Relationship between Head Teachers’ Transformational Leadership Style and Teachers’ Performance in Public Primary Schools in Turkana Central Sub-County, Kenya

By

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Abstract
The study aimed at establishing the relationship between head teachers’ transformational leadership styles on teacher performance in public primary schools in Turkana Central Sub-County. Despite measures taken to capacity build head teachers in leadership and management, teachers have cried foul at the delivery of leadership styles used by their head teachers. Performance of public primary schools in the County has been inconsistent due to the inability of teachers to record better performance and also inability of head teachers to sufficiently utilize leadership styles which may be hypothesized as being a hindrance to teacher performance. The study was guided by the following research questions: what is the relationship between head teachers’ transformational leadership styles on teacher performance in public primary schools in Turkana Central Sub-County; What is the status of teachers’ performance in public primary schools in Turkana Central Sub County? The study was anchored on the path goal theory. A correlational research design was used with target population of 618; 89 head teachers and 529 teachers. A stratified random sampling technique was used to select schools. Data was collected using interview schedule, questionnaire and document Analysis guide. Validity was determined by consulting experts and reliability was determined using test and retest. Data was analysed using means, percentages and frequencies hypothesis was tested using ANOVA. The results showed that there was significant relationship between leadership style and performance of teachers in public primary schools in Turkana West Sub County.

Key Words: Transformational; Leadership Style; Teachers’ Performance, Public Primary Schools, Turkana Central Sub-County, Kenya
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Introduction

Teacher performance on the other hand could be described in various ways. Robert and Tim (2008) defined it as the act of accomplishing or executing different tasks. Obilade, (2009) defined teacher performance as the duties performed by a teacher at a particular period in the school system achieving educational goals. Akinyemi (2008) on the other hand defined teacher performance as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes and that it is determined by the workers’ level of participation in the day to day running of organization.

The teachers’ performance is gauged through annual report of his or her activities in terms of performance in teaching, adequate preparation of professional documents (schemes of work, lesson plans, progressive records, records of work) mastery of subject matter, competence teachers’ commitment to job and participation in extra-curricular activities. A teacher who does all that ensures proper learner performance Mugo (2016). For a teacher to do this he/she will need to be working under conducive environment (Kitavi 2013). Learner assessment is an indicator that can be used to gauge teacher performance in an educational institution. It allows teachers to understand the performance of their students by ensuring learning took place as it was expected. (Cooper, 2015) Assessment enables the teacher in helping the students to achieve the objectives of the course.

Maias (2015) in a study on effects of teacher involvement in co-curricular activities on student performance in South Africa schools concluded that co-curricular activities help develop both teachers’ and students’ ability in establishing and defending their own standards in various situations with respect to other people’s positions and how they work together in consensus. Once a teacher participates in the above indicators then it will mean the type of leadership of the head teacher has played a role in it. Time management is the process of managing time according to the need and requirement of work at activities in order to utilize and save for an effective organizational progress and success Murad (2016). Punctuality of teachers to school, class and duty, construction and implementation of personal timetable, distribution of subjects, total number of subjects taken by teachers, advance planning and time allocation to individual students.

Day (2000) in England revealed that effective leadership is related to school effectiveness and improvement; schools, which are effective and have the capacity to improve are led by head teachers who make a significant and measurable contribution to the effectiveness and thus performance of their staff. Mahadevan (2012) in Egypt noted that leadership is a powerful enabler that can leverage an organization to greater heights, fame and credible position among the stakeholders. On the other hand, if the quality of leadership is bad, the same organization will
experience a downward slide leading to eventual destruction and in this case poor teacher performance that was evidenced by learner performance in National examinations.

**Transformational Leadership Style**

Transformational Leadership Style is where the leader encourages subordinates to have vision, mission, and organization goals encouraging and motivating to show maximum performance, stimulate subordinates to act critically and to solve problems in new ways and treat employees individually. Consequently, subordinates will reciprocate by doing maximum work (Avalio, 1993). A number of studies in the world on the leadership styles on the performance have been conducted. Ismail (2012) conducted a study in Malaysia on Teachers perceptions of principal leadership styles and how they impact teacher job satisfaction. The study sought to investigate and examine the main factors for job satisfaction and dissatisfaction of teachers. Findings of the study showed that, principals with positive and collaborative styles create a positive environment in schools, and teachers wanted a strong leader who can make clear and consistent decisions, while earnestly considering all opinions involved. Teachers also wanted a person with high moral character and someone whose integrity and intellect they respected. The researcher therefore seeks to find out how transformational leadership contributes to teacher performance.

Mwangi, (2013) conducted a research in Kenya, the study aimed to investigate effects of leadership styles on teacher' job performance and satisfaction in public secondary schools in Nakuru county. The study determined the principal’s leadership styles using the transformational leadership and transactional models and the effect on teachers' motivation in terms of achievement, competency, status, personal worth, and self-realization in public secondary schools. Findings showed teachers who lack enthusiasm are unable to teach effectively, making students not to learn well also showed that principals’ attitude of not considering teachers suggestions in decision making made teachers lose interest in their job. This can only be proved by investigating more on the same. The current researcher will investigate transformational leadership style only while the previous researcher investigated transactional and transformational leadership models together.

Most studies reviewed the analysis on types of leadership styles that were mainly based on transactional and non-transactional (classic) leadership. There was very little reported on leaders employing the transformational leadership style that according to literature had ability to influence employees to work beyond what was normally prescribed by the bureaucracies. According to Robbins (2013) observed that transformational leadership influenced employees to perform their roles beyond what could be the case if traditional /classic leadership styles were used. This study then seeks to make a direct curvature to previous studies done on leadership styles and general performance in educational institutions.

Nginwa, (2016) reported in her research work that there is correlation between leadership styles employed by the heads of schools and the academic performance by students in primary education. Teachers work performance both in classrooms and schools was pointed out as the most plausible factor influencing general outcome of schools. The prevalent leadership style exhibited by head teachers in primary schools was democratic. Teachers revealed some elements
of autocratic and laissez-faire leadership styles. Half number of teachers was highly satisfied and only few teachers were dissatisfied. Here systematic sampling technique was adopted to arrive at one hundred and twenty-one (121) private schools and questionnaires were used to collect data from the sample. The researcher employed cross sectional research design and collected data descriptively analyzed to arrive at the mean, standard deviation and regression analysis. The findings revealed that most leaders in the private schools adopt various leadership systems that range from transactional, situational and transformational leadership. Poor management practices and knowledge deficiency on strategy adoption were the main barriers to effective teacher and student performance. The study concluded that head teacher leadership styles influence teacher performance and recommended that organizations should adopt appropriate leadership. While Ngirwa (2016) conducted his research in several private schools in Nairobi city, the current study was done in public primary schools in Turkana central sub-county.

Mgani (2016) in his study was concerned with leadership styles and school performance in NECTA in a case study of public secondary schools in Morogoro region. The study revealed three leadership styles as commonly used among public secondary schools in Morogoro region: authoritarian, democratic and delegate. The study observes further that public community secondary schools that employed democratic leadership style its performance was high; the moderate /medium performance was true for secondary school which employed delegative leadership style and those which employed authoritarian leadership their performance was low. The leadership factors used in the study included top management support, staff personality in decision making, role of coordination and delegation. Purposive sampling method was used to arrive at Sixteen (16) principals of schools and four (4) principals sampled in each region for the study. The questionnaires received from the respondents were analyzed through descriptive statistics and content analysis. The study adopted a cross section survey research design and the findings showed that leadership styles are the propelling force in teacher job performance. There is a departure from the study reviewed in relation to the current research in that the reviewed study involved four (14) selected schools in Morogoro whereas the present research will target public primary schools in Turkana central sub county. The reviewed study also used purposive sampling method while the current research will use stratified and simple random sampling methods.

Ndabise (2012) in his study on leadership styles and their effects on the management of teachers’ colleges in Tanzania found that democratic leadership style was mostly used in three colleges of teacher education were influenced by either tutors or principal or both. A study by Ndabise (2012) revealed that, there were other leadership styles used adjacent with the democratic leadership styles. Autocratic and laissez-faire and they acted as hampering the full utilization of democratic leadership style. Data was collected by use of questionnaires and across sectional survey method of research design used to establish the effects of principals’ leadership styles on teachers’ job satisfaction. The researcher also used stratified random sampling techniques to give equal representation of principals and teachers while the current researcher will use ex post facto research design.
Statement of the Problem
There has been an outcry from educational stakeholders on the continued decline in performance in public primary schools within Turkana Central Sub County. The concern has not only been academic but also in co-curricular activities where there has been very minimal participation from some zones in Turkana central sub county and complete lack of participation from other zones. In 2016 the mean score for KCPE was 219.87, in 2017 the mean score 217.51, in 2018 the mean score was 218.76 while in 2019 the mean score was 220.07. Out of the 100 learners from Turkana County who participated in co-curricular activities in 2017 only 8 of them were from Turkana central sub county while in 2018 only from the same County participated in co-curricular activities at the National level (MoE Turkana County, 2019). A study by Wachira (2017) in Nairobi on the effects of principals’ leadership styles on students’ academic performance revealed that principals who used democratic leadership styles enhanced good academic performance in KCSE. Migosi, (2013) carried out a study on effects of head Teachers leadership styles on the performance of examinations in public primary schools in Kitui West District, Kenya. The study’s findings were that head teachers’ leadership styles played a role in students’ academic performance in KCPE. Mugo (2016) conducted a study on the influence of Head teacher leadership styles on teachers’ job satisfaction in public primary schools in Kirinyaga West Sub County, Kenya. The study’s findings showed that head teachers’ leadership styles had an effect on the teachers’ job satisfaction. According to the reviewed literature it is evident that little studies have been conducted on head teachers’ leadership styles and teacher performance. Therefore, this study will investigate on the effects of head teachers’ leadership styles on teachers’ performance in public primary schools in Turkana Central Sub County Kenya.

Review of Related Literature

Leadership Styles
Successful school structures depend on qualified teachers together to ensure quality education for students and to ensure quality education for students and to achieve set goals and objectives Day, (2011). Despite the efforts made by scholars to unmask the effects of leadership styles on educational institutions, few of them have tried to link these styles with teacher performance. Lack of this would be related to the scarce promotion and adoption of better leadership styles that would have somewhat improved teacher performance, and achievement of better academic results.

Andende, (2016) in her study in Zambia reported that teachers cried foul at delivery of leadership styles by their head teachers. The researcher recommended that the organization should adopt a flexible structure of leadership that would enable it to adjust quickly to the dynamic complexity of the education environment. The reviewed study was conducted in Zambia whereas the current research was conducted in Turkana Central Sub County. Secondly the reviewed study adopted exploratory research design unlike the researcher of the current study who will adopt causal comparative research design to establish the effects of head teacher leadership styles on teacher performance in Kenya.
Verma, (2014) in his study revealed that the practices of leadership areas need to be aligned to teacher performance competencies level in order to help schools acquire, develop and retain a competent teacher workforce. Such alignment requires that the competencies be embedded within the leadership practices such as having professional development activities that focus on improvement of desired competencies. A study conducted by Markman in (2010) in London titled:’ The role Principals leadership styles application on teacher performance’, and whose main objective was to investigate the effect of principal leadership styles towards teacher performance used a sample size of 159 respondents who were principals and a descriptive case study research design with findings being presented in a qualitative manner (Markman, 2010).

The findings of the study revealed that 87% of respondents were of the opinion that principal’s leadership styles have an effect on teachers’ performance with another 78% of respondents being of the idea that principles are not actively involved in creating learning opportunities for teachers in school. The study findings also revealed that Principals in schools are involved in supervision because they are concerned with person-to-person skills which are necessary in school leadership. Another 59% of respondents were of the opinion that principals are involved in giving counselling in forms of advice giving and wisdom sharing thus helping to enhance teacher performance. The study concluded that the role of Principals leadership styles in high school has been able to improve teacher performance. The study recommended that principals should involve democratic leadership style as the first step towards proper performance for both teachers and students. Glickman (2010) explained that principals need to have prerequisite of conceptual skills in order to guide the teachers in their schemes of work, record of work and drawing of lesson plans. According to Blasé and Blasé (1999) in-service training provides teachers with new ideas that broaden their outlook and increases instructional variety and innovation. Leadership styles can enhance teacher performance if the head teacher is conversant with all of them and knows which one works where. Therefore, after training they should be improved by availing refresher and other short-term trainings on the same.

**Autocratic/Directive Leadership Style**

Mullins (2005) in this leadership style focus of power is with the leader and every aspect is directed towards the leader. All decisions are made by leaders and has authority to determine policies and procedures for achieving goals. This type of leadership style entails that all directives come from the leader (head teacher) as they move downwards to the subordinates (teachers). The study will therefore seek to understand whether or not autocratic leaders’ impact on teachers’ performance. This leadership style is relevant to the study since it is among the three leadership styles that were reviewed in the study by the researcher.

Wegner (2007) in his study observed that autocratic leadership style works well on institutions that are undergoing change and have little or no time for team decision making. This thus implies that this leadership style on teachers is robotic and manipulative. The head teacher makes all decisions, gives orders and manages all programs. Here leaders apply rule of law whereby they operate within rules and work with deadlines so as to enhance success in an institution. Primary data was collected using interview guide as administered by the researcher.
and the data gathered subjected to content examination. The research findings showed that leader’s role in decision making, communication and delegation, staff motivation, rewards and fostering good relationship among the staff and teacher’s involvement in strategy formulation positively impact on the performance of teachers and students. The above reviewed study was conducted a private institution whereas the current study was done in public institutions. The reviewed study also adopted a case study research design whereas the current study will use ex post facto research design. The researcher of the current study will use questionnaires to collect the primary data unlike the reviewed study where only interview guides were used to collect the data.

Democratic/Participative Leadership Style
Democratic/Participative Leadership Style is based on the assumption that the leader is given authority to lead by the people. The people will usually elect or appoint a person who has proved to be worthy of leadership. This type of leaders’ reference will therefore always be the people he/she leads. Here the leader includes employees in the whole process of decision making though finally he/she maintain the final say. It has three main features distribution of responsibility, empowering group members and aiding group decision making process. The leader is part of the team. He/she discusses with the team to come up with a consensus. This type of leadership style is characterised by decentralisation of authority, participatory planning and mutual communication. This leadership style is also part of the three leadership styles that was used to carry out the study and the researcher seeks to find out whether or not this style has an effect on teacher performance.

It’s viewed as an important aspect of empowerment, teamwork and collaboration Dubrin (1998). The concern however is that a lot of time is wasted on consultation and thus confusion especially if a decision is to be made quickly. A study by Kabeta, (2017) concluded that leaders who used participative leadership style had their teachers performing well and thus derived in good performance of learners too. Ummoh, (2013) in his study in Kitui West District also came to a conclusion that teachers that performed well are those that had democratic head teachers and thus the conclusion that democratic/participative leadership style was best suited to enhance proper teacher performance. The current researcher will further probe to get information on some of the aspects in democratic leadership that really help enhance teacher performance.

Transformational Leadership Style
Transformational leadership is where the leader encourages subordinates to have vision, mission, and organization goals encouraging and motivating to show maximum performance, stimulate subordinates to act critically and to solve problems in new ways and treat employees individually. Consequently, subordinates will reciprocate by doing maximum work (Avalio, 1993). A number of studies in the world on the leadership styles on the performance have been conducted. Ismail (2012) conducted a study in Malaysia on Teachers perceptions of principal leadership styles and how they impact teacher job satisfaction. The study sought to investigate and examine the main factors for job satisfaction and dissatisfaction of teachers. Findings of the study showed that, principals with positive and collaborative styles create a positive environment
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Theoretical Framework
The study was guided by path goal theory propagated by House and Mitchel in (1974). This theory states that leaders should choose a leadership style that takes into account the characteristics of members of the group and the task to be completed. The main purpose of the leader is to motivate followers by enabling them to see how performance could assist them in achieving their personal goals, a vastly different approach from that taken by earlier theories, which focused in providing support within the environment of the task as opposed to group or individual motivation.

This theory claims that people are satisfied with their work and they will work hard if they believe that their work will lead to things that are highly valued. Leadership trainings attempts are made to develop individuals like head teachers to their fullest potential through varieties of training techniques Migosi (2013). Once head teachers are trained they was able and ready to help their teachers grow professionally and thus better performance. Path-Goal Theory identifies four theoretically different sort of leadership, which are directive, supportive, and participative, and achievement oriented. Path goal theory is easy and flexible, and things are clearer in this as the orders are being given and one person is making the decisions so there are less chaotic circumstances.

This theory strives to enhance motivational factors for example achievement, recognition for accomplishment, challenging work, increased responsibility, growth and development. They also help maintain hygiene factors. It also advocates for delegation of more responsibilities to subordinates (teachers) to enhance participation, joint responsibility and accountability and results. It helps redesign job descriptions of employees to ensure that human resources and potential are developed to the full. It provides theoretical framework in support of how subordinates (teachers) work, concerned with performance and satisfaction as affected by various leadership styles.

Significance of the Study
The Quality Assurance Standards Officer was enriched with knowledge on how to improve teacher performance and may also be in position to re-assess and come up with ways on how to enhance head teacher leadership styles and hence teacher performance. The County Directors of Education will use this information in enhancing strategies of developing teacher performance among primary school teachers and how to make and enforce policies and terms of service that are human, friendly and satisfying to teachers.

The study’s findings were useful to Kenya Education Management Institute (KEMI) for future planning and training of head teachers. The findings will give an insight to the extent to which head teachers who have undergone (KEMI) training on leadership styles are improving teacher performance and teacher professional development in public primary schools. The facilitators at KEMI will utilize the findings to review their courses and programs to equip head teachers with necessary skills that can help them develop and enhance teacher performance. KEMI may also use the findings to identify intervention measures to undertake in preparing management courses for school administrators with reason to enhance teacher performance.
Proper training programs for head teachers could be developed by KEMI from the findings of the study so as to help them be better managers of schools with the intent of helping in teacher performance and at the same time raising education standards in the country. This study’s findings will help the teachers to recognize and utilize opportunities availed for teachers’ performance programs for example professional development programs in order to help them keep them abreast with global changes affecting education. The findings will also help them gauge their performance and improve in their delivery of content and general job performance.

**Discussion of Findings**

**Table 1 Response on Transformational Leadership Style**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let the teachers know what is expected</td>
<td>F</td>
<td>154</td>
<td>42</td>
<td>19</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>71.6</td>
<td>19.5</td>
<td>8.8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Allow teachers to use their own</td>
<td>F</td>
<td>61</td>
<td>59</td>
<td>77</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>judgement</td>
<td>%</td>
<td>28.4</td>
<td>27.4</td>
<td>35.8</td>
<td>4.2</td>
<td>4.2</td>
</tr>
<tr>
<td>Try my ideas on the group</td>
<td>F</td>
<td>37</td>
<td>79</td>
<td>79</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>17.2</td>
<td>36.7</td>
<td>36.7</td>
<td>9.3</td>
<td>0</td>
</tr>
<tr>
<td>Encourage interpersonal relationship</td>
<td>F</td>
<td>62</td>
<td>63</td>
<td>80</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>28.8</td>
<td>29.3</td>
<td>37.2</td>
<td>4.7</td>
<td>0</td>
</tr>
</tbody>
</table>

(Source: Field Data 2020)

The data presented in Table 1 show that, 71.6% of the respondents noted that their head teachers let them know what is expected of them; 19.5% said their head teachers often did while 8.8% indicated that their head teachers sometimes let them know what is expected of them. When asked if the head teachers allowed teachers to use their own judgements, 36.7% of the teachers marked often, 36.7% sometimes, 28.4% always, 4.2% rarely and 4.2% answered that the head teachers never allowed them to use their own judgements. On whether the head teachers allowed the teachers to try their ideas on the group, 36.7% said they sometimes did; 28.7% always and 9.3% answered that their head teachers rarely allowed the teachers to try their ideas on the group. When asked if the head teachers encouraged interpersonal relationship, 37.2% said they sometimes did; 2.3% indicated often; 28.8% indicated always while 4.7% indicated that the head teachers rarely encouraged interpersonal relationship.

**Level of Teachers’ Performance**

The level of teachers’ performance was measured in terms of teachers’ performance in lesson preparation, performance in learners’ assessment and performance in time management. The performance of each teacher was rated in a scale of 10 to 50 and the scores of the teachers recorded, after which the means were computed according to the three methods of measurement. The results are summarized in Table 2.
Table 2; Teachers’ Performance

<table>
<thead>
<tr>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher's performance in lesson preparation</td>
<td>215</td>
<td>15.00</td>
<td>47.00</td>
<td>40.78</td>
</tr>
<tr>
<td>Teacher's performance in learners' assessment</td>
<td>215</td>
<td>15.00</td>
<td>48.00</td>
<td>39.98</td>
</tr>
<tr>
<td>Teacher's performance in time management</td>
<td>215</td>
<td>15.00</td>
<td>46.00</td>
<td>36.22</td>
</tr>
<tr>
<td>Overall Teachers’ Performance</td>
<td>215</td>
<td>15.00</td>
<td>47.00</td>
<td>38.99</td>
</tr>
</tbody>
</table>

(Source: Field Data 2020)

The lowest score in lesson preparation was 15 while the highest score was 47; the mean was 40.78 (out of 50) with a standard deviation of 5.88. This showed that the level of performance of the teachers of Turkana west public primary schools in terms of lesson preparation was very good. The teachers prepared well their professional documents such as schemes of work, lesson plans, and records of work and lesson notes. Teaching resources were also prepared to a good level. However, most of the teachers 83.8% of the teachers had either never or sometimes researched on the internet when preparing for their lessons; this indicated that many teachers relied on available textbooks for research and for preparation of lesson notes. The lowest score in learners’ assessment by the teachers was 15 while the highest score was 48; the mean was 39.98 (out of 50) with a standard deviation of 7.57. The teachers of Turkana West sub county public primary schools effectively assessed the learners by giving daily homework, class assignments and examinations at stipulated time within the school calendar.

The lowest score in time management by the teachers was 15 while the highest score was 46; the mean was 36.22 (out of 50) with a standard deviation of 4.45. This demonstrated a good score in time management in the sub county. Most of the schools maintained attendance register and the teachers performed relatively well in maintaining time for various activities of the school. The areas that had the least score were teachers reporting to school on the first day of opening (18 out of 50) and preparation of professional documents before opening the school (16 out of 50). The overall teachers’ performance had a mean score of 38.99 out of 50. When translated into percentage form, this was equivalent to 77.98%, which demonstrated very good
performance in terms of lesson preparation, learners’ assessment and time management in Turkana West sub county primary schools.

**Conclusion and Recommendations**

To answer the research question on democratic leadership style, the results from the study showed that there is a significant relationship between democratic leadership style and teachers’ performance. The head teachers should therefore be involved in distribution of responsibility, empowering teachers and aiding group decision making process; this could motivate the teachers and make them feel part of the school’s administrative process, which in turn positively influences work relationship in the school. In answering the research question on transformational leadership style, the findings showed that there is a significant relationship between transformational leadership style and teachers’ performance. The head teachers with positive and collaborative styles create a positive environment in schools, and teachers wanted a strong leader who can make clear and consistent decisions, while earnestly considering all opinions involved.

To answer research question on autocratic leadership style, the results demonstrated that there is no significant relationship between autocratic leadership style and teachers’ performance. Motivation and reward of teachers and other employees are really key roles of school leaders since they are positively correlated with the employee performance. These roles are commonly overlooked in a situation where the head teacher employs autocratic leadership style. The teachers also do prefer a head teacher who is social, with high moral character and someone whose integrity and intellect are respected. Since poor management practices and knowledge deficiency on strategy adoption were the main barriers to effective teacher performance, the schools need to always have clear policy, mission and vision coupled with the leader’s competence in order to improve school culture and overall performance.

The head teachers should motivate all the teachers in the process of management, administration, and the overall improvement of the school. The head teachers and all the stakeholders in the school should embrace targets and goal setting so that all the employees can see a clear path for attaining those targets. Although setting goals/targets improves performance robustly across various settings, it is nevertheless a skill: and therefore head teachers should be regularly trained on how to effectively set goals and engage relevant stakeholders in achieving them. Further study could be conducted on the effect of head teachers’ leadership strategies on teachers’ performance in private schools.
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