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ROLE OF TRANSFORMATIONAL LEADERSHIP ON ORGANIZATIONAL CHANGE IN SELECTED PUBLIC SECONDARY SCHOOLS IN NAKURU NORTH SUB COUNTY, KENYA

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Abstract

Many organizations are occasionally faced with challenges that force them to adjust or change. Change is a global phenomenon which affects all organizations. Knowledge and awareness about many of the critical issues involved in the management of such change is often lacking. The purpose of the study was to examine the role of transformational leadership in organizational change in public secondary schools of Nakuru North Sub County, Nakuru County, Kenya. Specifically, the study sought to establish the effect of inspirational leadership on organizational change. The study used a descriptive survey research design. The target population comprised a total of 406 teachers and principals. A sample of 81 respondents was drawn from the target population using stratified random sampling method. Questionnaires were employed for data collection. The data was analyzed using descriptive and inferential statistic. The foregoing analyses were enabled by the use of the Statistical Package for Social Sciences (SPSS) software. The study revealed that transformational leadership indeed plays a role in organizational change in that inspirational motivation which is one of its

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core elements influenced organizational change in the aforesaid schools. It was recommended that the school heads ought to motivate their members of staff by inspiring them in such a way that they will willingly embrace change in their schools.

Keywords: Inspirational leadership, Nakuru North Sub-County, Organizational change, Public secondary schools, Transformational leadership

INTRODUCTION

In the world there are new technologies, transformed economies, shifting demographics, reforming governments, fluctuating consumer preferences and dynamic competition (De Wit & Meyer, 2010). This necessitates organizations change. Government policies, environment and competition in most cases start the change initiative which is guided by the principals. The principals must be adequately be prepared for leadership roles. Leadership preparation and development is a recent phenomenon (Coles & Southworth, 2005). Preparation and development of school principals can lead to school effectiveness and improvement (Fink, 2005). As a result, many countries especially in the developed world have come up with institutions and programmes for preparation and development of school principals.

The areas proposed by Kenya Education Management Institute (KEMI) as essential to school managers included amongst others human resource management and staff motivation and strategic leadership (Republic of Kenya, 2011). Poor leadership has been associated with several aspects which bring various challenges during and after change process. People are significant barriers in the attempt to drive change. According to Moran and Brightman (2001), change leaders must create an environment where people involved in the change process open themselves for new ideas and concepts, adopt new assumptions and overcome their hostility and resistance to change. Lasting success in leading strategic change lies in the ability of leaders to alter the mental maps of the people within their organization (Black & Gregersen 2002).

According to World's Competitiveness Report (2009), Kenya is among the best in Africa in terms of efficiency in education sector based on students' performance, staff turnover, motivation and managerial competence. Performance of the academic institutions in meeting the goals and objectives of education in Kenya relies heavily on the type of leadership that prevails in the institutions. Malusu (2007) observes that the increase in secondary education necessitates instituting responsible leadership in secondary education institutions. It has been

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observed that many schools still perform poorly due to poor leadership besides inadequate funds and poor facilities.

Poor performance in examinations is a sign of poor leadership since Kenya's education system is dominated by examination-oriented teaching, where passing examinations is the only benchmark for performance because there is no internal system of monitoring learning achievements at other levels within an education cycle. There is reliance on scores and transition rates as core measures of achievement. Examinations are generally acceptable as valid measures of achievement (Maiyo & Ashioya, 2009). Secondary school placement, depend on performance of Kenya Certificate of Primary Education (KCPE) examination in standard eight (Michael, Miguel & Rebecca, 2004). School leadership has been identified as a significant driver of high-performing schools (Beck & Murphy, 1996). These issues authenticate the rationale of examining how transformational leadership in general and inspirational leadership in particular affects organizational change in public secondary schools.

Statement of the Problem

Worldwide, there is increasing efforts to improve student learning outcomes at all levels in the education sector and maintain the quality of education. This is greatly changing the way secondary schools are now being managed. Secondary schools in Kenya continue to face pressure to attain set national and international goals, among them the educational MDGs and Kenya's Vision 2030. The overall goal of the Vision is to provide a globally competitive quality education, training and research for development to reduce illiteracy, improve the transition rate from primary to secondary schools, and raise the quality and relevance of education.

In this era there is increasing need for formal change in the structures of school governance that leads to a more democratic administrative approach in which decision making is devolved to BOGs, PTAs, principals, HoDs, teachers, students and subordinate staff. The presence of these governing groups provides abundant opportunities for the practice of transformational leadership. Yet, it remains unclear the extent to which transformational leadership has contributed to organizational change in public secondary schools. The foregoing problem necessitated this study which sought to examine the role of transformational leadership in organizational change amongst public secondary schools.

Research Objective

To assess the role of transformational leadership on organizational change in secondary schools in Nakuru North Sub County, Nakuru County, Kenya.

Specifically, to establish the effect of inspirational motivation on organizational change.

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Research Hypothesis

H_0: The relationship between inspirational motivation and organizational change is not significant.

THEORETICAL FRAMEWORK

The study was guided by both trait and behavioral approaches and also transactional leadership model as outlined hereafter.

Trait Approach

Scientific study of leadership began with a focus on trait of effective leaders. Leaders are born, thus the name sometimes applied to early versions of this idea, the “Great Man” theory. Trait theory of leadership focused and evolved around a central idea that tried to study and isolate the personal qualities and characteristics differentiate leaders from non-leaders. It is based on the underlying assumption that leadership is inborn, which means that one is either born as a leader or a follower. Traits such as intelligence, knowledge, dominance, initiation, achievement, responsibility, participation, self-confidence, energy, emotional maturity, stress tolerance, pragmatism, result-orientation, ambition, honesty and integrity were studied and labeled as characteristic of effective leaders (Stogdill, 1974).

Leader trait researchers examine the physical, mental and social characteristics of individuals. In general, these studies simply looked for significant associations between individual traits and measurers of leadership effectiveness. Physical traits such as height, mental traits such as intelligence and social traits such as personality attributes were all subjects of empirical research. The major problem with this theory lies in the fact that many trait were identified. After several years of study, it became apparent that no consistent trait could be identified. Although some traits were found in considerable studies, the results were generally inconclusive (Bolden et al., 2003). It didn’t offer explanations for the proposed relationship between individual characteristics and leadership. It did not consider the impact of situational variables that might moderate the relationship between leader traits and measures of leader effectiveness. As a result of lack of consistent findings linking individual traits were largely abandoned in the 1950s.

Behavioral Approach

Partially as a result of the disenchantment with the trait approach to leadership, the focus of leadership research shifted to leader behaviours. Behaviour theories argue that leadership can be taught and leaders can be made rather than in born. In this approach leadership was explored as a style. Instead of focusing on individual traits that the leader should enhance,

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research questions were directed towards the nature of managerial work and classification of the different functions, practices, roles and behaviours of the leader.

This was based on the fact that behaviour can be learned and altered through practice which in turn resulted in an interest in training leaders and investigation as to whether one kind of behaviour was more efficient than others (Bass 1990). Rather than looking at what leaders are, this theory look at what leaders do. Hence the question underlying this approach is what is being done by leaders that differentiate them from non-leaders, (Greenberg, 2003). Empirical research did not demonstrate consistent relationship between tasks oriented leader behaviours and leader effectiveness. Behavioural research didn't consider situational influences that might moderate between the relationship of the leader behaviours and leader effectiveness.

Transactional Leadership Model

Transactional leadership is based on bureaucratic authority, focuses on task completion, and relies on rewards and punishments (Tracey & Hinkin, 1998). Transactional leadership is hypothesized to occur when there is a simple exchange of one thing for another. According to Burns (1978), transactional leadership occurs when one person takes the initiative in making contact with others for the purpose of an exchange of valued things. In this relationship the leader and the led exchange needs and services in order to accomplish independent objectives (Barker, 1990).

Transactional leaders address the current needs of subordinates by focusing attention on exchanges (Reward for performance, mutual support and bilateral changes). Bass (1985) describes a transactional leader as one who prefers a leader-member exchange relationship, whereby the leader fulfils the needs of the followers in exchange for their performance in meeting basic expectations. This means that a transactional leader has a preference for risk avoidance and is able to build confidence in subordinates to allow them to achieve goals (Yammarino et al., 1993). Transactional leadership ensures that employees perform according to expectations.

Exhibiting transactional leadership meant that followers agreed with or the leader in exchange for praise, rewards, and resources or the avoidance of disciplinary action. Rewards and recognition were provided based on followers' successful accomplishment of their roles and assignments (Podsakoff, Todor & Skov, 1982). Transactional contingent reward leadership clarifies expectations and offers recognition when goals are achieved. Bass (1985) argued that transactional contingent reward leadership builds the foundation for relationships between leaders and followers in terms of specifying expectations, clarifying responsibilities, negotiating contracts and providing recognition and rewards for achieving expected performance. The

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leader specifies the standards for compliance as well as what constitutes ineffective performance and may punish followers for being out of compliance with those standards. This style of leadership implies closely in monitoring for any unfavorable deviation from expected behaviours and taking corrective action as quickly as possible when they occur.

EMPIRICAL REVIEW

In this section, empirical studies touching on inspirational motivation and organizational change are reviewed.

Inspirational Motivation and Organizational Change

Inspirational motivation, describes the degree in which the leader states a vision that is attractive and encouraging to followers (Judge & Piccolo, 2004). Inspirational leadership is about motivating the entire organization to for example follow a new idea. Leaders strengthen followers by viewing the future by optimism (Antonakis et al., 2003). They act in ways that motivate those around them by providing meaning and challenge to their followers' work (Bass et al., 2003). Inspirational motivation is usually a companion of charisma and it is concerned with a leader setting higher standards, thus becoming a sign of reference.

According to Bass (1985), followers look up to their inspirational leader as one providing emotional appeal to increase awareness and understanding of mutually desirable goals. This is characterized by the communication of high expectations, using symbols to focus efforts, and expressing important purpose in simple ways. The leader talks optimistically about the future, articulating a compelling vision for the future and providing an exciting image of organizational change (Bass & Avolio, 1994). The motivation occurs by providing meaning and challenge to the followers' work; individual and team spirit are aroused enthusiasm and optimism are displayed. The leader encourages followers to envision attractive future states, for the organization and themselves (Bass et al., 1997).

Inspirational leadership is motivating the entire organization to follow a new idea. Transformational leaders make clear an appealing view of the future, offer followers the opportunity to see meaning in their work, and challenge them with high standards. They encourage followers to become part of the overall organizational culture and environment (Kelly, 2003). Transformational leaders encourage their followers to imagine and contribute to the development of attractive, alternative futures (Bass et al., 2003).

Concept of Organizational Change

Organizational change is the set of different actions that results shifting in directions and/or processes that affect the way in which organizations work before (Hage, 1999). Organizational

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change starts when organizational management feels dissatisfaction with the current situation. Organizational changes may be planned or unplanned. The planned changes are more related to the management; hence they put deliberate effort to make something happen. Strong commitment and systematic approach is required in planned change. The most important thing in planned changes are based on the vision of leader and stated objectives. Changes may affect the strategies, tasks, or factions within the organizations. There are different kinds of changes according to the nature of organization and its environment, some organizations adopts small changes (incremental changes) while others may go deep towards the organizational transformation usually known as corporate transformations (radical changes) which requires the changes in broader scale and are difficult to handle (Boston, 2000).

The leadership qualities are very important for organizational changes because it is most important to handle the resistance, confusion, exploration and commitment of management. There are some predictable behaviours associated with the change stages and the effective leader always perceive these changes in efficient manner and respond appropriately to get the teams commitment. Change leader is always associated with the planned change and constructively deals with the human emotions (Senior & Fleming, 2006). The organizational change in brief, is an intentional effort made by organization leadership to take the organization towards betterment. There could be many reasons or motivations behind the change process, including external or internal pressures for change, technological, social or economical factors. Moreover the vision of an organizational leader/leadership and its innovative ideas can also be reason behind the organizational change process.

An organization that does not adopt changes cannot survive long in market. Organizational changes provide different significant benefits; for example, it improves competitiveness, improves financial performance, enhances employees and customer satisfaction and most important is that it leads organization towards continuous improvement and sustainability. These are organizational benefits and not every individual in any organization can get benefits personally from these changes but every individual working in an organization, usually have common goals and objectives and these changes made the organization as a whole stronger (Boston, 2000).

The change process is very challenging and important for organizations. It can lead an organization towards a path of success. It can also make them capable to meet future demands and to compete with other market player in effective way. (Robbins, 1999) notes that change for organizations is necessary to deal with the diversities and the complex market situations.

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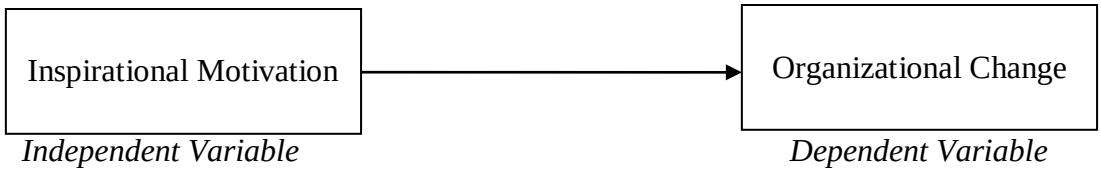
There are different forces that influence organization for change and these forces may create expectations of improved efficiency and better services. Usually external forces lead towards innovation. When organizational changes are well planned and carried in a structured way it leads to continuous improvement and organizational innovation (Boston, 2000).

Conceptual Framework

A conceptual framework illustrates diagrammatically the presumed relationships between study variables (Mugenda & Mugenda, 2003) as shown in Figure.1.

Figure 1: Conceptual Framework



As outlined in Figure 1 the independent variable is inspirational motivation while organizational change is the dependent variable. The conceptual framework hypothesizes the existence of a relationship between the independent variable and the dependent variable. That is, it is presumed that inspirational motivation influences organizational change.

RESEARCH METHODOLOGY

Research Design

The study adopted descriptive survey research design. This design involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data. The adoption of the descriptive survey research is because it portrays an accurate profile of persons, events, or account of the characteristics for example, behaviour, opinions, abilities, beliefs, and knowledge of a particular individual, situation or group (Burns & Grove 2003). The descriptive survey method was preferred since it ensured complete description of the situation ensuring that there is minimum bias in the collection of data (Kothari, 2008).

Target Population

Target population is that population to which a researcher wants to generalize the results of a study (Mugenda & Mugenda, 2003). The target population in a research study comprised all those potential participants that could make up a study group (Kothari, 2008). The target population for this study constituted principals and teachers drawn from secondary schools in

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Nakuru North Sub-County. The target population comprised of 22 principals and 384 teachers from the 22 schools in the region which totaled to 406.

Sampling Frame

A sampling frame outlines the exhaustive list of the members of the target population. In the light of the foregoing assertion, all the 22 principals and 384 teachers comprised the sampling frame. Table 1 illustrates the sampling frame.

Table 1. Sampling Frame

Category of Respondents	Number
Principals	22
Teachers	384
Total	**406**

Sample Size and Sampling Technique

A sample is a subset of the target population. Sampling is the act of selecting a given number of subjects from a defined population as representative of that population. An optimal sample is the one that fulfills the requirements of efficiency, representativeness, reliability and flexibility. This sample should be in a range of 10%-30% (Serekan, 2009) but should be derived scientifically. In this respect Nassiuma's (2000) formula illustrated hereunder was used to arrive at the sample size.

$$n = \frac{NC^2}{C^2 + (N-1)e^2}$$ Where

n = sample size;

N = population size;

C = coefficient of variation which is 50%

e = error margin which is 0.05.

Substituting these values in the equation, estimated sample size (n) was:

$$n = \frac{406\,(0.5)^2}{0.5^2 + (406-1)0.05^2}$$

n = 80.40

n = 80 teachers

Essentially, therefore, a sample of 81 members of the teaching staff was drawn from the target population using stratified random sampling method where the secondary schools constituted

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the strata. This method eliminated the sampling bias by ensuring that all members of the study population in each stratum had an equal chance of participating in the study.

Research Instrument

The instrument used for data collection from the sampled respondents was a structured questionnaire. The use of a questionnaire is a way of getting data about persons by asking them rather than watching them behave (Bryman, 2001). Multifactor Leadership Questionnaire (MLQ) was used in data collection. MLQ is the most frequently used survey when researching transformational and transactional leadership. This is a questionnaire that measures each of the components of the full range of leadership, (Bass 1985). The MLQ includes several variants and is the most common measure of transformational leadership (Judge et al., 2006).

Reliability and Validity of the Research Instrument

The reliability of a research instrument concerns the extent to which an instrument yields similar results on repeated trials (Orodho, 2004). Reliability estimates included internal consistency measures (Cronbach's alpha). Table 2 outlines the results of the reliability test using the Cronbach alpha.

Table 2: Reliability Test

Variables	Number of Test	Alpha Values
Inspirational Motivation	4	0.769
Organizational Change	12	0.741

As illustrated in Table 2, both variables (inspirational motivation and organizational change) returned alpha values greater than 0.7 ($\alpha > 0.7$) which implied that all of them attained the reliability threshold.

Validity describes the degree to which a test measures what it is supposed to measure. Validity answers whether the data collected will be accurate enough to reflect the true happenings in a study (Mugenda & Mugenda, 2003). Construct validity was tested using the principal axis factoring method. The factors under each of the five constructs (idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, and organizational change) that returned Eigenvalues greater than 1.0 were deemed valid. More so, content validity was determined through the expert opinion of the university supervisors since this kind of validity is not statistically assessable (Kimberlin & Winterstein, 2008).

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Data Processing and Analysis

Data collected from the field was first examined for completeness and accuracy in order to minimize the number of outliers. The data was then coded and entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS) analytical tool. As Martin and Acuna (2002) observed, SPSS is able to handle large amount of data, and given its wide spectrum of statistical procedures purposefully designed for social sciences, it is also quite efficient. Descriptive analysis was by use of means and standard deviations. On the other hand, inferential statistics were in form of Pearson's correlation coefficient. Statistical tables were used to present the findings.

EMPIRICAL FINDINGS AND DISCUSSIONS

Response Rate

Out of the 80 questionnaires issued to the sampled respondents, 74 were correctly filled and returned. This represented 92.5% response rate. Needless to say, there were 6 questionnaires that were excluded from the study due to their incompleteness.

Descriptive Analysis for Inspirational Motivation

The study assessed the respondents' opinions regarding inspirational motivation in their respective schools. Table 3 outlines their views.

Table 3: Descriptive Analysis for Inspirational Motivation

		n	Min	Max	Mean	Std. Dev
i.	Principal express confidence that goals will be achieved	74	3	5	4.73	.508
ii.	Principal talks enthusiastically about what needs to be accomplished	74	3	5	4.70	.520
iii.	Principal articulates a compelling vision of the future	74	1	5	4.62	.794
iv.	Principal talks optimistically about the future	74	2	5	4.54	.730

Respondents strongly agreed (mean ≈ 5.00; std dev < 1.000) that secondary school principals express confidence that goals will be achieved; talk enthusiastically about what needs to be accomplished; articulate a compelling vision of the future; and also talk optimistically about the future.

Descriptive Analysis for Organizational Change

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Lastly, the study examined the respondents' opinions regarding organizational change in secondary schools in Nakuru North Sub-County. Table 4 outlines the relevant findings.

Table 4: Descriptive Analysis for Organizational Change

		n	Min	Max	Mean	Std. Dev
i.	Change has improved effectiveness and efficiency of our school	74	2	5	4.43	.801
ii.	Change has helped in training students on study skills improving students learning and frequent feedback to students on test scores and analysis	74	2	5	4.41	.725
iii.	Change has led to clear articulation of school vision, mission and goal and translating them into action	74	2	5	4.38	.758
iv.	Change has led to implementation of programs to motivate teachers	74	3	5	4.35	.716
v.	Change has led to commitment and dedication to the job by teachers	74	3	5	4.35	.753
vi.	Change has led to proper time management in school	74	3	5	4.32	.626
vii.	Change has led to high standards of discipline by students/staff	74	3	5	4.32	.669
viii.	Change has led to frequent and open communication between parents, teachers and school administration on student progress	74	2	5	4.30	.777
ix.	Change has improved human relations of the school	74	2	5	4.30	.702
x.	Change has led to strictly enforced school rules and regulation	74	3	5	4.27	.652
xi.	Change has led to proper supervision of curriculum	74	3	5	4.27	.693
xii.	Change has led to growth of followers and emergency of other leaders	74	2	5	4.22	.787

Respondents agreed (mean > 4.00; std dev < 1.000) with all issues touching on organizational change in secondary schools. In that respect, therefore, they agreed that change has improved effectiveness and efficiency of secondary schools; change has helped in training students on study skills improving students learning and frequent feedback to students on test scores and analysis; change has led to clear articulation of school vision, mission and goal and translating them into actions; change has led to implementation of programs to motivate teachers; change has led to commitment and dedication to the job by teachers; change has led to proper time management in schools; change has led to high standards of discipline by students and members of staff; change has led to frequent and open communication between parents, teachers and school administration on students' progress; change has improved human relations of the schools; change has led to strictly enforced school rules and regulations; change has led to proper supervision of curriculum; and that change has led to growth of followers and emergency of other leaders.

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Inferential Analysis: Relationship between Inspirational Motivation and Organizational Change

In tandem with the specific objective, the study analyzed the effect of inspirational motivation on organizational change in secondary schools. Table 5 outlines the results of the pertinent correlation analysis.

Table 5: Correlation Analysis between Inspirational Motivation and Organizational Change

		Organizational Change
Inspirational Motivation	Pearson Correlation	.601**
	Sig. (2-tailed)	.000
	N	74

***. Correlation is significant at the 0.01 level (2-tailed).*

It was established that the relationship between inspirational motivation and organizational change in secondary schools was positive, strong and statistically significant at 0.01 level of significance ($r = 0.601$; $p < 0.01$). Interpretatively, the more there is inspirational motivation amongst the staff of the aforesaid schools the more effective the organizational change and vice-versa. In order to enhance organization change, it ought to be ensured that the teachers are given inspired motivation. Hence, the null hypothesis was rejected.

SUMMARY

It was strongly agreed that secondary school principals express confidence that goals will be achieved; talk enthusiastically about what needs to be accomplished; articulate a compelling vision of the future; and also talk optimistically about the future. It was agreed that change has improved effectiveness and efficiency of secondary schools; change has helped in training students on study skills improving students learning and frequent feedback to students on test scores and analysis; change has led to clear articulation of school vision, mission and goal and translating them into actions; change has led to implementation of programs to motivate teachers; change has led to commitment and dedication to the job by teachers; change has led to proper time management in schools; change has led to high standards of discipline by students and members of staff; change has led to frequent and open communication between parents, teachers and school administration on students' progress; change has improved human relations of the schools; change has led to strictly enforced school rules and regulations; change has led to proper supervision of curriculum; and that change has led to growth of followers and emergency of other leaders. It was established that the relationship between inspirational motivation and organizational change in secondary schools was positive, strong

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and statistically significant at 0.05 level of significance ($r = 0.601$; $p < 0.01$). The null hypothesis was thus rejected.

CONCLUSIONS

It was revealed that principals of secondary schools simplify the accomplishment of goals by instilling a sense of confidence and optimism amongst the members of staff. More so, inspirational motivation was concluded that it plays a crucial role in the organizational change in the aforestated learning institutions.

The study made a number of crucial recommendations in light of both the descriptive and inferential findings. The school heads ought to motivate the members of their staff by inspiring them in such a way that they will willingly embrace change in their schools. The study recommends that scholars should study the theme of organizational change in other learning institutions such as tertiary colleges and universities and to establish how the various stakeholders contribute to its effectiveness in their respective institutions.

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