ROLE OF TRANSFORMATIONAL LEADERSHIP ON IMPLEMENTATION OF DIGITAL LITERACY PROGRAM IN KENYA

Ronoh Kipronoh Paul

Jomo Kenyatta University of Agriculture and Technology, Kenya

ronohkipronoh@gmail.com

Mike A. Iravo

Jomo Kenyatta University of Agriculture and Technology, Kenya

miravo@jkuat.ac.ke

Muchelule Yusuf Wanjala ✉

Jomo Kenyatta University of Agriculture and Technology, Kenya

yusuf.muchelule@jkuat.ac.ke, ymuchelule@gmail.com

Abstract

Over the past two decades, visionary also known as transformational leadership emerged as one of the most popular approaches to understanding leader effectiveness; hence such leaders transform the norms and values of employees, whereby the leader motivates the workers to perform beyond their expectations transformational leadership style is the need for change for the benefit of both the individual and the organizations through creating an inspiring vision of their organizations. The general objective of this study was to analyze the role of transformational leadership on the implementation of a national government multi-agency project program in Kenya. The specific objectives were to examine the role of idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, and the moderating role of the legal framework on the implementation of a digital literacy program in Kenya. A descriptive and explorative research design was adopted as well as a positivism research philosophy. The target population of this study was 300 project managers in the program whereby a sample size of 171 project managers was obtained by using self designed

questionnaires. The hypotheses were tested at a 5% level of significance. The study found that there is a significant role of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration; there is a significant moderating role of the legal framework on the relationship between transformation leadership and the implementation of a digital literacy program in Kenya. The study was implemented through a multi-agency approach despite of some digital literacy limitations on some repondents as well fear in response to some technical questions they were asked this was improved by proper orientation of the researcher on why he is doing the study and also ensuring maximum integrity and confidentiality on their responses.

Keywords: Transformational Leadership, digital literacy program, inspirational motivation, intellectual stimulation

INTRODUCTION

Leadership is a very important factor in an organization because it determines most of its success and failure. From the mid-1980s, visionary leadership emerged with its emphasis on follower commitment to the vision of the future (Sosik & Jung, 2018). Over the past two decades, visionary also known as transformational leadership emerged as one of the most popular approaches to understanding leader effectiveness (Mitul & Kabir, 2019). Transformational leadership blueprint as the required leadership in that, such leaders transform the norms and values of employees, whereby the leader motivates the workers to perform beyond their expectations (Nguyen et al., 2017).

Transformational leadership is an important subject in the fields of organizational behavior, strategic management, strategic human resource management, and management in general (Alrowwad, Obeidat & Aqqad, 2017). Whatever kind of leadership style one looks at, a leader's capability determines the ability of the management to initiate a collaborative effort among the team members. This was the basis for transformational leadership since a transformational leader gains people's trust and allows collaboration among team members. Organizations require transformational leaders of high moral standing and excellent performance to spearhead the goals and objectives of the institutions (Sahibzada, Kakakhel & Khan, 2016).

In the current hyper-competitive and globalized world, to achieve success in government projects and sustained relevance, leaders must adopt effective leadership styles that are responsive to the dynamic operating environment (Mitul & Kabir, 2019). According to Ayacko, K'Aol, and Linge (2017), re-conceptualizing professional learning in turbulent times, put forth a caution to those exercising leadership authorities through various styles. They assert that sustained effectiveness will largely hinge on continuous improvement and development. Even

with the much-admired transformational style of leadership, in terms of its organization-wide gains. Transformational leadership focuses on the enhancement of followers' involvement with the goals of the organization (Berson, Waldman & Pearce, 2016) leading to employee engagement in the long run.

A central aspect of the transformational leadership style is the need for change for the benefit of both the individual and the organizations they lead. These leaders create an inspiring vision of their organizations and motivate their followers to work towards achieving organizational success (Jiang, Zhao & Jiongbin, 2017). As promoters of change, the leader will influence their subordinates to follow in their direction and act as a bridge between leadership behaviors and organizational performance. The leaders elevate their followers' interests, values, and motivational levels to perform beyond expectations and achieve the organization's goals (Zineldin, 2017). Vasilagos, Polychroniou, and Maroudas (2017) depicted transformational leaders as having 4 distinct factors; idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation known as the four) are of a transformational leader.

Gupta, Loon, and Casimir (2016) in Canada showed that employee engagement is associated with an employees' perception of leadership style in his or her direct supervisor, negatively when classical or transactional leadership styles are perceived and positively in the case of visionary or organic leadership. Moreover, three employee characteristics moderated the relationship between the perceived leadership style and employee engagement in different ways. In Australia, Jiang, Zhao, and Jiongbin (2017) established that the best-performing companies were significantly using transformational leadership as compared to poor performing companies. In Turkey, Yahaya and Ebrahim (2016) indicate that transformational leadership stimulates organizational commitment, which in turn influences job satisfaction. This is achieved by leaders behaving in ways that inspire and motivate their followers, paying attention to the needs of each follower, ensuring a supportive organizational climate and encouraging two-way communication in the organization,

Mansur and Jia (2019) noted that transformational leadership plays a critical role in improving performance in Libya. Trmal, Bustamam, and Mohamed (2017) emphasized the need for African countries to adopt transformational leadership since it is important in improving the performance of the employees. Oluseyi and Ayo (2015) noted that effective leadership was crucial in African organizations as it is throughout the world. In Nigeria, effective leadership positively influenced employee performance. Thus, the role of leaders in ensuring excellent performance cannot be overemphasized (Moronfolu & Adewunmi, 2017). In Zimbabwe, Hlatywayo (2017) the concept of transformational leadership has not taken roots fully. It is still at the initial stages of enhancing leadership in most of its institutions. For instance, the extent to

which transformation leadership had been established and could utilize transformational leadership to take competitive advantage and uniqueness in government institutions. Essentially business organization leaders usually comprehended their role in the school production process. In Egypt, Bottomley et al. (2016) established that transformational leadership is significantly used in both public and private institutions. Also, individualized consideration, charisma, intellectual stimulation, and inspirational motivation were found to improve employee commitment and organizational performance.

Transformational Leadership in Kenya

Most of the organizations in Kenya both in the private and public sectors have embraced the importance of transformative leadership. Most government institutions have embraced three out of the four transformational leader dimensions that are inspirational motivation (though weak), creative stimulation, and personalized consideration (Gathondu, Nyambegera & Kirubi, 2018). Both transformational leadership and employees 'engagement are instrumental in achieving positive organizational outcomes. Three of the four leader behaviors; intellectual stimulation inspirational motivation, and individualized consideration of supervisor in government institutions in Kenya are positively related and significant for both employees' engagement and organizational performance in government institutions in Kenya (Kahuari, Muraguri & Kinyua, 2019).

Amin (2016) found that inspirational motivation had the most significant influence on project performance, followed by individualized consideration and intellectual stimulation. Also, the study found that leaders act as coaches and advisors to individuals, mentor the junior staff to improve personal and professional growth and support a flexible work schedule. Besides, the study found that the relationship between the staff and the leaders was considered good; employees in the organization were involved in problem-solving and participated in decision-making. The leaders also motivate confidence among the staff and are responsive to employee ideas and thought. Besides, leaders have articulated a clear vision for the future and exhibit a commitment to the goals that have been laid out. Ndisya and Juma (2016) on the application of the components of transformational leadership showed that the relationship between inspiration motivation and performance of staff was positive. Thus, when attempts at reform processes do not yield the intended outcomes, it can certainly be attributed to the type of leadership in practice.

Digital Literacy Program in Kenya

The government of Kenya, as per its vision 2030 blueprint, developed a digital literacy program through the Ministry of education meant to integrate information communication and technology in

teaching and learning in all primary schools across the country. In 2015, the government restructured the digital literacy program to have it implemented by the Ministry of ICT through the ICT Authority on considering the high level of technology involved. The digital literacy program is considered one of the Kenya government flagship projects among others in their National ICT Master Plan. The use of electronic technology has been recognized as a key strategy in improving the efficiency, cost-effectiveness, and relevance of a sector. Its success in the education sector is hinged not only on financing but also on the preparation and execution modality (Republic of Kenya, 2018). The government initiated the program out of the conviction that technology has the power to bring about systemic change in basic and higher education by transforming teaching and learning through integrating technology in the learning environment. The digital literacy program involved the distribution of computing devices to all public primary schools with digital content, power connection to primary schools, teacher development and set up of two local assembly lines for the production of electronic devices (Republic of Kenya, 2018).

The management of this digital literacy program was unique given the fact that it had several projects components each being implemented and managed by different government agencies as follows: Development of digital content to be loaded in the devices for learning was implemented by the Kenya Institute of Curriculum Development; Acquisition of computing devices (tablets, laptops, servers, and projectors) was implemented by ICT Authority and also an overall coordinator for the program; Teacher capacity development was implemented by Teacher Service Commission; Power Connectivity to schools done by Kenya Power and Rural Electrification Authority; Set up of Local Assembly plants for electronic devices was implemented by Ministry of Industrialization. Therefore the researcher used the implementation of a digital literacy program project study from whose findings were used to generalize the implementation of digital literacy programs being undertaken by the Kenya Government.

Statement of the Problem

Kenya's public sector institutions have had problems related to the absence of transformational leadership and management inadequacies Ndisya and Juma (2016). Failure to understand, transformational leadership of projects is regarded as one of the factors which have led to underperformance of the projects being funded by the Kenyan government (Omondi, 2017; Kiarie & Wanyoike, 2016; Gitee, 2018; Muchelule, 2018). The Ministry of Education in 2013 started the Digital Literacy Program but failed to take off due to a shortage of funds to run the program. During 2013/2014 the Ministry received Ksh 24.5 Billion to cater to the four components of the project. In 2014 attempts to jump-start the program again did not succeed because of procurement hitches. At this point, an additional Ksh.17.5 billion was allocated for

the project (Republic of Kenya, 2018). In 2015, the government restructured the program to have it implemented by the Ministry of ICT through the ICT Authority on considering the high level of technology involved. Further, other agencies and departments such as Rural Electrification Authority, Kenya Power & Lighting, Kenya Institute of Curriculum Development, Treasury, The Attorney General's office, parents' association (PTA), the universities, Teachers Service Commission, Kenya National Union of Teachers among others all came together to support and implement this program. After this restructuring, the government was able to implement the program. The program is considered one of the Kenya government flagship projects among others in their National ICT Master Plan (Republic of Kenya, 2018).

Studies have been carried regarding transformational leadership and implementation of government projects; Garcia, Pinig and Manguiat (2017) on the influence of perceived transformational leadership and work engagement on counterproductive work behavior in the Philippines noted that work engagement significantly influenced employees' counterproductive work behavior. However, the study addressed the issue of work engagement in counterproductive work behavior. In Nigeria, Amanchukwu, Stanley, and Ololube (2015) focused on the effect of project management leadership on the performance of projects. However, the study did not address the link between transformational leadership and the implementation of multi-agency government projects. Owuor (2018) studied the effects of transformational leadership style on organizational performance in Kenya: a case study of Kenya Breweries Limited. However, the study was based on organizational performance and did not address the issue of implementation of the national government multi-agency project program. Following the above studies that differ in contexts, it is evident that none of the studies has addressed the role of transformational leadership on the implementation of multi-agency government projects in Kenya which is a research gap this study proposed to establish.

Research Objective

The general objective of this study was to analyze the role of transformational leadership in the implementation of a digital literacy program in Kenya. Specifically, the study looked at:

i. Establishing the role of inspirational motivation on the implementation of a digital literacy program in Kenya.

ii. Assessing the role of intellectual stimulation on the implementation of a digital literacy program in Kenya.

iii. Examining the moderating role of the legal framework on the relationship between transformation leadership and implementation of a digital literacy program in Kenya.

The research attempted to prove the following hypotheses:

Ho$_1$:   There is no significant role of inspirational motivation on the implementation of a digital literacy program in Kenya.

Ho$_2$:   There is no significant role of intellectual stimulation in the implementation of a digital literacy program in Kenya.

Ho$_3$: There is no significant moderating role of the legal framework on the relationship between transformational leadership and the implementation of a digital literacy program in Kenya.

LITERATURE REVIEW

The Transformational Leadership Theory introduced by James McGregor Burns in 1978 in his book "Leadership" defined transformational leadership as a process where "leaders and their followers raise one another to higher levels of morality and motivation." Transformational leadership theory is a prominent representative of the new theories that have occupied center stage in leadership research in the last two decades (Yusuf, 1998). Yusuf (1998) established the concept of transformational leadership and emphasized that transformational leaders inspired groups to work towards achieving the common goals to attain a higher level of self-actualization desired instead of self-interest by instilling a clear mission and vision and building up trust and confidence among them.

Transformational leadership theory describes how effective leaders inspire and transform followers by appealing to their ideals and emotions, whereby, transformational leaders make followers more aware of the importance and value of their work, thereby inducing them to transcend self-interest for the sake of the organization. The leaders develop follower skills and confidence to prepare them to assume more responsibilities and as a result, followers trust the leader and are motivated to do more than originally expected (Veale, Worthen & McKay, 2017).

The goal-setting theory of motivation put forward by Edwin Locke in the 1960s that specific and challenging goals along with appropriate feedback contribute to higher and better task performance proves that performance in organizations is enhanced when goals are set. The goals act to direct both leaders and employees in organizations towards certain performance targets. Organizational goals also provide performance standards and are what is measured to establish the achievement of objectives. Leaders in organizations should not only set goals, but the said goals should be specific and challenging if they are to provide meaning and stimulation to employees (Supeli & Creed, 2013). According to Judge and Piccolo (2014), more challenging goals can be used by organizational leaders to motivate employees towards performance in both their tasks and hence organizational performance. Specific goals should be set at individual, team, and organization at large. Goal-setting theory, therefore, posits that

conscious and well-defined goals are important if managers are to attain a particular standard and influence their employees and organizations (Bass, 1999).

The Social Learning theory was initiated by Albert Bandura (1977) who agreed with the behaviorist learning theories of classical conditioning and operant conditioning. This theory states that people can learn through observation and direct experience (Bandura & Walters, 1977). It assumes that behavior is a function of consequences and the perceptions that people have on the consequences (Luthans, Youssef & Avolio, 2007). Luthans, Youssef and Avolio (2007) posit that most of the behavior that people display is learned, either deliberately or inadvertently through the influence of models.

The social learning approach takes thought processes into account and acknowledges the role that they play in deciding if a behavior is to be imitated or not. Through observing others, one forms an idea of how new behaviors are performed, and on later occasions, this information serves as a guide for action an aspect of intellectual stimulation. According to Harrison (2011), social learning theory tries to transformational leadership behaviors in the form of intellectual stimulation where the focus is on leaders' socialized charisma such as confidence, beyond self-interest, ethical standing, and making decisions without consulting their teams.

Conceptual Framework

The study conceptualized the transformational leadership characteristics which include: idealized influence, inspirational motivation, intellectual stimulation, individualized consideration influences the implementation program. This influence was moderated by the legal framework (Figure 1).
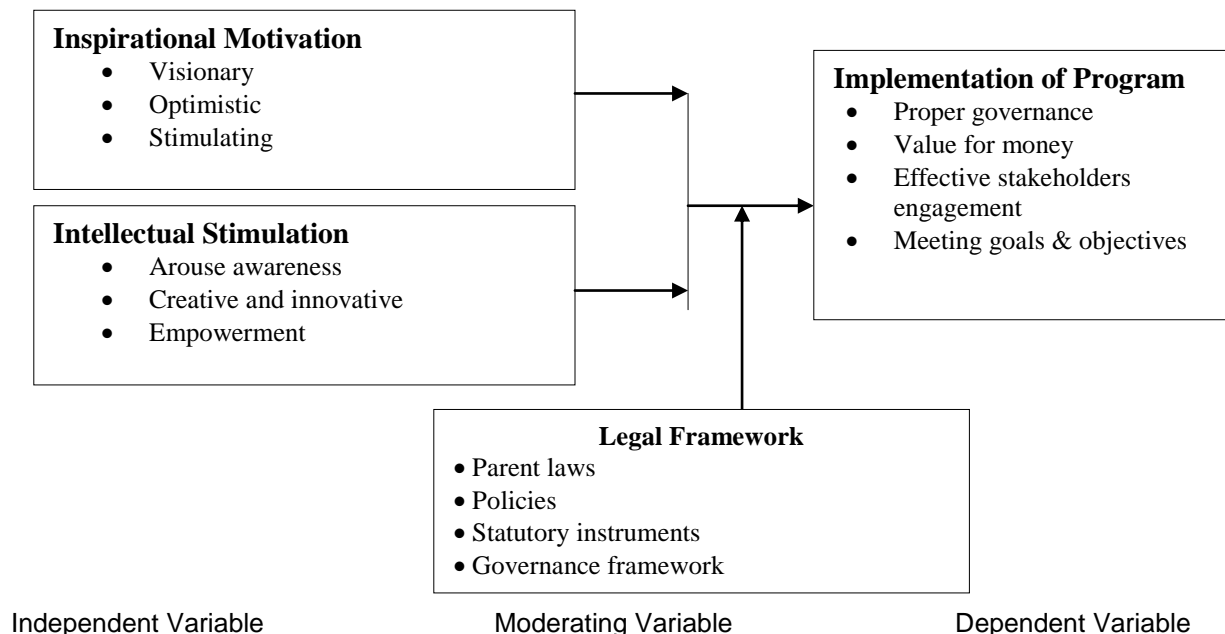

Figure 1: Conceptual Framework

METHODOLOGY

The study employed a descriptive and explanatory research design. A descriptive design is concerned with determining the frequency with which something occurs or the relationship between variables (Bryman & Bell, 2011). This approach was suitable for this study since the study collected comprehensive information through descriptions that help identify variables. It also allows the analysis of many variables by the researcher at a go and thus, the researcher is capable of describing the various variables and conditions of the research (Erik & Marko, 2011). An explanatory research design was used to test the hypothesis in inferential statistics. The primary purpose of explanatory research is to explain why phenomena occur and to predict future occurrences (Saunders, Lewis & Thornhill, 2012).

Two research paradigms may underpin research, that is, positivism and social constructivism. The positivism research philosophy was appropriate for this study based on the underlying assumptions of this paradigm relative to social constructivism. Positivism is also the philosophy of science where information is derived from logical and mathematical treatments and reports of sensory experience are the exclusive source of all authoritative knowledge. Constructivism is 'an approach to learning that holds that people actively construct or make their knowledge and that reality is determined by the experiences of the learner' (Elliott et al., 2000).

The target population was 300 project managers with the key mandate of governance of various digital literacy programs in the following institution KICD, TSC, KPLC, ICT Authority, and the Ministry of education. The study deployed a stratified random sampling technique since the study population is not homogenous and, in this way, it is conceivable to isolate this population into strata to induce a representative sample (Erik & Marko, 2011). To calculate the sample size, the Yamane's formula (1967) was employed. Where a sample size of 171 respondents was obtained. The study utilized primary data. The primary data was collected in the form of questionnaires since they provide a relatively cheap, quick, and efficient way of obtaining large amounts of information from a large sample of people. The questionnaire comprised of closed-ended questions to save time and also enabled respondents to answer questions in their own words.

Both qualitative and quantitative data were collected. The analysis was done quantitatively and qualitatively by the use of descriptive statistics. These included frequency distributions, tables, percentages, mean and standard deviation. Besides, advanced statistical techniques (inferential statistics) were considered. Data analysis was done with the use of SPSS Version 24.0 for windows. This generated quantitative reports through tabulations, percentages, and measures of central tendency. Tables were used to summarize responses for

further analysis and facilitate comparison. Correlation analysis was done to determine the relationship between the dependent and independent variables.

Diagnostic tests were undertaken to test for violation of critical assumptions of regression models (Brooks, 2014). They include the normality test, heteroscedasticity test, and multicollinearity test. Analysis of variance (ANOVA) was used to test the significance of the model at a 95% confidence interval. A multivariate regression model was employed to study the relationship between the factors studied here. The study used multiple regression models to establish the moderating role of the legal framework (Z) on the relationship between the independent variables and the dependent variable as follows:

$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + Z(\beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4) + \varepsilon$

Where

Y = Project implementation;

β_0 = Constant Term; $\beta_1, \beta_2, \beta_3,$ and β_4 = Beta coefficients;

X_1 = Idealized influence; X_2 = Inspirational motivation; X_3 = Intellectual stimulation; X_4 = Individualized consideration

Z = Legal framework; ε = Error term

RESULTS

The descriptive measures of dispersion, central tendency were summarized as per variable. Table 1 below shows the descriptive statistics on Inspirational Motivation. The findings in Table 1 shows that the respondents agreed that they are optimistic that the Digital Literacy Program will work as indicated by a mean value of 4.32 and standard deviation of 1.059; that they always create an environment where employees can be passionate in their job as indicated by a mean value of 4.26, the standard deviation of 1.036. They also agreed that they always create an environment where employees can be imaginative in their job as shown by a mean value of 4.25, the standard deviation of .968; and that they always create an environment where employees can be creative in their job as indicated by a mean value of 4.24, the standard deviation of .980.

The findings also show that the respondents agreed that they always articulate a compelling vision for the future regarding all the projects to be undertaken as shown by a mean value of 4.24 and a standard deviation of .991. They also agreed that they always motivate the employees in their team to enable them to perform their roles effectively as shown by a mean value of 4.19 and 1.036. Besides, respondents had moderate opinions that they always inspire the employees to be relevant and dynamic in whatever task they undertake as shown by a mean value of 3.38 and a standard deviation of .868. The study findings agree with those of

Mukwenda (2017) that the dimensions of inspirational motivation indicate that respondents have the enthusiasm to carry out tasks because the leader can arouse the aspirations of subordinates, and subordinates are also able to advance team spirit in all tasks at hand. Accordingly, they argue that inspirational motivation sets the basis for sharing knowledge, which is key to enhancing job autonomy and the general performance of the organization.

Intellectual Stimulation

On intellectual stimulation, the findings show that the respondents agreed that they are always ready to offer any support and empower their staff to enable them to perform tasks effectively as shown by a mean value of 4.40 and a standard deviation of 1.021. They agreed they always create a sense of awareness to all employees on the importance of unity in project implementation as shown by a mean value of 4.31 and a standard deviation of 1.076. Respondents also agreed that they always suggest to the employees to come up with new ways of enhancing project implementation as shown by a mean value of 4.25, and a standard deviation of 1.007.

The study also established that respondents agreed that they always encourage all the employees to be innovative and creative as shown by a mean value of 4.23 and a standard deviation of 1.089. Also, they do not impose their ideas on the employees but allows some independence as shown by a mean value of 4.13 and a standard deviation of .995. The leaders always seek differing perspectives from employees when solving problems as shown by a mean value of 4.03 and a standard deviation of 1.161 and that they always encourage the employees to solve problems arising from the project on their own as shown by a mean value of 3.97 and standard deviation of 1.041.

The study findings concur with Orabi (2016) who explained that leaders question the assumptions and beliefs of the organization and encourage followers to be innovative and creative, thus approaching old problems in new ways. The leader empowers followers by persuading them to propose new and controversial ideas without fear of punishment or ridicule. They do not impose their ideas judiciously and certainly on subordinates.

Legal Framework

On the effect of the legal framework as a moderating factor, the findings show that the respondents agreed that, the Education policy in place has ensured that the implementation of the Digital Literacy Program is effective as shown by a mean value of 3.81 and a standard deviation of 1.100. They also agreed that there are good regulations and administrative practices as to the operations and management of the Digital Literacy Program as shown by a

mean value of 3.62, and a standard deviation of 0.993. Respondents also concurred that there is proper state legislation as to the operations and management of the Digital Literacy Program as shown by a mean value of 3.59 and a standard deviation of 1.053.

The findings also show that the respondents had moderate opinions that the education policy in place has ensured that the implementation of the Digital Literacy Program is effective as shown by a mean value of 3.49 and a standard deviation of 1.044. They also explained that the budgeting policy in place has ensured that the implementation of the Digital Literacy Program is effective as shown by a mean value of 3.46 and a standard deviation of 1.160. Besides, they moderately agreed that there is sufficient public participation in the implementation of the Digital Literacy Program is effective as shown by a mean value of 3.33 and a standard deviation of 1.012. Furthermore, they concurred that all the stakeholders are involved in implementing, monitoring, and evaluating the Digital Literacy Program is effective as shown by a mean value of 3.29 and a standard deviation of 1.230.

The study findings agree with those of Pinto and Trailer (2014) that the focus by governments to come up with public infrastructure projects and implement them to build trust and support from the citizens has also led to more policies being passed in this investment area. It also concurs with Kerzner (2018) that government sectors rely on government policies to ensure that the projects were implemented within the provided guidelines and regulations.

Status of implementation of Projects

On Status of project implementation, the findings in Table 4.8, the respondents agreed that the Digital Literacy Program has enhanced the quality of learning in schools as shown by a mean value of 3.78 and a standard deviation value of 1.193. They agreed that the Digital Literacy Program projects in various regions have been implemented in time as shown by a mean value of 3.65 and a standard deviation value of 1.162. Also, there has been continued stakeholder support as to the implementation of the Digital Literacy Program as shown by a mean value of 3.60 and a standard deviation value of 1.185.

Findings also show that respondents agreed that the Digital Literacy Program has met the required government standards as shown by a mean value of 3.55 and a standard deviation value of 1.097. Besides, respondents had moderate views on the idea that there are proper risk mitigation controls to monitor the sustainability of the Digital Literacy Program as shown by a mean value of 3.30 and a standard deviation value of 1.155. They moderately agreed that the target of the Digital Literacy Program has exceeded the expectations as shown by a mean value of 3.24 and a standard deviation value of 1.090. These study findings agree with Meredith, Mantel, and Shafer, (2017) that the continuity of a project and the resulting benefits are of great

interest to all stakeholders since a lot of resources are invested by the donors. It also agrees with Herington (2017) that stakeholder participation is the process through which stakeholders influence and share control over development initiatives and the decision and resource which affect. When projects are successful continued participation of stakeholders is supposed to make the development demand-driven and effective.

Diagnostic Tests

The study tested whether the data met regression assumptions of normality and linearity, multicollinearity, and heteroscedasticity

a) Normality test

Shapiro Wilk test was used to test for normality assumption. The null hypothesis is that the data is normally distributed. We reject the null hypothesis if the p-value is less than the selected level of significance (0.05), suggesting that the data used is not from a normal population, i.e. it does not follow a normal distribution. If the p-value obtained is greater than the selected level of significance (0.05), we fail to reject the null hypothesis and conclude that the data is from a normal population, i.e. it is normally distributed. Findings from Table 6 show that inspirational motivation had a p-value of 0.208, intellectual stimulation had a p-value of 0.188, and the legal framework had a p-value of 0.102 while implementation of program had a p-value of 0.099. This shows that all the variables were normally distributed and hence the data meets the regression analysis assumption of normality of data. Table 5 below shows the results.

Table 6: Shapiro-Wilk Test

	Shapiro-Wilk		
	Statistic	**Df**	**Sig.**
Inspirational Motivation	.751	156	.208
Intellectual Stimulation	.789	156	.188
Legal Framework	.976	156	.102
Implementation of Program	.963	156	.099

b) Multicollinearity

The data were tested for multicollinearity using the Tolerance and Variance Inflation Factor. From the findings presented in Table 7, the VIF values for all the variables was less than 5, a clear indication that multicollinearity doesn't exist between the study variables. The variables were found to lack high correlations among themselves; therefore, the results of multiple regression analyses were not misleading. Table 7 below shows the results.

Table 7: Multicollinearity Test Statistics

	Tolerance	VIF
Inspirational Motivation	.685	1.459
Intellectual Stimulation	.671	1.491
Legal Framework	.602	2.541

c) Heteroscedasticity

Breuch-pagan / cook-Weisberg test was used to test for Heteroscedasticity. The null hypothesis for this test is that the variances of error terms are equal (Vinod, 2008). If "Prob > Chi-squared" is greater than 0.05 it suggests the existence of homoscedasticity (Park, 2008). The findings presented in Table 8 below shows Chi^2 = 2.6874 is greater than P (0.541). This, therefore, suggests insignificance.

Table 8: Breusch-Pagan / Cook-Weisberg Test for Heteroscedasticity

Ho: Constant variance			
Statistics	Df	Stat value	p-value
Chi-squared	4	2.6874	0.5412

d) Autocorrelation Test

Autocorrelation was checked in the linear regression model using the Durbin-Watson test. The null hypothesis for the Durbin-Watson's d tests is that the residuals are not linearly autocorrelated. The d value ranges from 0 and 4, if the d values are; 1.5 < d < 2.5 it implies the absence of autocorrelation in the data. Table 9 below shows the results.

Table 9: Durbin-Watson Autocorrelation Test

Model	Durbin-Watson
1	1.945

Correlation Analysis

The strength and direction of the relationship between two variables were determined by computing correlation analysis. The findings presented in Table 10 show that inspirational motivation had a strong positive relationship with the implementation of the program (r=0.815). Since the p-value (0.00) was less than the selected level of significance (0.05) suggested that the relationship was significant. Besides, intellectual stimulation is seen to have a strong positive, and significant relationship with the implementation of the program (r=0.899). The findings also show that the p-value (0.000) was less than the selected level of significance

(0.05), an indication that the relationship was significant. These findings, therefore, suggest that there I a strong relationship between the dependent ad the independent variables. Table 10 below shows the findings.

Table 10: Correlations

		Implementation Projects	Intellectual Motivation	Intellectual Stimulation
Inspirational Motivation	Pearson Correlation	.815[**]	1	
	Sig. (2-tailed)	.000		
	N	156	156	
Intellectual Stimulation	Pearson Correlation	.899[**]	.293[**]	1
	Sig. (2-tailed)	.000	.000	
	N	156	156	156

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

Multiple Regression Analysis

The study computed regression analysis to test the relationship between the dependent and the independent variables. It was used to analyze the role of transformational leadership in the implementation of a digital literacy program in Kenya. The findings were also used to test the research hypothesis 1 to 4.

Model Summary

The model summary was used to establish the amount of variation in the implementation of a digital literacy program that can be explained by changes in inspirational motivation, intellectual stimulation, and legal framework. From the findings in Table 11, the value of adjusted R square was 0.691 which suggests that 69.1% variation in the implementation of a digital literacy program can be explained by changes in idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, and legal framework. The remaining 30.9% suggests that other factors can be attributed to variation in the implementation of a digital literacy program that was not discussed in this study. The correlation coefficient (R) shows the relationship strength between the study variables. From the findings, the variables were strongly and positively related as indicated r= 0. Table 11 below shows the results.

Table 11: Model Summary for Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.833[a]	.694	.691	.82018

a. Predictors: (Constant), Individualized Consideration, Idealized Influence, Intellectual Stimulation, Inspirational Motivation

ANOVA

The results in Table 12 indicate that the model was significant since the p-value (0.000) was less than 0.05 thus the model is statistical significance in establishing the effects of idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, and legal framework on the implementation of a digital literacy program in Kenya. Further, the F-calculated (14.988) was greater than the F-critical (2.432) suggesting the significance of the model [Note: the f-critical value is obtained from the f-distribution table].

Table 12: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	40.330	4	10.083	14.988	.000[b]
1	Residual	101.578	151	.673		
	Total	141.908	155			

a. Dependent Variable: Implementation of Program

b. Predictors: (Constant), Individualized Consideration, Idealized Influence, Intellectual Stimulation, Inspirational Motivation

Following regression analysis, the following coefficients were obtained as shown in Table 13 below.

Table 13: Coefficients for Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	1.362	0.135		10.089	0.000
1	Inspirational Motivation	0.405	0.079	0.38	5.127	0.015
	Intellectual Stimulation	0.633	0.091	0.604	6.956	0.005

a. Dependent Variable: Implementation of Program

The model was fitted as below;

Y = 1.362 + 0.111 X_1 + 0.405 X_2 + 0.633 X_3 + 0.773 X_4 + ε

Moderating effect Regression Analysis

Moderation happens when the relationship between the dependent variable and the independent variables is dependent on a third variable (moderating variable). A stepwise regression analysis was conducted to examine the moderating effect of the legal framework on the relationship between transformational leadership and the implementation of a digital literacy program in Kenya. The null hypothesis stated: **Ho₃**: There is no significant moderating role of the legal framework on the relationship between transformational leadership and the implementation of a digital literacy program in Kenya.

a) Model Summary Moderating Effect Regression Analysis

The findings show that after the introduction of the legal framework, the moderating variable, the value of adjusted R square increased from 0.691 to 0.757 an indication that the moderated variable explains 75.7% variations in the implementation of a digital literacy program in Kenya. The remaining 24.3% suggest that other factors can be used to explain variations in the implementation of a digital literacy program in Kenya that were not included in the model. Table 14 below shows the results.

Table 14: Model Summary Moderating Effect Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.833[a]	.694	.691	.82018
2	.871[b]	.759	.757	.56032

a. Predictors: (Constant), Individualized Consideration, Idealized Influence, Intellectual Stimulation, Inspirational Motivation

b. Predictors: (Constant), Individualized Consideration, Idealized Influence, Intellectual Stimulation, Inspirational Motivation, X3M, X4M, X1M, X2M

b) Analysis of Variance for Moderating Effect Regression Analysis

This tested the significance of the moderated model. The significance was tested at a 5% level of significance. Table 15 below shows the ANOVA results.

Table 15: Analysis of Variance Moderating Effect Regression Analysis

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	40.330	4	10.083	14.988	.000[b]
1	Residual	101.578	151	.673		
	Total	141.908	155			
2	Regression	95.755	8	11.969	38.124	.000[c]

Table 15…

Residual	46.153	147	.314
Total	141.908	155	

a. Dependent Variable: Implementation of Program

b. Predictors: (Constant), Individualized Consideration, Idealized Influence, Intellectual Stimulation, Inspirational Motivation

c. Predictors: (Constant), Individualized Consideration, Idealized Influence, Intellectual Stimulation, Inspirational Motivation, X3M, X4M, X1M, X2M

The findings presented in Table 15 above show that the models had a significance level of 0.000; both models the un-moderated and the moderated models. Since the p-values were less than the selected level of significance (0.05) it indicated that the model was significant and could be used to predict the implementation of a digital literacy program in Kenya. The findings for the moderated model also show that the F-calculated value (38.124) is greater than the F-critical value 2.433 supporting the significance of the model.

c) Moderated Beta Coefficients for Moderating Effect Regression Analysis

From the findings presented in Table 4.19 after the introduction of moderating variable, legal framework, the following moderated regression model was fitted;

$Y = 1.749 + 0.289 X_1 + 0.427 X_2 + 0.661 X_3 + 0.780 X_4 + 0.373 X_1*M + 0.235 X_2*M + 0.381 X_3*M + 0.333 X_4*M$

Table 16: Coefficients for Moderating Effect Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.749	0.248		7.052	0.000
Idealized Influence	0.289	0.076	1.177	3.803	0.012
Inspirational Motivation	0.427	0.126	0.025	3.389	0.032
Intellectual Stimulation	0.661	0.184	1.489	3.592	0.015
2 Individualized Consideration	0.78	0.167	0.099	4.671	0.006
X1M	0.373	0.116	1.927	3.216	0.026
X2M	0.235	0.034	0.182	6.912	0.001
X3M	0.381	0.093	1.95	4.097	0.013
X4M	0.333	0.063	0.69	5.286	0.005

a. Dependent Variable: Implementation of Program

Hypotheses

Ho$_1$: There is no significant role of inspirational motivation on the implementation of a digital literacy program in Kenya. The findings established that inspirational motivation had a significant influence on the implementation of a digital literacy program in Kenya since the p-value obtained (0.015) was less than the selected level of significance (0.05). The finding further showed that the influence of inspirational motivation on the implementation of a digital literacy program was positive (β=0.405). Since the p-value was less than the selected level of significance, we reject the null hypothesis and conclude that *there is a significant role of inspirational motivation on the implementation of a digital literacy program in Kenya.*

Ho$_2$: There is no significant role of intellectual stimulation in the implementation of a digital literacy program in Kenya. The study established that intellectual stimulation had a significant influence on the implementation of a digital literacy program in Kenya since the p-value obtained (0.005) was less than the selected level of significance (0.05). The finding further showed that the influence of intellectual stimulation on the implementation of a digital literacy program was positive (β=0.633). Since the p-value was less than the selected level of significance, we reject the null hypothesis and conclude that *there is a significant role of intellectual stimulation in the implementation of a digital literacy program in Kenya.*

Hypothesis Ho$_{3A}$

The hypothesis tested was that there is no significant moderating role of the legal framework on the relationship between Inspirational Motivation and the implementation of a digital literacy program in Kenya. The findings showed that the Inspirational Motivation * legal framework had a significant influence on the implementation of a digital literacy program in Kenya (β=0.235, p=0.001). Since the p-value was less than the selected level of significance (0.05), the study rejected the null hypothesis and accepted the alternative. The study, therefore, accepted the alternative hypothesis **H$_{03A}$** *there is a significant moderating role of the legal framework on the relationship between Inspirational Motivation and the implementation of a digital literacy program in Kenya.*

Hypothesis Ho$_{3B}$

The hypothesis tested was that there is no significant moderating role of the legal framework on the relationship between intellectual stimulation and the implementation of a digital literacy program in Kenya. The findings showed that intellectual stimulation * legal framework had a significant influence on the implementation of a digital literacy program in Kenya (β=0.238, p=0.013). Since the p-value was less than the selected level of significance (0.05), the study rejected the null hypothesis and accepted the alternative. The study, therefore, accepted the alternative hypothesis **H$_{05C}$** *there is a significant moderating role of the legal framework on the*

relationship between intellectual stimulation and the implementation of a digital literacy program in Kenya.

SUMMARY OF FINDINGS

Inspirational Motivation

The study established that leaders are optimistic that the Digital Literacy Program will work; they always create an environment where employees can be passionate about their job. Also, they always create an environment where employees can be imaginative in their job; and always create an environment where employees can be creative in their job. The findings also showed that the leaders always articulate a compelling vision for the future regarding all the projects to be undertaken. Besides, they always motivate the employees in their team to enable them to perform their roles effectively. The study also found moderate opinion from leaders that they always inspire the employees to be relevant and dynamic in whatever task they undertake.

On other methods applicable in dealing with inspiration motivation transformational leadership in the implementation of national government multi-agency program in Kenya the study found that: leaders, using their charisma, they challenge their teams with high standard and provide meaning to the task. To achieve this, they use motivational speeches and conversations to display optimism and enthusiasm, highlighting positive outcomes, and stimulating teamwork. The result is that the team members become more willing to invest effort in a task and become more encouraged.

Through effective communication, leaders can motivate team members. This, therefore, shows the importance of communication and motivation of followers through the provision of meaning and challenge employees to develop shared organizational objectives. Through set vision, the leaders indicated that they can offer their teams with the opportunity to see the meaning fullness of their work. Also, they promote team spirit, enthusiasm, and optimism in their team members by involving them in a positive vision of the future and by communicating high expectations that followers want to achieve.

As a key stakeholder during the implementation of the national government multi-agency digital literacy program project in Kenya, respondents gave challenges and solutions incurred. They explained that the common challenge is being faced with abundant choices and lack of feasibility study. This has been dealt with by narrowing down decisions to fewer options with regular project meetings to resolved emerging issues. Challenges were faced when a project staff has been allocated duties by the project team and the employer allocated other duties, disrupting the program, and demotivate the staff.

This was addressed through a clear circular from the top leadership directing that employees implementing the project were fully released from other duties. Another major challenge is the lack of clarity. Mostly, de-motivation arises when the next step in the project is unknown or the reason for doing something isn't clear. This has been dealt with by revisiting the project goals and values and making sure that if there is a shift in an aspect because of change in time, adjustments are made. Excuses are common during project implementation but they are dealt with by setting deadlines and regular project meetings.

Intellectual Stimulation

The study found that leaders are always ready to offer any support and empower their staff to enable them to perform tasks effectively; they always create a sense of awareness to all employees on the importance of unity in project implementation. Also, always suggest to the employees to come up with new ways of enhancing project implementation. The study also established that leaders always encourage all the employees to be innovative and creative. Also, they do not impose their ideas on the employees but allows some independence. The leaders always seek differing perspectives from employees when solving problems and they always encourage the employees to solve problems arising from the project on their own.

Apart from what has been stated about, respondents gave other methods applicable in dealing with intellectual stimulation transformational leadership in the implementation of national government multi-agency program. They explained that the staff sometimes were not stimulated by their supervisors in the institutions where they worked. This was dealt with by structured project meetings where all senior officers from implementing agencies were involved and the new innovative ideas were discussed for adoption. Also, programmes are created where innovators are presented with gifts and certificates of recognition. This encourages the stimulation of new ideas from the implementing teams.

This form of leadership has also helped employees to be empowered and therefore they become less dependent on leaders to solve problems. Also, it motivates followers to think about innovative ways of solving problems. Through this form of leadership, subordinates are motivated to enhance their self-efficacy at work. Ultimately efficient employees will enhance productivity at both individual and organizational levels and therefore enhance the implementation of projects. As a key stakeholder during the implementation of the national government multi-agency digital literacy program project leaders gave their views on some of the challenges and solutions incurred while handling the intellectual stimulation. They explained that the staff sometimes are not stimulated. Organizations need to provide training programmes

to their employees to boost their intellectual stimulation because it improves their skills and knowledge through such studies and exposures.

Legal Framework

The study found that the ICT policy in place has ensured that the implementation of the Digital Literacy Program is effective. Leaders also agreed that there are good regulations and administrative practices as to the operations and management of the Digital Literacy Program. Respondents also concurred that there is proper state legislation as to the operations and management of the Digital Literacy Program. The study also found that the respondents had moderate opinions that the education policy in place has ensured that the implementation of the Digital Literacy Program is effective. They also explained that the budgeting policy in place has ensured that the implementation of the Digital Literacy Program is effective. Besides, they moderately agreed that there is sufficient public participation in the implementation of the Digital Literacy Program is effective. Furthermore, they concurred that all the stakeholders are involved in implementing, monitoring, and evaluating the Digital Literacy Program is effective.

Leaders also suggest other methods applicable in dealing with individualized consideration transformational leadership in the implementation of national government multi-agency programs in Kenya. Respondents indicated that through the legal framework, they have policies that they follow when implementing the project. By following the set policies, the resources are equitably distributed. Effective policies are focused on ensuring that projects meet the socio-economical, regulatory, and institutional goals of the recipients and also please the proponents of the project.

As a key stakeholder during the implementation of the national government multi-agency digital literacy program project in Kenya, leaders gave their views on some of the challenges and solutions incurred while handling the individualized consideration in this project. It is important to have effective policies but that is not always the case. There should also be transparency in decisions made in the project implementation process to ensure clarity and openness. It is therefore important to note that government policies play a crucial role in enhancing the implementation process of projects concerning performance, structure, size, and conduct of the projects during the implementation phase. A clear project governance structure stating the role of each project team with clear timelines is important for effective management and monitoring of the project. The key requirement for the successful implementation of a multi-agency government project is a legal framework clearly stating the role of each agency and full support, with focus, from the top government top leadership. Besides, political support from top leadership is critical for the success of huge government projects.

RECOMMENDATIONS

The study found that inspirational motivation has a positive significant influence on the implementation of a digital literacy program in Kenya. Therefore, there is a need for project leaders to practice the use of inspirational motivation during the implementation of multi-agency government projects. A clear mechanism for project communication is required for the effective management of project teams. The study also established that Intellectual Stimulation positively and significantly influences the implementation of the digital literacy program. The study thus recommends organization leaders to adopt this form of leadership in the implementation of complex government projects. There is a need to motivate staff through training where they get to boost their skills. They should also encourage their team members to approach problems from different perspectives; by doing so, the members become thinkers, and thus their involvement with project activities increases. Further, leaders should consider reward systems that encourage creativity among project teams.

REFERENCES

Alrowwad, A. A., Obeidat, B. Y., & Aqqad, N. (2017). The impact of transformational leadership on organizational performance via the mediating role of corporate social responsibility: A structural equation modeling approach. International Business Research, 10(1), 199-221.

Amanchukwu, R., Stanley, G., & Ololube, N. (2015). The effect of project management leadership on the performance of projects. Management 5(1), 6-14.

Amin, D. (2016). The Role of Transformational Leadership on Organizational Performance in Kenya: A Case Study of National Bank of Kenya. Doctoral dissertation, United States International University-Africa.

Ayacko, G. O. M., K'Aol, G., & Linge, T. K. (2017). The Influence of Intellectual Stimulation of Judicial Officers on the Performance of Judicial Staff in Kenya. Journal of Human Resource and Leadership, 2(5), 61-81.

Bandura, A., & Walters, R. H. (1977). Social learning theory (Vol. 1). Englewood Cliffs, NJ: Prentice-hall.

Bass, B. M. (1999). Current developments in transformational leadership: Research and applications. The Psychologist-Manager Journal, 3(1), 5.

Berson, Y., Waldman, D. A., & Pearce, C. L. (2016). Enhancing our understanding of vision in organizations: Toward an integration of leader and follower processes. Organizational Psychology Review, 6(2), 171-191.

Bottomley, P., Mostafa, A. M. S., Gould-Williams, J. S., & León-Cázares, F. (2016). The impact of transformational leadership on organizational citizenship behaviors: The contingent role of public service motivation. British Journal of Management, 27(2), 390-405.

Bryman, A., & Bell, E. (2015). Business research methods. Oxford, UK: Oxford University Press.

Erik, M., & Marko, S. (2011). A concise guide to market research: The process, data, and methods using IBM SPSS statistics. New York: Springer Heidelberg Dordrecht.

Garcia, E., Pinig, A., & Manguiat, L. (2017). The meaning, antecedents and outcomes of employee engagement: A narrative synthesis. International Journal of Management Reviews, 19(1), 31-53.

Gathondu, P. G., Nyambegera, S. M., & Kirubi, M. (2018). Influence of Learning as an Outcome of Transformational Leadership on Performance of Staff of Kenyan Microfinance Institutions. Journal of Strategic Management, 2(1), 15-33.

Gupta, B., Loon, M., & Casimir, G. (2016). Combinative aspects of leadership style and emotional intelligence. Leadership & Organization Development Journal, 2(4), 36-51.

Harrison, J. L. (2011). Instructor transformational leadership and student outcomes. Emerging leadership journeys, 4(1), 82-136.

Herington, M. J., (2017). Rural energy planning remains out-of-step with contemporary paradigms of energy access and development. Renewable and Sustainable Energy Reviews, 6(7), 1412-1419.

Hlatywayo, J. S. (2017). Exploring the practices of leadership in the United Church of Christ Mission Schools in Zimbabwe: a historical case study. Doctoral dissertation.

Jiang, W., Zhao, X., & Jiongbin, N. (2017). The impact of transformational leadership on employee implemented performance: the mediating role of organizational citizenship behavior. Journal Implementation, 2(4), 135-184.

Judge, T. A., & Piccolo, R. F. (2014). Transformational and transactional leadership: a meta-analytic test of their relative validity. Applied Psychology. 89(5), 755– 768.

Kahuari, N. G., Muraguri, C., & Kinyua, G. (2019). Transformational leadership practices on performance of Huduma Centres in Nairobi City County, Kenya. International Academic Journal of Innovation, Leadership and Entrepreneurship, 2(2), 227-245.

Kerzner, H. (2018). Project management best practices: Achieving global excellence. John Wiley & Sons. New York, NY: John Wiley & Sons.

Kuria, E., & Wanyoike, D. (2016). Assessment of factors influencing the sustainability of donor-funded projects in Nakuru County, Kenya. International Journal of Economics, Commerce and Management, 4(10), 472-502.

Luthans, F., Youssef, C. M., & Avolio, B. J. (2007). Psychological capital: Investing and developing positive organizational behavior. Positive organizational behavior, 1(2), 9-24.

Mansur, S. M. A., & Jia, G. (2019). Transformational Leadership and Job Satisfaction: The Mediating Role of Procedural Justice. In 2019 5th International Conference on Social Science and Higher Education (ICSSHE 2019). Atlantis Press.

Meredith, J. R., Mantel Jr, S. J., & Shafer, S. M. (2017). Project management: a managerial approach. John Wiley & Sons.

Mitul, M. S., & Kabir, S. L. (2019). Bureaucrats in Bangladesh Public Policy Process: Are they only Power Actors or Transformational Leaders too?. South Asian Journal of Policy and Governance, 40(1), 1-16.

Moronfolu, R. A., & Adewunmi, C. M. (2017). Influence of leadership and rewards system on team performance in Nigeria premier league (NPL). European Journal of Physical Education and Sport Science, 2(3), 28-81.

Mukwenda, C. M. (2017). Transformative leadership in education: Equitable and socially just change in an uncertain and complex world. Routledge.

Ndisya, S., & Juma, E. (2016). Influence of transformational leadership on employee performance. A Case Study of Safaricom Limited. Doctoral dissertation, COHRED, JKUAT.

Ng, L. T., & Rivera, J. P. R. (2018). Exploring transformational leadership and fellowship in a cultural context: The case of the Philippines. Asia-Pacific Social Science Review, 17(3), 136-141.

Nguyen, T. T., Mia, L., Winata, L., & Chong, V. K. (2017). Effect of transformational-leadership style and management control system on managerial performance. Journal of Business Research, 70, 202-213.

Oluseyi, E., & Ayo, H. (2015). The relationship between transformational leadership style job satisfaction and the effect of organizational commitment. International Business Research, 7(11), 126.

Orabi, T. G. A. (2016). The impact of transformational leadership style on organizational performance: Evidence from Jordan. International Journal of Human Resource Studies, 6(2), 89-102.

Owuor, P. (2018). The effects of transformational leadership style on organizational performance in Kenya: a case study of Kenya Breweries Limited. The unpublished Project Management University of Africa.

Pinto, J. K., & Trailer, J. W. (2014). Leadership skills for project managers. Newtown Square, PA: Project Management Institute.

Sahibzada, S., Kakakhel, S. J., & Khan, A. (2016). Role of Leaders' Idealized Influence and Inspirational Motivation on Employees' Job Satisfaction. University of Haripur Journal of Management (UOHJM), 1(2), 86-92.

Saunders, M., Lewis, P., & Thornhill, A. (2012). Research methods for business students (4th Ed). Harlow: FT Prentice Hall.

Sosik, J. J., & Jung, D. (2018). Full range leadership development: Pathways for people, profit, and planet. Routledge.

Supeli, A., & Creed, P. A. (2013). The Incremental Validity of Perceived Goal Congruence: The Assessment of Person–Organizational Fit. Journal of Career Assessment, 22(1), 28-42.

Trmal, S. A., Bustamam, A., & Mohamed, Z. A. (2017). The Process of Transformational Leadership in Achieving High-Performance Workforce that Exceeds Organizational Expectations: A Phenomenological Case Study. International Journal of Academic Research in Business and Social Sciences, 7(3), 2222-6990.

Vasilagos, T., Polychroniou, P., & Maroudas, L. (2017). Relationship between supervisor's emotional intelligence and transformational leadership in hotel organizations. In Strategic innovative marketing (pp. 91-95). Springer, Cham.

Veale, A., Worthen, M., & McKay, S. (2017). Transformative spaces in the social reintegration of former child soldier young mothers in Sierra Leone, Liberia, and Northern Uganda. Peace and Conflict: Journal of Peace Psychology, 23(1), 58.

Yahaya, R., & Ebrahim, F. (2016). Leadership styles and organizational commitment: a literature review. Journal of Management Development, 4(2), 51-78.

Yusuf, A. (1998). The relationship between transformational leadership behaviors of athletic directors and coaches' job satisfaction. Physical Educator, 55(4), 170.

Zineldin, M. (2017). Transformational leadership behavior, emotions, and outcomes: Health psychology perspective in the workplace. Journal of Workplace Behavioural Health, 32(1), 14-25.