly articulate and visualize relationships among key variables (Miles & Huberman, 2014). It serves as an underlying structure that directs study direction while emphasizing interdependency among independent and dependent variables - both factors believed to influence outcomes (like independent variables) and results themselves (dependent variables) form the core of most investigations (Creswell, 2013). So conceptual frameworks help ensure an organized yet systematic and coherent examination of research problems (Ravitch & Riggan, 2017).

Figure 1: *Conceptual Framework*



The leadership styles are the independent variables, whilst team effectiveness is the dependent variable, which varies with the change in the independent variable. The variable servant leadership focuses on moral code and emotions to drive team effectiveness. Transformation leadership variable is entrenched on inclusivity through common vision to inspire team effectiveness among teachers in secondary schools. The framework highlights that the transactional leadership style relies on distinctive opinion to drive team effectiveness among team players in the school guided by the principal. The study tested the null hypothesis depending on the various elements of the variables used to operationalize them.

The concept of servant leadership in this study is evaluated using Laub's (1999) Servant Leadership Assessment Instrument (SOLA). The SOLA measures six key dimensions of servant leadership: valuing people, developing people, building community, displaying authenticity, providing leadership, and sharing leadership (Laub, 1999). "Valuing people" examines the leader's regard for the intrinsic worth of individuals and the community. "Developing people" looks at the leader's dedication to personal, professional, and emotional growth of their followers. "Building community" assesses the leader's ability to build a sense of belonging and connection among team members. "Displaying authenticity" evaluates the leader's genuineness and integrity. "Providing leadership" looks at the leader's ability to envision the future, take initiative, and provide direction. Lastly, "Sharing leadership" evaluates the leader's propensity to share power and decision-making with others (Laub, 1999). The leadership style of a principal is crucial in shaping the team dynamics and, subsequently, the overall team effectiveness. Research indicates that a principal's leadership style influences the school climate, teachers' job satisfaction, and student outcomes (Leithwood et al., 2010; Urick & Bowers, 2011). As such, the understanding and evaluation of a principal's leadership style, specifically servant leadership in this context, is fundamental to improving the overall team effectiveness in secondary schools.

Transformational leadership was measured using components of the Multifactor Leadership Questionnaire (MLQ), originally created by Bass and Avolio (1997, but updated through more recent research. This questionnaire evaluates transformational leadership based on four dimensions: Idealized Influence, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration. Updated measures such as Deichmann and Stam (2020) and Ruggieri et al. (2020) can provide further evidence. Transactional leadership was measured using updated MLQ components. This approach assessed transactional leadership through two dimensions of Contingent Reward and Management-by-Exception; Kelloway et al. (2013) as well as Nielsen and Cleal (2011) have used measures similar to these components for measurement.

Recent research indicates that leadership styles play a vital role in studying team effectiveness in secondary schools. Studies have revealed how transformational leadership fosters an environment of trust, motivation and intellectual stimulation which ultimately results in increased team performance (Deichmann & Stam, 2020; Ruggieri et al., 2020). Transactional leadership when implemented appropriately can also strengthen team effectiveness by setting clear expectations and rewards (Kelloway et al., 2013; Nielsen & Cleal, 2011).

The performance of teachers as a team over a specified time depends on the impact of various leadership styles applied by principals, which affect the staff directly or indirectly. This conceptualization features the complexity of leadership styles that influence the effectiveness of staff, which, in turn, determines a team's (teachers) performance. Team effectiveness was resultant from the outcomes of the three styles of leadership. It embraced the 360-degree-feedback approach with self-rating by principals and the views of teachers in every school to measure an individual's view of their principal's leadership style.

Research Gap

While research has delved into the impact of different leadership styles on various aspects of school performance in Kenya and beyond (Githinji, 2021; Mwangi, 2015; Ong'anya, 2019), to the best of this author's knowledge, no study has amalgamated the three leadership styles (transformational, transactional, and servant) in relation to team effectiveness. Notably, a ten-year review (2008-2018) on team effectiveness studies indicated that team research has started to incorporate outcomes at the organizational level (Boies et al., 2015). The authors pointed out that "as organizations continue to adopt team-based designs, particularly those with high inter-team dependence, there will be a need to articulate models of how team outcomes combine to yield organizational benefits" (p. 415). Furthermore, this study is novel in its context, focusing on a specific district in Kenya where such research has not been conducted previously. Additionally, this research utilizes validated survey instruments, which have not been used together in this particular context before.

Chapter Summary

This chapter has presented the concept of leadership and its entrenchment in nurturing effective leaders to produce positive outcomes in the education. Main concepts are the three styles of leadership, discussing servant, transformational, and transactional leadership. The chapter concluded the findings from reviewed literature showing that team effectiveness is dependent on the role played by teachers as team players and principals' leadership performance. The concepts are based on McGregor's theory and a conceptual framework discussing the influence of principals' leadership styles on team effectiveness.

CHAPTER 3: RESEARCH METHODOLOGY

Introduction

In this chapter, the research methodology applied for the research is covered. Subsections addressed are research design, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data procedures and data analysis techniques. The unit of analysis in this study is team effectiveness measured using various leadership styles of servant, transformational and transactional leadership.

Research Philosophy

Research philosophy refers to a set of beliefs regarding the nature of reality being investigated, providing context for research efforts as well as informing and shaping methodology choices (Bryman, 2016). Positivism and interpretivism are two dominant approaches to research philosophy. Positivism usually employs quantitative techniques for data collection and interpretation while interpretivism usually utilizes qualitative methods to gain a better understanding of subjective realities of those involved (Creswell, 2018).

In this study, a positivism philosophy was employed on the one hand and an interpretivist research philosophy was chosen on the other hand. Positivism focuses on conducting research in settings where variables can be controlled and manipulated (Cresswell, 2018). This philosophy allowed the researcher to test the relationships between the principal's leadership style and team effectiveness. The decision to include an interpretivist approach was driven by the need to gain more understanding of the quantitative aspect of the study with the conviction that understanding lived experience from those experiencing it is critical (Kincheloe et al., 2011). Since this research focused on understanding how principal leadership styles impact team effectiveness in secondary schools in Kasarani Sub-County in Kenya, an interpretivist approach enabled an in-depth exploration of participant experiences and perceptions. Interpretivism proved especially well-suited for

this research as it allowed participants other than teachers to share the complexities of their lived experiences while exploring subjective realities; ultimately giving a more nuanced understanding of the research problem (Smith, 2015).

Research Design

Research design is the comprehensive plan developed for answering the research questions or testing research hypotheses. It outlines procedures for collecting, analysing, and interpreting data gathered throughout a study - helping to ensure it aligns with its research objectives (Creswell et al., 2017).

This study employed a mixed-methods research design. This approach integrates qualitative and quantitative methods into one holistic analysis, offering richer context data collection through qualitative methods while still offering statistical power and generalizability from quantitative research methods (Creswell, 2014). An explanatory sequential mixed methods design was employed where quantitative data was collected and analysed first (phase 1) followed by collection and analysis of qualitative data (Creswell & Clarke, 2017). The purpose of the second phase of the qualitative data is usually to explain the results discovered in the first quantitative phase and where applicable explain any outliers (Toyon, 2021). In this study, the purpose of the qualitative phase was to offer further explanation of the teacher's perspective of Principals' leadership style by obtaining the views of other stakeholders within the school's management system. These were support staff who form an important part of the school system and observe as well as experience the Principals' leadership style.

A mixed methods approach is justifiable because it enables researchers to examine the complex relationships between leadership styles and team effectiveness at secondary schools in Kasarani Sub-County, Kenya. By including both qualitative and quantitative data sources,

this design provides a more in-depth understanding of the research problem for a nuanced interpretation of results as indicated above (Fetters et al., 2013).

Target Population

Target population refers to units or objects to which an analyst can theorize their findings off the research (Mugenda, 2013). The population also refers to the group from which information can be obtained, and to which the results of the study are intended to apply. The people targeted in this study were teaching and non-teaching staff. These included educators, principals, librarians, accountants, parents and maintenance staff in the 18 secondary schools in Kasarani district, in the capital of Kenya, Nairobi. The particulars are outlined in Table 1 below and include boys' schools, girls' schools, boarding mixed schools, as well as day mixed schools.

Table 1: *Target Population*

Schools	No. of head teachers	No. of teachers	Parents	Librarian	Accountant	Maintenance staff
Boys	1	40	550	2	2	5
Girls	3	123	1200	6	2	15
Day & boarding	2	70	1100	6	6	10
Mixed day	54	1086	21600	54	80	216
Total	60	1319	24450	68	90	246

Source: Kasarani district education office.

Sampling Procedures and Sample Size

Sampling is an integral component of research processes. Sampling involves carefully selecting individuals or groups from a larger population that adequately represent its characteristics (Creswell & Guetterman, 2019). Selecting various elements within a sample enables extrapolation of findings back out to larger populations.

In this study, a mixed-methods approach was taken and required a sampling strategy that supports both qualitative and quantitative data collection. Sample sizes were decided based on considerations such as statistical power for quantitative analyses as well as richness/depth of qualitative data (Teddlie & Yu, 2007). In this study, two samples were used sequentially. In the initial phase, a sample 413 teachers were used while a qualitative sample of 60 support staff and parents' representatives were used

Simple random sampling was chosen as the means of selecting schools for participation in this research study due to its practicality, cost-efficiency, and impartial selection; where each member of a population stands an equal chance of being picked (Etikan et al., 2016). Purposive sampling was chosen for this qualitative research aspect as it allows for non-random identification and selection of information-rich cases related to a phenomenon (Palinkas et al., 2015) for further examination and in-depth exploration of key issues or experiences relevant to answering research questions (Palinkas et al., 2015).

Teddlie and Yu (2017) suggest that 10-30% is sufficient to represent a target population, so in this study a 30% sample size was considered adequate for analysis. This research included 60 schools including principals and teachers and utilized simple random and purposive sampling techniques for selecting 413 respondents - this information can be seen in Table 2.

Table 2: *Sample Size – Quantitative Data*

Respondent	Target population	Percentage	Sample size
Principals	60	30%	18
Teachers	1319	30%	395
Total	1379	30%	413

Table 3: *Sample Size – Qualitative Sample*

Respondent	Target population	Percentage	Sample size
Parents	24450	1%	15
Librarians	68	20%	15
Accountants	90	16%	15
Support staff	246	6%	15
Total	24854		60

In line with the guidance of Saldaña (2020) and Etikan et al. (2016), the sample selection for this study prioritized diversity, representation, accessibility, and knowledge. These characteristics ensured a comprehensive understanding of the scenario in secondary schools in the Kasarani district, Nairobi, Kenya. The sample, therefore, encompassed various members of the school staff, which added to the richness and depth of the insights gained, further enhancing the study's validity and generalizability.

Stratified random sampling was further used to pinpoint the teachers who would participate in the study, the purpose being to achieve the representation desired from several subgroups in the populace. The sample thus consisted of at least two subgroups. In this case, subgroups included the aspect of gender (males and females) and of those who had taught for two years and above in the various schools. Those who participated therefore had worked in

the respective schools for at least two years. The decision to select the two years was informed by the need for there to have been some form of interaction between the teachers and their principal. According to (Oh, 2020), getting feedback was considerably higher for experienced teachers.

Additionally, 60 interviewees were randomly selected from a population of 24,854 as shown in Table 3 to meet practical constraints and allow in-depth exploration. Small sample sizes in qualitative research allow researchers to devote sufficient time and attention to each participant, providing for more in-depth examination of their perspectives and experiences. Practical considerations, such as limited resources and time constraints, often dictate using smaller samples for qualitative research. This strategy fits well with its goal of producing rich context-specific knowledge rather than generalizing statistically. Recent references including Braun and Clarke (2019), Nowell et al. (2017) and Creswell (2013) support using small sample sizes in qualitative research to gain detailed insights and investigate complex phenomena effectively.

Quantitative data included numerical or countable measures suitable for statistical analysis and mathematical calculations; such measurements addressed questions like "How many?", "How often?", and "How much?" that could be quantified and analysed using statistical tests in order to discover patterns, trends, or relationships (Frankfort-Nachmias et al., 2015). Quantitative data collection enables objective measurements and provides data that is easily organized into tables, graphs, or charts for easy visual representation (Sullivan, 2011). Furthermore, using statistical techniques, quantitative data collected using this approach can be verified and evaluated to ensure its reliability and validity (Creswell & Creswell, 2017).

On the other hand, qualitative data in this research were collected to offer rich, contextual descriptions of the phenomenon under study that cannot easily be reduced to

numbers. This information provided insights into participant perceptions, experiences and interpretations which gave depth and detail to our findings (Patton, 2015). Combining these two sources of data in a mixed-methods approach allowed the researcher to gain a more complete understanding of the research problem while taking advantage of both quantitative and qualitative techniques (Fetters et al., 2013).

Research Instruments and Data Collection Procedure

Questionnaires were used to elicit data from respondents to address the quantitative aspect of the study. A questionnaire is a widely used data collection method, providing an efficient means of amassing large amounts of information in relatively little time (Bryman, 2016). It has long been recognized for its capacity to quantify perspectives on specific issues; within this study specifically it was chosen due to its ease of administration and giving participants ample time to consider each inquiry (Dornyei & Taguchi, 2010). Two types of questionnaires were utilized: one targeted towards teachers and another targeting principal. Both tools were created to gather data on leadership styles as an independent variable and team effectiveness as the dependent variable; they were chosen based on their ability to provide quantifiable metrics that could accurately and reliably measure these variables (Fink, 2017). Recent literature highlights the significance of carefully designing and implementing questionnaires in order to ensure validity and reliability in data collected (Fowler, 2020). This point underlines the meticulous process implemented in this study in order to make sure that questionnaires adequately captured phenomena under investigation.

The questionnaires administered to teachers contained parts A and B. Part A sought to collect information pertaining to variables of demographics and part B looked to establish the profile of leadership behaviour and how it influences the effectiveness of teachers in performing their duties. The principals' questionnaire was fully adopted to the profile of

leadership behaviour described in Part B above. It consisted of statements, each of which describe a precise kind of leading methodology (Camburn et al., 2010).

Data sought was on how the principals perceive their own style of leadership; namely, servant, transformational and transactional. These were itemized by a five-point Likert and Likert Scale, with adverbs showing the prevalence with which the principal engages in an express style of leadership. Information on how the staff rate the principal's style of leadership were captured.

Servant leadership behaviours were assessed by use of items from the Servant Leadership (SOLA) Scale by Laub (1999). Transformational and transactional leadership was evaluated by use of Bass & Avolio's (2020) multifactor leadership questionnaire (MLQ). According to Bass & Avolio (2000) and Avolio & Bass (2004) "The Multifactor Leadership Questionnaire (MLQ) is the standard instrument for assessing transformational and transactional leadership behavior". See appendix 1.

Team effectiveness was assessed using items from the Teams Effectiveness Questionnaire (TEQ) by (Fasto et al., 2001), a scale which the authors developed by identifying essential characteristics of teams. The scale provides a single-scale team effectiveness assessment. The questionnaires are attached as an appendix I of this study.

The qualitative data collection procedure involved conducting in-depth interviews with parents, librarians, accountants, and support staff from selected secondary schools. Interviews provided an effective means to collect qualitative information while exploring complex behaviors, motivations and experiences related to leadership styles and team effectiveness (Creswell & Poth, 2018). An interview approach, designed to give participants freedom of expression while still meeting research questions was adopted (Denzin & Lincoln, 2011). An interview guide containing open-ended questions (appendix 2) designed to elicit participants' perceptions and experiences regarding principal leadership styles as they relate to team

effectiveness was used for this interview study. Example questions included "How would you describe the leadership style of your principal?" "How does their leadership style influence your work?", and "Can you provide examples where their style affected team effectiveness?" Probing and follow-up questions were used to prompt participants to expand on their answers and explore issues further (Maxwell, 2013). Interviews were held in private and quiet settings to protect participants' confidentiality and ensure their comfort during interviews. Each conversation was audio recorded with participant permission, then verbatim transcripts of recordings were created for analysis (Roulston & Shelton, 2015).

Validity and Reliability of Research Instruments

Instruments Validity

Bolarinwa (2015) defines validity as how accurately an instrument measures what it was meant to. In this study, the Multifactor Leadership Questionnaire (MLQ) was used and its convergent validity tested to validate its underlying construct (Hair Jr. et al., 2017). Transactional and transformational leadership styles were found to exhibit correlations of 0.71 and 0.72, demonstrating the convergent validity of this study as these figures exceed Fornell and Larcker (2016) recommended threshold of 0.5. This implies that the MLQ accurately captured latent constructs of leadership styles under investigation, providing credibility and reliability of results.

According to Grobler and Flotman (2020), the SLQ tested the convergent validity of the items assessed by Composite Reliability (CR) and average variance extracted (AVE) with a critical value of >0.70 and <0.05 . The results satisfied convergent validity test requirements.

Discriminant validity for MLQ and SLQ were also tested for all the latent variables: transactional, transformational and servant leadership. The discriminant validity denotes the degree to which a given variable is different from the other. The value to the average variance

was extracted. The results from table 4 shows that the all the MLQ dimensions met the discriminant validity requirements.

Table 4: *Discriminant Validity*

Latent variable correlations	1	2	3
Transactional	0.821		
Transformational	0.661	0.772	0.821
Servant leadership	0.870	0.654	0.762

Hair Jr. et al. (2017) provide guidelines for assessing discriminant validity, which assesses how closely concepts that should not be associated are unrelated, using Average Variance Extracted (AVE). According to them, discriminant validity is established when AVE is greater than both Maximum Shared Variance (MSV) and Average Shared Variance (ASV). With an AVE of 0.870 and MSV of 0.624, this study fulfilled its discriminant validity requirements, showing a sufficient MSV-AVE gap and showing good discriminant validity. These parameters suggested by Henseler et al. (2015) indicate that constructs are distinct while measurement tools in use effectively capture unique aspects of each leadership style being researched.

Construct validity, or how well a test measures what it was meant to measure, is a fundamental principle of research instruments (Trochim et al., 2016). For this study, construct validity was ensured through meticulous construction of the Team Effectiveness Questionnaire (TEQ). This survey aligns closely with multifaceted definitions of team effectiveness as found in literature. Predictive validity - the extent to which scores on scales or tests predict scores on some criterion measure - was also an integral component of this research project. To assess leadership styles (Barbuto, 2020), correlations were conducted

between the Multifactor Leadership Questionnaire (MLQ) and Team Effectiveness Questionnaire (TEQ), to provide insight into predictive relationships between leadership style and team effectiveness. Criterion validity, which assesses whether a test represents specific abilities, was assessed by comparing TEQ results with MLQ scores. A significant correlation was evidence of TEQ's criterion validity and enhanced reliability of findings (Whitaker et al., 2019).

Instrument Reliability

Reliability is an indicator of test consistency in providing similar results under identical conditions (Tavakol & Dennick, 2011). To assess reliability, Cronbach's alpha coefficient can often be used, with values above 0.7 often considered indicative of good reliability (Barbuto, 2020). This study assessed the reliability of three questionnaires used to measure leadership: Multifactor Leadership Questionnaire (MLQ), Servant Leadership Questionnaire (SLQ), and Team Effectiveness Questionnaire (TEQ). Results demonstrated that both instruments had high reliability with alpha coefficients between 0.65 and 0.7; these indicators suggest they are accurate measures of leadership styles (Barbuto, 2020). On the other hand, TEQ reliability fell below its accepted threshold of 0.45 with respect to measurement of team effectiveness (Whitaker et al., 2019). Hair, et. al., (2014) and Pahi et al. (2020) argue that the reliability of individual items should be between 0.4 and 0.7 as rule of the thumb. The results of individual items of this study were found to be reliable.

The internal consistency was also measured Cronbach alpha coefficient test. This denotes the degree to which every individual scale item measures the same concept. This internal consistency reliability employed composite reliability coefficient. A tool can achieve composite reliability coefficient when it scores 0.7 or more (Pahi et al., 2020). The results of this study show that the results were at 0.850. Therefore, the tools were reliable.

Piloting

Piloting was carried out in five schools that are not in the sample study based on 30% of the schools selected to take part in the study. This sum was obtained based on 30% of 18 schools considered for the data collection. The schools were randomly picked from the target population. Piloting helped to establish if the respondents would find the instruments clear, precise, and comprehensive. This enhanced the instrument's reliability as described in the foregoing sections.

Data Collection Procedure

Upon obtaining the necessary research permissions from the University and the National Council for Science, Technology, and Innovation (NACOSTI), the researcher sought local permission from the Kasarani District Education Offices. This was crucial in ensuring the study's legitimacy and ethical adherence within the local context (Salmons, 2015).

The school principals were then personally contacted, during which the study's purpose was explained, and tentative data collection dates were agreed upon. This approach aligns with the ethical considerations of informed consent and respect for participants, as highlighted by Saunders et al. (2018).

For the collection of qualitative interview data, one-on-one interviews were conducted with parents, librarians, accountants, and maintenance staff. The researcher used a semi-structured interview guide, allowing for both consistency across interviews and flexibility to probe interesting responses (Brinkmann, 2020).

The researcher personally administered the questionnaires at each institution, providing an opportunity for any questions or clarifications. Upon completion, the questionnaires were collected, ensuring a high response rate (Bryman, 2016). The

researcher's presence during the data collection process also fostered a sense of trust and rapport with participants, facilitating more candid and in-depth responses (Ritchie et al., 2020).

Data Analysis Techniques

Data analysis is an integral aspect of research, serving to interpret and elucidate collected information (Creswell & Creswell, 2017). For the quantitative portion of this study, SPSS version 25 was employed; widely known for its ability to manage large datasets efficiently (Field, 2018), Likert scale questions collected were coded before entering them into SPSS as data entries.

Descriptive statistics such as frequencies and percentages were employed to summarize the data, while multiple linear regression was applied to assess the impact of principals' leadership styles on team effectiveness (Pallant, 2020). Hypotheses were tested through multiple linear regression to establish whether there were statistically significant differences between variables (Hayes, 2018). The alternative hypothesis assumed a disparity between the true mean and comparison values, while the null hypothesis assumed no disparities existed. A correlation coefficient was used to investigate their relationships; then one-way ANOVA testing with a 95% confidence interval and p-value set at 0.05 was utilized (Warner, 2013).

For the qualitative component of this research study, thematic analysis was employed as the method to analyse data. This technique allows for the identification, examination, and reporting patterns within data (Braun & Clarke, 2013). Starting with the transcription of interviews and a thorough familiarization through repeated reading, initial codes were generated before being organized into potential themes. Themes were discussed, reviewed, and refined before being named (Braun & Clarke, 2013). This process provided an intimate

knowledge of each principal's leadership styles and influence on team effectiveness; additionally, by including both quantitative and qualitative analyses together they provided a more holistic understanding of this research problem (Creswell et al., 2017).

Ethical Consideration

Ethical considerations in research are of utmost importance for protecting participants' rights and wellbeing (Resnik, 2015). All ethical guidelines were strictly observed throughout this research project; confidentiality, privacy and anonymity were guaranteed by omitting names of individuals as well as schools from data collection instruments (Creswell & Creswell, 2017).

Participants' participation was entirely voluntary, and they were fully informed about its objectives and potential benefits. All participants provided informed consent so they knew their rights, the purpose of the study, and any use of their responses for scholarly purposes (Israel & Hay, 2018). Anonymity was maintained throughout the research process to encourage trust among participants and protect their privacy (Saunders et al., 2019). Participants were assured that their responses would only be accessible by members of the research team and used solely for this study (Guillemin & Gillam, 2014). All these measures were put in place to uphold the highest ethical conduct standards set out by the university's ethics review board and ethical research principles (Resnik, 2015).

Chapter Summary

The chapter has presented a descriptive research design to investigate the correlation between leadership styles and team effectiveness in secondary schools in Kasarani district. The target population included in this study were teachers and principals in the 60 secondary schools. The sample size of 413 respondents was used. Simple random sampling as well as convenience sampling were used as sampling techniques. The process of data analysis

involved the use of SPSS tool to analyse the collected data. Qualitative data analysis focused on the use of thematic analysis. Reliability and validity issues were also discussed with various tests being used such as Cronbach alpha test to ensure reliability. Ethical concerns were addressed in the chapter based on the considerations explored in the section.

CHAPTER 4: RESULTS AND DISCUSSIONS

Introduction

This chapter contains data presentation, interpretation, and discussion of research findings. The study sought to investigate the relationship between leadership styles; transformational, transactional and team effectiveness in secondary schools in Kasarani Sub-County, Kenya. The study used both descriptive statistics and inferential statistics. The data analysis was based on the study objectives which focused on the impact of the principal's transformational leadership on team effectiveness, the influence of principal's transactional leadership style on team effectiveness, the influence of principal's servant leadership style on team effectiveness, and how principles leadership style impacts team effectiveness.

Return Rate and Demographic Characteristics

Concerned principals and teachers were asked to show their gender, age, highest education level and experience in years. The inclusion of these variables in the study is key since it enables a vivid understanding of the background characteristics of the respondents.

Questionnaire Return Rate

The questionnaire return rate refers to the instrument that have been returned and usable for the study. The outcome of the questionnaire return rate is as shown in Table 5.

Table 5: *Questionnaire Return Rate*

Strata	Population	Sample	Percentage
Principals	18	18	100.0
Teachers	395	390	98.73

There was 100 % return rate among the principals while the teachers were at 98.7 % return rate. This implies that the questionnaire return rate was very good. The return rate was

possible since the researcher took the questionnaires to the sampled secondary schools.

According to Mugenda and Mugenda (2003), a questionnaire return rate of 50 % is good while a questionnaire return rate of 60 % and above is very good for the research. The return rate when considered very good gives the requisite information for data analysis thus enhancing sample representation and accurate generalization.

Principals' and Teachers' Demographic data

Table 6 shows the profile of the principals and teachers. Specifically, it presents the genders of the teachers and principals in the sample that was used. The findings are indicated in Table 6.

Table 6: *Gender of Principal and Teachers*

	Principals		Teachers	
	Frequency	Percentage	Frequency	Percentage
Female	8	44.4%	217	55.6%
Male	10	55.6%	173	44.4%
Total	18	100.0%	390	100.0%

Male principals (55.6%) were more than their female counterparts (44.4%). This implies that Kasarani Sub-County had more male principals than female principals. The results agree with those of Munyoki and Mulwa (2014) who noted that women were underrepresented in management positions. The results also support those of De Paola et al. (2018) who found that women had made progress in many social and economic dimension but there was still low representation in leadership position. On the other hand, there are more female teachers (55.6%) than their male counterparts (44.4%). This implies that in the sampled schools, female teachers were more than their male counterparts.

The study aimed to find out the age of the respondents. The results for the principals and teachers age are as shown in Table 7 and 8 respectively.

Table 7: Age of the Principals

Strata	Frequency	Percentage
31-40 years	6	33.3
50 & above	12	66.7
Total	18	100.0

Most of the principals were 50 years and above while 33.3 % of them were 31-40 years old. This implies that there were older principals than their younger counterparts.

Table 8: Age of Teachers

Strata	Frequency	Percentage
18-25 years	83	21.3
26-35	167	42.8
36-45 years	78	20.0
46-55	50	12.8
Above 56 years	12	3.1
Total	390	100.0

The results indicated that 42.8% of the teachers were 26-35 years of age while 21.3 % of them had 18-25 years of age and 20.0 % of them had 36-45 years of age. About 12.8 were 36-45 years and 3.1 % were 56 years of age and above. The results show that the number of younger teachers was higher than those of older teachers in the sample.

The study aimed at identifying the highest education level of the principals and teachers. The findings are as highlighted in Table 9. Most teachers (72.3%) had achieved a BED as their pinnacle education while 25.8 % of the principals had MED degree and BED degree.

Table 9: Highest Education of Principals and Teachers

Strata	Principals		Teachers	
	Frequency	Percentage	Frequency	Percentage
PhD	2	11.1	1	.3
MA/MSC	2	11.1	19	4.9
MED	5	25.8	27	6.9
BA/BSC with PGDE	1	5.5	35	9.0
BED	5	25.8	282	72.3
Diploma	3	16.7	26	6.7
Total	18	100	390	100.0

The principals and teachers were asked to state their experience level from the number of years they had taught at their respective schools. The results are as shown in Table 10.

Table 10: Principals' Years of Experience

Strata	Frequency	Percentage
10-13 years	1	5.6
18 & above	2	11.1
Less than 10 years	15	83.3
Total	18	100.0

Most of the principals had less than 10 years of work exposure while 11.1 % of them had 18 years and above of experience and 5.6 % had 10-13 years of experience. This implies that the principals had gained experience over the years they had worked in the schools. The leadership style they had adopted would also have had an impact on teachers' team effectiveness.

The teachers were also tasked to indicate the number of years they had taught. The results are in Table 11.

Table 11: *Teachers' Years of Experience*

Years	Frequency	Percentage
3-5years	206	52.8
6-10 years	87	22.3
11-15years	26	6.7
16-20 years	26	6.7
21-25 years	10	2.5
26-30years	24	6.2
31 years and above	7	1.8
Total	390	100

Slightly above half of the teachers (52.8%) had 3-5 years of involvement while 22.3 % of them had 6-10 years. This implies that the teachers were able to identify with the different leadership styles used by the different principals in their respective schools. Leadership leads to changes within the social systems hence creating a common identity within the group members and the leader becomes the role model personal identification with the employees (Dreier et al., 2019).

Impact of Principals' Transformational Leadership on Team Effectiveness

The first objective of the study was to investigate the impact of the principals' transformational leadership on team effectiveness. Transformational leaders steer the organization towards posterity and recognize the environmental needs and facilitate necessary adjustments. Korejan and Shabbazi (2016) noted that transformational leaders are inspiring, creative and lead people in a way they that they rise above their abilities through innovation and invention to deliver in their workplaces (Allie, 2014). This study tried to establish the impact of principals' transformational leadership on team effectiveness by fostering inclusivity through creation of a common vision. The results are as shown in Table 12.

Table 12: *Teachers' Responses regarding the Impact of Principal's Transformational Leadership*

Transformation leadership style	Not at all	Once in a while	Sometimes	Fairly often	Frequently if not always
Helping others to develop their strengths	27(6.9%)	35(9.0%)	60(15.4%)	95(24.4%)	173(44.4%)
Expressing confidence that goals will be achieved	21(5.4%)	36(9.2%)	46(11.8%)	123(31.5%)	164(42.1%)
Articulating a compelling vision for the future	22(5.6%)	35(9.0%)	58(14.9%)	117(30.0%)	158(40.5%)
Considering an individual's needs, abilities and aspirations of others	30(7.7%)	40(10.3%)	59(15.1%)	115(29.5%)	146(37.4%)
Suggesting new ways of looking at how to complete assignments	24(6.2%)	28(7.2%)	70(17.9%)	127(32.6%)	141(36.2%)
Treating others as individuals rather than just a group member	26(6.7%)	37(9.5%)	72(18.5%)	118(35.4)	137(35.1%)
Getting others to look at problems from many different angles	29(7.4%)	40(10.3%)	73(18.7%)	117(30.0%)	131(33.6%)
Speaking time teaching and coaching	22(5.6%)	36(9.2%)	82(21.0%)	119(30.5%)	131(33.6%)
Seeking differing perspectives when solving problems	23(5.9%)	50(12.8%)	92(23.6%)	105(26.9%)	120(30.8%)
Re-examining the appropriateness of critical assumptions	31(7.9%)	43(11.0%)	81(20.8%)	122(31.3%)	113(29.0%)

Most of the teachers (44.4%) felt that the principals' frequently if not always helped others to develop their strengths while 24.4 % felt that the principals fairly often. This implies that a good number of the teachers noted that there was a positive impact by the principal in frequently helping others to develop their strengths hence fostering inclusivity through creation of a common vision. The results concur with those of Korejan and Shahbazi (2016) who argue that transformational leadership theory that transformational leaders cooperated with others to achieve desired results through developing the strength of others.

About 42.1 % of the teachers indicated that the principal frequently if not always expressed confidence that goals were to be achieved while 31.5 % of the teachers noted that fairly often, the principals expressed confidence that goals would be achieved. This implies that there was optimism among teachers that the principal was also optimistic on the principal confidence to achieve the goals. The results agree with those of Keskes et al. (2018) who noted that transformational leadership style nurtures self-confidence, promoting upgrading knowledge and skills, facilitating a climate of respect and manifest appreciation of employee's achievements. Hence the achievement of set goals within the organization.

About 40.5 % of the teachers noted that the principal frequently if not always, articulated a compelling vision for the future. Another 30.0 % of the teachers felt that the principal fairly often articulated a compelling vision for the future. It was also noted that 5.6 % of the principals did not at all articulate a compelling vision of the future. This implies that most of the teachers felt the principal articulated a compelling vision for the future at different levels. The results agree with those of Clifton (2019) who found out that transformational leaders have clearly articulated vision and can motivate others and these leaders offer opportunities to others for personal development. The results also agree with those of Litz and Scott (2017) who noted that leaders who promoted a shared vision, helped

in boosting effectiveness, establishing high expectations, and strengthen instructional capacity as necessary elements of strong leadership to achieve positive change.

On the other hand, 37.4 % of the teachers indicated that the principals frequently if not always considered other individual's needs, abilities, and aspirations while 29.5 % said it was fairly often, 15.4 said it was sometimes, while 10.3 said it was once in a while and 7.7 % said it was not at all. This implies that most teachers felt appreciated by the principal putting teacher's needs, abilities, and aspirations first.

The researcher observed that a principal who can put the needs of others before his or her own is a focused leader hence this can influence the followers positively. The results concur with those of Clifton (2019) who opined that the principal who can expand individual's abilities and collectively nurture culture of a school focused on learning. Teachers adapt to this leadership and learning in such institutions becomes a shared responsibility.

About 36.2 % of the teachers said that frequently if not always the principal proposes new ways of viewing completion of assignments, while 32.6 % said it was fairly often while 17.9 % of the teachers it was sometimes while 7.2 % of them said once in a while and 6.2 % had not at all. This implies that teachers felt that the principals frequently and fairly often suggested ways of looking at how assignments are completed. The results concur with Clifton (2019) who found that the principals influenced individual teachers through inspirational motivation to achieving their assignments hence good performance among the students.

About 33.6 % of the teachers felt that principals frequently if not always get others to look at issues from various angles. About 30.0 % of the teachers felt that the principals' fairly often gets others to look at a problem from many different angles and the least was 7.4 not at all. This implies the teachers agreed that the principals were able to make teachers look at problems from various angles and hence get solutions from such angles. The results agree

with those of Clifton (2019) who found out that the principals look at things from different dimensions and this helps them solve issues in amicable was.

Another 33.6 % of the teachers felt that the principals speaking time, teaching and coaching was frequently or always while 30.5% of them felt it was fairly often and 21.0 % felt it was sometimes. This implies that the principal was seen as a teacher and coach in most times by the teachers. The results agree with those Smith, et al (2020) who found that the principal is seen as coach and teacher since his able to instill the culture of coaching. This contributes to constructive social change by identifying areas in which school leaders may build professional capacity to more effective use of transformation leadership behaviors.

About 30.8 % of the teachers felt that the principal frequently if not always sought varying perspectives when solving problems while 26.7 % of them noted that the principal fairly often sought differing perspectives when solving problems. This implies that the principal listened to the teachers when solving problems within the school by seeking their perspectives. The results by Ripki, et al. (2020) noted that the principal has to become creative in problem solving to learn more from the teachers' skills of problem solving. The study influences the teacher's creative behavior since the principal leadership involves the teachers in a creativity process. The study also found that a transformational leader positively influences the teachers but also pays attention to factors that can reduce creativity.

The principals were also asked to indicate the influence of transformational leadership style of team effectiveness. The results are as shown in Table 13.

Table 13: *Principals' Responses regarding the Influence of Transformational Leadership Style on Team Effectiveness.*

Transformation Leadership Style from Bass & Avolio's multifactor leadership questionnaire	Always	Often	Occasionally	Seldom
Maintain definite standards of performance	12(66.7%)	5(27.8%)	1(5.6%)	0
Urging the group to beat its previous record	12(66.7%)	6(33.3%)	0	0
Driving hard when there is a job to be done	11(61.1%)	6(33.3%)	1(5.6%)	0
Helping group members settle their differences	9(50.0%)	6(33.3%)	3(16.7%)	0
Trusting the members to exercise good judgment	5(27.8%)	12(66.7%)	1(5.6%)	0
Reducing a madhouse to system and order	6(33.3%)	8(44.4%)	4(22.2%)	0
Ability to delay action until the proper time occurs	7(38.9%)	9(50.0%)	1(5.6%)	1(5.6%)
Persuading others that my ideas are to their advantage	6(33.3%)	9(50.0%)	1(5.6%)	2(11.1%)
Getting what I ask for from my superiors	5(27.8%)	8(44.4%)	5(27.8%)	0
Overcoming attempts made to challenge my leadership	6(33.3%)	7(38.9%)	4(22.2%)	1(5.6%)

Most of the principals (66.7%) always and 27.8% often maintain definite standards of performance. This implies that the leader maintains performance standard by sharing a vision of targeted goal. The results agree with Khan, Rehmat, Butt, Farooqi & Asim (2020) who found out that a transformational leader to maintain standard performance they motivate their followers to have a shared vision of targeted goals and standard performance.

Another 66.7 % of the principals always and 33.3 % often urge the group to surpass its previous record. This implies that the principal encourages the teachers to work hard to improve on the goal that was previously achieved. The results agree with Khan et al. (2020) who noted that transformation leader is most influential factor which enhances the teachers' ability for optimum performance.

Most of the principals (66.7%) often and 27.3 % always trust the members to exercise good judgment. This implies that the transformation principal can trust members of his team to exercise good judgement. The results concur with those of Li et al. (2019) who noted that the leader behaviour through trust empower the followers to engage in work innovatively.

About 61.1 % of the principals always and 33.3 % often drive hard when there is a job to be done. This implies that the principal pushes hard when there is an assignment to be achieved. The results agree with Li, et al. (2019) found out that a transformational leader impact on the work through trusting the employees to achieve their goals. This encourages innovative behaviour among the employees.

Half of the principals (50.0%) always and 33.3 % of them often assisted members of the group settle their differences. This implies that the principals were able to help teachers deal with their differences at work. The results are in conformance with those of Li et al. (2019) who argued that the leader allows interdependence among employees when performing complex organizational responsibilities especially when there is trust.

Influence of Principal's Transactional Leadership Style on Team Effectiveness

The second objective of the study was to determine how the principal's transactional leadership style influences team effectiveness. Transactional leadership style demonstrates that the people who subscribe to it have agreed to be led, accept, and comply with a leader as they receive rewards, praises, and assets instead of being disciplined. This study therefore aimed to find out the influence of principals' use of transactional governance on team effectiveness in secondary schools in Kasarani. The results are as shown in the following Table 14.

Table 14: *Teachers' Responses to Principals' Use of Transactional Leadership Style*

Transactional leadership style	Not at all	Once in a while	Sometimes	Fairly often	Frequently if not always
Expressing satisfaction when others meet expectations	17(4.4%)	44(11.3%)	63(16.2%)	123(31.5%)	143(36.7%)
Making clear what one can expect to receive for performance goals	26(6.7%)	40(10.3%)	72(18.5%)	113(29.0%)	139(35.6%)
Discussing terms for who is responsible for achieving goals	35(9.0%)	44(11.3%)	95(24.4%)	102(26.2%)	114(29.2%)
Keeping track of all mistakes	59(15.1%)	65(16.7%)	84(21.5%)	81(20.8%)	101(25.9%)
Providing others with assistance in exchange of their efforts	50(12.8%)	44(11.3%)	69(17.7%)	128(32.8%)	99(25.4%)
Directing his/her attention toward failures to meets standards	78(20.0%)	45(11.5%)	81(20.8%)	88(22.6%)	98(25.1%)
Focusing on irregularities, mistakes, exceptions and deviations from standards	65(16.7%)	62(15.9%)	79(20.3%)	86(22.1%)	98(25.1%)
Concentrating his/her full attention on dealing with mistakes, complaints and failures	75(19.2%)	40(10.3%)	89(22.8%)	89(22.8)	97(24.9%)
Showing he/she is a firm believer in "if it isn't broken, don't fix it"	139(35.6%)	51(13.1%)	72(18.5%)	62(15.9%)	66(16.9%)
Failing to interfere until problem becomes serious	135(34.6%)	73(18.7%)	60(15.4%)	57(15.4%)	65(16.7%)
Delaying responding to urgent questions	189(48.5%)	57(14.6%)	37(9.5%)	48(12.3%)	59(15.1%)
Waiting for things to go wrong before taking action	189(48.5%)	50(12.8%)	49(12.6%)	45(11.5%)	57(14.6%)
Avoiding getting involved when important issues arise	194(49.7%)	53(13.6%)	43(11.0%)	43(11.0%)	57(14.6%)
Avoiding making decisions	188(48.2%)	53(13.6%)	48(12.3%)	45(11.5%)	56(14.4%)
Being absent when needed	199(51.0%)	48(12.3%)	43(11.0%)	49(12.6%)	51(13.1%)
Demonstrating that problems must become chronic before taking action	189(48.5%)	50(12.8%)	58(14.9%)	45(11.5%)	48(12.3%)

About 36.7 % of the teachers felt that frequently if not always the principals expressed satisfaction when others met expectations while 31.5 % felt that fairly often the principals expressed satisfaction when others met expectations. This implies that the leader issues rules and regulations to the group and then observes how others are performing and if they meet their expectation then they are rewarded. The results agree with those of Kalsoom et al. (2018) who found a strong positive correlation between transaction leadership and employees' performance.

The results showed that 35.6 % of the teachers frequently if not always felt that the principals made clear what one can expect to receive for performance goals while 29.0 % rated it fairly often, with 18.5% rating it at sometimes, 10.3 rating it at once in a while and 6.7 % rating it not at all. This implies that most teachers were able to tell what to expect as a reward for when they meet the performance goals with such teachers working hard to achieve their goals since there was a reward. The results agree with those of Ene (2020) who found out that the leaders promise a particular reward for good performance. The leader negotiates with the subordinate on what to expect when they perform.

Another transactional factor that was rated modestly by teachers was discussing terms of who is responsible for achieving goals with 29.2 % of the teachers rating the principals as frequently if not always, 26.2 % of teachers rated the principals as fairly often, while 24.4 % of the teachers rated principals using this sometimes while 11.3 % of the teachers perceived that principals used this factor once in a while and 9.0 % felt that the principal did not use factor at all. This implies that teachers were of the thought that principals were able to use this factor where they discussed with the teachers on who were responsible for achieving the goals. The results concur with those of Bouchard (2019) who noted that the leader makes transactions with the followers on who is responsible for the achievement of the goals. The process stimulates the organizational performance.

Alternatively, 25.9 % of the teachers felt that the principals frequently keep track of all mistakes, while 20.8 % indicated that the principal fairly often kept track of all mistakes, while 21.5 % of them felt that sometimes the principal kept track of all mistakes and 16.7 % of them felt that once in a while the principals kept track of all mistakes. This implies that most of the teachers felt that the principals kept track of all mistakes at some point. The results agree with those of Tran et al. (2020) who noted that transactional leaders keep track of all mistakes as a way of avoiding responsibilities. This is also supported by the Theory X where people are believed to be inherently lazy, hence the transacting leader focuses on the activities.

Conversely, 25.4 % of the teachers observed that principals were frequently if not always offering others help in trade of their efforts while 32.8 % of the teachers noted the principal is fairly often giving others aid in exchange of their efforts and 17.7 % of the teachers felt that sometimes the principals provided others with assistance in exchange of their efforts. This implies that teachers were of the opinion of providing them with assistance in exchange of their efforts. The results concur with Tran et al. (2020) who found that transactional leaders exchanged rewards with their followers to ensure that the individual committed to pursuing their efforts.

It is important to note that transactional principal as indicated by 25.1 % of the teachers frequently if not always directs their attention towards failures to meet standards while 22.1 % of the teachers felt that this happened fairly often and 20.3 % of them felt that this happened sometimes and 15.9 % of them felt that this happened once in a while. This implies that teachers felt that the principals direct their attention towards failure to meet standards. The results agree with those of the Al-Khajeh (2018) who found out that teachers were not given the independence to opportunities and freedom to meet standards since they are monitored by the principals.

The principals were also asked to show the influence they had on team effectiveness when they used transactional leadership style. The results from the principals are as shown in Table 15. Majority of the principals (66.7%) always and 22.2 % often inspire enthusiasm for a project in transactional leadership. This implies that the principals felt that they were inspiring enthusiasm for projects within the school. About 44.4 % of the principals occasionally while 22.2 % seldom and 16.7 % often worry about the outcome of any new procedure. This implies that since a transactional leader adheres to practice standards but not necessarily openness to innovation, then they would worry about new procedures. The results agree with those of Aarons (2006) who found that transactional leaders are appropriate in many settings and may support practice to standards but not necessarily openness to innovation. This implies a transactional leader would lead to acceptance of new procedures through reinforcement and reward.

Table 15: *Principals' Responses on the Influence of Transactional Leadership Style on Team Effectiveness*

Transactional Leadership Style	Always	Often	Occasionally	Seldom	Never
From Bass & Avolio's multifactor leadership questionnaire					
Anticipate problems and plan for them	7(38.9%)	4(22.2%)	6(33.3%)	1(5.6%)	0
Getting overwhelmed when too many demands are made of me	2(11.1%)	4(22.2%)	7(38.9%)	2(11.1%)	3(16.7%)
Worrying about the outcome of any new procedure	0	3(16.7%)	8(44.4%)	4(22.2%)	3(16.7%)
Inspiring enthusiasm for a project	12(66.7%)	4(22.2%)	2(11.1%)	0	0

Influence of Principal's Servant Leadership Style on Team Effectiveness

The third objective of the study was to establish how the principal's servant leadership style. Servant leadership gives the highest priority to followers, after that organization and finally to the servant leader's interests. This emphasis on followers helps the organization achieve its long-term goals. This study sought to identify whether the principal's servant leadership style shows strong moral code and emotions coupled with the capability to acclimatize to pressure influences team effectiveness in secondary schools. The results are as shown in table 16.

Table 16: *Teachers' Responses on the Principal's Servant Leadership on Team Effectiveness*

Servant leadership style	Not at all	Once in a while	Sometimes	Fairly often	Frequently if not always
Acting in ways that build respect	12(3.1%)	34(8.7%)	56(14.4%)	95(24.4%)	193(49.5%)
Talking optimistically about the future	28(7.2%)	30(7.7%)	56(14.4%)	96(24.6%)	180(46.2%)
Displaying a sense of power and confidence	14(3.6%)	48(12.3%)	46(11.8%)	104(26.7%)	178(45.6%)
Talking enthusiastically about what needs to be accomplished	16(4.1%)	28(7.2%)	57(14.6%)	113(29.0%)	176(45.1%)
Considering the moral and ethical consequences of decisions	29(7.4%)	25(6.4%)	56(14.4%)	105(26.9%)	175(44.9%)
Emphasizing the importance of having a collective sense of mission	20(5.1%)	36(9.2%)	63(16.2%)	104(26.7%)	167(42.8%)
Going beyond self-interest for the good of the group	13(3.3%)	43(11.0%)	73(18.7%)	106(27.2%)	155(39.7%)
Specifying the importance of having a strong sense of purpose	22(5.6%)	38(9.7%)	75(19.2%)	123(31.5%)	132(33.8%)
Discussing my most important values and beliefs	40(10.3%)	49(12.6%)	97(24.9%)	101(25.9%)	103(26.4%)
Instilling pride in me for being associated with him/her	65(16.7%)	41(10.5%)	97(24.9%)	95(24.4%)	92(23.6%)

From the results in table 16, slightly below half (49.5%) of the teachers felt that frequently if not always the principal acts in ways that build respect, with 24.4 % of the teachers expressing that the principal fairly often acts in ways that build respect, while 14.4 % of the teachers felt that sometimes the principal acts in ways that build respect. This implies that the principal largely practices acts of service to the others. The results agree with those of Schroeder (2016) who noted that for teacher effectiveness, the principal becomes of service to others.

About 46.2 % of the teachers felt that the principal frequently if not always talk optimistically about the future, while 24.6 % of the fairly often talked optimistically about the future, with 14.4 % of the teachers felt that the principal sometimes talked optimistically about the future and 7.7 % of the teachers felt that once in a while, teachers talk optimistically about the future. This implies that the principal is able to look at the big picture about the future with optimizing the paradigm of servant leadership. The results agree with those of Schroeder (2016) who found out that for teacher effectiveness the principal who is leading communicates the vision of the institution and is optimistic about it. The leader also is able to incorporate the beliefs and values of others within the vision.

It also important to note that 45.6 % of the teachers felt that frequently if not always the principals displayed a sense of power and confidence, while 26.7 % felt that fairly often the principals displayed a sense of power and confidence and 11.8 % felt that sometimes the principal displayed a sense of power and confidence. This implies that the teachers felt the principal is able to show a sense of power and confidence the teacher have. The results agree with those of Schroeder (2016) who noted that the principals are able to transform teachers by modelling relational behaviour into their daily interactions as colleagues hence transferring a sense of responsibility to one another through open communication and having confidence in the teachers' abilities.

About 45.1 % of the teachers felt that the principal frequently if not always talked enthusiastically about that they need to accomplish, with 29.0 % of them indicating fairly often while 14.6 % of them sometimes and 7.2 % indicated once in a while. This implies that the principal was found of putting the teachers needs first. The results agree with those of Langhof and Guldenberg (2020) who found that followers need come before the leaders needs and this centres the efforts on assisting others to mature and attain their utmost potential and reach optimal organizational and career victory.

Another factor was considering the moral and ethical outcomes of decisions with 44.9 % of the teachers indicating that the principal frequently if not always considered the moral and ethical consequences of decisions while 26.9 % of the teachers felt it was fairly often for the principals, 14.4 % felt it was sometimes and 6.4 % felt that the principals once in a while. This implies that the principal considered the moral and ethical consequences of decisions when putting the teachers first. The results agree with those of Langhof and Guldenber (2020) who noted that the principal regards the consideration of ethical considerations when following the moral compass. They noted that this helps the principal to create values within the school community especially on areas of decision making.

Another opinion stated, 42.8 % of the teachers felt that the principals frequently if not always emphasised the importance of having a collective sense of mission, with 26.7 % of the teachers indicate that this was fairly often while 14.4 % felt it happened sometimes and 6.4 % of them felt it was once in a while. This implies that the principals helped the teachers feel the important of working as a team for a common goal which was students' performance. The results agree with Langhof and Guldenberg (2020) who noted that the principal who formed teamwork in their organization as the culture of such institutions this positively influenced the team performance and the teachers work engagement. They noted that that this was like a mediating mechanism.

About 39.7% of the teachers felt that the principals frequently if not always go beyond self-interests for the good of the group while 27.2% of them felt that the principals practiced this fairly often while 18.7% felt the principals practiced this sometimes and 11.1 % of the teachers felt it was once in a while. This implies that the principals in most cases shelve the personal interest and brings the group interest first. The findings are in line with those Schroeder (2016) who noted that a servant leader understands that the self-interest comes second to the good of those being led. Hence placing others before their own needs.

The principals were also asked to indicate how they influenced team effectiveness when they applied servant leadership. The results are as shown in Table 17.

Table 17: *Principals' Responses on Servant Leadership*

Servant Leadership Style by Laub (1999)	Always	Often	Occasionally	Seldom	Never
Taking full charge when emergencies arise	14(77.8%)	4(22.2%)	0	0	0
Willing to make changes	12(66.7%)	5(27.8%)	1(5.6%)	0	0
Speaking from a strong inner conviction	11(61.1%)	5(27.8%)	2(11.1%)	0	0
Seeing to it that the work of the group is coordinated	11(61.1%)	7(38.9%)	0	0	0
Making sure that my part in the group is understood by the group members	10(55.6%)	7(38.9%)	1(5.6%)	0	0
Scheduling the work to be done	10(55.6%)	8(44.4%)	0	0	0
Looking out for the personal welfare of group members	9(50.0%)	8(44.4%)	1(5.6%)	0	0
Allowing the group a high degree of initiative	8(44.4%)	10(55.6%)	0	0	0
Inspiring as a talker	6(33.3%)	11(61.1%)	0	0	1(5.6%)
Remaining calm when uncertain about coming events	4(22.2%)	11(61.1%)	3(16.7%)	0	0
Getting swamped by details	0	8(44.4%)	5(27.8%)	1(5.6%)	4(22.2%)
Permitting the members to take it easy in their work	3(16.7%)	8(44.4%)	5(27.8%)	1(5.6%)	1(5.6%)
My word carrying weight with my superiors	3(16.7%)	9(50.0%)	5(27.8%)	1(5.6%)	0

Most of the principals (77.8%) indicated that they always take full charge when emergencies arise while 22.2 % of them indicated that often take charge. This implies that a servant leader or principal takes charge when there is a crisis in the schools. The results agree with those of Caponigro (2020) who found that during emergencies a servant leader should be always go beyond the emergency by putting measures on before and after the emergency. The leader should be able to collaborate with all involved in the school that is the students, teachers and the subordinate staff to make the goals of the school achievable.

Majority of the principals (66.7%) who subscribe to this leadership style are always willing to make changes. This implies that the principal who subscribe to servant leadership would bring changes into the institutions. The results align with those of Caponigro (2020) who found out that the principals who subscribe to these leadership styles are willing to change the leadership paradigm by placing the interest of the team members first before their own needs.

About 61.1 % of the principals always spoke from a strong inner conviction and 27.9 % of them often did and 11.1% occasionally had spoken from a strong inner conviction. This implies that a majority of the principals have the ability to affect and change others' attitudes and behaviour on issues concerning the school. The findings are consistent with Eva, et al (2019) whose study noted that principals who subscribed to this leadership style are convicted to place the needs of others before their own. This type of leader is obligated to care for others entrusted to them before their own needs or interests.

Another 61.1 % of the principals always see to it that group work is coordinated while 38.9 % often see to it group work is coordinated. This implies all the principals who used this leadership style had put upon themselves to coordinate the work of the group that is the ideal picture of the future not based on their power but the vision of the institution. The results concur with those Caponigro (2020) who found out that the principal who subscribe to

this leadership style see the work of the group is coordinated while envision the ideal picture of the institution.

About 55.5 % of the principal always ensured that their role in the group was understood by group members and they looked out for personal welfare of group members respectively. This implies that the principal allows to cultivate an atmosphere where the welfare of the group members is considered. The findings are in harmony with Eva et al. (2019) who found that the leader who subscribes to servant leadership looks out for the personal welfare of the group members. The principal is more concerned with the welfare of others since personal pleasure is derived from helping others.

Hypothesis Testing

This section aims to explore if the hypotheses of this study are supported or rejected following the discovery of this research. Two types of hypotheses are used:

- 1) The null hypothesis which represents the status quo to and was accepted unless the data provide convincing evidence that it is false,
- 2) The alternative, or research hypothesis, which was accepted only if the data provide convincing evidence of its truth.

The research Hypotheses were as follows:

H₁: Servant leadership style has an impact on the effectiveness of teams.

H₀: Servant leadership does not have an impact on team effectiveness.

H₂: Transformational leadership style has an influence on the effectiveness of teams.

H₀₂: Transformational leadership style does not have an influence on team effectiveness.

H₃: Transactional leadership style has an impact on team effectiveness.

H₀₃: Transactional leadership style does not have an impact on team effectiveness.

H₄: The servant, transformational and transactional leadership styles of a leader have an influence on the effectiveness of teams.

H₀₄: Servant leadership style, transformational leadership style and transactional leadership styles do not have an influence on team effectiveness.

Multiple Linear Regression

Multiple linear regression model was adopted as it has the ability to incorporate more than one related independent variable that in turn has potentially important variables that have to be incorporated to make accurate predictions. It seeks to foretell and expound on the variation of a single dependent variable Y from many independent/ predictor variables (Creswell, 2013).

The general multiple linear regression model formula was used:

$$Y = \beta_0 + \beta_1\chi_1 + \beta_2\chi_2 + \beta_3\chi_3 + \dots + \beta_k\chi_k + \varepsilon$$

Where

Y is the dependent variable

$\chi_1, \chi_2, \dots, \chi_k$ are the independent variables

$E(y) = \beta_0 + \beta_1\chi_1 + \beta_2\chi_2 + \dots + \beta_k\chi_k$ is the deterministic portion of the model.

β_1 the constant coefficients determine the contribution of the independent variable χ_1

ε_1 is the random error with mean 0 and variance of 1.

The summary solution when all independent variables are encompassed in the multiple regression equation goes to the Analysis of Variance (ANOVA). The F-test linked with the ANOVA table was utilized to test the null hypothesis that the independent variables are significant to the model of analysis.

Table 18: *Model Summary for Regression of Teachers' Responses on Relationship between Principals' Use of Transformational Leadership Style on Team Effectiveness*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.536 ^a	.287	.274	.687

Table 19: *ANOVA for Regression of Teachers' Responses on Relationship between Principals' Use of Transformational Leadership Style on Team Effectiveness*

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	72.233	7	10.319	21.880	.001 ^b
Residual	179.210	380	.472		
Total	251.443	387			

Table 20: *Coefficient for Regression of Teachers' Responses on Relationship between Principals' Use of Transformational Leadership Style on Team Effectiveness*

	Unstandardized Coefficients		Standardized Coefficients			Sig.
	B	Std. Error	Beta	T		
(Constant)	1.65	.129		2.804	1.00	.000
1						
Articulating a compelling vision for the future	.075	.035	.110	2.137		.033
Expressing confidence that goals will be achieved	.065	.038	.095	1.727		.085
Re-examining the appropriateness of critical assumptions	.053	.035	.080	1.485		.138
Seeking differing perspectives when solving problems	.036	.042	.055	.871		.385
Getting others to look at problems from many different angles	.075	.037	.116	2.023		.044
Suggesting new ways of looking at how to complete assignments	.147	.034	.213	4.303		.000
Speaking time teaching and coaching	.088	.036	.126	2.450		.015

There were seven predictor variables observed in the analysis, with R^2 explaining 28.7 of the dependent variables, the effect of principals' uses of transformation on team effectiveness. In the ANOVA table above, the p-value $0.01 < 0.05$ shows there is a significant relationship between the use of transformation leadership on team effectiveness. According to the teachers' responses, the coefficient $0.365 < 0.05$ level of significance showed there was a positive but weak relationship when the principal sought differing perspectives when solving problems. Another variable that had a significant level of relationship was $0.138 < 0.05$, which means there is a relationship between teachers re-examining the appropriateness of critical assumption and team effectiveness. Other factors had a low significance level which implies there was relationship between the variables and team effectiveness.

The results from multiple linear regression were also done to establish the relationship between the principals' use of transformation leadership style on team effectiveness. The results from the principals are as shown in Tables 21, 22 and 23. From the model table, the summary output of the independent variable indicators explains for R^2 17.6 % of the team effectiveness on principal use of transformation leadership style. From the ANOVA table above, the p-value = $0.996 > 0.05$ level of significance. The critical value of F at 0.05 is 10 and 7 degree of freedom is at 3.14 which is more than the calculated F (0.149).

Table 21: Model Summary for Multiple linear regression of the Principal Responses on Relationship between Principals' use of Transformational Leadership style on Team Effectiveness

Model	R Square	Adjusted R Square	Std. Error of the Estimate
1	.419 ^a	-.1002	.543

Table 22: ANOVA for Multiple linear regression of the Principal Responses on Relationship between Principals' use of Transformational Leadership style on Team Effectiveness

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	.439	10	.044	.149	.996 ^b
Residual	2.061	7	.294		
Total	2.500	17			

Coefficients^a					
Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
(Constant)	4.989	3.240		1.540	.167
Driving hard when there is a job to be done	.004	.018	.102	.229	.825
Helping group members settle their differences	-.061	.266	-.122	-.230	.825
Getting what I ask for from my superiors	.141	.224	.281	.628	.550
Reducing a madhouse to system and order	-.076	.198	-.150	-.381	.714
Ability to delay action until the proper time occurs	-.217	.336	-.558	-.647	.538
Persuading others that my ideas are to their advantage	.227	.293	.554	.775	.464
Maintain definite standards of performance	.011	.244	.027	.044	.966
Trusting the members to exercise good judgment	.249	.550	.356	.453	.664
Overcoming attempts made to challenge my leadership	-.058	.187	-.159	-.309	.766
Urging the group to beat its previous record	-.226	.598	-.286	-.378	.716

When comparing the results from the teachers and the principals, it is clear that the teachers accepted the results $p\text{-value} = 0.996 > 0.05$. This showed there was significance difference between the principals who applied transformation on team effectiveness. The results from the teachers indicated there was a significance difference between the principals use of transformation leadership on team effectiveness at $0.001 < 0.05$ level of significance hence the acceptance of the alternative hypothesis is accepted. The conclusion of this part is insufficient.

H₃: A high reward of transactional leadership style has a direct positive influence on team effectiveness.

The researcher sought from the teachers to establish the relationship between transactional leadership style on team effectiveness. The results from the teachers are as shown in Table 23.

Table 23: *Outputs for the Regression of Teachers' Responses regarding the Influence of Transactional Leadership on Team Effectiveness*

Model Summary						
Model	R	R Square	Adjusted R Square		Std. Error of the Estimate	
1	.543	.294	.264		.692	
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	74.437	16	4.652	9.727	.001
	Residual	178.393	373	.478		
	Total	252.831	389			
Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
(Constant)		2.129	.127		16.759	.000
Providing others with assistance in exchange of their efforts		.183	.033	.301	5.560	.000
Discussing terms for who is responsible for achieving goals		.051	.037	.080	1.384	.167
Making clear what one can expect to receive for performance goals		.069	.036	.105	1.943	.053
Expressing satisfaction when others meet expectations		.087	.036	.126	2.445	.015
Focusing on irregularities, mistakes, exceptions and deviations from standards		-.026	.032	-.046	-.836	.404
Concentrating his/her full attention on dealing with mistakes, complaints and failures		.022	.033	.039	.662	.509
Keeping track of all mistakes		.018	.033	.032	.556	.578
Directing his/her attention toward failures to meets standards		.013	.030	.024	.431	.667
Failing to interfere until problem becomes serious		-.035	.033	-.065	-1.049	.295
Waiting for things to go wrong before taking action		-.084	.034	-.159	-2.481	.014
Showing he/she is a firm believer in "if it ain't broke, don't fix it"		.086	.032	.161	2.705	.007
Demonstrating that problems must become chronic before taking action		-.090	.036	-.163	-2.477	.014
Avoiding getting involved when important issues arise		-.004	.038	-.008	-.108	.914
Being absent when needed		.048	.041	.089	1.182	.238
Avoiding making decisions		-.020	.041	-.037	-.486	.627
Delaying responding to urgent questions		.051	.033	.097	1.538	.125

From the model table, a summary output of the independent variable indicators explains 29.7% of the team effectiveness. The ANOVA table also shows the p-value at 0.001 <0.05 level of significance. This implies there is a positive significant association between transformational leadership and team effectiveness.

The principals' responses on the relationship between transactional leadership style and team effectiveness was regressed and the output presented in the table below.

Table 24: *Outputs for the Regression of Principals' responses on the relationship between transactional leadership style and team effectiveness*
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.286	.082	-.200	.560

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	.365	4	.091	.290	.879
Residual	4.080	13	.314		
Total	4.444	17			

a. Dependent Variable: Gender of the principals

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	T	
(Constant)	-.335	1.121		-.299	.769
Anticipate problems and plan for them	.077	.142	.149	.540	.598
Getting overwhelmed when too many demands are made of me	-.040	.115	-.098	-.350	.732
Worrying about the outcome of any new procedure	.021	.145	.041	.147	.885
Inspiring enthusiasm for a project	.144	.203	.198	.708	.491

a. Dependent Variable: Team effectiveness

Results from the model table indicate that the R^2 explains 8.2% of the independent variables. The p -value = $0.879 < 0.05$ and F -test at 0.290. This implies that there is no significance difference between principals' use of transactional leadership style on team effectiveness. The critical value of F at 0.05 significance with 4 and 13 degree of freedom is at 3.18 more than the calculated F value (0.290). This implies that since the degree of confidence is low, the null hypothesis cannot therefore be rejected. From the ANOVA analysis then the study can be concluded that there are other factors that determine team effectiveness other than the transactional leadership style among the principals.

When comparing the two results from the teachers and the principals, the teachers rejected the null hypothesis at a p -value of $0.001 > 0.05$ level of significance. From the principal's responses the null hypothesis is accepted, and the alternative is accepted where p -value of $0.879 < 0.05$ level of significance.

H₁: A strong servant leadership style has a direct positive influence on the effectiveness of teams.

Table 25: Model Summary for the Regression of Teachers Responses on the Relationship between Servant Leadership Style and Team Effectiveness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.506 ^a	.256	.230	.707

Table 26: ANOVA for the Regression of Teachers Responses on the Relationship between Servant Leadership Style and Team Effectiveness

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	64.669	13	4.975	9.941	.001 ^b
Residual	188.161	376	.500		
Total	252.831	389			

a. Dependent Variable: team effectiveness

Table 27: *Coefficients for the Regression of Teachers Responses on the Relationship between Servant Leadership Style and Team Effectiveness*

	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	T	
(Constant)	1.606	.154		10.449	.001
Instilling pride in me for being associated with him/her	-.003	.027	-.006	-.122	.903
Going beyond self-interest for the good of the group	.061	.037	.087	1.659	.098
Acting in ways that build respect	.026	.042	.037	.632	.527
Displaying a sense of power and confidence	.098	.038	.143	2.548	.011
Discussing the most important values and beliefs	-.002	.033	-.003	-.064	.949
Specifying the importance of having a strong sense of purpose	.061	.041	.089	1.474	.141
Considering the moral and ethical consequences of decisions	.005	.038	.008	.135	.893
Emphasizing the importance of having a collective sense of mission	.028	.040	.041	.703	.483
Talking optimistically about the future	.021	.038	.033	.557	.578
Talking enthusiastically about what needs to be accomplished	.055	.043	.076	1.270	.205
Articulating a compelling vision for the future	.070	.037	.103	1.862	.063
Expressing confidence that goals will be achieved	.039	.040	.057	.963	.336
Re-examining the appropriateness of critical assumptions	.082	.034	.125	2.394	.017

a. Dependent Variable: team effectiveness

From the Model table, 25.6% of the variation in strong level of servant leadership style had a direct positive influence on team effectiveness. The results show a minimal percent means the variables were not well-represented regression model. From the ANOVA

tables, the p-value =0.00, which is less than <0.05 level of significance indicating there is no significance. A p-value having less than 0.05 (characteristically ≤ 0.05) is statistically significant and further reveals the probability that the null hypothesis is true. Hence, there is a positive relationship between transformational leadership and teams' effectiveness.

Regression analysis also produced a significance value of 0.001, which is less than 0.05 and this additionally confirms the hypothesis as true. The overall twelve predictor variables considered in the analysis, shows that discussing the most important values and beliefs with the teachers as the highest related to team effectiveness at p-value =0.949> 0.05 level of significance. This implies that the principals who discussed important values and beliefs with the teachers achieved high team effectiveness. This shows that servant leadership had a high relationship with team effectiveness on issues relating to team consideration first before the interest of the principal. The null hypothesis in this case was rejected.

Table 28: *Model Summary for Regression of Principals' Responses on the Relationship between Servant Leadership style on Team Effectiveness.*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.793 ^a	.629	-.575	.481

Table 29: *ANOVA for Regression of Principals' Responses on the Relationship between Servant Leadership style on Team Effectiveness.*

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1.574	13	.121	.523	.832 ^b
Residual	.926	4	.232		
Total	2.500	17			

a. Dependent Variable: team effectiveness

Table 30: *Coefficients for Regression of Principals' Responses on the Relationship between Servant Leadership style on Team Effectiveness.*

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	11.246	5.254		2.141	.099
Speaking from a strong inner conviction	.224	.331	.414	.678	.535
Making sure that my part in the group is understood by the group members	.341	.484	.550	.705	.520
Looking out for the personal welfare of group members	-1.116	.787	-1.791	-1.418	.229
Permitting the members to take it easy in their work	.274	.266	.742	1.031	.361
Seeing to it that the work of the group is coordinated	.725	.693	.949	1.047	.354
My word carrying weight with my superiors	-.639	.436	-1.347	-1.464	.217
Remaining calm when uncertain about coming events	.017	.424	.029	.041	.969
Scheduling the work to be done	-.351	.446	-.468	-.787	.475
Getting swamped by details	.056	.187	.176	.297	.781
Inspiring as a talker	-.141	.300	-.339	-.470	.663
Allowing the group a high degree of initiative	-.496	.516	-.662	-.961	.391
Taking full charge when emergencies arises	-.715	.638	-.798	-1.121	.325
Willing to make changes	.358	.460	.568	.778	.480

From the model table, the independent variable explains 62.9 % of principals' use of servant leadership style on team effectiveness. This implies the principals who used servant leadership style predicted team effectiveness. From the ANOVA tables the results indicate a p-value .832 > 0.05 level of significance. The Critical Value of F at 0.05 significance level with 13 and 4 degree of freedom is at 3.18 which is more than the calculated F (0.523). Therefore, the null hypothesis is accepted because the degree of confidence is low.

Results of the Qualitative Data Analysis

The study used parents, librarians, accountants, and support/ maintenance staff to understand their perspectives on the impact of different leadership styles on the team effectiveness to answer the following research question:

What is the impact of the leadership style used on team effectiveness from the perspective of the non-teaching staff (parents, librarians, accountants and maintenance staff)?

Interview Participants

The interview was conducted on a sample of 60 interviewees. These were drawn from 4 groups- parents, librarians, accountants, and maintenance staff within secondary schools in the Kasarani sub-county.

Each group had a total of 15 participants that took part in the interview. The table below shows the demographics of the participants in terms of their gender, education level and age groups.

Participants Demographics

Table 31: *Participants' Demographics*

Strata	N	Percentage
Gender		
Male	37	62%
Female	23	38%
Education level		
Diploma	21	35%
Undergraduate	35	58%
Post-Graduate	4	7%
Age Group		
20-30 Years	12	20%
31-40 Years	33	55%
41-50 Years	5	8%
Above 50 Years	10	17%

Analysis of the Interview Data

Key themes: Parents

Leadership Style: Parents provided varied descriptions of the leadership styles of school principals. These descriptions ranged from transformational to transactional, servant leadership, and a combination of these. The following are excerpts from the participants' responses.

- P1: "The principal is transformational; he inspires teachers and students to reach their full potential."
- P2: "She is very transactional. Everything seems to be about rewards and penalties."
- P3: "Our principal is a servant leader. She is always ready to support us and solve our issues."
- P4: "He seems to combine styles. Sometimes, he's more transactional; other times, he's quite inspirational."

Influence on Parental Involvement: The leadership style of the principals significantly influenced the level of parental involvement and participation in school activities. The following are excerpts from the participants' responses.

- P1: "His transformational approach has motivated me to volunteer in school activities."
- P2: "Her transactional style makes me feel more like a customer than a member of a community."
- P3: "His servant leadership approach makes us feel welcomed and valued in the school community."

- P4: "The way she combines leadership styles is confusing at times, but I feel involved."

Impact on Team Effectiveness: The principals' leadership styles have had a significant impact on the effectiveness of the school team, influencing cooperation, motivation, and overall performance. The following are excerpts from the participants' responses.

- P1: "With his inspiring speeches, he manages to get the teachers motivated, and it shows in the student's grades."
- P2: "Because she sets clear expectations, the school runs like a well-oiled machine."
- P3: "His servant leadership style makes teachers feel supported and leads to better cooperation among the staff."
- P4: "She has managed to combine her leadership styles to effectively handle several school crises."

Strengths and Weaknesses of Leadership Styles: Parents identified the strengths and weaknesses of the principal's leadership styles, reflecting on their impact on team effectiveness and the overall school environment. The following are excerpts from the participants' responses.

- P1: "Strength: he motivates staff. Weakness: some people might take advantage of his idealistic approach."
- P2: "Strength: clear expectations. Weakness: might demotivate some individuals."
- P3: "Strength: very supportive. Weakness: sometimes appears less authoritative."
- P4: "Strength: adaptable. Weakness: can seem inconsistent."

Influence on School Relationships and Child's Education: The leadership styles of the principals greatly influence parents' relationships with the school and their children's educational experiences.

- P1: "His transformational approach has made us feel part of a learning community, and my child is thriving."
- P2: "Her transactional style has led to a professional relationship, but it feels like there's something missing."
- P3: "His servant leadership has led to a very welcoming atmosphere for us, and my child seems very content."
- P4: "Her mixed leadership style has been somewhat confusing, but the school is doing well overall."

Key themes: Librarians

Leadership Styles: The leadership styles of the principals, as identified by the librarians, were mostly categorized as transformational, transactional, servant, and mixed. These styles were seen as having different impacts on library operations, team dynamics, and personal and professional growth. The following are excerpts from the participants' responses.

- LB1: "She exhibits a transformational leadership style, constantly inspiring us to innovate in the library to better serve the students."
- LB2: "The principal's leadership is quite transactional. He sets clear goals for the library and expects us to meet them."
- LB3: "Our principal is a servant leader, always ready to listen to our needs and help us better facilitate learning through library resources."

- LB4: "He seems to have a mixed leadership style, sometimes setting clear targets, at other times inspiring us to go above and beyond."

Team Dynamics: The leadership styles influenced the levels of teamwork and collaboration within the library teams. Certain styles appeared to foster more collaborative and creative environments, while others encouraged more efficiency and accountability. The following are excerpts from the participants' responses.

- LB1: "Her transformational leadership has fostered a collaborative spirit among us. We feel inspired to work together for the betterment of the library."
- LB2: "His transactional approach has shaped our work into a well-oiled machine. We collaborate efficiently, knowing exactly what needs to be done."
- LB7: "The principal's servant leadership style has made us feel heard and appreciated, encouraging us to work collaboratively and support each other."
- LB8: "The principal's mixed leadership style sometimes creates confusion, but it also allows for both goal-oriented teamwork and inspirational collaboration."

Creativity vs Efficiency: This was a prominent theme across the responses, where transformational and servant leadership styles were often associated with creativity and innovation, whereas transactional leadership was associated with efficiency and orderliness. The following are excerpts from the participants' responses.

- LB6: "His transformational leadership inspires us to continuously improve.
Weakness: The constant push for innovation can sometimes be overwhelming."

- LB9: "Strength: Her transactional leadership maintains the order and efficiency of the library. Weakness: It doesn't foster a lot of creative thinking."
- LB7: "Strength: The principal's servant leadership style builds a supportive atmosphere. Weakness: Sometimes we need more structure and clear guidelines."
- LB8: "Strength: His mixed leadership style is adaptable to different situations. Weakness: The lack of consistency can sometimes be confusing."

Professional Growth: The principals' leadership styles also played a significant role in the professional growth of the librarians, influencing their abilities to innovate, manage projects, and improve their leadership skills. The following are excerpts from the participants' responses.

- LB1: "Her transformational leadership has pushed me to think outside the box, constantly challenging me to improve and innovate."
- LB2: "His transactional leadership has made me more accountable and efficient in my work, but I do wish there was more room for creativity."
- LB7: "The principal's servant leadership has encouraged me to voice my ideas and contribute to decision making, which has boosted my leadership skills."
- LB8: "His mixed leadership style has pushed me to adapt and flex my approach depending on the situation, enhancing my professional versatility."

Key themes: Accountants

Leadership Styles: Transformational, transactional, servant and mixed leadership styles were the primary categorizations used to describe the principals' leadership styles.

These styles were seen to have diverse impacts on financial management and accounting team dynamics. The following are excerpts from the participants' responses.

- Acc1: "Her transformational leadership pushes us to think of new ways to manage and allocate funds for the betterment of the school."
- Acc2: "The principal's style is very transactional. He sets clear financial targets and expects us to meet them."
- Acc3: "He follows a servant leadership approach, always open to our ideas on how to improve financial management in the school."
- Acc4: "The principal has a mixed leadership style. Sometimes he sets strict targets, but other times he encourages us to think creatively about budgeting."

Teamwork and Collaboration: The principals' leadership styles significantly influenced the levels of teamwork and collaboration within the accounting teams and between other school teams. The following are excerpts from the participants' responses.

- Acc1: "Her transformational leadership has brought our team together. We feel motivated and collaborate well to bring innovative financial solutions for the school."
- Acc2: "His transactional approach has created a well-structured system, where everyone knows their roles and responsibilities, fostering efficient collaboration."
- Acc3: "The principal's servant leadership has boosted our morale, and we work together more effectively because we feel appreciated and supported."

- Acc4: "His mixed leadership style allows for both efficient teamwork based on clear financial goals and creative collaboration for better financial strategies."

Effectiveness in Financial Management: Principals' leadership styles had a direct impact on the effectiveness of the accounting team in managing school finances, as evidenced by their influence on budgeting, auditing, cost-saving, and financial accountability practices. The following are excerpts from the participants' responses.

- Acc1: "Under her transformational leadership, we were inspired to digitize our accounting system, resulting in increased efficiency and accuracy in financial reporting."
- Acc2: "His transactional leadership led to the implementation of stricter budget adherence, which helped us significantly decrease unnecessary expenses."
- Acc3: "The principal's servant leadership fostered a supportive environment where we felt comfortable suggesting cost-saving measures, leading to substantial budget savings."
- Acc4: "Under his mixed leadership style, we were able to meet our financial targets while also implementing innovative budgeting strategies."

Strengths and Weaknesses: Each leadership style presented its unique strengths and weaknesses. For example, transformational leadership was often associated with innovation but sometimes at the expense of routine tasks. Transactional leadership led to efficiency but sometimes stifled creativity. Servant leadership fostered a supportive atmosphere but could lack structure, while mixed leadership offered versatility but could lead to confusion. The following are excerpts from the participants' responses.

- Acc1: "Strength: Her transformational leadership inspires us to innovate.
Weakness: Sometimes, the focus on big picture ideas overlooks the importance of routine tasks."
- Acc2: "Strength: His transactional leadership ensures financial targets are met.
Weakness: It may limit the exploration of creative financial solutions."
- Acc3: "Strength: The principal's servant leadership makes us feel valued and heard. Weakness: At times, we need a more directive approach for decision making."
- Acc4: "Strength: His mixed leadership style allows for both creativity and efficiency. Weakness: It can create uncertainty about what to expect."

Motivation and Commitment: The leadership styles of the principals played a substantial role in influencing the motivation and commitment of the accountants towards their roles in the school. The following are excerpts from the participants' responses.

- Acc1: "Her transformational leadership has inspired me to continuously improve and innovate, keeping me motivated and committed to my role."
- Acc2: "His transactional approach keeps me focused and accountable, ensuring that I remain committed to my responsibilities."
- Acc3: "The principal's servant leadership makes me feel valued, increasing my motivation and commitment to contribute positively to the school's finances."
- Acc4: "His mixed leadership style challenges me to adapt and innovate, which keeps me motivated and engaged in my role."

Key themes: Maintenance staff

Leadership Style: The principals employ a range of leadership styles, from transformational to transactional, servant, and mixed. These styles shape the way maintenance staff approach their duties and contribute to the overall school environment. The following are excerpts from the participants' responses.

- Ms1: "The principal's transformational leadership inspires us to think beyond our regular duties to improve the school environment."
- Ms2: "His transactional leadership ensures clear expectations and accountability, which makes it easy for us to maintain the school's cleanliness and safety."
- Ms3: "She employs a servant leadership style, always ensuring we have the resources we need to keep the school premises safe and clean."
- Ms4: "His leadership style is a mix of transformational and transactional. He sets clear maintenance standards while encouraging innovative problem-solving."

Impact on Work Performance: The leadership styles of the principals have a significant effect on the performance and effectiveness of the maintenance team, influencing efficiency, creativity, and the overall quality of maintenance work. The following are excerpts from the participants' responses.

- Ms1: "The principal's transformational leadership style inspired us to develop a more efficient recycling system, which has significantly improved our waste management."

- Ms2: "His transactional leadership led us to create a detailed cleaning schedule that has resulted in a much cleaner school environment."
- Ms3: "Under the principal's servant leadership, we initiated a school garden project that has enhanced the school's outdoor environment."
- Ms4: "His mixed leadership style motivated us to introduce an energy-saving plan, leading to a reduction in the school's energy usage."

Influence on Teamwork and Collaboration: (Description) - The principals' leadership styles influence the degree of teamwork and collaboration among the maintenance staff and other school teams, impacting communication, unity, and cooperation. The following are excerpts from the participants' responses.

- Ms1: "Her transformational leadership style encourages open communication and collaboration among all school teams, which fosters a harmonious working environment."
- Ms2: "His transactional leadership ensures that everyone is aware of their specific duties, which makes teamwork more efficient and effective."
- Ms3: "The principal's servant leadership has instilled a sense of respect and collaboration among us and other teams, creating a supportive work environment."
- Ms4: "His mixed leadership style maintains the balance between structured collaboration and innovative teamwork, benefiting all aspects of school maintenance."

Job Satisfaction and Motivation: The leadership styles of the principals significantly influence the motivation and job satisfaction of the maintenance staff, affecting

their morale, commitment, and overall job contentment. The following are excerpts from the participants' responses.

- Ms1: "The principal's transformational leadership style makes me feel valued as an important part of the school's success, boosting my motivation and job satisfaction."
- Ms2: "His transactional leadership style provides clear goals and expectations, which contributes to my motivation and sense of accomplishment."
- Ms3: "Her servant leadership style fosters a respectful and supportive work environment, which greatly increases my job satisfaction."
- Ms4: "His mixed leadership style offers a balanced work environment where structure and innovation coexist, which keeps me motivated and satisfied in my role."

Summary of the Interview Findings

The interview findings reveal varying perceptions on the impacts of transformational, transactional, and servant leadership styles of secondary school principals on team effectiveness in secondary schools in Kasarani, Sub-County, Kenya. These perceptions are given by four groups: parents, librarians, accountants, and maintenance staff.

1. Parents noted that the principals' leadership style significantly influenced their level of involvement in school activities, and the overall school environment. For example, transformational leadership was seen to inspire participation, transactional leadership created a sense of transaction, servant leadership fostered a welcoming community, and mixed styles caused some confusion.

2. Librarians perceived the principals' leadership styles to greatly influence their work operations and dynamics. They associated transformational leadership with innovation and creativity, transactional leadership with efficiency and orderliness, servant leadership with a supportive atmosphere, and mixed leadership as adaptable but at times confusing.
3. Accountants highlighted the influence of the principals' leadership styles on their teamwork, financial management effectiveness, motivation, and commitment. They noted that transformational leadership encouraged innovative financial solutions, transactional leadership ensured financial targets were met, servant leadership created a supportive environment, and mixed leadership allowed for creativity and efficiency but sometimes led to uncertainty.
4. Maintenance staff found that the principals' leadership styles shaped their work approach and overall school environment. They saw transformational leadership as inspiring, transactional leadership as setting clear expectations, servant leadership as ensuring adequate resources, and mixed leadership as balancing maintenance standards with innovative problem-solving.

In summary, all groups recognized that leadership styles influenced their experiences and effectiveness. Transformational leadership was seen to foster innovation and motivation, transactional leadership led to efficiency and clear expectations, servant leadership created a supportive environment, while mixed leadership provided adaptability, albeit with some confusion.

Discussion

Leadership Style and Influence

Perceptions of Principal's Leadership Vary across Four Groups: parents, Librarians, Accountants, and Maintenance Staff. Each of these four groups' interactions with him or her leadership practices had an enormous impact in shaping their respective perspectives on his or her leadership practices. Parents typically experienced their principal's leadership through policies, communication channels and their children's experiences at school. Parents' perception of his or her leadership style were depended on factors like overall school performance, communication effectiveness and response times to parental complaints (Epstein, 2018). Librarians as educational support staff had direct interactions with principals that affected their perception of their leadership style, most of who mentioned that their principals exhibited features of transformational leadership. Librarians valued a principal who fostered an environment conducive to learning while supporting library's role within it (Loertscher et al., 2020). Their experiences may also have been determined by how much autonomy, respect and support was extended by principals in terms of autonomy, respect, and support they were afforded from them. Accountants had a unique perspective of their principal's leadership style. Their perception was formed by how well he or she handled financial matters, the clarity of roles and expectations set forth, as well as levels of autonomy available (Mestry & Khati, 2013). There was no clear-cut leadership style that accountants felt was used as some identified transformational leadership as predominant while others mentioned transactional and servant leadership styles. Lastly, Maintenance staff often go unnoticed in leadership studies; yet their services have an immediate effect on a school's physical environment. Their perceptions of their principal's leadership style were affected by factors like appreciation of their work, equitable treatment, and being included in decision-

making processes that impact them (Gumus et al., 2018). A majority of the interviewees mentioned the principal as having features of transformational leadership.

Team Dynamics

The principal's leadership style had an immense effect on team dynamics across the four groups. Collaboration, cohesion and effectiveness among teams could all be tied back to his or her leadership approach (Klar & Brewer, 2013). Parents were stakeholders rather than employees; thus, they did not form an official team; however, their involvement in school activities or parent-teacher associations was guided by the leadership of their principal in terms of facilitating collaboration and creating a sense of community. Parents reported that the principals were collaborative and involved them significantly in the school's activities, an element that positively impacted on how effective they achieved their parent teach objectives.

Librarians, accountants, and maintenance staff comprised operational teams within the school staff. Their perspectives on team dynamics were affected by how well their principal promoted teamwork through his facilitation skills, clarity of roles and expectations, and conflict resolution skills. From the findings, interviewees mentioned that they felt that the principal was not only clear in communication, but also in assigning roles, providing leadership to accomplish team goals and also resolve conflicts within the teams, impacting positively on the performance of the different teams. (Hulpia et al., 2011). An approach by principals that prioritizes librarians and fosters collaborative cultures can enhance the effectiveness of library teams in terms of contributing towards academic goals (Montiel-Overall, 2010). Studies also indicate that how principals approach operational teams has an effect on motivation, job satisfaction and overall performance - such as when engaging them in decision making processes as well as providing fair working conditions can foster positive team dynamics (Hulpia et al., 2011).

Communication and Feedback

Communication and Feedback is a key aspect of school operations and functionality, heavily impacted by a principal's leadership style. Effective communication and feedback allow a principal to foster a positive school culture, enhance team effectiveness and achieve organizational goals (Yukl, 2012).

Parents were valued as integral stakeholders in the educational process and expected timely updates regarding school activities, academic progress and any issues concerning their children from school leadership. Parents indicated that they valued having a principal who was responsive to their queries and concerns, showing respect for the important role they played in their child's education. Parents valued being involved in decisions that directly impacted their children, such as curriculum changes or discipline policies as team players. Previous studies have indicated that to be involved effectively, this often required having a principal who not only communicated necessary information to parents but was open to feedback and suggestions from them (Deslandes & Bertrand 2005).

Librarians as important contributors to an educational environment often viewed effective communication as being defined by clear instructions and expectations from their principal, in addition to being recognized for their professional expertise and included in academic discussions or decisions that mattered as part of the education team. Through open dialogue and feedback loops, they often felt more empowered as contributors to academic goals (Montiel-Overall, 2010). Accountants on their other hand being responsible for school financial management often favoured clear directives and prompt feedback on their work which improved their performance as a team. Principals who understood the financial aspects of their school operations, communicated budgetary expectations clearly and offered constructive feedback was valued highly by accountants tasked with financial decision-

making (Glanz, 2006). Such practices often led to more efficient financial decision-making within schools (Glanz, 2006). Lastly, maintenance staff often overlooked in communication chains greatly appreciate clear instructions and feedback from their principal perceived as paramount to their team success. They welcomed being informed of school activities that might affect them, receiving feedback on the services provided, and being included in relevant decisions, aspects that enhanced optimal work performance as part of the team. Principals who facilitate open dialogue with maintenance staff often find this facilitates motivation and job satisfaction (Hulpia et al. 2011).

Motivation and Professional Growth

Interview findings demonstrated the significant effect of principals' leadership styles in shaping motivation and professional growth among various school stakeholders. Motivation and professional growth are fundamental for job satisfaction, productivity of the team, and stakeholder engagement in any school setting. Principals can create an environment which fosters professional development and intrinsic motivation (Li et al., 2021).

Parents revealed that principal leadership has an effect on parental motivation to participate and express themselves within a school community thus improving overall success of the team. Parents were more encouraged to join school activities and express their opinions when the principal was approachable and transparent about caring about academic development and personal well-being of their children. Al-Alwan (2014) has concluded that principal leadership directly impacts parental engagement.

Librarians reported in the interview that their professional growth and motivation depended on being acknowledged for the role they play in promoting literacy and creating an optimal learning environment. Furthermore, librarians valued principals who offered opportunities for professional development as well as considered their expertise when making

decisions - this view is further supported by Maxmen et al. (2018) who noted the criticality of leadership to librarian job satisfaction and performance.

Accountants valued clear communication, recognition and opportunities to develop their skills. Their motivation was strongly tied to their principal's ability to articulate expectations clearly, recognize contributions made and provide opportunities for career advancement - this parallels Deci et al's (2017) research, which suggests competence autonomy relatedness are keys for intrinsic motivation.

Maintenance staff were inspired by their principal's recognition of their role in providing a safe and clean learning environment, and valued leaders who respected their work, included them in relevant decision-making processes, and provided opportunities to develop new skills. This research aligns well with that conducted by Bailey et al (2017) who highlighted positive leadership's ability to boost employees' self-efficacy, resilience, and job satisfaction.

Strengths and Weaknesses of Leadership Style in Relation to Team Effectiveness

Another theme uncovered during analysis of interview findings was the issue of strengths and weaknesses of each principal's leadership style, perceived by each group. Their respective styles had significant ramifications for team effectiveness as perceived by these four groups with differing roles and expectations in school environments.

Parents play an integral role in supporting school initiatives and creating an ideal learning environment. Parents viewed principals who were highly visible, accessible, and actively involved with their school community as ideal leaders; those who fostered a nurturing school culture with emphasis on academic excellence were seen to foster greater team effectiveness through encouraging active parent participation. On the contrary, lack of transparency communication or limited involvement in school decision making were seen as

weaknesses that may create distance between the school and parent community (Murray et al., 2015).

Librarians play an essential part in supporting the intellectual growth of students. Librarians stressed the need for their principals to understand and recognize their role in promoting literacy and creating a conducive learning environment, such as inclusion in academic decision making or professional development opportunities being seen as strengths that would increase team effectiveness by instilling values such as value and commitment, while lack of recognition or limited professional growth opportunities were seen as weaknesses, compromising team morale and performance (Aldridge & Fraser, 2016).

Accountants, who play an essential role in school administration, valued principals who ensured clear communication, recognized contributions made, and offered opportunities for career advancement. Such strengths in leadership style increased team effectiveness by fostering job satisfaction and commitment; on the other hand, limited involvement in decision-making or recognition could reduce team cohesion and effectiveness (Masa'deh et al., 2016).

Maintenance staff responsible for creating a safe and clean learning environment appreciated respect, involvement in relevant decision-making processes and learning opportunities offered. These leadership strengths fostered ownership and job satisfaction within teams while improving team effectiveness (Dixon et al., 2014). However, acknowledgement or limited opportunities for skill development were seen as weaknesses which could negatively affect team morale or efficiency (Dixon et al., 2014).

Relationship with School

The principal's leadership style had an immense effect on how various groups interacted with the school, directly impacting team effectiveness. Her ability to foster an atmosphere of belonging and inclusion played an essential role in creating effective teams.

Parents value principals who are approachable, responsive, and actively involved with their school community as this contributes to building strong relationships between principals and schools as well as those within them. Parents reported this positively influenced their willingness to collaborate and engage in school community initiatives thereby increasing team effectiveness (Gordon & Louis, 2018). A leadership style which facilitates parental involvement while opening communication helped bolster relations between principal and school while simultaneously improving team effectiveness (Gordon & Louis, 2018).

Librarians reported feeling valued when their principal recognized their contribution to student academic development and provided opportunities for professional growth, leading to stronger relationships within the school and increased commitment to its goals, increasing team effectiveness (Palmer et al., 2019). Previous studies support such leadership styles' potential to foster belongingness and commitment (Palmer et al., 2019). Accountants strived for clear communication and recognition for their contributions to a school's administrative function. Principals who fostered an inclusive working environment that promoted accountants' professional growth strengthened relationships within their school while increasing team effectiveness by increasing job satisfaction and commitment (Masa'deh et al. 2016). Maintenance staff valued a sense of respect and inclusion in decision-making processes involving their work, which enhanced their sense of ownership and ultimately motivated their work teams more. It is thus beneficial when the principal involved them in

these decision-making processes while showing respect for them as individuals and team players.

School culture and environment

Parents reported that the principal's leadership style had a profound effect on school culture and environment. Principals who promoted an inclusive, engaging atmosphere were seen to foster team effectiveness by encouraging parent involvement and collaboration (Egalite & Kisida, 2018).

Librarians noted that when principals prioritised academic excellence and recognized the significance of libraries in reaching this goal, it created a positive school culture. Such an environment enhanced team effectiveness by creating an environment conducive to collaborative work and learning (Wang & Medjdoub, 2022). Accountants reported that principals who demonstrated fiscal responsibility and respected their input in financial matters positively influenced the school culture, leading to improved team effectiveness by creating an environment of transparency and mutual respect (Zhu et al., 2011). Maintenance staff appreciated it when their principal acknowledged their contribution in providing a safe and clean learning environment. Promoting a culture of mutual respect among roles within a school boosted team effectiveness through increased morale and motivation (Borrero et al., 2012).

Chapter Summary

The chapter has documented results from data analysis based on the proposed descriptive research design to investigate the correlation between leadership styles and team effectiveness in secondary schools within the study area. Questionnaire return rate explored the instrument that had been returned and usable for the study based on feedbacks from respondents included in the sample size. Demographic characteristics section explored the

various measures based on the metrics captured in variables. The qualitative research section was conducted using a semi-structured interview format and involved multiple stakeholders including parents, librarians, accountants and maintenance staff; its purpose was to explore their perceptions of the principal's leadership style across seven themes.

CHAPTER 5: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The chapter contains the summary, discussion of findings, conclusions, and recommendations of the study. This study employed a mixed methods research design. The targeted population of this study was principals and teachers from the 18 secondary schools within Kasarani district. A sample was obtained using simple random sampling and convenience sampling. The sample of teacher was further stratified to two subgroups of male and female teachers. Stratified random sampling was applied to get a sample for the teachers. The researcher used questionnaires to get information from the respondents. Validity of the instrument was tested to determine content, construct, and criterion validities during piloting. Test-retest method was adopted to test on the reliability of the instruments.

The collection of data procedure began with the researcher obtaining letter from the university, giving a courtesy call to the school principals, and then administering the questions and collecting on the agreed time had lapsed. Interview data was also collected using interviews and analysed using thematic analysis. Key themes were identified and analysed in the study. Descriptive data analysis was used to analyse data and it was presented in form of %ages in frequency tables. For inferential data, multiple linear regression was used to test the relationship between the dependent and independent variables. To offer confidentiality to participants, the names of individual and schools were omitted. An informed consent was sought to ensure participants were informed and the participation was optional.

Summary of Findings

The purpose of the study was to explore the relationship between the principals' leadership style and team effectiveness in public secondary schools in Kasarani district, Nairobi, Kenya. The study was guided by the following objectives:

(1) To establish the impact of the principal's transformational leadership on team effectiveness by looking at fostering inclusivity through the creation of a common vision;

(2) To determine how the principal's transactional leadership style influences team effectiveness by exhibiting distinctive opinion in comparison to that of teachers and

(3) To establish how the principal's servant leadership style of showing strong moral code and emotions coupled with the capability to acclimatize to pressure influence team effectiveness in secondary school in Kasarani district, Nairobi, Kenya.

ANOVA and Regression analysis tables produced p-value of 0.00, which is less than 1. The value is less than 0.05 level of significance indicating there is no significance. A p-value having less than 0.05 (characteristically ≤ 0.05) is statistically significant and further reveals the probability that the null hypothesis is true. Hence, there is a positive relationship between transformational leadership and teams' effectiveness.

The key questions that were answered by the qualitative research included the following: What leadership styles do the principals use in their working with the non-teaching staff? What is the impact of the leadership style used on team effectiveness from the perspective of the non-teaching staff (parents, librarians, accountants and maintenance staff)? Interview results indicated that transformational leadership was most evident among sampled schools, with principals emphasizing inspiration and intellectual stimulation as primary methods of leadership. Transactional elements also present, particularly through contingent rewards; servant leadership was less common but some principals displayed aspects of it by caring about staff welfare; most staff reported feeling motivated and satisfied in their roles due to these various styles used, yet contextual factors also had significant bearing.

Results of Hypothesis Testing

H₁: A strong servant leadership style has a direct positive influence on the effectiveness of teams.

H₂: A strong level of transformational leadership style has a direct positive influence on the effectiveness of teams.

H₃: A high reward of transactional leadership style has a direct positive influence on team effectiveness.

H₄: The servant, transformational and transactional leadership style of a leader have a direct positive influence on the effectiveness of teams.

Table 32: *Results of Hypothesis Testing*

Hypothesis	Teachers		Principals	
Principal use of Transformational leadership style on team effectiveness	0.01	Opposed	.996	Accepted
Transactional leadership style has a direct positive influence on team effectiveness.	0.01	Opposed	0.879	Accepted
A strong servant leadership style has a direct positive influence on the effectiveness of teams	0.01	Opposed	.832	Accepted

The Impact of the Principals' Transformational Leadership on Team Effectiveness by Fostering Inclusivity through Creation of a Common Vision

The study established 44.4 % of the teachers felt that frequently the principal helped others develop their strengths, hence creating a common vision. The study also established from the teachers that the principal frequently expressed confidence that goals were to be achieved with 31.5 % of the teachers noting that this happened fairly often. In addition, the study results indicated that 40.5 % of the teachers noted that the principals frequently articulated a compelling vision for the future with 30.0 % of the teachers indicating the principal did this fairly often. The study further established that 37.4 % of the teachers felt the principals frequently considered other individual's needs, abilities and aspirations while 29.5 % of them felt the principal fairly often considered other individual's needs, abilities and aspirations hence fostering inclusivity through creation of a common vision. The study also revealed 36.2 % of teachers thought that frequently if not always the principal suggested new ways of looking at how to complete assignment with 32.6 % indicating it was fairly often hence fostering inclusivity through creating of a common vision.

From the principal's questionnaire the study established that 66.7 % of the principals always and 27.8 % often maintain definite standards of performance. It also revealed that the 66.7 % of the principals indicated that they did this always and 33.3 % often urge the group to beat its previous record. The study also revealed that 66.7 % of the principal often and 27.3 % of the principals always trust the members to exercise good judgement. The study also revealed that 61.1 % of the principals always and 33.3 % of the principals often drive hard when there is a job to be done. The results show that the principals as a transformation leader uses his position to fostering inclusivity of a common vision.

The results agree with those of Hoxha (2016) who noted that transformational leaders motivate followers to achieve highly since they were energized to work hard as a team. This

is because transformational leaders deal with members of a team as individuals. Given, flowers are unique thus have unique needs and diverse knowledge. Sun et al. (2019) found that transformational leaders who clarify the goals and purpose at hand, increase the team performance. This because the leader allows the employees to be self-directed and the leader influences team performance. They promote team effectiveness and efficiency by demystifying goals, striving to ensure that the working conditions are acceptable.

The Multilinear Regression on the teachers' responses on the impact of the principals' transformational leadership on team effectiveness by fostering inclusivity through creation of a common vision showed that the p-value $0.001 < 0.05$ level of significance which implies there is no statistically significant difference on team effectiveness on transformation leadership style. This the null hypotheses were not supported while the results from the principals' results, the p-value = $.996 > 0.005$ shows there is statistical significance difference between team effectiveness and use of transformation leadership styles by the principal. This implies that the null hypothesis is accepted.

Determining how the Principals' Transactional Leadership Style Influences Team Effectiveness by Exhibiting Distinctive Opinion in Comparison to that of Teachers in Secondary Schools in Kasarani District.

This study showed from the teachers' questionnaire that 36.7 % and 31.5 % of the principals frequently expressed satisfaction when others met expectations. The study also revealed that 35.6 % frequently and 29.0 % fairly often of the teachers felt the principals clarified what one can expect to receive for performance goals. The study reveals that 25.9 % of the teachers felt that the principals always and 20.8% fairly often kept track of all mistakes. The study also revealed that 25.4 % of teachers felt the principals frequently and 32.8 % fairly often the principal provides others with assistance in exchange of their efforts. The study also revealed that 25.1 % of the teachers frequently while 22.1 % of them fairly often

the principal directs his or her attentions towards failure to meet standards. The results agree with Hoxha (2019) who noted that transactional leadership had contributed to organizational performance.

From the principals questions the study revealed that 66.7 % of the principals always and 22.2 % often inspire enthusiasm for a project. The study also revealed that 44.4 % of the principals occasionally 22.2 % seldom and 16.7 % often worry about the outcome of any new procedure. From the inferences, the teachers' results show there is a strong positive correlation between principals use of transactional leadership styles on team effectiveness by exhibiting distinctive opinion in comparison to that of principals

When comparing the two results from the teachers and the principals the teachers rejected the null hypothesis at a p-value of $0.01 > 0.05$ level of significance. From the principal's responses the null hypothesis is accepted and the alternative is rejected with a p-value of $0.879 < 0.05$ level of significance.

To establish how the principal's servant leadership style of showing strong moral code and emotions coupled with the capability to acclimatize to pressure influence team effectiveness in secondary schools

The teachers' results established that 49.5 % of the principals acts in ways that build respect and 24.4 % of the teachers felt that the principal was fairly often act in ways that build respect. The study also revealed that 46.2 %, 24.6 % and 14.4 % of the teachers felt the principal frequently talk optimistically about the future. The study also established that 45.6 % of the teachers frequently, 26.7 % of the teachers fairly often and 11.8 % of the teachers sometimes felt the principal displayed a sense of power and confidence.

The study established that 45.1 % of the teachers frequently, 29.0 % of them fairly often and 14.6 % of them felt that the principal talked enthusiastically about that they need to accomplish. The study also revealed that 44.9 % of the teachers frequently, 26.9 % of them

fairly often and 14.4 % of them sometimes the principal considered the moral and ethical consequences of decision-making process. About 42.8 % of the teachers felt frequently, 26.7 % of them fairly often and 14.4 % sometimes the principal emphasised the importance of having a collective sense of mission. Also noted was that 39.7 % of the teachers frequently felt that the principals go beyond self-interests for the benefit of the lot.

From the principal's responses the study revealed that 77.8 % always and 22.2 % of the principals took full charge when emergencies arise. It also revealed that 66.7 % of the principals were always and 27.8 % of them often were willing to make changes. The study also revealed that 66.7% of the principals are always willing to make changes into the institutions. About 61.1 % of the principals always spoke from an inner conviction. Another 61.1 % of the principals always see to it that work of the group is coordinated while 38.9 % often see to it the work of the group is coordinated. The study revealed that 55.5 % of the principals always made sure that their part in the group was understood by the group members and they looked out for personal welfare of the group members respectively. The results agree with those of Canavesi and Minelli (2022) who proposed that servant leadership had a positive and significant impact on team effectiveness via team goals clarity and team process clarity.

The results from the Multiple Linear Regression on teachers' responses shows the p-value $0.001 < 0.05$ level of significance indicating there is no significance relationship between principals who adopted servant leadership style on team effectiveness. The null hypothesis in this case is rejected. In analysing the principals' questionnaire, the p-value $= .832 > 0.05$ level of significance showed there is a significant difference between principals who adopted servant leadership style and those who did not ascribe to it. The null hypothesis from the principals' response is accepted. This also means the users of theory Y encourage

self-direction and makes it possible for an individual in a team to meet the needs of the organization.

Qualitative Research Findings

The qualitative component of the study addressed its research question through analysis of interview data and identification of recurring themes. Researchers conducted interviews with various stakeholders such as parents, librarians, accountants and maintenance staff about the effects of different leadership styles on team effectiveness. By conducting interviews and analysing responses, the researchers gained insights into each group's perception of the principal's leadership style and its effect on team dynamics, communication and feedback, motivation and professional growth as well as its strengths and weaknesses in relation to team effectiveness. Qualitative analysis provided a deep insight into these perspectives, enabling an in-depth examination of the research question. From these results were drawn conclusions and made recommendations regarding the influence of leadership styles on team effectiveness within school settings.

Conclusions

The study concludes that the teachers felt included when the principal helped others develop their strengths and expressed confidence on met goals, considered other individual's needs, abilities, and aspirations. They appreciated suggesting new ways of looking at how to complete assignment hence fostering inclusivity among team members through creating a common vision. From inferential data of the teachers' responses there is a strong positive correlation relationship between the principal suggestion of new ways of looking at how to complete assignment and team effectiveness $r=.389$, $p\text{-value}=.001$ level of significance hence there is a significant relationship between principal use of transformational style of leadership on team effectiveness. This was also supported by the principals results $p\text{-value}=.996 > 0.005$ shows there was no statistical significant difference between team effectiveness and use of

transformational leadership style by the principal. Hence accepting the Null Hypothesis by the principals.

Based on the results of the descriptive survey, and correlation analysis of the variables several conclusions were made based on three objectives. One, to establish the impact of the principal's transformational leadership on team effectiveness by fostering inclusivity through the creation of a common vision in secondary schools in Kasarani district, Nairobi, Kenya. Two, to determine how the principal's transactional leadership style influences team effectiveness by exhibiting distinctive opinions in comparison to that of teachers in secondary schools in Kasarani district, Nairobi, Kenya. Finally, to establish how the principal's servant leadership style of showing strong moral code and emotions coupled with the ability to acclimatize to pressure influences team effectiveness in secondary schools in Kasarani district, Nairobi, Kenya. All the research objectives were answered.

The operational variables where the leadership styles affect team effectiveness has been brought out very clearly. Findings show that transformational leaders steer the organization towards the future, recognize environmental needs and make appropriate changes. Transactional leaders lead to acceptance of new procedures through re-enforcement and reward of the team. And finally, the servant leader is so concerned about the welfare of the team by deriving pleasure in helping them, thus showing clearly that whichever leadership style the principal employs, will be clear on how the team in this case the teachers are used by the principals. This eventually affects the prosperity of the schools where they operate.

As evidenced in the study the teachers will perform optimally as a team when the principal as a leader instils self-confidence in them, motivates them, stimulates them intellectually and is concerned about what affects them. They do not mind it if they are rewarded when they do well and punished, when they do not.

On determining how the principal transactional leadership style influences team effectiveness by exhibiting distinctive opinion in comparison to that of teachers, the study concludes that the principals expressed satisfaction when expectations were met by others. The principal made clear expectation to receive performance goals, provided others with assistance in trade of their efforts and they directed their attention towards failure to meet standards. This means the teachers comply with the principal from the time of them getting to the particular school. Hence this agrees with the transactional theory where the teachers are complying with the transactions carried out within the school by the principal to promote team effectiveness and overall performance. From the teachers' questionnaire the $p\text{-value } 0.01 > 0.05$ level of significance indicating that the null hypothesis is rejected. However, the results from the principals' questionnaire shows that the null is accepted at a $p\text{-value of } 0.879 < 0.05$ level of significance.

On the principal's servant leadership style they showed strong moral code and emotions coupled with the capability to acclimatize to pressure thus influence team effectiveness in secondary schools. The principal also acts in ways that build respect, and they talk optimistically about the future. They also display a sense of power and confidence about what they need to accomplish, with a unified pursuit of the mission. The principal took charge when emergencies arise, willing to make changes, speaking from an inner conviction, coordinating groups, ensuring their personal welfare. The study concludes that teachers' responses showed the $p\text{-value } 0.001 < 0.05$ level of significance, indicating there is a significant relationship between principals who adopted servant leadership style on team effectiveness. The null hypothesis in this case is rejected. From the principals' questionnaire the $p\text{-value } = .832 > 0.05$ level of significance shows the null hypothesis is accepted. This also means the theory Y applies in this form of leadership where the leader allows followers to

self-direction and makes it possible for an individual in a team to meet the needs of the organization.

Based on qualitative findings, it is clear that principals' leadership styles have an outsized effect on team effectiveness in a school setting. The findings from this research revealed that various stakeholders - parents, librarians, accountants, and maintenance staff - hold different views regarding a principal's leadership style and its effect on team dynamics, communication and feedback, motivation/professional growth/overall team effectiveness. The qualitative analysis highlighted the significance of factors like clear communication, recognition of contributions, opportunities for professional growth and inclusive decision-making processes. These findings demonstrate the significance of creating an inclusive school culture, encouraging collaboration, and appreciating each team member's contributions. Principals can enhance team effectiveness and create an ideal learning environment by understanding and meeting the specific needs and expectations of their various stakeholder groups. Such qualitative insights provide educational leaders with crucial information for adopting leadership practices which positively affect team dynamics and contribute to the school's overall success.

Recommendations

Leadership Training and Development Programs: Given the significant influence that leadership style has on team effectiveness, school principals should invest in leadership training and development programs for them. Such programs should emphasize developing transformational, transactional, and servant leadership styles as this has been shown to significantly impact team efficiency (Sergiovanni 2016). Teachers appreciate when principals encourage strength development while considering individual needs, abilities, and aspirations (Sergiovanni, 2016).

Recognition and Reward Policies: The study highlights the significance of rewarding performance for increasing team effectiveness; thus policy should encourage the creation and implementation of fair and motivating recognition and reward systems within schools that foster a sense of achievement among teachers as well as align with transactional leadership characteristics that lead to improved team effectiveness (Bass, et al., 2013).

There is need for the principals to set the stage as the leader in re-examining how critical assumptions are appropriate, seeking differing perspective when solving problems, teaching, and coaching. They should ensure to get others to look at problems from different angles and fostering of inclusivity by creating a common vision. This is based on discussion on the conceptual framework citing the need to leverage independent variables towards achieving team effectiveness. Transformation leadership variable is entrenched on inclusivity through common vision to inspire team effectiveness among teachers in secondary schools. This is relevant in teaching as a practice to have leaders rich of leadership skills built on the transformational style.

There is need for the principals to understand the different styles of leadership before adopting them for theoretical development. Transactional leadership have more of manipulative approach hence the school principal should always sensitize teachers on the different goals to be able to work as a team and to become effective. This approach is good for awareness creation to have a workforce cognisant of the principal's expectations to achieve success in practice. The other educational stakeholders like parents could have different concerns on this approach of leaders as it impacts on overall team performance that sways academic achievement in schools.

The servant leadership style is good in fostering team effectiveness and is dependent on how the team can cooperate to make the school meet its goals as a team. There is a need for the school leaders to encourage all to participate. This research focused on leadership

styles and team effectiveness. The main areas tackled were transformational, transactional, and servant leadership styles. It is important for other studies on the effectiveness of the principal's use of different leadership styles apart from the three in problem-solving for team effectiveness.

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APPENDIX A: PRINCIPALS' QUESTIONNAIRE

The purpose for this questionnaire is to investigate the relationship between the principal's style of leadership and teachers' team effectiveness in secondary schools in Kasarani Sub-county, Kenya. Pan Africa Christian University is a tertiary learning institution through which this study is being carried out. This set of questions in this questionnaire interrogates your personal view into your leadership style as the principal and how it affects the teachers as effective team players. Your response will be anonymous, never being linked to you personally. Omit your name from this questionnaire. For items you feel uncomfortable responding to, please skip them, your participation is entirely voluntary. Your cooperation is much appreciated.

Demographic Profile

1. Sex Male ☐ Female ☐
2. Age 18-30 years ☐ 31-40 years ☐
 41-50 years ☐ 50 & above ☐
3. Highest education level
 Certificate ☐ Graduate ☐
 Diploma ☐ Post-graduate ☐
4. Total years you have worked in this school
 Less than 10 years ☐ 14-17 years ☐
 10-13 years ☐ 18 & above ☐

For the following, please use the five categories to tick your response

Key: 5 = Always 4= Often 3= Occasionally 2 = Seldom 1 = Never

Servant Leadership Style by Laub (1999)	5	4	3	2	1
1. Speaking from a strong inner conviction					
2. Making sure that my part in the group is understood by the group members					
3. Looking out for the personal welfare of group members					
4. Permitting the members to take it easy in their work					
5. Seeing to it that the work of the group is coordinated					
6. My word carrying weight with my superiors					
7. Remaining calm when uncertain about coming events					
8. Scheduling the work to be done					
9. Getting swamped by details					
10. Inspiring as a talker					
11. Allowing the group a high degree of initiative					
12. Taking full charge when emergencies arises					
13. Willing to make changes					

Transformation Leadership Style From Bass & Avolio's multifactor leadership questionnaire	5	4	3	2	1
1. Driving hard when there is a job to be done					
2. Helping group members settle their differences					
3. Getting what I ask for from my superiors					
4. Reducing a madhouse to system and order					
5. Ability to delay action until the proper time occurs					
6. Persuading others that my ideas are to their advantage					
7. Maintain definite standards of performance					
8. Trusting the members to exercise good judgment					
9. Overcoming attempts made to challenge my leadership					
10. Urging the group to beat its previous record					

Transactional Leadership Style From Bass & Avolio's multifactor leadership questionnaire					
11. Anticipate problems and plan for them					
12. Getting overwhelmed when too many demands are made of me					
13. Worrying about the outcome of any new procedure					
14. Inspiring enthusiasm for a project					

Team Effectiveness From Larson & La Fasto (2001) questionnaire					
1. Group members must follow standard rules and regulation					
2. Permitting the group to set its own pace					
3. Easily recognizing as the leader of the group					
4. Keeping the group working up to capacity					
5. Maintaining a closely-knit group					
6. Embracing hierarchy					
7. Maintaining cordial relationship with superiors					

APPENDIX B: TEACHERS' QUESTIONNAIRE

The pursuit of this analysis is investigation of interrelation between of the principals' style of leadership and the educators' team effectiveness in the secondary schools in Kasarani district. PAC University is the tertiary learning institution through which this study is being carried out. This set of questions interrogates your personal view on your leadership style as the principal and how it affects you as a teacher and as an effective team player. As your response will be anonymous, never being linked to you personally, omit your name from this questionnaire. For items you feel uncomfortable responding to, please skip them, your participation is entirely voluntary. You are also free to stop this survey at any point should you feel uncomfortable about it. Your cooperation is appreciated.

Part A: Personal information

1. Kindly, indicate your sex.

(a) Male ()

(b) Female ()

2. Kindly, indicate your age.

(a) Below 18 years

(b) 18-25 years

(c) 26-35 years

(d) 36-45 years

(e) 46-55 years

(f) 56-65 years

(g) Above 65 years

3. Kindly tick the climax of your educational qualifications? (a) PhD () (b) MA/MSc () (c) M. Ed () (d) BA/BSc with PGDE (e) B. Ed () (f) Diploma () (g) any other (specify)

.....

4. Kindly state your experience in teaching. Years

PART B

Below are 45 elementary questions. Read each and select the most appropriate option according to the scale provide.

0: Not at all; 1: Once in a while; 2: Sometimes; 3: Fairly often

4: Frequently, if not always

Kindly tick the box that matches your answer to the questions and list the answers in the spaces provided appropriately

Servant leadership style	0	1	2	3	4
1. Instilling pride in me for being associated with him/her					
2. Going beyond self-interest for the good of the group					
3. Acting in ways that build respect					
4. Displaying a sense of power and confidence					
5. Discussing my most important values and beliefs					
6. Specifying the importance of having a strong sense of purpose					
7. Considering the moral and ethical consequences of decisions					
8. Emphasizing the importance of having a collective sense of mission					
9. Talking optimistically about the future					
10. Talking enthusiastically about what needs to be accomplished					

Transformation leadership style	0	1	2	3	4
11. Articulating a compelling vision for the future					
12. Expressing confidence that goals will be achieved					
13. Re-examining the appropriateness of critical assumptions					
14. Seeking differing perspectives when solving problems					
15. Getting others to look at problems from many different angles					
16. Suggesting new ways of looking at how to complete assignments					
17. Spending time teaching and coaching					
18. Treating others as individuals rather than just a group member					
19. Considering an individual's needs, abilities and aspirations of others					
20. Helping others to develop their strengths					

Transactional leadership style	0	1	2	3	4
21. Providing others with assistance in exchange of their efforts					
22. Discussing terms for who is responsible for achieving goals					
23. Making clear what one can expect to receive for performance goals					
24. Expressing satisfaction when others meet expectations					
25. Focusing on irregularities, mistakes, exceptions and deviations from standards					
26. Concentrating his/her full attention on dealing with mistakes, complaints and failures					
27. Keeping track of all mistakes					
28. Directing his/her attention toward failures to meet standards					
29. Failing to interfere until problem becomes serious					
30. Waiting for things to go wrong before taking action					
31. Showing he/she is a firm believer in "if it isn't broken, don't fix it"					
32. Demonstrating that problems must become chronic before taking action					
33. Avoiding getting involved when important issues arise					
34. Being absent when needed					
35. Avoiding making decisions					
36. Delaying responding to urgent questions					

Team Effectiveness From Larson & La Fasto (2001) questionnaire	0	1	2	3	4
37. Getting others to do more than they expected to do					
38. Heightening others' desire to succeed					
39. Increasing others' willingness to try harder					
40. Being effective in meeting others' job-related needs					
41. Being effective in representing others to higher authority					
42. Being effective in meeting organizational requirements					
43. Leading effective groups					
44. Using methods of leadership that are satisfying					
45. Working with others in a satisfying way					

APPENDIX C: INTERVIEW GUIDE

Parents of students in secondary schools:

- a. How would you describe the leadership style of the principal in your child's school?
- b. In what ways has the principal's leadership style influenced your involvement and participation in school activities?
- c. Can you provide examples where the principal's leadership style has positively impacted the effectiveness of the school team?
- d. From your perspective, what are the strengths and weaknesses of the principal's leadership style in relation to team effectiveness?
- e. How has the principal's leadership style influenced your relationship with the school and your child's educational experience?

Librarians in the schools:

- a. How would you describe the leadership style of the principal in terms of their interactions and support for the library's role within the school?
- b. How has the principal's leadership style influenced teamwork and collaboration among the library staff and other school teams?
- c. Can you share a specific instance where the principal's leadership style positively influenced the effectiveness of the library team?
- d. In your opinion, what are the strengths and weaknesses of the principal's leadership style when it comes to promoting an environment conducive to learning and supporting the library's goals?
- e. How has the principal's leadership style impacted your professional growth and development as a librarian?

Accountants in the schools:

- a. How would you describe the leadership style of the principal in terms of their handling of financial matters and setting expectations for the accounting team?
- b. How has the principal's leadership style influenced teamwork and collaboration among the accounting staff and other school teams?
- c. Can you provide examples where the principal's leadership style affected the effectiveness of the accounting team in managing school finances?
- d. From your perspective, what are the strengths and weaknesses of the principal's leadership style when it comes to financial management and fostering a sense of responsibility among the accounting team?
- e. How has the principal's leadership style influenced your motivation and commitment as an accountant in the school?

Maintenance staff in the schools:

- a. How would you describe the leadership style of the principal in terms of their interactions and support for the maintenance staff's role in creating a safe and clean learning environment?
- b. How has the principal's leadership style influenced teamwork and collaboration among the maintenance staff and other school teams?
- c. Can you share a specific instance where the principal's leadership style positively influenced the effectiveness of the maintenance team in maintaining the school's physical environment?
- d. In your opinion, what are the strengths and weaknesses of the principal's leadership style when it comes to appreciating the work of the maintenance staff and involving them in decision-making processes?
- e. How has the principal's leadership style influenced your motivation and job satisfaction as part of the maintenance team in the school?

APPENDIX D: INTERVIEW RESPONSES

Parents

Question 1

How would you describe the leadership style of the principal in your child's school?

- P1 The principal is transformational; he inspires teachers and students to reach their full potential.
- P2 She is very transactional. Everything seems to be about rewards and penalties.
- P3 Our principal is a servant leader. She is always ready to support us and solve our issues.
- P4 He seems to combine styles. Sometimes, he's more transactional; other times, he's quite inspirational.

Question 2

In what ways has the principal's leadership style influenced your involvement and participation in school activities?

- P1 His transformational approach has motivated me to volunteer in school activities.
- P2 Her transactional style makes me feel more like a customer than a member of a community.
- P3 His servant leadership approach makes us feel welcomed and valued in the school community.
- P4 The way she combines leadership styles is confusing at times, but I feel involved.

Question 3

Can you provide examples where the principal's leadership style has positively impacted the effectiveness of the school team?

- P1 With his inspiring speeches, he manages to get the teachers motivated, and it shows in the students' grades.
- P2 Because she sets clear expectations, the school runs like a well-oiled machine.
- P3 His servant leadership style makes teachers feel supported and leads to better cooperation among the staff.
- P4 She has managed to combine her leadership styles to effectively handle several school crises.

Question 4

From your perspective, what are the strengths and weaknesses of the principal's leadership style in relation to team effectiveness?

- P1 Strength: he motivates staff. Weakness: some people might take advantage of his idealistic approach."
- P2 Strength: clear expectations. Weakness: might demotivate some individuals."
- P3 Strength: very supportive. Weakness: sometimes appears less authoritative."
- P4 Strength: adaptable. Weakness: can seem inconsistent."

Question 5

How has the principal's leadership style influenced your relationship with the school and your child's educational experience?

- P1 His transformational approach has made us feel part of a learning community, and my child is thriving.

- P2 Her transactional style has led to a professional relationship, but it feels like there's something missing.
- P3 His servant leadership has led to a very welcoming atmosphere for us, and my child seems very content.
- P4 Her mixed leadership style has been somewhat confusing, but the school is doing well overall."

Librarians

Question 1

How would you describe the leadership style of the principal in terms of their interactions and support for the library's role within the school?

- LB1 1. "She exhibits a transformational leadership style, constantly inspiring us to innovate in the library to better serve the students."
- LB2 2. "The principal's leadership is quite transactional. He sets clear goals for the library and expects us to meet them."
- LB3 3. "Our principal is a servant leader, always ready to listen to our needs and help us better facilitate learning through library resources."
- LB4 4. "He seems to have a mixed leadership style, sometimes setting clear targets, at other times inspiring us to go above and beyond."

Question 2

How has the principal's leadership style influenced teamwork and collaboration among the library staff and other school teams?

- LB1 1. "Her transformational leadership has fostered a collaborative spirit among us. We feel inspired to work together for the betterment of the library."
- LB2 2. "His transactional approach has shaped our work into a well-oiled machine. We collaborate efficiently, knowing exactly what needs to be done."

- LB7 7. "The principal's servant leadership style has made us feel heard and appreciated, encouraging us to work collaboratively and support each other."
- LB8 8. "The principal's mixed leadership style sometimes creates confusion, but it also allows for both goal-oriented teamwork and inspirational collaboration."

Question 3

Can you share a specific instance where the principal's leadership style positively influenced the effectiveness of the library team?

- LB1 1. "Her transformational leadership recently inspired us to reimagine our reading programs, which has significantly increased student participation."
- LB2 2. "Under his transactional leadership, we managed to streamline our book cataloging process, making our services more efficient."
- LB7 7. "Under his servant leadership, we felt empowered to propose and implement a new library orientation program for students, which has been highly effective."
- LB8 8. "Despite budget cuts, the principal's mixed leadership style enabled us to effectively manage our resources without compromising the quality of our services."

Question 4

In your opinion, what are the strengths and weaknesses of the principal's leadership style when it comes to promoting an environment conducive to learning and supporting the library's goals?

- LB1 1. "Strength: Her transformational leadership fosters creativity, which enhances the learning environment. Weakness: Sometimes, she pushes for too much change too quickly."

- LB2 2. "Strength: His transactional approach provides clear goals and accountability, ensuring the library runs efficiently. Weakness: It sometimes limits innovative ideas."
- LB7 7. "Strength: The principal's servant leadership style builds a supportive atmosphere. Weakness: Sometimes we need more structure and clear guidelines."
- LB8 8. "Strength: His mixed leadership style is adaptable to different situations. Weakness: The lack of consistency can sometimes be confusing."

Accountants

Question 1

How would you describe the leadership style of the principal in terms of their handling of financial matters and setting expectations for the accounting team?

- Acc1 1. "Her transformational leadership pushes us to think of new ways to manage and allocate funds for the betterment of the school."
- Acc2 2. "The principal's style is very transactional. He sets clear financial targets and expects us to meet them."
- Acc3 3. "He follows a servant leadership approach, always open to our ideas on how to improve financial management in the school."
- Acc4 4. "The principal has a mixed leadership style. Sometimes he sets strict targets, but other times he encourages us to think creatively about budgeting."

Question 2

How has the principal's leadership style influenced teamwork and collaboration among the accounting staff and other school teams?

- Acc1 1. "Her transformational leadership has brought our team together. We feel motivated and collaborate well to bring innovative financial solutions for the school."
- Acc2 2. "His transactional approach has created a well-structured system, where everyone knows their roles and responsibilities, fostering efficient collaboration."
- Acc3 3. "The principal's servant leadership has boosted our morale, and we work together more effectively because we feel appreciated and supported."
- Acc4 4. "His mixed leadership style allows for both efficient teamwork based on clear financial goals and creative collaboration for better financial strategies."

Question 3

Can you provide examples where the principal's leadership style affected the effectiveness of the accounting team in managing school finances?

- Acc1 1. "Under her transformational leadership, we were inspired to digitize our accounting system, resulting in increased efficiency and accuracy in financial reporting."
- Acc2 2. "His transactional leadership led to the implementation of stricter budget adherence, which helped us significantly decrease unnecessary expenses."
- Acc3 3. "The principal's servant leadership fostered a supportive environment where we felt comfortable suggesting cost-saving measures, leading to substantial budget savings."
- Acc4 4. "Under his mixed leadership style, we were able to meet our financial targets while also implementing innovative budgeting strategies."

Question 4

From your perspective, what are the strengths and weaknesses of the principal's leadership style when it comes to financial management and fostering a sense of responsibility among the accounting team?

- Acc1 1. "Strength: Her transformational leadership inspires us to innovate. Weakness: Sometimes, the focus on big picture ideas overlooks the importance of routine tasks."
- Acc2 2. "Strength: His transactional leadership ensures financial targets are met. Weakness: It may limit the exploration of creative financial solutions."
- Acc3 3. "Strength: The principal's servant leadership makes us feel valued and heard. Weakness: At times, we need a more directive approach for decision making."
- Acc4 4. "Strength: His mixed leadership style allows for both creativity and efficiency. Weakness: It can create uncertainty about what to expect."

Question 5

How has the principal's leadership style influenced your motivation and commitment as an accountant in the school?

- Acc1 1. "Her transformational leadership has inspired me to continuously improve and innovate, keeping me motivated and committed to my role."
- Acc2 2. "His transactional approach keeps me focused and accountable, ensuring that I remain committed to my responsibilities."
- Acc3 3. "The principal's servant leadership makes me feel valued, increasing my motivation and commitment to contribute positively to the school's finances."
- Acc4 4. "His mixed leadership style challenges me to adapt and innovate, which keeps me motivated and engaged in my role."

Maintenance Staff

Question 1

How would you describe the leadership style of the principal in terms of their interactions and support for the maintenance staff's role in creating a safe and clean learning environment?

- Ms1 1. "The principal's transformational leadership inspires us to think beyond our regular duties to improve the school environment."
- Ms2 2. "His transactional leadership ensures clear expectations and accountability, which makes it easy for us to maintain the school's cleanliness and safety."
- Ms3 3. "She employs a servant leadership style, always ensuring we have the resources we need to keep the school premises safe and clean."
- Ms4 4. "His leadership style is a mix of transformational and transactional. He sets clear maintenance standards while encouraging innovative problem-solving."

Question 2

How has the principal's leadership style influenced teamwork and collaboration among the maintenance staff and other school teams?

- Ms1 1. "Her transformational leadership style encourages open communication and collaboration among all school teams, which fosters a harmonious working environment."
- Ms2 2. "His transactional leadership ensures that everyone is aware of their specific duties, which makes teamwork more efficient and effective."

- Ms3 3. "The principal's servant leadership has instilled a sense of respect and collaboration among us and other teams, creating a supportive work environment."
- Ms4 4. "His mixed leadership style maintains the balance between structured collaboration and innovative teamwork, benefiting all aspects of school maintenance."

Question 3

Can you share a specific instance where the principal's leadership style positively influenced the effectiveness of the maintenance team in maintaining the school's physical environment?

- Ms1 1. "The principal's transformational leadership style inspired us to develop a more efficient recycling system, which has significantly improved our waste management."
- Ms2 2. "His transactional leadership led us to create a detailed cleaning schedule that has resulted in a much cleaner school environment."
- Ms3 3. "Under the principal's servant leadership, we initiated a school garden project that has enhanced the school's outdoor environment."
- Ms4 4. "His mixed leadership style motivated us to introduce an energy-saving plan, leading to a reduction in the school's energy usage."

Question 4

In your opinion, what are the strengths and weaknesses of the principal's leadership style when it comes to appreciating the work of the maintenance staff and involving them in decision-making processes?

- Ms1 1. "The principal's transformational leadership encourages us to innovate, which is a strength. However, the focus on big-picture thinking sometimes overlooks the day-to-day challenges we face."
- Ms2 2. "His transactional leadership ensures that our roles are clearly defined, which is a strength. However, this style sometimes limits opportunities for us to provide input on broader school decisions."
- Ms3 3. "Her servant leadership style makes us feel valued, which is a definite strength. But sometimes, the focus on individual needs may slow down decision-making processes."
- Ms4 4. "His mixed leadership style balances clear expectations with encouragement for innovation, which is a strength. However, it can sometimes be challenging to know when to apply which approach."

Question 5

How has the principal's leadership style influenced your motivation and job satisfaction as part of the maintenance team in the school?

- Ms1 1. "The principal's transformational leadership style makes me feel valued as an important part of the school's success, boosting my motivation and job satisfaction."
- Ms2 2. "His transactional leadership style provides clear goals and expectations, which contributes to my motivation and sense of accomplishment."
- Ms3 3. "Her servant leadership style fosters a respectful and supportive work environment, which greatly increases my job satisfaction."
- Ms4 4. "His mixed leadership style offers a balanced work environment where structure and innovation coexist, which keeps me motivated and satisfied in my role."

APPENDIX E: NACOSTI PERMIT

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