

**LEADERSHIP STYLES AND EMPLOYEE  
ENGAGEMENT: A STUDY OF PUBLIC SECONDARY  
SCHOOLS IN MURANG'A COUNTY, KENYA**

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**A Thesis Submitted in Partial Fulfillment for the Degree of Doctor  
of Philosophy in Human Resource Management in the Jomo  
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## DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.

Signature.....

Date.....

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This thesis has been submitted for examination with our approval as University Supervisors.

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## **DEDICATION**

This thesis is dedicated to my late dad, Jonathan Maundu Munyao who believed in me and highly inspired me to work hard in academics, my mother, Jemimah Munyiva Maundu, my husband, Dr. Michael Makau Kyalo, and my children, Mary, Jane, Joshua and Amos for their love, support, patience and encouragement.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>ALQ</b>	Authentic Leadership Questionnaire
<b>APA</b>	American Psychological Association
<b>ANOVA</b>	Analysis of Variance
<b>CEO</b>	Chief Executive Officer
<b>CUE</b>	Commission for University Education
<b>CWB</b>	Counterproductive Work Behaviour
<b>DDI</b>	Development Dimensions International
<b>EE</b>	Employee Engagement
<b>HRD</b>	Human Resource Development
<b>ISO</b>	International Organization for Standards
<b>JKUAT</b>	Jomo Kenyatta University of Agriculture and Technology
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KNEC</b>	Kenya National Examination Council
<b>KESSHA</b>	Kenya Secondary School Heads Association
<b>MLQ</b>	Multi-factor Leadership Questionnaire
<b>MOES&amp;T</b>	Ministry of Education, Science and Technology
<b>SET</b>	Social Exchange Theory
<b>SMASSE</b>	Strengthening Mathematics and Science in Secondary Education
<b>SPSS</b>	Statistical Package for Social Science
<b>T.S.C</b>	Teachers Service Commission
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UWES</b>	Utrecht Work Engagement Scale

## DEFINITION OF TERMINOLOGIES

<b>Absorption</b>	A dimension of employee engagement characterized by a strong connection with a person's work that leads to experiences of enthusiasm, inspiration, pride and challenge (Schaufeli & Bakker, 2003)
<b>Authentic leadership</b>	It is a pattern of leader behavior that builds on and fosters both positive psychological capacities and positive ethical climate thus encouraging positive self-development (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008).
<b>Contingent Reward</b>	A dimension of transactional leadership in which the leader provides appropriate rewards when the follower meets agreed-upon objectives (Bass & Avolio, 1994).
<b>Dark leadership</b>	It is a leadership that has a selfish orientation (Rosenthal & Pittinsky, 2006)and involves imposing goals on constituents without their agreement or regard for their long-term welfare(Bass & Steidlmeier, 1999) or that of the organization.
<b>Dedication</b>	A dimension of employee engagement characterized by a strong connection with a person's work that leads to experiences of enthusiasm, inspiration, pride and challenge (Schaufeli & Bakker, 2003)
<b>Employee Engagement</b>	It is the degree to which an employee exercises discretionary effort in his or her work, beyond the obligatory minimum to get the job done, in terms of extra time, brainpower and energy (Devi, 2009).
<b>Idealized Influence</b>	A dimension of transformational leadership where the leader serves as a role model and behaves with high ethical standards and who can be relied on to do the right thing (Bass, 1999).
<b>Individualized Consideration</b>	A dimension of transformational leadership where the leader is concerned with the needs, motivation, achievement, and growth of his or her employees (Bass, 1999).
<b>Inspirational</b>	A dimension of transformational leadership where the leader

<b>Motivation</b>	motivates and inspires followers through meaningful and challenging work (Bass & Avolio, 1994).
<b>Intellectual Stimulation</b>	A dimension of transformational leadership where the leader encourages followers to be innovative and creative within an organization (Bass & Avolio, 1994).
<b>Leadership</b>	It is the process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2013).
<b>Leadership Style</b>	The way a leader provides direction to his or her organization, how plans and programs get implemented, and how staffs are motivated to do their work (Rowitz, 2009).
<b>Management by Exception – Active</b>	A dimension of transactional leadership whereby the leader actively keeps an eye on a follower's assignments to identify mistakes and errors and then take corrective actions accordingly (Avolio & Bass, 2004).
<b>Management by Exception- Passive</b>	A dimension of transactional leadership whereby the leader observes a follower's performance and passively awaits until standards are not met before taking any corrective action (Avolio & Bass, 2004).
<b>Transactional Leadership</b>	A leader's behavior that provides rewards and punishments in return for the subordinate's effort and performance (Burns, 1978).
<b>Transformational Leadership</b>	A leader's behavior that motivates employees because of addressing higher ideals and moral values (Burns, 1978).
<b>Turnover intention</b>	An individual's behavioral intention to leave the organization for which he/she works (Bigliardi, Petroni, & Ivo Dormio, 2005).
<b>Vigor</b>	A dimension of employee engagement characterized by high levels of energy and resilience, the readiness to devote effort, not being easily worn out, perseverance and determination even when confronted by difficulties (Khan, Tufail, Qadir, & Khan, 2016).

## **ABSTRACT**

Employees who are engaged in their work and committed to their organizations give companies crucial competitive advantages. A discrepancy exists between the perceived importance of engagement and the actual level of engagement in organizations today. Leadership styles are thought to influence employee engagement. There is limited literature in school leadership on what leaders must not do that they are currently doing and the implications of such behaviors for individuals and organizations. The purpose of this research study was to establish the effect of leadership styles on teacher engagement in public secondary schools of Murang'a County, Kenya. The general objective was to investigate the effect of leadership styles on teacher engagement in public secondary school of Murang'a County. The specific objectives were; to determine the effect of transformational leadership on teacher engagement, to assess the effect of Transactional leadership on teacher engagement, to determine the effect of authentic leadership on teacher engagement, to establish the effect of dark leadership on teacher engagement. A survey research design was used. A sample of 368 respondents was selected from a target population of 3,860 teachers in 306 public secondary schools using systematic random sampling followed by use of random numbers. Data was collected using a questionnaire. Descriptive statistical methods like mean and standard deviation, and inferential statistical methods like correlation, regression, analysis of variance, F-test and t-tests were used for data analysis. The study findings showed that the four leadership styles had a significant effect on employee engagement. It is recommended that school principals be trained to apply the leadership styles that positively influence employee engagement and avoid dark leadership style which was found to have a negative effect on employee engagement. It is also recommended that strategies be put in place by the Ministry of Education through the Teacher's Service Commission to ensure application of appropriate leadership styles by leaders. This study contributes to the existing body of knowledge in the leadership-behavioural outcomes domain that are significant to school leaders and recommends strategies that will enhance employee engagement.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

Employee engagement is a matter that arouses concern to leaders and managers due to its influence on organizational wellbeing (Welch, 2011). It is now recognized that human capital is a source of competitive advantage in many cases over and above technology and finance (Macey, Schneider, Barbera, & Young, 2011). Technology has quickly reduced or eliminated many operational sources of competitive advantage because it is conveniently available to as many as can afford it. The focus is increasingly shifting to human capital as an avenue to competitive advantage that is difficult to imitate. In addition, this decade has witnessed enormous increase in layoffs with the intention of “doing more with less” (Macey *et al.*, 2011). In the current environment of increasing global competition and slower growth prospects, raising employee engagement is seen as a key strategy for organizational success. This is key in enhancing employee engagement especially when trying to improve performance with fewer employees and dollars (Datche & Mukulu, 2015).

Employee engagement has emerged as a popular organizational concept in recent years, particularly among practitioner audiences (Saks, 2006). Despite differences in its conceptualization and measurement, researchers and consulting firms all agree that increased engagement drives various performance outcomes and results at all levels. Employee engagement is a strategic approach for driving improvement and encouraging organizational change (Ram & Prabhakar, 2011). ‘Engaged’ employees are more productive, engender greater levels of customer satisfaction, are more likely to lead to organizational success and are key to ensuring that an organization wins the customer loyalty (Cook, 2008). It is not surprising that corporate executives are consistently ranking the development of an engaged workforce as an organizational priority (Ketter, 2008). Employee engagement has the potential to significantly affect employee retention, company reputation and overall stakeholder value.

Thus, to gain a competitive edge, organizations are turning to Human Resource (HR) to set the agenda for employee engagement and commitment (Sundaray, 2011). Organizations that understand the conditions that enhance employee engagement will have accomplished something that competitors will find very difficult to imitate, to the detriment of those that do not understand or may not be willing to tore the line. As a result, suitable leadership styles that bring about employee engagement in organizations need to be practiced in order to encourage improved performance (Popli & Rizvi, 2016). According to Ngambi (2011), leadership is a process of influencing others' commitment towards realizing their full potential in achieving a value-added, shared vision with passion and integrity. Leaders are expected to influence followers if they are to achieve organizational objectives as leadership is important in steering organizations to success, but it is not complete without followership (Cropanzano & Mitchell, 2005).

A lack of work engagement is a worldwide problem and not limited to any specific sector. For example, Council (2002) conducted a study of the engagement levels of more than 50,000 employees at 59 global organizations. The results were that about 10 percent of employees globally were fully disengaged and not committed to their organizations' goals. Such a low rate of engagement has repeatedly been found on many other surveys carried out in the last decade and is an indication of a global crisis in productivity and worker well-being (Attridge, 2009).

In Europe, a United Kingdom (UK) Government- sponsored review found employee engagement to be a cause for concern for leaders in private, public and voluntary sector organizations (MacLeod & Clarke, 2010). Crabtree (2013) reports that a large-scale Gallup research in 2013 examined 49,928 businesses or work units covering about 1.4 million employees in 192 organizations, across 49 industries, in 34 countries concluded that employee engagement highly relates to key organizational out-comes in any economic climate, and that employee engagement is an important competitive differentiator for organizations. The specific findings of the research were that; Business or work units that score in the top half of their organization in employee engagement have nearly double the odds of success (based on a composite



of financial, customer, retention, safety, quality, shrinkage and absenteeism metrics) when compared with those in the bottom half. Those at the 99<sup>th</sup> percentile have four times the success rate compared with those at the first percentile; Compared with bottom-quartile units, top-quartile units on engagement have, 37 Percent lower absenteeism, 25 percent lower turnover (in high-turnover organizations), 65 percent lower turnover (in low-turnover organizations), 28 percent less shrinkage, 48 percent fewer safety incidents, 41 percent fewer patient safety incidents, 41 per cent fewer quality incidents (defects), 10 percent higher customer metrics, 21 percent higher productivity, and 22 percent higher profitability.

In workplaces where employees are engaged, economies can be improved but it is unfortunate that globally, only 13 percent of employees are engaged, while a huge number of employees are psychologically detached from their places of work and therefore not likely to be productive (Crabtree & Robinson, 2013). Huckerby (2002) agreed with this stance when he observed in an earlier study in the United Kingdom that only 17 percent of employee are truly “engaged” in their organizations, while 63 percent are “not engaged”, and 20 percent are “disengaged” – those who have mentally quit but still hang about. In case these statistics are right, it means that a whole 83 percent of employees are on the job being paid and benefits for compensation of their energy which is not available to the organization.

Other similar studies by the Gallup Organization have reported that about 20 percent of U.S. employees are disengaged, 54 percent are neutral about their work, and 26 percent are actively engaged (Fleming, Coffman, & Harter, 2005). Towers (2003) found similar engagement behavior, with 19 percent of U.S. workers categorized as disengaged, 54 percent as moderately engaged, and only 17 percent highly engaged. Compared to Europe, America, and Asia, relatively few studies have been carried out in African relation to employee engagement. For example, a study in Nigeria by Nwinyokpugi (2015) established a positive relationship between employee engagement and work place harmony. Authentic leadership style was found to have a positive relationship with employee engagement by Omar (2015) in Sudan. In Kenya, very few studies have been carried out on employee engagement. Low levels

of employee engagement have been linked to the leadership styles applied by leaders (Detche & Mukulu, 2015; Ndethiu, 2014) and to poor work-life balance (Kangure, 2014).

The traditional view of a 'job for life' has changed dramatically. Employees are now more likely to build an assortment of skills and competencies that will help them develop multiple careers. The nature of jobs has also changed. Organizations have downsized and delayed, which has meant doing more with less. At the same time, the world of work is changing and there is an increasing number of employees who work part time or are temporary contracts. Work is being increasingly outsourced and 'off-shored' and typical organizational structures are becoming more fluid with remote working and virtual teams becoming more common in organizations (Cook, 2008).

Likewise, management practices have shifted so that the old maxim: 'when an employee sells his labour, he also sells his promise to obey commands' no longer holds true (Cook, 2008). The age of leader as position is rapidly fading. In the past, managers could realize results by applying a command and control style of leadership which adopted a 'carrot and stick' approach to ensuring productivity and achieving results. According to Shuck and Herd, (2012), to be a leader of today's dynamic workforce demands a willingness to understand and navigate the new approaches to leadership in an evolving landscape. The opening up of market places, globalization, increased competition, the growing power of the customer, technological advancement, pressure on margins and the demands of stakeholders have all contributed a different employment environment from that known to our parents. Employees nowadays have the privilege of having more choice in where and how they work.

There is a cohort of generation that has taken over the workplace in large numbers. These are called the Millennials or the Y Generation. They are often described as entitled, spoiled with poor work ethic and little respect for authority. Their styles of work are very different from that of the both X generation and the

baby boomers. They usually raise questions to challenge the status quo. Employees are attaching a lot of importance to satisfying their own individual demands and being more responsible for their own futures and careers (Lumley, Coetzee, Tladinyane, & Ferreira, 2011). The employees of today expect that they will be involved in decision making, participate in the activities of the organization in addition to being treated with respect and fairness (Burke & Ng, 2006). As a result, one of the characteristics of today's workforce is their high level of mobility (Lumley *et al.*, 2011), which results in voluntary turnover creating a major challenge in the management of talent and human capital (Du Plooy & Roodt, 2010). Many employees are looking for environments where they can be engaged and feel that they are contributing in a positive way to something larger than themselves.

Today, the changing psychological contract has meant that organizations have had to find new ways to motivate their employees to encourage them to give their best. Without guaranteed stability, employees are now looking for something else from their employers. In turn, the employer is facing an increasing struggle to find ways to recruit and retain engaged employees. To scholars and practitioners, the changing dynamics of work should call for a new leadership that is not just interested in the amount of work done, but also with how it is done (Shuck, Reio, & Rocco, 2011). One of the seven principles in the ISO 9001:2015 standard is employee engagement. In the ISO 9001:2008 standard, which is the predecessor of ISO 9001:2015, the same principle was referred to as employee involvement. It implies that there is need for organizations to move from mere employee involvement and embrace employee engagement which is associated with enhanced employee outcomes for the benefit of the employees, the organization and all other stakeholders.

What is important to the idea of employee engagement is the aspect of not just creating a workforce that is satisfied and committed to the organization but one that works hard to go an extra mile to offer discretionary effort to satisfy the customer (Cook, 2008). Thus, providing a work environment and conditions that encourage employees to be willing to do and then go ahead do more than what is expected of them by the employer as per their job description is the challenge for business today,

not just satisfying employees and retaining them in the organization. This is in agreement with Batista-Taran *et al.* (2013), who says that mere motivation of employees in today's competitive work environment is not enough if conditions that encourage engagement are absent. As organizations have expected more from their workforce and have provided little in return other than simply a job or employability, it is perhaps not surprising that employee cynicism and mistrust have increased (Cartwright & Holmes, 2006). Organizations therefore have to work harder to ensure that they win the loyalty of the best employees.

The teacher is a very important resource in the education system. This means that, efficient teacher management and utilization is critical to the quality of learning outcomes (MOES & T, 2005). Brown and Wynn (2009) proposed that failing to address high attrition rates could have a negative impact on the overall education system in terms of; a deficit of quality teachers and instruction; loss of continuity and commitment; and devotion of time, attention, and funds to recruitment rather than support. This could partly explain poor performance in National Examinations in Kenya, which could be an indication of low employee engagement. Onwonga (as cited by Orina, 2015) says that a report by UNESCO places the number of teachers quitting the profession for other jobs in the labor market to be between 7,000 and 11,000 annually . As leaders of their schools, principals are charged with the responsibility of developing an educational environment that ensures satisfaction and raises organizational commitment (Aydin, Sarier, & Uysal, 2013). Müller, Alliat, and Benninghoff (2009) argue that attracting and retaining competent teachers is a key concern when it comes to managing the supply and demand of teachers. The problem of teacher exit cannot simply be solved by training and recruiting new teachers to replace them.

Kenya recognizes the importance of education and places it under the social pillar as one of its most important aspects as expressed in Kenya vision 2030. Achievement of this vision 2030 is highly pegged on good leadership and management of human resources who in turn effectively make use of other organizational resources for optimum productivity through work engagement and commitment to their work

institutions. While leaders establish the vision and rules of operation and also charts the course of direction for the organization, it is the employees who must translate and make the leaders' vision and policies a reality for sustainable growth and success.

Attempts to raise employee engagement levels are to founder unless there is a willingness and energy at a senior level in any organization to take a holistic and long-term approach to building commitment to the organization (Cook, 2008). There is no 'magic wand' that can be waved to bring about high levels of engagement and each business will need to address different factors (Cook, 2008). Companies that focus on building engaging leaders will see an exponential impact on employee engagement (Hewitt, 2014). At the same time, actively disengaged employees are toxic to every aspect of the organization, which complicates the ways and means of implementing the most excellent customer service strategy effectively (Hoffman & Tschida, 2007). Without engaged employees, meticulous planning, possession of sophisticated machines and equipment, and being up to date with technology are not likely to yield the expected results for any organization, large or small, and even if they do, it will be short lived. Today's turbulent environment demands not only continual innovation but radical improvements in all stakeholders' satisfaction and hence leadership is more critical than ever before (Jensen & Luthans, 2006).

Top leadership and supervisory leadership are responsible for ensuring that the drivers of engagement, such as management practices, career development and advancement, recognition and appreciation of employee contributions, teamwork and a supportive working environment, the nature of the work, pay, rewards and benefits, constructive feedback, receiving formal appraisals, and availability of necessary work resources are in place. When supervisors exhibit more relationship related behaviours towards employees, a higher level of engagement is observed in them (Bakker, Hakanen, Demerouti, & Xanthopoulou, 2007;Saks, 2006). Erkutlu (2008) provides evidence for association between positive leader behaviours and follower attitude and behaviours linked with engagement.

Global engagement report suggests that ‘companies will need employees to go above and beyond in different ways—not just to engage by working harder, but to engage in ways that show resiliency, learning, adaptability and speed’ (Hewitt, 2014). A serious gap that needs to be addressed by employees, employers, and the HRD professionals is evident because of the inconsistency arising from the expected benefits that are linked to employee engagement and the prevailing level of engagement that exists in organizations today.

## **1.2 Statement of the Problem**

School leaders should always work consciously toward creating congruency between organizational and individual needs fulfillment for improved productivity (Woestman & Wasonga, 2015) in an effort to increase the level of teacher engagement. Chances that engaged employees will contribute positively to their organizations through attraction and retention of new clients, being innovative, and infecting their colleagues with their positive attitude are high (Crabtree & Robison, 2013).

Despite efforts by the government of Kenya to increase teachers’ salaries, train teachers like in the SMASSE program that has been going on for several years now, provide bursaries through the Ministry of Education and Constituency Development Funds to improve access, participation, and performance of students in national examinations (MoEST, 2010), reports on teacher absenteeism, teacher dissatisfaction and high turnover, and poor performance in national examinations are common and these could be indicators of low levels of teacher engagement. For example, a study by Kenya National Union of Teachers (2015) indicated that more than 200,000 of teachers in public schools wish to leave teaching because of professional and personal needs. Uwezo East Africa (2014) reported that about 12% of teachers are absent from school which is about 35,000 teachers on any given day. Teacher absenteeism is a serious obstacle to the delivery of quality education (Komoni, 2015). Recent researches in Murang’a county indicate high levels of teacher dissatisfaction and desire to quit the profession (Njiru, 2014; Wachira,

2013). Transformational, transactional, authentic and dark leadership styles have been reported to be existing in secondary schools in Kenya and other countries (Ali & Dahie, 2015; Aydin *et al.*, 2013; Kiboss & Jemiryott, 2014; Ndiga, Mumuikha, Flora, Ngugi, & others, 2014; Faith & Kenneth, 2012; Ratego, 2015; Woestman & Wasonga, 2015).

Disengaged teachers will produce a low number of matriculation grades and high numbers of form four graduates who are not able to further their education given the current Commission for University Education (CUE) entry requirements to colleges and universities, implying a high wastage rate. This is likely increase the level of unemployment in Kenya due to lack of necessary and relevant education and skills. Unemployment is likely to lead to increased levels of crime, drug abuse and slow economic growth.

A study by Ndethiu (2014) reported that it is becoming increasingly necessary for more research to be carried out to study factors that encourage employee engagement and more so in the 21<sup>st</sup> Century. Empirical studies indicate that leadership style has been linked to teacher dissatisfaction (Aydin *et al.*, 2013) and is also a predictor of employee engagement (Popli & Rizvi, 2016). According to the researcher, not much has been done to study teacher engagement in public schools in Kenya. This research study was carried out in public secondary schools of Murang'a County to determine the effect of leadership styles on teacher engagement by assessing the teachers' perceptions of their principals' transformational, transactional, authentic and dark leadership styles and the resulting levels of teacher engagement. The rationale behind this research study was to establish the relationship between leadership styles and staff engagement in public secondary schools in Murang'a County, Kenya.

### **1.3 Objectives of the Study**

The objectives of the study are;

#### **1.3.1 General Objective**

To establish the effect of leadership styles on teacher engagement in public secondary schools of Murang'a County, Kenya.

#### **1.3.2 Specific Objectives**

- i. To determine the effect of transformational leadership style on teacher engagement in public secondary schools of Murang'a County, Kenya.
- ii. To assess the effect of transactional leadership style on teacher engagement in public secondary schools of Murang'a County, Kenya.
- iii. To determine the effect of authentic leadership style on teacher engagement in the public secondary schools of Murang'a County, Kenya.
- iv. To examine the effect of dark leadership style on teacher engagement in public secondary schools of Murang'a County, Kenya.

### **1.4 Hypotheses**

The following hypotheses will be tested.

Ho1. There is no significant effect of transformational leadership on teacher engagement in public secondary schools of Murang'a County.

Ho2. There is no significant effect of transactional leadership on teacher engagement in public secondary schools of Murang'a County.

Ho3. There is no significant effect of authentic leadership on teacher engagement in public secondary schools of Murang'a County.

Ho4. There is no significant effect of dark leadership on teacher engagement in public secondary schools of Murang'a County.



## **1.5 Significance of the Study**

There are practical reasons that researchers and leaders of organizations should be concerned with employees' engagement in work.

Through illustrating the effects that the leadership styles have on teacher engagement, the findings of this research study encourage school principals and other leaders to actively prioritise employee engagement in the education sector so as to reap maximum benefits from it. The results of this study will encourage principals and teachers aspiring to become principals to create a more productive workforce through the intentional, wise, and informed application of drivers of employee engagement.

The results of this study will make a contribution on how policy makers will evaluate, select and, train people in preparation for leadership positions. Policy on deselecting of school principals and leaders who discourage employee engagement can be advised by the findings of this research study. Thus the findings of this study will provide the grounds and opportunity for professional human resource managers at the TSC and the Ministry of Education to play a greater role in contributing to organizational success (Caldwell, Truong, Linh, & Tuan, 2011) by screening leadership candidates for psychopathy (and other dark leadership traits) because organizational success and psychopathic leadership are inimical (Boddy, 2015). This study will help in appreciating the economic and moral costs associated with dark leadership to both employees and organizations and suggest ways of controlling such costs that are policy guided.

The results of the study will encourage policy makers to come up with timely and appropriate actions to be taken to curb employee disengagement regardless of whether the fault or problem lies with management or individual employees or teams of employees. These actions may include counseling, training, retrenchment, demotion, or negotiation, and leaders and managers must confront such problems before they become embedded within the institution's culture (Pech & Slade, 2006).

Based on the literature review and findings of this research study, researcher are encouraged to come up with more guidelines on how engagement can be improved through adopting certain kinds of workplace behavioral practices. This is likely to influence hiring practices and professional development assessments for leaders to enhance employee retention and increase institutional viability. The results of the study will add to the body of knowledge on teacher engagement.

### **1.6 Scope of the Study**

This research study investigated the effect of leadership styles on teacher engagement in public secondary of Murang'a County in Kenya. This research study concentrated on four types of leadership styles namely; transformational, transactional, authentic, and dark leadership (independent variables) and employee engagement (dependent variable). The study was carried out among the teaching staff of the 306 public secondary schools of Murang'a County. The target population was the 3860 teachers in the county out of whom 368 were sampled for the study.

### **1.7 Limitations of the Study**

This research study had limitations which if addressed in future studies could be more informative and helpful in understanding the effect that leadership styles have on employee engagement. The limitations of this study are related to its design and the method used to gather data.

One limitation of this research was that it was cross-sectional in nature which means that the data was collected at one point in time and therefore the relationships between the four leadership styles and employee engagement could only be interpreted as associations rather than causal. It could be possible that, transformational, transactional, and authentic leaders enhance employee engagement only temporarily and that the constant challenging and high performance expectations by the school principals may cause strain to teachers over time, leading to teachers becoming not engaged or being just disengaged. Secondary schools are consistently subjected to situations that highly demand cut throat competitiveness in

the national examinations. It is also possible that as employee needs advance from basic to higher order needs, transactional leadership may become less and less engaging. To address changes in the variables over time, it is recommended that future research can benefit from longitudinal studies, which can determine causality as suggested by Vincent-Höper, Muser, and Janneck (2012). This way, it will be possible to determine whether leadership styles and employee engagement are conditions and relationships that are likely to be sustained. This is very critical especially in the designing of leadership training and development programmes for school principals and teachers in other leadership positions.

Secondly, this study applied a self-report questionnaire on the dependent variable which was employee engagement. Although self-report questionnaires are cost effective and less time consuming than other methods of data collection, there is the potential for response bias (Polit & Beck, 2008). This means that although responses were collected from different employees, there is a possibility that some of the information provided was biased on answers that were given on the basis of being socially attractive. Taking the direction of social desirability in providing answers to social science questions can lead to deceptive conclusions (Fisher, 1993). In this study, there was a possibility that teachers could have favoured their behaviours in relation to their level of engagement if they expected negative consequences from their principals resulting from the negative responses. In the same vein, the current research only considered the employee view point of the leadership style applied by their principals. Future research can make use of questionnaires that will rate both the principals' leadership styles and the teachers' work engagement from both parties, that is, principals and teachers. Interviews can also be used to enrich the collected data. This will provide information regarding the point of view of the principals to their leadership styles as well as that of the employees who might be practicing varying degrees of engagement with their jobs. Although the principals are expected to be biased when rating the leadership styles they apply, the data collected from them will give the researcher an opportunity to establish the level of biasness shown by the school principals by carrying out a test to establish the difference between how the principals rate themselves and how their teachers rate them. This

will thus form the bases for need assessment and consequent training that will be tailored to address the identified needs.

Another limitation was that availability of empirical research on dark leadership style in public secondary schools was very limited meaning the results of the study had to be interpreted with caution. The researcher thus recommends more research studies that explore the field of dark leadership style be carried out in secondary schools and in the education sector at large. It would also be crucial to conduct more research in relation to dark leadership style in other sectors.

A fourth limitation was in giving general statements about the research findings. Though the sample was randomly picked, the study only concentrated on schools within Murang'a County alone out of the 47 counties in Kenya. Additionally, the study excluded employees outside the education sector, where it only concentrated on secondary schools, and thus again excluded primary and higher education institutions. Therefore, this restricts the generalizability of the results. Future research could extend the study to different levels of learning institutions in the education sector (primary schools, colleges, and universities – both public and private) and also in other sectors because employee engagement may vary according sector and also to the level and type of an institution, education wise.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter explores the related theoretical and empirical literature. The chapter begins by discussing the main theories that the study has relied on to build the framework for the research in regard to the relationship between leadership styles and employee engagement. The chapter then discusses the specific literature for the study with a focus on the main variables whose relationships are being investigated.

#### 2.2 Theoretical Framework

There are several theoretical underpinnings relating leadership styles to employee engagement. These include; Transformational Leadership Theory, Transactional Leadership theory, Met expectations model, Social Exchange Theory, Brown Engagement Pyramid. The basic tenets of each theory that informs this research are reviewed below:

##### 2.2.1 The Transformational Leadership Theory

The transformational leadership theory was originally initiated by Burns (1978) by distinguishing between ordinary (*transactional*) leaders, who bartered tangible rewards for the work and loyalty of followers, and extraordinary (transformational) leaders who engaged with followers, paid attention to higher order intrinsic needs, and increased awareness in relation to the importance of particular outcomes and new ways of how such outcomes could be attained. Transformational leaders inspire followers to modify their expectations, perceptions and motivation to work which results in the attainment of organizational goals.

Bass (1985) expanded the idea of transformational leadership when he disagreed with Burns' notion of transactional and transformational leadership as opposites on a continuum. He was of the opinion that the two are separate concepts and that good

leaders display characteristics of both (Judge & Piccolo, 2004). Bass therefore expanded upon Burns original ideas and developed what is today referred to as Bass' Transformational Leadership Theory. According to him, transformational leadership can be defined depending on the impact such leaders will have on followers. Under certain conditions, such leaders help their followers to rise above their own self-interests and offer extra effort for purposes of achieving the organization's mission (Bass, 1985).

According to Bass (1990), transformational leadership takes place when leaders broaden and lift the concerns of their followers to higher levels, make them understand and be willing to agree with and welcome the reason why their organization exists. Transformational leadership promotes capacity development for the employees and brings higher levels of personal commitment amongst them to their jobs and organization goals. Transformational leadership characterized by four elements namely; idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 1985). Such leaders devote a lot of energy to leading their employees and also value and respect the gifts and abilities of their workers. As a result, transformational leaders earn trust, respect and admiration from their followers. Transformational leadership theory suggests that leaders over and over again look for ways of engaging their followers.

However, despite the fact that empirical research supports the idea that Transformational leadership positively influences follower and organizational performance (Diaz-Saenz, 2011), a number of scholars criticize it (Beyer, 1999; Hunt, 1999; Yukl, 1999; Yukl, 2011). For example, Yukl (1999) noted that the underlying mechanism through which transformational leaders exercise influence at work was not clear and that little empirical work existed examining the effect of transformational leadership on work groups, teams, or organizations. He also argued that there was an overlap between the constructs of idealized influence and inspirational motivation as noted by Hunt (1999) and Yukl (1999).

### **2.2.2 Transactional Leadership Theory**

Transactional leadership is founded on the traditional, bureaucratic authority and legitimacy where followers get certain valued outcomes upon acting in accordance with the wishes of their leader. These exchanges allow leaders to accomplish their performance objectives, complete required tasks, maintain the current organizational situation, motivate followers through contractual agreement, direct behavior of followers toward achievement of established goals, emphasize extrinsic rewards, avoid unnecessary risks, and focus on improve organizational efficiency (Jim Allen McCleskey, 2014). Burns (1978) first carried out a study on transactional leadership which indicated that transactional leaders are those who want to motivate followers through processes and actions that attract or appeal to their self-interests. Bass (1985) conceptualized that transactional leadership results in followers meeting expectations placed on them, upon which their end of bargain is fulfilled leading to their being rewarded accordingly.

The relationship between leader and follower in transactional leadership is based on a number of implicit bargains, explaining of expectations for role clarification purposes, and assignments and task-oriented goals. The transactional leader assists followers acquire the skills and experience to efficiently and effectively do what is expected of them in a specific task and in their specified follower role. The leaders assist followers accomplish tasks by acting as role models in attitudes and behaviors that promote the efficient and effective completion of the task given. Transactional leaders thus concentrate their energies on task completion and compliance and depend on organizational rewards and punishments to manipulate employee performance (Trott & Windsor, 1999).

Transactional leadership is usually illustrated by theories like management by exception and contingent rewards (Barling, Slater, & Kelvin Kelloy, 2000). However, the transactional leadership works if the leader is interested in finding answers to questions like whether the followers are properly equipped to propel the organization forward and their individual roles in it, whether they are aware of what

to do, what they do, and why they do it, and whether they find meaning in their work (Wagner & Harter, 2006). Such questions are necessary in getting to know and appreciate how leadership affects the development of employee engagement.

Transactional leadership theory has been criticized as one that applies a one-size-fits-all universal approach to leadership theory construction and thus disregards contextual factors related organizational challenges (Yukl, 2011; Yukl & Mahsud, 2010). Additionally, transactional leaders are concerned with processes rather than forward-thinking ideas. This leadership is applied to the lower-level needs and is managerial in style. This is probably why Burns (1978) argued that transactional leadership practices lead followers to short-term relationships of exchange which tend toward temporary exchanges of gratification that are shallow and often create resentments between the participants. Transactional leaders tend to think inside the box when solving problems. Transactional leadership is primarily passive. The behaviours most associated with this type of leadership are establishing the criteria for rewarding followers (contingent reward) and maintaining the status quo (management by exception) (Odumeru & Ogbonna, 2013)

### **2.2.3 Met Expectations Theory**

Porter and Steers (1973) met expectations theory proposes that met expectations are a key determinant in turnover decisions. They argue that dissatisfaction arises when an organisation fails to meet the employee's expectations. When a person becomes an employee of an organisation, in addition to the employment contract that he or she signs, a psychological contract (the unwritten rules and expectations) is usually established between the employer and employee in relation to what each should expect of the other. If for one reason or another employee feels that the psychological contract has been breached during the course of employment, his or her commitment to the organization will start declining. This provokes feelings of discontent and can easily lead to the employee quitting the organization (Aselage & Eisenberger, 2003) either psychologically or physically or even both.



Several damaging employee and organizational outcomes have been reported to occur in cases where followers perceive that leaders are treating them unfairly and disrespectively, undermining them, violating their trust, breaching the psychological contract between them, or exhibiting psychologically abusive behavior (Erkutlu & Chafra, 2013; Schyns & Schilling, 2013). At an individual employee level, such outcomes include impromptu absences, theft, underperformance, sabotage, and disobedience behaviors which are intended to harm the organization, lack of organizational citizen behaviors, diminished goodwill towards the organization and amongst workmates, high levels of opposition to managerial direction, increased employee burnout, stress, high turnover intention, and negative attitude towards the particular leader (Hobman, Restubog, Bordia, & Tang, 2009; Schyns & Schilling, 2013). At the organizational level, such outcomes include lower levels of job satisfaction, decreased work motivation, decreased discretionary effort, fragile and weak organizational commitment and a reduced sense of wellbeing and trust in management, higher levels of customer dissatisfaction, higher turnover levels, stock loss and wastage, lower levels of financial performance, and an increase in counter-productive work behaviors at the group level (unscheduled absences, theft, underperformance, sabotage, and disobedience).

Dark leadership undermines employees through the coercive, domineering, selfish, and manipulative nature of the leaders, which in turn breaks the psychological contract between the employees and their leaders, leading to reduced employee engagement or even disengagement. Transformational and authentic leaders are supportive and mind the physical, social and emotional well-being of their employees. Well treated employees have high chances of being more affectively committed to the organization (Meyer, Allen, & Allen, 1997), to go beyond their clearly stipulated work responsibilities, and to respond with flexibility to organizational problems and opportunities (George & Brief, 1992) leading to employee engagement.

The met expectations theory suggests that meeting employees' pre-entry expectations will have a positive impact on their attitudes and intentions. However, apart from few exceptions, most studies that support this met expectations theory have used methods like difference scores and retrospective direct measures of met expectations that confound the effects of expected and delivered inducements (Irving & Montes, 2017).

#### **2.2.4 Social Exchange Theory (SET)**

Social exchange theory (Blau, 1964) suggests that obligations arise as a result of a chain of interactions between the groups that are in a relationship that is of a reciprocal interdependence nature, in this case, the leader, and the employee. SET therefore offers reasonable grounds to base the explanation for employee engagement. The Social exchange theory draws attention to the importance of understanding employee motivation by leaders and its relevance to the realization of organizational goals. SET is rooted in the believe that, if the involved parties play their roles as expected, healthy relationship naturally arise and grow with time into trusting, loyal and mutual obligations (Cropanzano & Mitchell, 2005), which usually entail reciprocity or payment in a way that an action(s) by one party attracts a response or action by other party. For example, when employees are provided with economic and socio-emotional resources by their organization, they feel indebted to respond in kind so as to repay the organization (Cropanzano & Mitchell, 2005). This is in line with Robinson, Perryman, and Hayday (2004) who argue that employee engagement is a two way relationship between the employer and employee.

One means through which employees pay back to their organization is by their degree of engagement, indicating that the employees are likely to opt to be engaged at varying degrees in return to the resources they are provided with by their organizations (Saks, 2006). SET therefore provides a theoretical foundation to explain why employees choose to become engaged or less engaged in their work and organization. This theory provides a basis for explaining levels of employee engagement under transformational, transactional, authentic and dark leadership

styles.

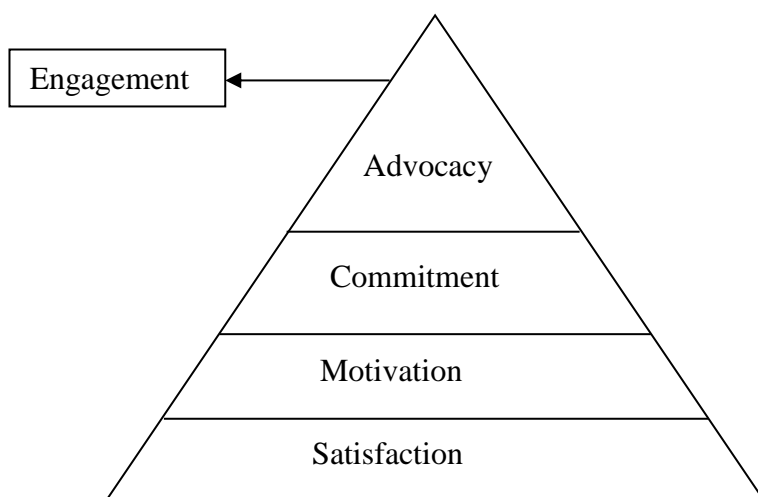
However, in criticizing the Social exchange theory, it has been argued that behaviour is not motivated by the return/exchange but by a sense of duty or by some other internalized value. The actions of the man who believes in the rightness of his cause and is not affected by the praise or blame of others cannot be included in the category of exchange (Health & Health, 1976).

### **2.2.5 Andrews Brown Engagement Pyramid**

Brown as cited in (Cawe, 2007) says engagement is a combination of constructs that are similar to but yet different from it, namely, satisfaction, motivation, commitment and advocacy which relate as shown in Figure 2.1. Satisfaction is the most passive of these constructs and is what makes employees to just report at the working place for work (Zamin Abbas, Sohaib Murad, Yazdani, & Asghar, 2014). It therefore means that employees do not have a true desire to go the extra mile at this level (Kalliath, Kalliath, & Albrecht, 2012). Motivation is what excites employees about their work and creates the desire to do extremely well in it (Fearon, McLaughlin, & Morris, 2013). Woodruffe (2006) is in agreement with this view point when he says that a motivated worker will want to go the extra mile in the performance of their work. After becoming motivated, an employee who progresses up the ladder will attain commitment (Julia Claxton, Rana, Ardichvili, & Tkachenko, 2014). Committed workers are positive ambassadors to their companies (Marson & Heintzman, 2009). Advocacy is what truly measures engagement when employees speak positively about the company they work for as well as the products/services they offer (Rafferty & Griffin, 2006).

A research by Coffman (2000) proofed empirically that an engaged workforce was 15 times more probable of recommending their place of work and 16 times more likely to believe that their organizations were making use of their individual strengths. Omar (2015) is in agreement with this finding when he says that engaged employees have 3 times higher chances of being satisfied with their current jobs and pay and also stay with their organizations until they retire. He adds that engaged

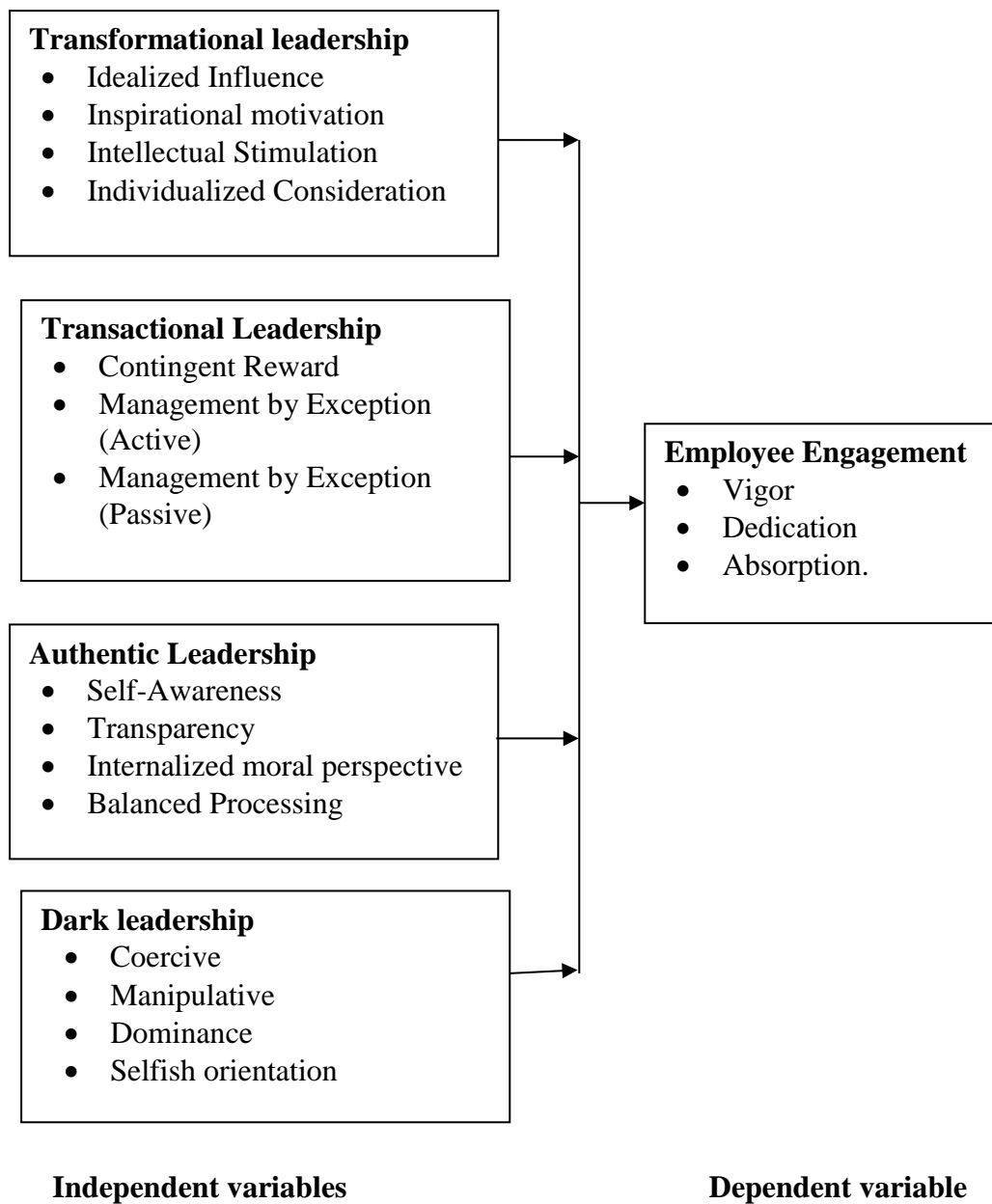
employees are 11 times more likely to communicate their wish and satisfaction to work for the organization. In a school set up, a teacher who speaks positive of his/her school and may not mind his/her children being students in the same school is likely to be an engaged one according to Marson and Heintzman (2009) who says that an engaged worker is one who is satisfied, motivated, committed and is an advocate for their company and what it produces. This model brings out a clear distinction of employee engagement from other concepts like employee satisfaction, motivation, commitment and advocacy, thus enabling this study to focus on specific measures of employees engagement without mixing it with other similar but different concepts.



**Figure 2.1: Andrews Brown Engagement Pyramid (Brown, 2005)**

### **2.3 Conceptual Framework**

A Conceptual framework is a graphical or diagrammatical representation of the relationship between the variables of the study (Kothari, 2004). The key function of a conceptual framework is to help the researcher find links between the existing literature and his/her own research goals (Greener, 2008). The variables for this research study arise from the theories that have been discussed in the preceding section and have been operational as indicated in Figure 2.2.



**Figure 2.2: Conceptual framework**

### 2.3.1 Transformational Leadership Style

Idealized influence is about the powerful vision and mission establishment by a transformational leader which results in creating confidence and trust in the followers. Leaders with idealized influence tend to be considerate of their followers’

needs, usually placing them over their own needs, share risks with followers, and display dedication to a set of fundamental principles and values. Such leaders are “role models for followers to emulate; can be counted on to do the right thing; and display high standards of ethical and moral conduct” (Avolio, 1999).

Inspirational motivation is concerned with motivating and inspiring followers by creating meaning, mutual understanding, and challenge to their work which are achieved through communication of an attractive vision of the future and by making use of symbols to articulate this vision (Hartog, Muijen, & Koopman, 1997). The leader comes up with high goals, ensures that the followers understand the meaning in their tasks, builds a team spirit, enthusiasm and constantly motivates his followers. Transformational leaders who exhibit inspirational motivation persuade their followers to actively be part of the overall organizational culture and environment (Stone, Russell, & Patterson, 2003).

Intellectual stimulation involves stimulating followers to practically subject assumptions to questioning, restructure problems, and face old situations with approaches that totally make use of new ways, and thus solve old problems creatively (Barbuto, 2005) and, without fear of punishment or ridicule (Stone *et al.*, 2003). Transformational leaders both encourage and motivate their followers to be innovative and analytical which promotes follower initiative and liberty, independence in tackling issues, and active thinking. Encouraging follower freedom and creativity is likely to result in higher engagement levels.

Individualized consideration refers to handling people as different individuals depending on their talents and knowledge (Shin & Zhou, 2003) and with the objective of helping each one of them to reach higher levels of achievement that might otherwise have not been achieved (Stone *et al.*, 2003). The leader has a special interest of each follower, takes into consideration individual differences, recognizes followers’ feelings and emotions and their need to grow and develop themselves (Hartog *et al.*, 1997). The transformational leader must also understand what it is that motivates followers individually (Simić, 1998) thus leading to individuals being

engagement to their work and their organizations. Transformational leaders portray a genuine concern in the wellbeing of their followers, which means that this form of leadership entails the development of an emotional connection between the leaders and their employees (Men & Stacks, 2013).

### **2.3.2 Transactional Leadership Style**

Transactional leaders reward or punish followers in order to achieve organizational goals (Hoy & Miskel, 2010 as cited by (Zeinabadi & Salehi, 2011) and for leaders to receive compliance from them (Burns, 1978). Such leaders are action oriented and results focused (Batista-Taran *et al.*, 2013) and emphasis on planned and scheduled work. Dimensions of transactional leadership according to Bass & Riggio (2006) are: (i) Contingent reward: The most important target of a transactional leader is to realize organizational objectives. To achieve this, the leader offers different awards to raise the performance and motivations of his followers. His followers usually receive the award upon meeting the set targets. (ii) Management –By- Exception: It is applied in two ways, active or passive. If the management is active, leaders take corrective actions on the mistakes of followers by tracking their performance which means leaders continually follow performance and pass action to correct errors as they arise. On the other hand, if the management is passive, leaders wait until the errors occur, which means that they normally fail to intervene until serious problems occur after which they take relevant corrective action.

### **2.3.3 Authentic Leadership Style**

Authentic leadership is inspirational, motivational, visionary, and unshakably moral, compassionate, and service-oriented because it applies the qualities of both ethical and transformational leadership (de Mello e Souza Wildermuth & Pauken, 2008). Because they are wholeheartedly concerned about the well-being of the employees, authentic leaders are able to appreciate the differences among individual employees, spot matching talents, and assist employees to capitalize on their strengths (Wildermuth & Pauken, 2008). The elements of authentic leadership are; self-awareness, an internalized moral perspective, balanced processing of information,

and relational transparency (Walumbwa *et al.*, 2008).

Self-awareness is about showing an understanding of one's strengths and weaknesses and the multifaceted nature of the self, which includes gaining insight into the self through exposure to others, and being cognizant of one's impact on other people (Kernis, 2003). This determines how a person interacts with the self and the world around him or her. Relational transparency refers to the way a person presents his or her authentic self in speech and actions to others, and not a fake or distorted self. Such behavior cultivates trust through revelations that entail sharing of information plainly and expressions of one's true thoughts and feelings while trying to minimize displays of inappropriate emotions (Kernis, 2003). Balanced processing refers to the ability of a leader to show that he or she can objectively analyze all relevant data before making a decision. Such leaders also collect views that challenge their strongly held positions (Gardner, Avolio, Luthans, May, & Walumbwa, 2005) so that they end up making good decisions that are well informed upon considering as many views as possible.

Internalized moral perspective refers to having an inbuilt moral compass that self regulates standards and values such that group, organizational, and societal pressures do not influence a person's ability to make decisions and behave according to the internalized values (Avolio & Gardner, 2005; Gardner *et al.*, 2005). Balanced processing of information, transparency in relationships, and consistency between values, words, and deeds shown by authentic leaders encourages increased degrees of commitment, willingness to perform extra-role behaviors like citizenship, and satisfaction with the supervisor among followers (Walumbwa *et al.*, 2008).

Although that fact that authentic leadership has been found to be a significant predictor of job satisfaction, satisfaction with one's supervisor, and organizational commitment (Peus, Wesche, Streicher, Braun, & Frey, 2012) research on how it influences work attitudes in employees is still rare (Walumbwa *et al.*, 2008). It has also been associated with higher levels of trust in management, empowerment, work engagement, and greater ratings of service quality (Giallonardo, Wong, & Iwasiw,



2010). Authentic leadership behavior promotes positive relationships between leaders and employees which results in higher employee engagement and work satisfaction (Giallonardo *et al.*, 2010).

The relationship between authentic leadership and some organizational outcomes investigated in earlier studies had results revealing that authentic leadership was positively related to employees' organizational citizenship behavior (Edú, Moriano, Molero, & Topa, 2012) job performance (Peterson *et al.*, 2012), employees' job satisfaction (Bamford, Wong, & Laschinger, 2012), followers' commitment (Leroy, Palanski, & Simons, 2012), work engagement (Walumbwa, Wang, Wang, Schaubroeck, & Avolio, 2010), and employees' extra effort, (Moriano *et al.*, 2011).

#### **2.3.4 Dark Leadership Style**

Dark leadership is characterized by, manipulation, dominance, and coercion, rather than influence, persuasion, and commitment. Rosenthal, & Pittinsky (as cited in Pryor, Odom, & Toombs, 2014) indicate that dark leadership has a selfish orientation, implying that it is focused more on the leader's needs than the needs of the larger social group. Dark leadership often involves imposing goals on constituents without their agreement or regard for their long-term welfare (Bass & Steidlmeier, 1999). Many scholars in the leadership field have not explicitly defined dark leadership *per se*, but have rather treated it as a 'know it when you see it' phenomenon (Howell & Avolio, 1992). At the same time, many leadership research studies have avoided the dark side of the leadership but have concentrated on building up a good and effective leadership by emphasizing the positive and constructive aspects of leadership (Hogan & Kaiser, 2005). The focus on 'good' leadership may be seen to be rooted in a view that any other form of behavior is not leadership as per the observation by Burns (2003) who comments that, 'If it is unethical or immoral it is not leadership'.

According to Higgs (2009), the following behaviours portray dark leadership: abuse of power which includes the application of power to emphasize self-image and boost perceptions of personal performance, the abuse of power to conceal personal shortfalls, and the abuse of power to achieve personal goals for personal benefit

(Kellerman, 2004; Lipman-Blumen, 2006); inflicting harm on other people through bullying, coercion, negative influence on the way followers perceive their self-efficacy, hurting the emotional health of their followers, and the erratic way of handling followers (Aasland, Skogstad, & Einarsen, 2008); being fanatical with detail that leads to application unnecessary control in order to fulfill personal needs, perfectionism, and controlling follower initiative (Benson & Hogan, 2008; Tepper, 2000)and; flouting of rules to serve own purposes. These are areas of behavior in which leaders engage in corrupt, unethical, even illegal actions (Benson & Hogan, 2008; Lipman-Blumen, 2006; Tepper, 2000).

The impact of dark leadership tends to be felt in the longer term as evidenced by the weakening effect on morale and motivation of employees. Benson and Hogan (2008) support this argument by pointing out that the toxic behavior of dark leaders tears down the ability of people to work together productively in an organization over the long term. Higgs (2009) agrees with this view point when he makes the observation that the behaviours of dark leadership eventually impact negatively on individual, group and the organization performance through the work climate that such leaders create, which unfortunately can lead to employee disengagement. Based on employee engagement literature, leadership involves courteous treatment of employees, understandable company values and company's standards of ethical behavior (Andrew & Sofian, 2011) which dark leadership conspicuously lacks.

### **2.3.5 Employee Engagement**

The term employee engagement originates from academic work even though it was mainly a business and consultancy matter in the 1990s. The concept is currently attracting growing attention from academics, more so from scholars in business and management, psychology, and organizational behavior disciplines (Welch, 2011). Employee engagement as an organizational science is among areas that have been researched extensively (Carasco-Saul, Kim, & Kim, 2015; Lee, Kwon, Kim, & Cho, 2016), forming a significant and fundamental element to the continuing interest on sustainable success of organizations (Mirvis, 2012).

In the academic literature, employee engagement has been defined differently by different scholars. For example, Kahn (1990) gave a definition of engagement that described an employee's intimate involvement with work. Macey & Schneider (2008) define work engagement as having to do with the level of involvement with, commitment to, enthusiasm, and passion that employees have concerning their work, while Devi (2009) points out that employee engagement is the degree to which an employee exercises discretionary effort in his or her work beyond the expected minimum in relation extra time, brainpower, and energy, for purposes of ensuring that the job is done. Disengaged employees can have the adverse effect of contributing to the destruction of an organization by being involved in actions that encourage nonparticipation, absenteeism, unethical behavior, providing poor customer service, and often spreading their negative attitude to other employees.

The idea of employee engagement has caught significant attention from business and consultancy firms since the 1990s and has in the recent past started to attract greater academic attention (Welch, 2011). Engagement takes place when employees are provided with the resources that will help them achieve their targets, and believe that they are needed, valued and respected in their work place. Due to the fact that an engaged workforce tend to have an energetic and enthusiastic attitude towards their work, and are often intensely committed to their work (Macey & Schneider, 2008; May *et al.*, 2004), it may be expected to execute its tasks in a more capable manner. This could result in an improved individual or group performance and a firm background on which organizational sustainability can take place (Kim, Kolb, & Kim, 2013).

Even though there exists a very thin line between the definition and meaning of employee engagement in the practitioner literature and other closely related constructs like organizational commitment, organizational citizenship behavior, and job involvement, academic literature has defined it as a different and unique construct which is composed of cognitive, emotional, and behavioural elements which are associated with employee performance at an individual level. Engagement is an individual experience with work which is expressed in form work inputs and

outcomes (Walumbwa *et al.*, 2008), which makes it go beyond other related constructs like satisfaction, commitment (Saks, 2006), and involvement (Macey & Schneider, 2008). Engagement is about the active application of emotions, cognition, and behavior while at the same time getting concerned with employees' working environment and how they interact with one another in connection the objectives and strategy of the organization (Andrew & Sofian, 2011). Engaged employees conduct themselves in more persistent ways in relation to execution of tasks. Persistent refers to effort over time. Employees work harder for longer stretches of time; take action proactively to budding threats and challenges; expand their roles at work, and; adapt more readily to change (Macey *et al.*, 2011). An engaged employee's behavior can be described as motivated, enthusiastic, energetic, and passionate as opposed to a disengaged employee who is robotic, alienated, indifferent, and withdrawn from his or her job (Salanova, Agut, & Pieró, 2003).

Engagement is a construct that operates at an individual-level and must therefore first impact individual outcomes if it is expected to produce business results. On these grounds, it is sensible to expect employee engagement to be associated with individuals' attitudes, intentions, and behaviors, which validates the reason why most efforts to measure employee engagement have been at the level of the individual worker. These individual-level scores can then be aggregated to measure engagement at the work group level as well as at the organizational level. This is in agreement with Kahn (1992) who proposed that engagement leads to both individual-level outcomes (quality of people's work and their own experiences of doing that work), and organizational-level outcomes (the growth and productivity of organizations). Possible consequences of employee/work engagement include positive attitudes towards work and towards the organization, like organizational commitment, job satisfaction, and low turnover intention (Demerouti, Bakker, De Jonge, Janssen, & Schaufeli, 2001), and also positive organizational behavior such as, personal initiative and learning motivation. Some indicators that employee engagement is also positively associated with health include, low levels of depression and distress (Schaufeli, Taris, & Van Rhenen, 2008) and psychosomatic problems (Demerouti *et al.*, 2001).

May *et al.* (2004) views work engagement as a three-dimensional concept which includes a physical component, an emotional component, and a cognitive component. They look at work engagement in the perspective of organizational behavior and define it as: “a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption”. This expresses engagement as: physical - vigor; emotional - dedication; and, cognitive – absorption. The Utrecht Work Engagement Scale (UWES) is an accepted tool that measures three areas of work engagement representing behavioral, emotional, and cognitive dimensions (Schaufeli, Bakker, & Salanova, 2006).

Vigor refers to high levels of energy and resilience, the readiness to devote effort, not being easily worn out, perseverance and determination even when confronted by difficulties, and the tendency to remain firm even when facing task difficulty or failure which reflects the readiness to devote effort in one's work (Khan, Tufail, Qadir, & Khan, 2016). Employees that score high on vigor usually have much energy, zest and stamina when working, whereas those who score low on vigor have less energy, zest and stamina as far as their work is concerned (Schaufeli & Bakker, 2003). Dedication refers a strong connection with a person's work that leads to experiences of enthusiasm, inspiration, pride and challenge (Schaufeli & Bakker, 2003). Employees who score high on dedication describe their work as meaningful, inspiring, and challenging, and so they strongly identify with it. Those who score low in dedication do not identify with their work because their experience with it is not meaningful, inspiring, or challenging and are therefore neither enthusiastic nor proud about it (Schaufeli & Bakker, 2003). Absorption refers to being fully and happily engrossed in one's work such that it is not easy to leave it which results in forgetting other things and time flies away quickly and unnoticed. Employees who score high on absorption express a feeling of being happily engrossed in their work, feel immersed by their work and are not in position to easily detach from it because it carries them away. Employees who score low on absorption lack feelings of being engrossed or immersed in their work, they can detach from it without difficulties, and will not forget everything around them, including time because of work (Schaufeli & Bakker, 2003).

Work engagement is positively related to job performance. For example, the findings of a research study carried out among one-hundred Spanish hotels and restaurants revealed that employees' levels of work engagement had a positive impact on the service climate of these hotels and restaurants, which, in turn, predicted employees' extra-role behavior and customer satisfaction (Salanova *et al.*, 2003). Despite the fact that engaged employees have all the time proved to be more productive, profitable, safer, healthier, and with less chances of quitting the organization (Fleming & Asplund, 2007; Wagner & Harter, 2006), research shows that only 30% of the global workforce is estimated to be engaged (Saks, 2006; Wagner & Harter, 2006), with more than 60% of the global workforce going to work with an hesitant attitude and emotionally uninvolved with their work (Shuck & Wollard, 2010). A similar research by Attridge (2009) reports that a 2005 Towers Perrin survey used data collected from more than 85,000 employees from 16 countries. This study found that 24% of employees worldwide were disengaged, 62% of employees were moderately engaged, and only 14% of employees were considered to be highly engaged.

With the challenges of 21<sup>st</sup> century to the Kenyan youth in secondary schools, which include aping western culture, alcohol and drug abuse, and technology, principals in secondary schools need to practice leadership styles that will encouragement high levels of teacher engagement to effectively deal with and reduce some of these challenges among students. Ironically, despite the low numbers of engaged employees, organizational leaders rate employee engagement among the top priorities of their organizations (Ketter, 2008).

According to Alok and Israel (2012), work engagement is gaining ground amidst increasing demands on global competitiveness for modern organizations. A disengaged workforce is costly to an organization in this competitive global market while an engaged workforce has higher levels of commitment to the organization, lower levels of intentions to turnover, and higher rates of satisfaction (Batista-Taran *et al.*, 2013). Engaged employees have high chances of contributing positively by attracting and retaining new clients, as well as infecting their colleagues with their positive attitude (Crabtree & Robison, 2013). On the other hand, disengaged

employees are unhappy at work and also actively show their unhappiness by action (Attridge, 2009). Such workers will undermine on daily basis what their more engaged coworkers attempt to achieve while engaged employees work with passion and feel they are strongly connection to their company in addition to driving innovation and propelling the organization forward (Attridge, 2009). From an organizational perspective, leaders relate to their employees and employees relate to their work. Leaders therefore have a choice to either stimulate their followers through material rewards and also inspire them to work for a cause beyond themselves (Khan et al., 2016).

## **2.4 Empirical Review of Literature**

### **2.4.1 Transformational Leadership and Employee Engagement**

Popli and Rizvi (2016) carried out a study in India whose aim was to establish the drivers of employee engagement, where the focus was on leadership styles. From the research study results, it was found that significant relationships existed between transformational, transactional, and passive-avoidant styles and employee engagement where the three styles independently reflected a statistically significant relationship with engagement. The model predicted that up to 25.1 per cent variance in employee engagement is due to leadership styles.

A study in Kenya by Datche and Mukulu (2015) aimed at establishing the effects of transformational leadership on employee engagement. The emphasis was on the influence that the idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration of supervisors in the civil service in Kenya have on engagement of subordinates to the organizations. The findings indicated that transformational leadership was positively related to employee engagement, with greater displays of transformational leadership by managers in civil service leading to higher levels of engagement by their employees. The results also revealed that even though transformational leadership had a positive relationship with employee engagement in general, the leader behaviors of intellectual stimulation and individualized consideration of supervisor were found to be positive

and moderately related to employee engagement. Supervisors' inspirational motivation of leader was weak and insignificant while idealized influence was negatively related to employee engagement.

Yasin, Ghadi, Fernando, and Caputi (2013) explored the relationship between transformational leadership and work engagement with meaning at work as a mediator. The results indicated that the attributes of work engagement were influenced by transformational leadership style. The findings were similar to those of another research study by Hayati, Charkhabi, and Naami (2014) which aimed at determining the effects of transformational leadership and its components on work engagement among government hospital nurses. Their findings indicated that transformational leadership had a significant and positive impact on work engagement and its facets. In their research which made use of 104 cross-industry managers, Popli and Rizvi (2015) found that there was a positive relationship between transformational leadership and employee engagement.

Sharma and Krishnan (2012) studied the impact of pay satisfaction and transformational leadership on employee engagement with a sample of 93 employees from the information technology sector. Analysis of the findings showed that transformational leadership is a significant determinant of employee engagement. Additionally, Walumbwa, Orwa, Wang, and Lawler, (2005) found that using a transformational leadership style led to increased organizational commitment and job satisfaction, and still Cartwright and Holmes (2006) found that leaders who focused on relationship building and trust development increase engagement levels.

Research that was carried out on employees and managers by Ghafoor, Qureshi, Khan, and Hijazi (2011) indicated that there was a significant relationship between transformational leadership, employee engagement practices and employee performance. Xu and Thomas (2011) investigated the evidence for a link between leadership behaviours (supports team, performs effectively and displays integrity) and employee engagement. Their analysis showed that 'supports team' behaviour of the leaders was the strongest predictor of engagement and that the three leadership



factors overlapped in their relationships with engagement. The study also showed consistent links between transformational leadership and constructs that are argued by some academicians to be part of engagement, such as motivation, job satisfaction, organizational commitment, proactive behaviours, and organizational citizenship behaviours.

In other similar studies, Lazzaro (2009) investigated the relationship between principal transformational leadership practices and teacher retention in 3 Massachusetts public schools and found that overall principal transformational leadership style may influence teacher retention rates. Aydin *et al.* (2013) conducted a study on the effect of school principals' leadership styles on teachers' organizational commitment and job satisfaction. The results were that transformational leadership style particularly, affected job satisfaction and organizational commitment of teachers in a positive way.

Zhang and others (2011) conducted a study on the relationship between perceived leadership style and employee engagement among 439 sales assistants in Sidney Australia. The results 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.

#### **2.4.2 Transactional Leadership and Employee Engagement**

Popli and Rizvi (2016) carried out a study whose primary objective was to study the drivers of employee engagement especially the influence of leadership style. The results revealed significant relationships between leadership styles and employee engagement where transactional leadership style reflected a statistically significant relationship with engagement. Padmanathan (2010) carried out a study at Intel Malaysia to establish the effect that transformational and transactional leadership styles have on employee engagement and how predictive the leadership styles were on employee engagement elements. The findings were that both transformational and transactional leadership positively portrayed employee engagement, where

transactional leadership showed more positive effect on employee engagement as compared to transformational leadership.

A study by Ndethiu (2014) on the effect of leadership styles on employee engagement in an international bank with substantial operations in Kenya found that transformational, transactional and authentic leadership styles and employee engagement have a significant relationship. Her proposal was that adopting transformational and authentic leadership styles by managers should be encouraged, stating that research had established that the two leadership styles were the most engagement friendly.

A study was carried out by Colbert (2012) on the impact of leadership on employee engagement at a chemical manufacturing company in the United States focusing on leadership styles and behaviors that drive employee engagement. Transformational, authentic, and transactional leadership styles were examined. The result of the study indicated that leadership styles were situational and that leaders do not use one style in all circumstances. The study also found that leadership style is not a predictor of engagement. However, the study suggested that certain leadership behaviors have a strong impact on employee engagement. These behaviors are: being transparent; enrolling employees in change activities; involving employees; connecting the dots for employees; and rewarding and recognizing employees.

#### **2.4.3 Authentic Leadership and Employee Engagement**

Wang and Hsieh (2013) examined the effect of authentic leadership on employee engagement through employee trust. The results showed that both supervisors' consistency between words and actions as well as their moral perceptions were positively related to employee engagement, while only supervisors' consistency between words and actions is positively related to employee trust. Alok and Israel (2012) investigated how authentic leadership, work engagement, and psychological ownership in organizations (PO-Org) were related. They found that authentic leadership had an indirect effect on work engagement through promotive PO-Org.

Walumbwa, Wang, Wang, Schaubroeck, and Avolio (2010) carried out a research study to investigate how authentic leadership related with organizational citizenship behavior (OCB) and work engagement. The results showed that there was an insignificant effect of authentic leadership on both rated OCB and followers' work engagement. In their study, Jensen and Luthans (2006) explored how a founder's/entrepreneur's authentic leadership as perceived by employees may be positively linked to the job satisfaction, organizational commitment, and work happiness of his/her employees in newer, small firms. They found that the employees' perception of authentic leadership serves as the strongest single predictor of employee job satisfaction ( $t=6.453$ ,  $p=0.000$ ), organizational commitment ( $t=6.665$ ,  $p=0.000$ ), and work happiness ( $t=5.488$ ,  $p=0.000$ ).

In another study on principal authenticity, school climate, and pupil-control orientation by Hoy and Henderson (1983), it was found that authentic leadership behavior, in which the principal accepts responsibility and does not abuse formal authority, fosters cooperation, self-discipline, and democratic relations. Leader authenticity of principals was significantly related to openness in organizational climate and to humanism in pupil-control orientation of the school.

#### **2.4.4 Dark Leadership and Employee Engagement**

A research study on the impact of dark leadership on organizational commitment and turnover (both of which indicate levels of employee engagement) by Weaver and Yancey (2010) found that the subordinates of dark leaders had greater intentions to leave their organization and lower affective commitment to their organizations. Boddy (2015) in a study on psychopathic leadership, which is a strong example of dark leadership, found that both illness absence and staff turnover increased under the reign of a psychopathic CEO and that employees were dissatisfied with their jobs, became increasingly lacking in commitment and ultimately withdrew from and left the organization. Bullying by the CEO in this study was found to be related to turnover intention and indeed, actual turnover. The study also found that the CEO had a social dominance orientation which was in turn related to some

counterproductive workplace outcomes (Shao, Resick, & Hargis, 2011). The study also found that illness or absence due to stress was reported at all levels of the organization, and stress-related absence was reported to be particularly evident at senior levels, among those working closest to the psychopathic CEO.

However, these findings differ from those of a similar research study by Woestman and Wasonga (2015) who found that educational professionals are attracted to teaching, and stay in teaching because of other reasons besides job satisfaction and/or low stress despite experiencing forms of dark leadership behaviours, job stress, or job dissatisfaction.

## **2.5 Critique of Existing Literature**

There are inconsistent results from past studies concerning the relationship of leadership styles and employee engagement. The findings of a study that aimed at examining the effect of transformational, transactional and passive-avoidant leadership styles on employee engagement by Popli and Rizvi (2016) revealed that there were significant relationships between leadership styles and employee engagement. This was in agreement with a study by Ndethiu (2014) on the effect of leadership styles on employee engagement in an international bank with substantial operations in Kenya that found a significant relationship between transformational and authentic leadership style with employee engagement. Similarly, a research that was carried out on employees and managers by Ghafoor *et al.* (2011) indicated that there is a significant relationship between transformational leadership, employee engagement practices and employee performance.

However, these findings are contrary to those of a study carried out by Colbert (2012) on the impact of leadership on employee engagement at a chemical manufacturing company in the United States focusing on leadership styles and behaviors that drive employee engagement. The study found that: leadership style is not a predictor of engagement; that leadership styles are situational; and, that leaders do not use one style in all circumstances. Although most studies have shown transformational leadership to be a strong predictor of employee engagement, a study

carried out at Intel Malaysia on leadership styles and employee engagement by Padmanathan (2010) found that both transformational and transactional leadership positively portrayed employee engagement, but transactional showed more positive effect on employee engagement as compared to transformational leadership. This was contrary to the findings of a study in Sidney Australia by Zhang & others (2011) on the relationship between perceived leadership style and employee engagement among 439 sales assistants which 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.

However, contrary to the common findings in most studies that reveal a positive relationship between authentic leadership and employee engagement, the findings of a study by Walumbwa, Wang, Wang, Schaubroeck, and Avolio (2010) showed that the effect of authentic leadership on both work engagement and organizational citizenship behavior (OCB) were both not significant.

A study on the impact of dark leadership on organizational commitment and turnover (both of which indicate levels of employee engagement) by Weaver and Yancey (2010) found that the subordinates of dark leaders had greater intentions to leave their organization and lower affective commitment to their organizations. Such employees were more psychologically withdrawn and were planning to physically leave the organization implying low employee engagement. This is in agreement with the findings of a study by Boddy (2015) on psychopathic leadership, where both illness absence and staff turnover increased under the reign of a psychopathic CEO and that employees were dissatisfied with their jobs, became increasingly lacking in commitment and ultimately withdrew from and left the organization. This is attributed to the poor interpersonal relationships employed by dark leaders.

These findings also agree with the findings of a study by Mullins and Colleagues (2010) in a study that sought the opinion of respondents about psychopathic individuals they had met or known. The psychopaths in this study were rated high in

assertiveness, excitement-seeking and activity, and low in agreeableness, straightforwardness, altruism, compliance, and modesty. However, this study also rated psychopathic individuals as high in competence, order, achievement striving and self-discipline, which contradicts their inability to build and maintain good interpersonal relations and thus gives the implication that dark leadership can encourage some level of employee engagement.

## **2.6 Research Gaps**

Several studies have been carried on leadership styles and employee engagement, with most of them concentrating on transformational leadership style and comparatively a few on transactional and authentic leadership styles (Alok & Israel, 2012; Colbert, 2012; Datche & Mukulu, 2015; Ndethiu, 2014; Popli & Rizvi, 2016; Ghadi *et al.*, 2013). However, no research known to the researcher has investigated the effect of transformational, transactional, authentic, and dark leadership styles on employee engagement in one study.

Carasco-Saul *et al.* (2015) recommended further studies on leadership and engagement relationship be done using more than one leadership style or an integrated one as a whole and at the same time determine the leadership style(s) that is(are) more effective for employee engagement in different cultures. In justifying their recommendation, they cited as an example for consideration that authentic leadership may be positively related to employee engagement in Eastern cultures and negatively in Western cultures because values and their effects that may be deemed universal to one culture could be perceived differently by another culture. This is in agreement with Walumbwa *et al.* (2008) who say that it is important to determine whether there are nuanced differences within and between different cultural contexts when examining such complex constructs as those comprising authentic leadership. Perrin-ISR (2006) confirms this notion through results of a study that found a wide range between geographic regions in the percentage of their workforce who were highly engaged, with Mexico (40%) and Brazil (31%) being on the high end, the United States (21%) and Canada (17%) in the middle, and Europe (11%) and Asia

(7%) at the low end. The wide range in engagement level across countries suggests that examining cross-cultural differences in employee engagement is an opportunity for further research (Attridge, 2009).

A study by Batista-Taran *et al.* (2013) recommended further research to establish whether employees under transformational leadership and those under other leadership styles portrayed different degrees of employee engagement. Shuck and Herd (2012) suggested that transactional leadership may also contribute to the development of employee engagement along with transformational leadership, but this has not been tested much according to the researcher. Rehman, Shareef, Mahmood, and Ishaque (2012) suggested that future studies on leadership styles should attempt to cover more educational institutes.

This study tries to bridge some of these research gaps by using the full-range leadership model (Avolio, Yammarino, & Bass, 1991) that helps incorporate two leadership styles of transformational and transactional. The research is also addressing the gap in the authentic leadership–employee engagement relationships, in addition to examining the effect of dark leadership on employee engagement. The impact of leadership style on behavioural outcomes like employee engagement as measured in this research will add to the body of research in the leadership–behavioural outcomes domain. The empirical evidence of leadership–employee engagement relationship in the Kenyan context is rather limited and so this research hopes to add to such a body of research.

Since existing literature is mainly based on respondents from United States of America, Europe, and Asian, with comparatively few studies having been undertaken in developing countries like Kenya, it would be important to establish how leadership styles and employee engagement are related to each other in the Kenyan context. This purpose of study therefore is to investigate the effect of leadership styles on teacher engagement in public secondary schools of Murang'a County, Kenya.

## **2.7 Summary**

The chapter begins by discussing the main theories the study has relied on to build the framework for the research. They include; Transformational Leadership Theory, Transactional Leadership theory, Met expectations model, Social Exchange Theory, and Brown Engagement Pyramid. This chapter further discusses literature review on each of the four independent variables namely: transformational, transactional, authentic, and dark leadership styles and one dependent variable which is employee engagement and presents varied findings that have been reported in different studies.



## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter discusses the research methodology used in collecting and interpreting data in this study. In particular, the chapter discusses the research design, target population, sampling frame, sampling techniques and sample, sample size, data collection procedure, instrumentation and data analysis.

#### 3.2 Research philosophy

Research philosophy concerns the foundation of knowledge upon which important assumptions and predispositions of a study or research are based Muchemi (2013). The assumptions serve as a basis for the research strategy. A Research philosophy is a belief about the way in which data about a phenomenon should be collected and analyzed and used.

This research adopts a positivism philosophy which takes the position that knowledge is based on facts, with no consideration of abstraction or subjective status of individuals. Positivism research philosophy claims that the social world can be understood in an objective way. Positivism views mostly prefer working in an observable social reality (Saunders, *et al.*, 2009) where the researcher views the people and its behaviour as phenomena to be studied and credible data collected, then use facts and observations as its strategy to explain the phenomena. Considerable data are often required as a positivist study favours the use of quantitative methods to analyse large scale phenomena. If focuses on immediate experience, personal knowledge and individual interpretations (Saunders, Lewis & Thornhill, 2007).

Research on a positivist philosophy tends to be based on deductive reasoning which works from the more general to the more specific, meaning that it starts with a theory, and then hypotheses are developed and a research strategy is designed to test the hypotheses after which the hypotheses are confirmed, in whole or part, or refuted, leading to the further development of theory which may then be tested by further research. This differs from inductive reasoning which moves from specific observations to broader generalizations and theories, meaning that theories are developed as a result of data collection (Saunders *et al.*, 2009). The objective of positivism is to provide a valid logical foundation for empirical research, and at the same time restrict the scope of human rationality in scientific study.

Positivism refers to working with observable social reality and the outcome is always law-like generalizations that contribute to development of knowledge. The methodology is highly structured involving hypothesis testing and statistical tools – a quantitative method. This study therefore adopted the positivism philosophy since it focused on the perceptions that teachers have on the leadership styles applied by their principals and how the effect the leadership styles of on teacher engagement. The study also involved hypothesis testing based on facts obtained data collected from the primary source in survey of public secondary schools.

### **3.3 Research Design**

A research design is defined as the general plan of how a researcher will go about answering the research questions that he or she has set (Saunders, 2011). It is the plan and structure of investigation conceived by the researcher so as to obtain answers to research questions. A research design includes an outline of what the researcher will do from writing the hypotheses and its operational implications to the final data analysis (Kothari, 2004). The function of a research design is to identify and develop procedures and logistical arrangements required to undertake a study, and, to emphasize the importance of quality in these procedures to ensure their validity, objectivity and accuracy (Arora, 2011).

Considering its purpose, this is a descriptive study that used a survey design. A survey is a structured set of questions or statement given to a group of people to measure their attitudes, beliefs, values or tendencies to act (Goodwin, 2016). The primary purpose of survey research is to gather descriptive information about peoples' self-described attitudes, opinions, feelings, and behaviors (Goodwin, 2016). According to Burns and Bush (2013), a survey involves interviews with a large number of respondents using a pre-designed questionnaire, thus allowing collection of a significant amount of data in an economical and efficient manner (Sekaran, 2006). A survey also attempts to quantify social phenomena particularly issues, conditions or problems that are prevalent in the society and from sample results, the researcher generalizes or makes claims about the population (Creswell, 2003).

This study used survey design because the focus is teachers' perceptions of their principals' leadership styles and the teachers' self-reported level of work engagement. This was done using one questionnaire for teachers because they are in a position to interpret and define the leadership of their school principals (Ndiga, Mumuikha, Flora, Ngugi, & others, 2014). This is because, as pointed out by Ibrahim and Al-Taneiji (2013), principals spend a lot of time with teachers providing direction and guidance, assessing and providing needed resources, and observing and evaluating performance. Therefore principal behaviours more directly affect teacher satisfaction, commitment to work, and working relations with one another, all which influence teacher engagement either directly or indirectly.

This design affords the researcher an opportunity to capture a population's characteristics and test hypotheses by applying correlation as a statistical tool (Goodwin, 2016). The survey design thus offers the researcher the opportunity to establish the effect of principals' leadership styles on teacher engagement in public secondary schools in Murang'a County, Kenya.

### 3.4 Target Population

According to Saunders (2011), a population is the full group of potential participants to whom the researcher wants to conduct the research for the study. The study population was all the 3860 teachers in the 306 Public Secondary Schools in Murang'a County, Kenya. The researcher chose Secondary Schools because teacher engagement seems to be low in Kenyan public secondary schools given the reports of high teacher turnover, teacher absenteeism, and poor performance in national examinations (Njiru, 2014; Wachira, 2013).

**Table 3.1: Number of Teachers in Murang'a County Public Secondary Schools**

Sub-County	Teachers		Total number of teachers
	Female	Male	
Gatanga	324	335	659
Kandara	335	410	745
Kigumo	136	247	383
Mathioya	157	216	373
Kahuro	175	259	434
Kangema	144	206	350
Murang'a East	162	189	351
Murang'a South	317	248	565
Grand Total	1750	2110	3860

Source: T.S.C Murang'a County, 2016

### 3.5 Sampling Frame

A sampling frame is a complete list of individuals from whom the sample will be drawn (Goodwin, 2016). It is also said to be a listing of units or potential respondents

from which a sample may be picked (Gatara, 2010). In this study, a list of the 3,860 teachers of Murang’a County was therefore the sampling frame from which a sample of 368 respondents was drawn.

### 3.6 Sampling Technique and Sample Size

Multistage sampling design was applied so as to first sample the schools (clusters) and then sample from the clusters (Creswell, 2003) to get the respondents. The researcher first determined the numbers representing 30% of the schools in each sub county, and then divided the total number of schools in a sub-county with the resulting figure so as to get the Kth value as shown in Table 3.2. The Kth value was then applied in the systematic random sampling procedure after alphabetically arranging the names of the schools per sub-county. From the 92 schools that resulted from this sampling, 4 teachers per school were sampled using random numbers, resulting in 368 respondents. Krejcie and Morgan (1970) table for determining sample size for a finite population helped the researcher arrive at four (4) teachers per school.

**Table 3.2: Number of Sampled Schools**

<b>Name of Sub-County</b>	<b>No. of Schools</b>	<b>30% of Schools</b>	<b>the Kth position</b>
Gatanga	47	14	$47/14 = 3.35 \approx 3$
Kandara	55	17	$55/17 = 3.23 \approx 3$
Kigumo	37	11	$37/11 = 3.36 \approx 3$
Mathioya	32	10	$32/10 = 3.2 \approx 3$
Kahuro	38	11	$38/11 = 3.45 \approx 3$
Kangema	27	8	$27/8 = 3.38 \approx 3$
Murang’a East	30	9	$30/9 = 3.33 \approx 3$
Murang’a South	40	12	$40/12 = 3.33 \approx 3$
Total	306	92	

### **3.7 Data Collection Instruments**

A questionnaire was the instrument of primary data collection in this study. It contained both closed and open-ended questions. Open ended questions (qualitative approach) added richness to the data and additional insights to the underlying reasons behind the quantitative results. Such questions provided greater depth to the knowledge base in understanding transformational, transactional, authentic and dark leadership behaviors of principals in public secondary schools of Murang'a County as perceived by their teachers, and how the phenomenon affects their engagement as employees. A questionnaire is an efficient data collation mechanism (Sekaran, 2006) when the researcher knows exactly what is required and how to measure the variables of interests. Questionnaires have advantages over some other types of surveys because they are cheap and often have standardized answers that make it simple to compile the information gathered from questions. A questionnaire permits a respondent sufficient amount of time to consider answers before responding (Sekaran, 2006). Research information was sought about people's beliefs, attitudes, behaviour and characteristics. A questionnaire was is therefore suitable because it is structured to suit specific types of information sought by a researcher (Gatara, 2010).

The questionnaire used had six sections. Section one was used to collect background information in relation to the schools and some demographic aspects of the respondents and the school principals. Section two, three, four and five were used to will collect information on transformational, transactional, authentic, and dark leadership styles respectively. Transactional and transformational leadership were measured using 20 items from the Multifactor Leadership Questionnaire (MLQ 5X rater form) on a Likert 5 point scale. The MLQ (Bass, 1985; Bass & Avolio, 1995) is the most widely used instrument to assess transformational leadership theory (Kirkbride, 2006; Yukl, 1999) and is considered the best validated measure of transformational and transactional leadership (Özaralli, 2003). There were 11 questions for the four dimensions of transformational leadership and 9 questions for the three dimensions of transactional leadership.

Authentic leadership was measured using the Authentic Leadership Questionnaire (ALQ), which is a 16-item theory-driven survey instrument developed by Walumbwa *et al.* (2008) using five separate samples obtained from China, Kenya, and the United States. The instrument takes authentic leadership as a second order factor with four first-order factors/dimensions namely; self-awareness, relational transparency, balanced processing, and internalized moral perspective. It uses a 5-point behavioral observation scale where followers rate leaders on questions such as "says exactly what he or she means". The items for the four dimensions are distributed as follows: self-awareness (4 items), relational transparency (5 items), internalized moral perspective (4 items), and balanced processing (3 items). ALQ was found valid for measuring important work-related attitudes and behaviors, beyond what ethical and transformational leadership offered. The scale is reported to be fairly robust with the estimated internal consistency alphas (Cronbach's alpha) for each of the measures being at acceptable levels: self-awareness, .92; relational transparency, .87; internalized moral perspective, .76; and balanced processing, .81; and an overall scale higher than 0.70 in a cross-cultural validation study (Walumbwa *et al.*, 2008). Dark leadership was measured using questions developed based on the main features of the leadership practices namely; dominance, coercion, manipulation and selfish orientation.

Section six was for soliciting information on employee engagement. Pech and Slade (2006) say that evidence suggests that there are large discrepancies in the methods and the scales used to measure employee engagement and disengagement. In this study, employee engagement was measured using a self-report questionnaire containing 9 items from Utrecht Work Engagement Scale (UWES) on a Likert 5-point scale. The Original UWES included 24 items. After psychometric evaluation in two different samples of employees and students, 7 items appeared to be unsound and were therefore eliminated so that 17 items remained, distributed as follows: vigor (6 items), dedication (5 items), and absorption (6 items) (Seppälä *et al.*, 2009). Subsequent psychometric analyses reduced the items to 15. This 15-item version of the UWES has been used in some studies (Demerouti *et al.*, 2001). However, using data collected in 10 different countries (N = 14,521), results indicated that the

original 17-item Utrecht Work Engagement Scale (UWES) can be shortened to 9 items (UWES-9). Participants with different occupations interpreted the scale in a conceptually similar manner, meaning that the UWES-9 has a good construct validity (Seppälä *et al.*, 2009). The UWES-9 scores have quite acceptable psychometric properties and the instrument can be used in studies on positive organizational behavior. In this abridged scale, vigor, dedication and absorption are assessed by three items per dimension (Seppälä *et al.*, 2009). The factorial validity of the UWES-9 was demonstrated using confirmatory factor analyses, and the three scale scores have good internal consistency and test-retest reliability implying stability across time (Schaufeli *et al.*, 2006). It is reported to have good internal reliability with the median alpha for the overall scale being 0.92 across 10 countries in a cross-national study (Schaufeli *et al.*, 2006). The three-factor structure is confirmed and is invariant across samples from different countries (Ahuja & Modi, 2015).

### **3.8 Data Collection Procedure**

The researcher sought for a letter of introduction from JKUAT, and authorization letter from T.S.C Murang'a County and a research clearance permit from NACOSTI to be presented to each sampled public secondary school. Together with the three letters, the researcher also produced her letter of introduction that was for assuring the respondents and the schools of confidentiality of the information to be provided. With the help of research assistants, the researcher physically administered questionnaires to the teachers in different schools and then collected them later at an agreed time that was convenient for both researcher and the respondents but within a period of two weeks.

This study collected primary data only because of the nature of variables and the required information. Teachers were the target respondents in collecting primary data as they experience different leadership styles directly from their Principals. The questionnaires were distributed to teachers who then expressed their opinions in relation to the perceptions they held concerning the leadership styles of their principals.



### **3.9 Pilot Study**

For the successful completion of a sound research project, a pilot study is mandatory (Preise, Biggs, De Vos & Folke, 2018). Social-ecological systems as complex adaptive systems: organizing principles for advancing research methods and approaches. Saunders and Lewis (2009) point out that the purpose of a pilot test is to refine the questions on the questionnaire in order to ensure that there is no ambiguity or bias so that the measuring instrument is fine-tuned for data collection. According to Burns and Bush (2013), the entire procedure and instrument must be open for criticism and comments by the random participants and the input by the respondents must be considered when amending the questionnaire for the main enquiry.

Prior to this study, to ensure the reliability and clarity of the proposed measures, the draft instrument was tested for face and content validity. To establish validity and reliability, the data collection tool was subjected to a pilot test in 8 schools, one in each sub-county among 24 respondents who were randomly selected forming about 7% of the sample. This was according to Hill (1998) who recommended 10 to 30 participants for pilots in survey research. The results of the pilot study were particularly significant in the construction of the final sample questionnaire for this study with improved questions, format, and the scales (Creswell, 2003). This means that the method and the questions for data collection were refined for improved data collection that allowed for a detailed analysis. The sample (n=24) used for the pilot study was not part of the 368 respondents and so the pilot study data was not used again in the study.

### **Reliability**

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda, 1999). Reliability deals with how consistently similar measures produce similar results (Crano & Brewer, 2002). In research, reliability is influenced by random error. A dependable indicator provides information that does not vary as a result of the characteristics of the indicator, instrument, or measurement design itself. This study addressed reliability

by using Cronbach alpha statistical test. The Cronbach alpha coefficient normally range from 0 to 1 and the higher the coefficient, the more reliable the scale. The responses on the twenty four (24) piloted questionnaires were analyzed to determine their suitability and their internal consistency. Reliability was established through computation of Cronbach's alpha through SPSS.

**Table 3.3: Reliability Results for the Pilot Study**

<b>Leadership styles</b>	<b>Cronbach's Alpha</b>	<b>No of Items</b>
Transformational leadership	0.931	11
Transactional leadership	0.801	9
Authentic leadership	0.941	16
Dark Leadership	0.958	10
Employee Engagement	0.829	9
Overall Cronbach's	0.858	55

From Table 3.3, a Cronbach's alpha of 0.858 was established and it was within the accepted level of internal reliability (Bryman, 2008) of 0.80 and above, therefore the instrument was adopted for use in this study.

### **Validity**

The validity of an instrument relates to its ability to measure the constructs as purported. It arises due to the fact that measurements in social sciences are indirect (Mugenda & Mugenda, 2003). Validity concerns the accuracy and meaningfulness of inferences which are based on the research results (Bryman & Cramer, 2005). Three kinds of validity were considered relevant for this research: face validity, content validity and construct validity.

Face validity dealt with the researcher's subjective evaluation of the validity of the measuring instrument, and so the extent to which the researcher believed the instrument was appropriate. The current research relied on instruments developed in other related studies, as well as concepts generated from a broad range of appropriate literature. Content validity was ensured by the questionnaire getting tested by subjecting it to double check. This also ensured that the questionnaire covered all the two main areas of the study which include leadership styles and employee engagement. In order to ensure high level of content validity, comments by supervisors who are themselves experts were incorporated and changes made accordingly into the final questionnaire version. Construct validity was ensured through the operationalization of the variables in the study to reflect the theoretical assumptions that underpin the conceptual framework for the study.

### **3.10 Data Analyses and Presentation**

De Vos *et al.* (2007) describe data analyses as the process of bringing order, structure and meaning to the mass of collected data. This study used quantitative data analysis methods that include, descriptive statistics and inferential statistics so as to show the frequency of occurrence through establishing statistical relationships between the independent variables and the dependent variables (Saunders, 2011).

Descriptive statistics like mean scores, standard deviations, and percentages, were worked out to describe the characteristics of the variables in the study for purposes of exploring the underlying features in the relationship between leadership styles and teacher engagement. Descriptive statistics produced the basic features of the data collected on the variables under study and also created the need for carrying out further analysis on the data (Mugenda, 2008).

To establish the nature and magnitude of the relationships between the independent variables and the dependent variable, and to test the hypothesized relationships, the researcher used inferential statistics. The specific tests conducted were Pearson's Product Moment Correlation Coefficient( $r$ ), simple linear regression analysis and multiple linear regression analysis. Pearson correlation analysis was conducted to

determine the relationship between the teachers' perceptions of their principals' transformational, transactional, authentic and dark leadership styles and teacher engagement levels, as well as their direction and strength and also to investigate the research hypotheses for this study. The square of the correlation coefficient (R), which is the coefficient of determination (R<sup>2</sup>), determines the amount of variation in the dependent variable explained by the independent variables. The closer R<sup>2</sup> gets to 1, the more the fit of the regression line to the real data. A statistical significance test was carried out to establish if the correlation result attained was significant or was due to chance in the form of random sampling error by testing hypotheses. For each hypothesis, a level of significance of 0.05 was utilized to determine if a significant correlation exists.

Simple linear regression analyses were used to calculate the independent effect of each of the four independent variables on teacher engagement. A multiple linear regression model shown below was adopted in this study to establish the relationships among the various study variables. Such a model is adopted when the researcher has one dependent variable which is presumed to be a function of two or more independent variables. Multiple regression analysis examines the relationships among variables and the extent to which independent variables are linked and explain the dependent variable (Hair, Anderson, Babin, & Black, 2010). The objective of this analysis was to make a prediction, within certain limits of probability, about the dependent variable based on its covariance with all the concerned independent variables (Kothari, 2004).

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

Where:

Y= Employee Engagement

X<sub>1</sub>= Transformational Leadership

X<sub>2</sub>= Transactional Leadership

$X_3$  = Authentic Leadership

$X_4$  = Dark Leadership

$\beta_0$  is a constant which denotes employee engagement that is independent of transformational, transactional, authentic, and dark leadership styles.

$\beta_1 - \beta_4$  – Intercepts for the independent variables

$\varepsilon$  is a random variable introduced to accommodate the effect of other factors that affect employee engagement within or outside leadership styles that are not included in the model.

### **Diagnostic Tests**

This study tested for normality, heteroscedascity, and multicollinearity in the collected data to make certain that the assumptions of linear regression model were not violated. Violating the relevant underlying assumptions weakens meaningful research. Tingley, Yamamoto, Hirose, Keele, and Imai (2014) argue that it is not possible to achieve exact normality. However the central limit theorem provides that where sample data is approximately normal, the sampling distribution is also normal. Therefore random variables underlying the data set are most likely normally distributed.

Linearity refers to the steady slope of change representing the relationship between the independent variables and the dependent variable. If the relationship between these variables is very inconsistent, structural equation modeling analyses will be difficult to carry out (Mark, 2003). A significant value for deviation from linearity that is less than 0.05 is an indication that the relationship between the independent and dependent variables is not linear. This shall be shown by the normal Q-Q plot.

Multicollinearity refers to the unfortunate situation where the correlations among the independent variables are strong, resulting into false inflation of the standard errors effect. The effect is that some variables that are supposed to be statistically

significant become statistically insignificant. Tolerance of a respective independent is calculated from  $1 - R^2$ . A tolerance value of close to 1 indicates that there is little multicollinearity, while a tolerance value close to 0 implies that multicollinearity is a possible threat (Belsley, Kuh & Welsch, 1980). The reciprocal of tolerance is referred to as Variance Inflation Factor (VIF). If no two independent variables are correlated, all VIF values will be 1, implying that there is absence of multicollinearity among the factors. However, if the VIF for one of the variables is around or greater than 5, then there is multicollinearity, using both the VIF and tolerance.

The Kaiser-Meyer-Olkin (KMO) test and the Bartlett tests of Sphericity were carried out to find out if the data was appropriate for conducting statistical analysis.

### **3.11 Variable Definition and Measurement**

A five point rating scale was used for measuring both the independent variables and the dependent variable because it facilitates robust statistical analysis. The respondent expressed his/her level of agreement or disagreement with a number of statements relevant to the issue (Kothari, 2004), in this case, the leadership style of the principal in the public secondary school and work engagement. Four dimensions of transformational leadership, three dimensions of transactional leadership, four dimensions of authentic leadership and four dimensions for dark leadership were the independent variables for correlation analysis. Results from the employee engagement scale provided a composite variable measuring participants' employee engagement, which is the dependent variable in this study.

**Table 3.4: Variable Measurement**

<b>Variable</b>	<b>Operationalization</b>	<b>Scale</b>	<b>Questions</b>
Transformational leadership	<ul style="list-style-type: none"><li>• Idealized Influence (attributes and behavior)</li><li>• Inspirational Motivation</li><li>• Intellectual Stimulation</li><li>• Individualized Consideration</li></ul>	interval	8-18
Transactional leadership	<ul style="list-style-type: none"><li>• Contingent Reward</li><li>• Management by Exception (Active)</li><li>• Management by Exception (Passive)</li></ul>	interval	22-30
Authentic leadership	<ul style="list-style-type: none"><li>• Self-awareness</li><li>• Relational transparency</li><li>• Internalized moral perspective</li><li>• Balanced processing</li></ul>	interval	35-50
Dark leadership	<ul style="list-style-type: none"><li>• Coercion</li><li>• Manipulation</li><li>• Dominance</li><li>• Selfish orientation</li></ul>	interval	53-62
Employee Engagement	<ul style="list-style-type: none"><li>• Vigor</li><li>• Dedication</li><li>• Absorption.</li></ul>	interval	67-75

## CHAPTER FOUR

### RESEARCH FINDINGS AND DISCUSSION

#### 4.1 Introduction

This chapter presents the key research findings and discussion for this study whose purpose was to establish the effect of leadership styles on teacher engagement in public secondary schools of Murang'a County. The aim was to address the specific objectives of the study which were: to determine the effect of transformational leadership style on teacher engagement; to assess the effect of transactional leadership style on teacher engagement; determine the effect of authentic leadership style on teacher engagement; and examine the effect of dark leadership style on teacher engagement.

#### 4.2 Response Rate

A total 368 questionnaires were distributed to respondents for data collection out of which 314 were returned. However, out of the returned questionnaires, 3 were blank while 5 were partially filled and thus not valid for analysis. This means that 296 returned questionnaires (80.4%) were the ones used for the final analysis. The remaining 64 questionnaires which were not returned to the researcher were reportedly misplaced by the respondents. According to Mugenda and Mugenda (2003), a response rate of over 50% is adequate for analysis and a response rate over 70% is rated as very good by Babbie (2007). Mugenda and Mugenda (2003) are in agreement with Babbie (2007) by saying that a feedback rate amounting to 50% is enough for data analysis and drawing conclusions. Bryman and Bell (2015) add that a feedback rate of 60% is good and a feedback above 70% is excellent Baruch and Holtom (2008) also argued that the larger the response rate, the smaller the non-response error. Therefore, based on the arguments of Bryman and Bell (2015) and Mugenda and Mugenda (2003), the feedback rate of 80.4% in this study is excellent and thus valid for data analysis and drawing conclusions.



### **4.3 Reliability Findings**

According to Orodho (2009), a measuring instrument is reliable if it provides consistent results over a number of repeated trials. If the same results are achieved by applying a given measuring instrument repeatedly, the instrument is said to be reliable because of assigning the same score to the same phenomenon. Cronbach's alpha estimates the internal consistency of an instrument depending on the average inter-item correlation. It is the most common reliability coefficient, ranging between 0 and 1 where the closer the value to 1, the greater the internal consistency of the items in the instrument. The questionnaire applied in this study measured the variables; transformational leadership, transactional leadership, authentic leadership, dark leadership, and employee engagement. Transformational leadership was measured using 11 items where the scale showed a very high internal consistency indicated by a Cronbach's alpha value of 0.905, while transactional leadership was measured using 9 items and also revealed a high internal consistency with a Cronbach's alpha value of 0.881. The third construct which was authentic leadership was measured using 16 items, and had a Cronbach's alpha value of .918 indicating a very high internal consistency of the scale. Dark leadership was the fourth independent variable and was measured using 10 items. It also showed a very high internal consistency with a Cronbach's alpha value of 0.940. The independent variable employee engagement was measured using 9 items and also revealed a high internal consistency with a Cronbach's alpha value of 0.847. The findings are presented in Table 4.1.

Table 4.1 shows a computed Cronbach's coefficient alpha for all the study variables as 0.836 based on the sample of 296 teachers who participated in the current research. Its sub-dimensions were also all shown to be reliable with Cronbach's coefficient alpha exceeding the minimum acceptable level of 0.8 on all the dimensions. Sekaran (2006) argues that coefficients above 0.7 can be considered to be good indicators of the reliability of an instrument.

**Table 4.1: Reliability Results**

<b>Leadership styles</b>	<b>No of Items</b>	<b>Cronbach's Alpha</b>
Transformational Leadership	11	0.905
Transactional Leadership	9	0.881
Authentic Leadership	16	0.918
Dark Leadership	10	0.940
Employee Engagement	9	0.847
Overall Cronbach's	55	0.836

#### **4.4 Diagnostic Tests**

##### **4.4.1 Test for Normality**

Both Kolmogorov-Smirnov (K-S) test and Shapiro-Wilk were used to test for normality for the data collected and analysed on the four independent variables namely; transformational leadership, transactional leadership, authentic leadership, and dark leadership. The following null and alternative hypotheses were as used:

H0: The data is not normally distributed

H1: The data is normally distributed

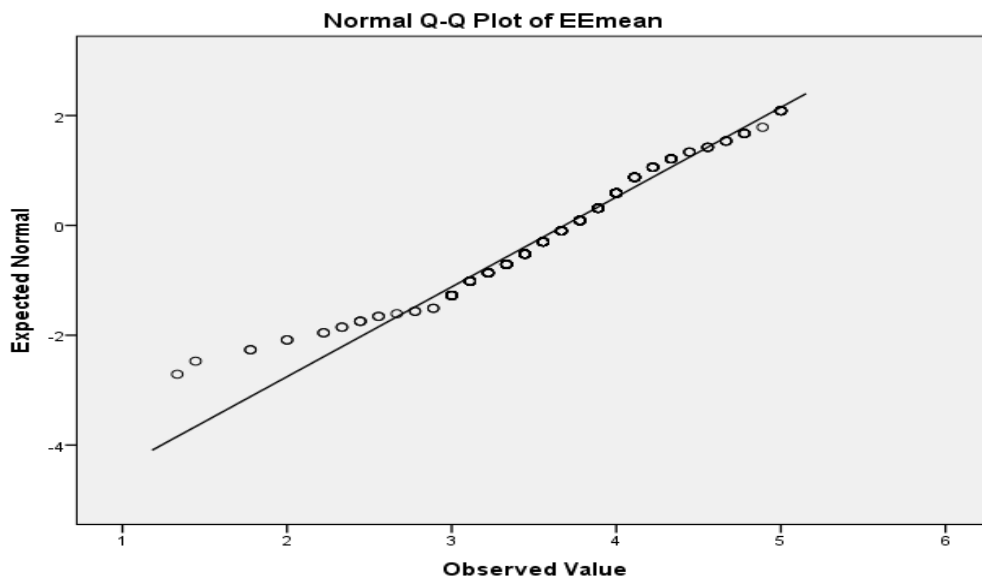
**Table 4.2: Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
EEmean	.084	296	.000	.964	296	.000

a. Lilliefors Significance Correction.

The results obtained in Table 4.2 indicated that Kolmogorov-Smirnov Z was 0.084 (pvalue=.000) while Shapiro-Wilk Z was 0.964 (pvalue=.000); since the p-value is less than 0.05, the researcher fails to accept the null hypothesis and accepts the alternative hypothesis and concludes that the data was normally distributed.

The graph presented in Figure 4.1 shows the results on the normality test of employee engagement. From the graph, it is evident that employee engagement as the dependent variable of the study was normally distributed and the outliers were few. These results indicate that majority of the responses were closer to the normality line as a result of effective data which was suitable for all type of statistical analysis including parametric and regression analysis.



**Figure 4.1: Normality for Employee Engagement**

#### 4.4.2 Multicollinearity Test

Multicollinearity in the study was tested using Variance Inflation Factor (VIF). A VIF of more than 10 ( $VIF \geq 10$ ) indicates a problem of multicollinearity. According to Montgomery (2001) the cutoff threshold of 10 and above indicates the existence of multicollinearity. Tolerance statistic values below 0.1 indicate a serious problem while those below 0.2 indicate a potential problem as shown in Table 4.3.

**Table 4.3: Test for Multicollinearity**

Model	Collinearity Statistics	
	Tolerance	VIF
Transformational leadership	.515	1.943
Transactional leadership	.925	1.081
Authentic leadership	.548	1.823
Dark leadership	.595	1.681

The results in Table 4.3 indicate that the VIF value for transformational leadership was 1.943 while its tolerance statistic was reported to be 0.515. Transactional leadership had a VIF value of 1.081 and tolerance value of 0.925, while authentic leadership had a VIF value of 1.823 and a tolerance statistics of 0.548. Finally, dark leadership had a VIF value of 1.681 and a tolerance statistic of 0.595. The assumption of multicollinearity between independent variables was thus not rejected based on these findings as the reported VIF and tolerance statistics were within the accepted range.

#### 4.4.3 Heteroscedasticity Test

Heteroscedasticity is a situation where the variance of the residual term varies with changes in explanatory variables (Gujarat, 2009). Breusch-Pagan test was used to test the null hypothesis of uniformity of variance of the error terms against the alternative that the error variances were not uniform. Using Breusch-Pagan test, the researcher

ought to reject the null hypothesis that heteroscedasticity is not present if P-value is less than 0.05. Table 4.4 shows results for the heteroscedasticity test. Since the P-value was 0.3 which was more than 0.05, there was not enough evidence to warrant rejection of the null hypothesis. Thus the researcher concluded that there was uniform variance among the error terms. Chi square value can be used to detect the presence of heteroscedasticity. The results in this study produced a chi-square value of 13.170 and corresponding p- value of 0.3 confirming that heteroscedasticity was not a concern.

**Table 4.4: Breusch-Pagan’s test for Heteroscedasticity**

H0	Variables	chi2(1)	p-value
Constant variance	Transformational, Transactional, Authentic & Dark	13.170	0.329

#### **4.5 Demographic Characteristics of Respondents**

This study sought to establish demographic characteristics of the 296 respondents whose responses were considered valid for analysis. The results of their analysed responses are presented in the sections that follow.

##### **4.5.1 Gender of the Respondents and their Principals**

The respondents were requested to indicate their gender in order to ascertain the issue of gender distribution in the secondary schools. They were also requested to indicate the gender of their principals. The responses were as shown on Table 4.5.

The findings indicate that majority of the respondents were male (54.1%). Female respondents were 45.9%. This suggests that there could have been some level of gender balancing by the Teachers Service Commission when posting teachers to work in secondary schools in Murang’a County. This supports the gender concerns in the 2010 Kenya Constitution that are anchored in Article 27 (3) of the Constitution

which states that “women and men have the right to equal opportunities in political, economic, cultural and social spheres”, and Article 81 (b) which states that “not more than two thirds of the members of elective bodies shall be of the same gender”. This is also captured in other words by the Kenya 2010 Constitution when it directs that there should be 1/3 representation of either gender in the recruitment, promotion, and appointment exercises (Muchemi, 2013). The two thirds gender rule applies in the public service appointments as well. The essence of the gender rule is to promote equity and inclusivity.

The findings also revealed that most schools where the respondents were teaching were managed by male principals (66.3%), with only about a third of the principals being female (33.4%). These findings agree with other findings in different parts of the world showing low percentages of females in secondary school leadership. For example, a study by Bandiho (2009) in Tanzania reported that 12.7 percent of secondary school principals were women. In Uganda, a similar low percentage (14%) of the principals of coeducational secondary schools were women with no women principals in boys’ schools, yet men were found heading girls’ schools (Kagoda & Sperandio, 2009). Similar trends were reported by studies in Melanesia which revealed that 8 percent of secondary school principals in Vannatu were women (Strachan, 2004), a percentage that later dropped to 3.9 % in 2008 (Warsal, 2009) while in Solomon Islands and Papua New Guinea, only 2.9 percent of secondary school principals were women (Akao, 2008). A similar low representation of women in secondary school leadership was reported in South Africa by Phendla (2009) and Pakistan by Shah and Sobehart (2008). The notion by Sperandio and Kagoda (2010) that under-representation of women in secondary school leadership is a common problem in developing countries, bringing into question issues of social justice and sustainable development therefore makes sense.

A study by Combat (2014) revealed that this low number of female leadership in schools is attributed to gender socialization, beliefs in meritocracy, and the influence of patriarchy which create a cycle of discrimination that disadvantage women in career advancement. Sperandio and Kagoda (2010) attribute the problem to factors

like societal understanding of leadership, the schooling and career aspirations of girls, the organizational characteristics of the education system, and the expectations and preparations of teachers for leadership positions. These opinions are supported by Mythili (2017) who argues that the under-representation of women as school leaders is due to socio-cultural traditions entrenched in the hegemony and patriarchy in the education system. He also says that it could be due to non-acceptance of leadership of women by other women as well as men colleagues, hesitation on the part of the women to take risks as school leaders, lack of family support and other social compulsions, cultural context of the society where competitiveness is not encouraged or accepted and many other factors that limit the women from aspiring and seeking an identity as school leader.

This is portrayed by the current situation in Kenya indicated by the reluctance by Parliament to pass the gender law which demonstrates institutionalized biases in society, where matters affecting women are easily relegated to the periphery, where they are ignored or intentionally forgotten. This has happened a number of times in Kenya even after the President, Uhuru Kenyatta pleaded with the Members of Parliament (MPs) in 2018 to pass the gender law but he was ignored as evidenced by the actions that ensured that the law was not passed. Vincent-Höper *et al.* (2012) agree with this observation when they say that underrepresentation of women in leadership positions is an increasing problem in Germany.

**Table 4.5: Distribution of Respondents and their Principals by Gender**

Demographic Characteristic	Category	Respondents		Principals	
		Frequency	Percent	Frequency	Percent
Gender	Male	160	54.1	197	66.6
	Female	136	45.9	99	33.4

The independent sample t-test was performed to test if there is any significant difference of the respondents' perception of leadership style due to their (the principles') gender. Results are shown in Table 4.6.

The findings show that the p-value is greater than the significance level ( $\alpha= 0.05$ ), for all leadership styles except employee engagement. This therefore means that there is no statistically significant difference between the respondents' perception on leadership style due to gender. This finding means that there is a shared perception between male and female teachers on their work engagement in relation to the principals' leadership style applied. However, there is a significant difference between respondents' perception on Employee Engagement and gender.

This finding contrasts the results of other studies by Al-Taneiji (2006), Ibrahim and Al-Taneiji (2013) and Fennell (2005) which found that that female principals were more effective and transformational in their approach to leadership than their male counterparts. Ibrahim and Al-Taneiji (2013) also found out that female principals were able to create more transformational atmospheres and practice more interpersonal relations than male principals in the United Arab Emirates. This study also reported female headed schools posted better performance than male headed schools, a finding attributed to the fact that female principals were more likely to consider and implement changes to meet performance standards than their male counterparts. In a similar vein, Sperandio & Kagoda (2010) established that female head teachers were seen as interested and concerned in the well-being of students as they lobbied for resources to improve their schools.

**Table 4.6: The Independent Samples t-test-Gender**

<b>Leadership styles</b>	<b>t-value</b>	<b>p-value(Sig.)</b>
Transformational Leadership	-0.416	0.678
Transactional Leadership	-0.679	0.498
Authentic Leadership	0.168	0.867
Dark Leadership	0.530	0.597
Employee Engagement	2.077	0.039*

\*The mean difference is significant at 0.05 level



#### **4.5.2 Age of the Respondents and their Principals**

The researcher sought to establish the respondents and their principal's age bracket. The findings were tabulated in Table 4.7. The findings indicated that more than 80% of the respondents were below 50 years old, with most of them being at age 30-39 (28.0%) and 40-49 (34.8%). Respondents that were more than 50 years old were only 13.5%. This could be due to the fact that at an older age, a number of teachers are likely to have left secondary school teaching for greener pastures in the government or in private sector, either voluntarily or involuntarily. Other teachers are likely to have left teaching in secondary schools by natural attrition through retirement or death. Other teachers may have chosen to retire early due to medical reasons or just to go to private business (Orina, 2014).

On the other hand, most of the principals were in their 50's (65.2%) and others between 40 and 49 (33.4%) years old. This indicated that most of the principals had been in the teaching profession for longer than their teachers and therefore more experienced. Only 1.3% of the principals were below 39 years of age. As recorded by UNESCO (2004), the age of a head teacher is important as it provides the general measure of amount of experience that one has in the profession assuming that the period given is the one spent by the teacher in the profession. The problem is, older leaders are likely to be involved in out dated leadership assumptions like, "when an employee sells his labour, he also sells his promise to obey commands" which no longer holds true (Cook, 2008). The age of a leader as position is quickly fading. Previously, managers could achieve results based on a command and control style of leadership which adopted a 'carrot and stick' approach to ensuring productivity and achieving results (Cook, 2008). Engagement is something the employee has to offer: it cannot be 'required' as part of the employment contract (Rani & Punitha, 2015). So school principals should be made to understand that they cannot force teachers to become engaged. Employees choose to engage themselves to varying degrees and in response to the resources they receive from their organization (Saks, 2006) and the perception of the leadership style applied by their leader.

On the other hand, younger and less experienced principals are likely to use autocratic leadership style so as to assert themselves in the presence of older and more experienced teachers, which does not work to produce good performance in schools. This therefore calls for appropriate leadership training for all the teachers in leadership positions and those aspiring to take up leadership positions in the future.

Regardless of their age, if they are to succeed in their endeavours, circumstances demand that today’s leaders, whether in public or private sector, profit or non-profit organizations, politics, or business have to be more approachable than any other time in history, recognizing the growing ineffectiveness of the command-and-control leadership style. They have to be far more transparent than their predecessors were, and should be ready to welcome feedback and criticism provided by their employees, clients, peers and partners. They should also at the very best understand how to harness those insights to stay ahead and create new solutions and products. Embracing an autocratic, “with me or against me” approach, demanding blind support and surrounding themselves with “yes men” and “yes women” who tell them what they want to hear so as to reinforce their existing positions and beliefs will both frustrate and fail them very badly in the present world where people are increasingly more aware of their rights and are more educated than in earlier years.

**Table 4.7: Distribution of Respondents and their Principals by Age**

Demographic Characteristic	Category	Respondents’		Principals’	
		Frequency	Percent	Frequency	Percent
Age	20-29	70	23.6	3	1.0
	30-39	83	28.0	1	.3
	40-49	103	34.8	99	33.4
	Above 50	40	13.5	193	65.2

#### **4.5.3 Level of Education of the Respondents and their Principals**

The respondent's and their principals' academic qualifications were checked and the results are presented in Table 4.8. The research findings indicated that majority of the respondents were Bachelor's degree graduates (75.7%) although a reasonable number had attained their Masters degrees (12.8%). This finding is in agreement with the finding of a research by Ratego (2015) that showed that a very low percentage of teachers and principals had a Master of Education degree. This could be a reflection of the high schoolteacher population which is said to be about 90% Bachelors Degree holders. Teaching in secondary schools does not require qualifications higher than a Bachelors degree, and hence the reason why a high percentage of teachers who attain higher levels of education usually end up quitting secondary school teaching in favour of jobs that will utilize their advanced knowledge in a better way. This makes them more useful to the society, and thus delivers a sense of fulfillment. A large number joins teaching in Universities where they end furthering their education to earn a Doctor of Philosophy Degree (PhD), which is the minimum level of education required for a person to become a Don. Metzler (2006) explains this behavior by saying that people who are not able to make use of their skills on the job are dissatisfied and as a consequence, their rate of turnover and absenteeism may rise; and they may get involved in counterproductive behaviours as sabotage so as to make use of their skills and competencies.

The research findings also revealed that the principals were either Bachelor's degree holders (51.4%) or Masters Degree holders (41.2%). Diploma, Higher Diploma and Doctorate formed very low percentages. This could also be due to teachers moving to work in higher institutions of learning upon acquiring Masters and Doctorate Degrees. However, having 41.2% principals with Masters Degrees compared to 12.8% teachers with Masters Degrees shows that teachers with a higher level of education are more comfortable when their skills are utilized in a better way in leadership positions, thus agreeing with Metzler (2006).

**Table 4.8: Distribution of Respondents and their Principals by Level of Education**

Demographic Characteristic	Category	Respondents'		Principals'	
		Frequency	Percent	Frequency	Percent
Level of Education	Diploma	29	9.8	6	2.0
	Higher Diploma	5	1.7	1	.3
	Bachelor's	224	75.7	152	51.4
	Masters	38	12.8	122	41.2
	Doctorate	0	0	15	5.1

ANOVA test was carried out to check if there was any significant difference of the respondents' perception of leadership style and employee engagement due to their level of education for the categories: Diploma, Higher Diploma, Bachelors, Masters and Doctorate. The findings were as shown in Table 4.9

From the results in Table 4.9, it can be deduced that respondents' views on transformational leadership, transactional leadership authentic leadership and dark leadership were not statistically significant. However, employee engagement had a p-value lower than the significance level ( $\alpha=0.05$ ), implying that there was a significant difference on the perception about employee engagement among respondents due to their level of education.

**Table 4.9: ANOVA-Level of Education**

<b>Leadership Styles</b>	<b>F-value</b>	<b>p-value(Sig.)</b>
Transformational Leadership	0.173	0.678
Transactional Leadership	0.461	0.498
Authentic Leadership	0.028	0.867
Dark Leadership	0.280	0.597
Employee Engagement	4.314	0.039*

\*The mean difference is significant at 0.05 level

Because the ANOVA-test showed employee engagement was statistically significant, multiple comparisons were performed to check where these differences existed and the results are presented in Table 4.10.

The results in Table 4.10 showed that there was no statistically significant difference between the compared levels of education except between Diploma and Masters. It therefore implies that the perception on employment engagement differed between Diploma holders and Masters Degree holders due to a statistically significant difference between the two levels of education being compared.

This observation may be linked to the fact that a better educated staff that is enthusiastic to make use of and grow his/her abilities on a job would most likely flourish under a leader who conveys a sense of mission to the workforce, arouses learning experiences, and stimulates new ways of thinking (Metzler, 2006). This means that a more educated workforce will not be engaged or will even be disengaged under a leadership that suffocates their knowledge and abilities. Such a situation is dangerous for the survival of an organization because employees who are not engaged tend to feel their contributions are being overlooked, and their potential is not being tapped. They often feel this way because they do not have productive relationships with their managers or with their co-workers (Gurmessa & Bayissa, 2015), who either overlook, ignore or even trash their skills, knowledge and abilities willfully. Such employees tend to concentrate on tasks rather than the goals and

outcomes they are expected to accomplish. They are the kind of employees who are aloof, just want to be told what to do just so they can do it and say they have finished. Their focus is on accomplishing tasks as opposed to achieving an outcome (Gurmessa & Bayissa, 2015).

The worst scenario is when the better educated employees choose to become disengaged. Disengaged employees are just deflated at work and actively display their unhappiness in their daily activities through the way they talk and act. They are time and again against practically everything and ensure that they propagate contempt and negativity at every time they get an opportunity to do so. Worse still, disengaged employees water down what their engaged colleagues achieve. They also generate problems and tensions that put off the spirit of teamwork and thus cause a lot of harm to an organizations function (Gurmessa & Bayissa, 2015).

A high level of education is likely to result in better comprehension of information and a greater ability to analyze multifaceted and complex problems thoroughly (Calori et al., 1994) in the teaching team which would be an expression of their varying levels of knowledge and skill. To achieve vision 2030, such knowledge and skills are necessary in the education sector so as to provide an education that is relevant in meeting the socio-economic needs of the 21<sup>st</sup> century and better still be in a position to attain and sustain a competitive edge in the global market in industrialization and the big four agenda. Any institution that wants to achieve great performance outcomes from its employees must embrace employee engagement as this is what will make it possible.

**Table 4.10: Scheffe's Test- Level of Education**

(I) Level of Education	(J) Level of Education	Mean Difference (I-J)	Sig.
Diploma	Higher Diploma	.14330	.971
	Bachelors	.14955	.668
	Masters	.41873*	.001
Higher Diploma	Diploma	-.14330	.971
	Bachelors	.00625	1.000
	Masters	.27544	.822
Bachelors	Diploma	-.14955	.668
	Higher Diploma	-.00625	1.000
	Masters	.26919	.095
Masters	Diploma	-.41873*	.001
	Higher Diploma	-.27544	.822
	Bachelors	-.26919	.095

\*The mean difference is significant at 0.05 level

#### **4.5.4 Respondents Leadership Position**

The study also sought to establish whether the respondents were in a leadership position or not, since this could have an influence on their perceptions on the leadership style of their principals and also their level of engagement.

The results indicated that majority (59.5 %) of the respondents were in leadership positions in their current working stations. however, 40.5% of the respondents were not in any leadership position. This shows that many schools have distributed responsibilities across the teachers. According to Şenol and Lesinger (2018) increase in responsibilities and accountability of school leadership leads to leadership distribution in schools, which agrees with Gigante and Firestone (2008) when they

argue that it is impossible for school principals to carry out the leadership role alone.

**Table 4.11: Respondents’ Leadership Position**

<b>Leadership Position</b>	<b>Frequency</b>	<b>Percent</b>
Yes	176	59.5
No	120	40.5
Total	296	100.0

The results from Table 4.11 indicated that majority of the respondents held some leadership positions in the schools they were working. An independent sample t-test was performed to test if there was any significant difference in perception of the principals’ leadership styles due to leadership positions held by the respondents. Results are shown in Table 4.12.

**Table 4.12: The Independent Samples t-test-Leadership Position**

<b>Leadership Styles</b>	<b>T-value</b>	<b>p-value (Sig.)</b>
Transformational Leadership	2.45	0.015*
Transactional Leadership	1.70	0.09
Authentic Leadership	1.196	0.232
Dark Leadership	1.763	0.079
Employee Engagement	1.915	0.059

\*The mean difference is significant at 0.05 level

The results in Table 4.12 show that there is no statistically significant difference between leadership styles and the perceptions of respondents based on leadership position except for transformational leadership where the results show that there is a statistically significant difference between transformational leadership and leadership position due to a p-value that is lower than the significance level ( $\alpha= 0.05$ ).



## **4.6 Effect of Transformational Leadership Style on Employee Engagement**

This section contains the research findings and discussion of the relationship between transformational leadership and employee engagement. Transformational leadership style works towards creating a positive change in the followers whereby the leaders take care of each other's interests and act in the interests of the group as a whole (Warrilow, 2012). Transformational leadership works to enhance motivation, morale, and performance of people being led. Warrilow (2012) identified the four components of transformational leadership namely; charisma or idealized influence, inspirational motivation; intellectual stimulation and individualized attention. Eleven items were used to collect data on transformational leadership style.

The reliability of the transformational leadership variable is 0.905. According to Twycross and Shields (2004), the result of a research is considered reliable if consistent results have been obtained in identical situations but different circumstances. The study made use of Cronbach's alpha to test internal consistency of each variable used in the study. Cronbach's alpha values range from 0 to 1. Where the computed alpha coefficient is greater than 0.80, it is considered as an acceptable level of internal reliability (Bryman, 2008). Since the computed alpha coefficient was 0.905, which is greater than 0.80, the scale is considered acceptable.

### **4.6.1 Descriptive Statistics on Transformational Leadership**

This section outlines the descriptive statistics calculated on the basis of the variable transformational leadership in the questionnaire. The measures of central tendency and dispersion are shown in Table 4.13. In this study, any mean score above 3.0 indicated that the respondents agreed with the item on transformational leadership and was considered positive while any mean score below 3.0 showed disagreement and hence considered negative.

The results from Table 4.13 show that a big number of the respondents agreed with each of the transformational leadership item checked. For all the items, there was an aggregate score of over 50% for agree and strongly agree from all the respondents.

All the items had a mean of above 3.0 meaning they were positive and agreed or strongly agreed with the items. There were two items “talks about values and beliefs” and “talks optimistically about the future” which had the highest means of 4.0 and 4.02 respectively. This was an indication that the teachers were optimistic about the future and that they were sure that their leaders were good role models. This agrees with Hayati, Charkhabi, and Naami (2014) when they argue that transformational leaders transfer their enthusiasm and high power to their subordinates by the way of modeling, which can increase work engagement in workers. Transformational leadership changes how followers perceive themselves from isolated individuals to members of a larger group, and this makes them have a propensity towards endorsing group values and goals, which then enhances their motivation to contribute to the greater good (Batista-Taran *et al.*, 2013). Transformational leaders provide an inspiring vision of goals that can assist employees to rise above their self-interest and narrow factionalism in organizations. Consequently, this grants the capacity to unswervingly impact the engagement levels of the employees (Batista-Taran *et al.*, 2013).

Rating of the items “Motivate and inspire people around” and “Considers every employee as having different needs, aspiration and abilities” followed at 3.77 and 3.69 respectively. This is explained by Burns (1978) when he argued that the transforming leader identifies possible intentions in followers, satisfies their higher needs and engages the follower. Thus transformational leaders motivate their followers towards performing more than the followers intended to and thought could be done by being more proactive than reactive in their thinking, and more creative, novel, and innovative in their ideas (Bass, 1985) because they do not waste time and energy mourning and thinking about their unmet or even ignored needs by their leaders.

There were quite a number of respondents who were neutral in their response. Based on the mean, the neutral could be more likely toward the disagree side. This assumption is supported by a research conducted by Boysen, Vogel, and Madon (2006) which concluded that people are more likely to give their true opinion when a

measure is given privately rather than publicly because their anonymity is protected, which also supports the findings of Tourangeau and Yan (2007). In this study, some teachers may have failed to give their true opinion of disagreeing with specific items concerning the perception they held regarding their principals' leadership style for fear of being victimized by the same principals, under whom they are obligated to work.

Seven items had standard deviation that was above 1.0. This indicates that for such items, the respondents did not agree in their perception towards the leadership style of their principals. For example, the item "Does no public criticism" had a standard deviation of 1.165 which represents the highest extremes in scoring the items measuring transformational leadership. The percentages indicate that 8.4% and 17.2% of the respondents scored for strongly disagree and disagree respectively while 14.7% and 37.5% scored for strongly agree and agree respectively. This clearly shows extremes in rating the principals as per this item, indicating that the respondents have different perceptions. The findings are not reflecting the position of respondents as they viewed the items from different angles, giving extremes in both the agreeing and disagreeing positions taken by the respondents. Such items hence are not a good measure.

**Table 4.13: Opinions of Respondents on Transformational Leadership Items**

Transformational Leadership Item	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Std.dev.
Goes beyond self - interest for the good of others	11(3.7)	30(10.1)	57(19.3)	139(47.0)	59(19.9)	3.69	1.02
Respected	4(1.4)	32(10.8)	75(25.3)	125(42.2)	60(20.3)	3.69	0.959
Display sense of power and confidence, willing to take risk	6(2.0)	32(10.8)	50(16.9)	138(46.6)	70(23.6)	3.79	0.99
Talks about values and beliefs	4(1.4)	16(5.4)	47(15.9)	137(46.3)	92(31.1)	4.0	0.9
Talks optimistically about the future	7(2.4)	15(5.1)	45(15.2)	128(43.2)	101(34.1)	4.02	0.95
Motivate and inspire people around	13(4.4)	32(10.8)	53(17.9)	109(36.8)	89(30.1)	3.77	1.123
Does no public criticism	25(8.4)	51(17.2)	67(22.6)	111(37.5)	42(14.2)	3.32	1.165
Spends time mentoring and teaching	19(6.4)	48(16.2)	66(22.3)	108(36.5)	55(18.6)	3.45	1.154
Considers every employee as having different needs, aspiration and abilities	12(4.1)	26(8.8)	82(27.7)	105(35.5)	71(24.0)	3.67	1.061
Develops employees into Leaders	19(6.4)	41(13.9)	88(29.7)	100(33.8)	48(16.2)	3.40	1.109
Interaction with employees are personalized	22(7.4)	45(15.2)	86(29.1)	94(31.8)	49(16.6)	3.35	1.146

n=296      Cronbach's Alpha=0.905

SD=Strongly disagree D=Disagree N=Neutral A=Agree SA=Strongly Agree

To determine whether the collected data was adequate and appropriate enough for inferential statistical tests such as regression analysis and other statistical tests, tests like sampling adequacy and factor analysis were first carried out.

## **Inferential Statistics**

### **Sampling Adequacy**

Two main tests were performed namely; Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity. For a data set to be regarded as adequate and appropriate for statistical analysis, the value of KMO should be greater than 0.5 (Field, 2000). The results are presented in Table 4.14.

**Table 4.14: Transformational Leadership KMO Sampling Adequacy and Bartlett's Sphericity Tests**

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Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.917
Bartlett's Approx. Chi-Square	1634.440
Bartlett's df	55
Bartlett's Sig.	.000

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The results in Table 4.14 show a KMO statistic of 0.917 which was significantly high; this is greater than the critical level of significance of the test which was set at 0.5 (Field, 2000). In addition to the KMO test, the Bartlett's Test of Sphericity was also highly significant (Chi-square = 1634.44, with 55 degrees of freedom, at  $p < 0.05$ ). These results provide an excellent justification for further statistical analysis to be conducted.

### **Factor Analysis**

Factor analysis was conducted using Principal Components Method (PCM) approach. The extraction of the factors followed the Kaiser Criterion where an Eigen value of 1 or more indicates a unique factor. Total Variance analysis indicates that the statements on transformational leadership can be factored into 1 factor as shown

in Table 4.15.

**Table 4.15: Transformational Leadership Total Variance Explained**

Factors	Component	
	1	2
TF1	.697	-.182
TF2	.789	-.104
TF3	.708	-.359
TF4	.703	-.417
TF5	.725	-.422
TF6	.769	-.100
TF7	.613	.516
TF8	.777	.260
TF9	.798	.249
TF10	.772	.248
TF11	.552	.418

Extraction Method: Principal Component Analysis.

a. 2 components extracted.

Computation findings showed that all the eleven factors had coefficients that were greater than 0.5 for component 1 and therefore all the statements were retained for analysis. Zandi (2006) points out that a factor loading that is equal to or greater than 0.4 is regarded as sufficient. This argument is supported by Black (2002) who states that a factor loading of 0.4 has good factor stability and believed to lead to desirable and acceptable solutions.

#### **4.6.2 Correlation between Transformational Leadership and Employee Engagement**

Analysis was carried out to establish the correlation between transformational leadership and Employee Engagement and the results are as show in Table 4.16. The

findings indicated that there is a moderate positive correlation ( $r = 0.432$ ;  $p$ -value  $< 0.001$ ) between transformational leadership and employee engagement. A similar study was conducted in Kenya by Datche and Mukulu (2015). The results revealed that transformational leadership was positively related to employee engagement, with greater displays of transformational leadership by managers in civil service leading to higher levels of engagement by their employees. The results of another study by Pieterse-Landman (2012) indicated that there was significant positive relationships between transformational leadership and employee engagement. Similarly, in another study carried out by Tims, Bakker, and Xanthopoulou (2011), it was found that daily transformational leadership related positively to employees' daily engagement. According to the results of a research by Yasin Ghadi *et al.* (2013), transformational leadership style influences followers' attributes of work engagement.

However, these results differed from those of another study in the Arizona State of America by Nkwonta (2017) which showed there was no statistically significant relationship ( $p > 0.05$ ) between five exemplary leadership practices that are transformational in nature (modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart) and employee engagement. To determine whether the collected data was adequate and appropriate enough for inferential statistical tests such as regression analysis and other statistical tests, tests like sampling adequacy and factor analysis were first carried out.

**Table 4.16: Pearson’s Correlation between Transformational Leadership and Employee Engagement**

Items		Transformational	Employee Engagement
Transformational	Pearson	1	.432**
	Correlation		
	Sig. (2-tailed)		.000
	N	296	296
Employee Engagement	Pearson	.432**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	296	296

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

### **Correlation between Dimensions of Employee Engagement and Transformational Leadership**

The results of the computations done to establish the relationship between the dimensions of employee engagement and transformational leadership style are shown in Table 4.17. Results in Table 4.17 reveal a statistically significant and direct correlation between vigor and transformational leadership ( $r=.480$ ,  $p < 0.01$ ). A statistically significant and positive relationship was also found between dedication and transformational leadership style ( $r=.386$ ,  $p < 0.01$ ). There was another statistically significant relationship between absorption and transformational leadership ( $r=.224$ ,  $p < 0.01$ ). These findings agree with those of a research study conducted by Khan *et. al.* (2016) which revealed a statistically significant and direct correlation between vigor and transformational leadership ( $r=.447$ ,  $p < 0.01$ ). This research study also revealed a statistically significant and positive relationship between dedication and transformational leadership ( $r=.593$ ,  $p < 0.01$ ), and another statistically significant and direct relationship between absorption and transformational leadership ( $r=.412$ ,  $p < 0.05$ ). The findings were also similar to those of an earlier study by (Metzler, 2006) which showed that transformational leadership style positively predicted



employee vigor, dedication, and absorption.

**Table 4.17: Pearson’s Correlation between the Dimensions of Employee Engagement and Transformational Leadership**

<b>Dimensions of Transformational Leadership</b>	<b>P-Value</b>
Vigor	0.480**
Dedication	0.386**
Absorption	0.224**

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

**Table 4.18: Regression Results of Transformational Leadership on Employee Engagement**

<b>Model</b>	<b>Sum of squares</b>	<b>Df</b>	<b>Mean square</b>	<b>F</b>	<b>Sig.</b>
Regression	20.619	1	20.619	67.497	.000 <sup>b</sup>
Residual	89.812	294	.305		
Total	110.431	295			
R= 0.432	R <sup>2</sup> =0.187	Δ R <sup>2</sup> = 0.184			

The model to be tested was:

$$Y_1 = \beta_0 + \beta_1 X_1 + \varepsilon$$

Where Y= Employee Engagement

$\beta_0$ = level of employee engagement in the absence of transformational leadership

$\beta_1$ = intercept for the independent variable

$X_1$ =Transformational leadership

$\varepsilon$ =Error term

From Table 4.18, it can be deduced that model was found to be valid ( $F(1,294) = 67.497$ ,  $P\text{-value} = 0.001$ ). These findings mean that the relationship between transformational leadership and employee engagement is significant and not by chance. In determining the significance of the variables, standardized beta coefficients are used. Table 4.18 shows that the fitted model equation is  $Y_1 = 0.432X_1$ .

This research study revealed that a positive relationship existed between transformational leadership and employee engagement ( $r = 0.432$ ;  $p\text{-value} < 0.001$ ), which implies that transformational leadership explains  $(0.432^2)$  18.7 % of the variation in employee engagement. This means that other factors outside transformational leadership explain 81.3% of the variation in employee engagement. The results are similar to those of a study by Datche and Mukulu (2015) which reported that 32% of variation in employee engagement in the public service in Kenya is explained by transformational leadership of their immediate supervisor. The difference between 18.7% and 32% variation is remarkable despite the fact that the two studies have been carried out in Kenya, probably arising from the different sectors where the studies were carried out.

#### **4.6.3 Hypothesis Testing**

Through linear regression, the study attempted to test null Hypothesis 1 ( $H_01$ ) which stated that “there is no significant effect of transformational leadership on teacher engagement in public secondary schools of Murang’a County”. The results are based on Tables 4.18 and 4.19.

**Table 4.19: Regression Coefficients of Transformational Leadership on Employment Engagement**

Model	Unstandardized coefficients		Standardized coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	2.409	.159		15.186	.000
Transformational leadership	.350	.043	.432	8.216	.000

This equation shows that standardized employment engagement will increase by 0.432 units with one unit increase in standardized transformational leadership style although the high residual sum of squares (89.812) in Table 4.17 indicates that the model does not explain a lot of the variations in the dependent variable because there are other factors that explain a greater percentage of the variation in the dependent variable. The model however shows that transformational leadership is significantly accounting for the variation in the dependent variable (employee engagement). Therefore, hypothesis H<sub>01</sub>: there is no significant effect of transformational leadership style on employee engagement is rejected and the alternative that transformational leadership style has a significant effect on employment engagement supported.

This shows that application of transformational leadership by secondary school principals can increase teacher engagement. Datche and Mukulu (2015) agree with this finding because their study found that greater displays of transformational leadership by managers in civil service led to higher levels of engagement by their employees. The results of this study were also similar to those of a study in America by Woodcock (2012) that indicated that transformational leadership significantly predicted employee engagement. These findings also agree with those of another study in South Africa by Bezuidenhout and Schultz (2013) whose main findings were that a transformational leadership style and employee engagement were directly

related to one another.

From the qualitative questions in this study, the teachers viewed their principals as supportive and interested in their personal growth and development. The findings are in agreement with those of a research conducted by Omar (2015) indicate that employee communication, perceived organizational support, perceived supervisor support, and training and career development had significant positive effects on job engagement. Nwinyokpugi (2015) argues that developing employees' career growth encourages commitment and higher psychological attachment to the institutions and its property, implying that an engaged employee can do all in his or her capacity to protect the organization on all fronts. These findings support Bass' 1985 and Burns' 1978 theories on needs satisfaction being a central mechanism behind transformational leadership. The finding also indicates that transformational leadership is one concrete way to promote employees' needs satisfaction and, as a result, work engagement (Kovjanic, Schuh, & Jonas, 2013). Employees who perceive higher organizational support are more likely to reciprocate with greater levels of engagement in their job and in the organization (Saks, 2006). On the other hand, it has been observed that when organizations do not provide sufficient job resources like organizational support, growth opportunities, advancement opportunities and social support, the long-term consequences include withdrawal from work and reduced motivation and commitment (Hobfoll, 2011), which are all clear signs of low employee engagement or even disengagement.

Transformational leaders practice supportive management behaviors, demonstrating a vision that is associated with raising employees' level of engagement (Batista-Taran *et al.*, 2013). Corporate leaders who have the ability to clearly explain the vision for the future of the organization will increase the chances of helping their employees to understand the worth of their contributions toward the collective vision of the organization (Dvir, Eden, Avolio, & Shamir, 2002). This way, transformational leaders make their followers be more sure of the road ahead, and also generate and maintain engagement by helping employees understand how attaining their goals would contribute to the success of the organization (Khan *et al.*,

2016).

The results of this research study indicate that transformational leadership style influences followers' attributes of work engagement just like it was also argued by Yasin Ghadi, Fernando, and Caputi (2013). Transformational leaders eventually not only encourage their employee's performance but also make the employees to have an interest in work and the organizations they work for (Datche & Mukulu, 2015). This means that, when transformational leadership increases, employee engagement increases as indicated in the findings of this research study.

However, a research study in secondary schools in Kenya by Ndiga, Mumuikha, Flora, Ngugi, and others (2014) found that principals in Nairobi County demonstrated low levels of transformational leadership. This translates to low engagement levels by teachers in such schools. Anand *et al.* (2016) suggests that organizations that want their employees to be engaged should be mindful of the leadership styles employed by their leaders because employee engagement is a significant factor in influencing the achievement of targets by an organization. Secondary schools principals in Murang'a County and in Kenya at large are no exception in this important advice. It is very necessary that principals learn how to arouse positive emotions, hold back negative emotions, and inspire team members towards a common goal if teacher engagement is to be achieved at impressive levels. Transformational leadership provides a dynamic mechanism that reduces the likelihood of occurrence of emotional conflict and also overcome its effects (Muchemi, 2013).

#### **4.7 Effect of Transactional Leadership on Employment Engagement**

Transactional leadership is leadership based on the traditional, bureaucratic authority and legitimacy where followers receive certain valued outcomes when they act according to the leader's wishes. Transactional leadership results in followers meeting expectations, upon which their end of the bargain is fulfilled and they are rewarded accordingly. Transactional leadership is based on three primary components; contingent rewards, active management by exception and passive

management by exception. Nine items were used to collect data on transactional leadership style.

#### **4.7.1 Descriptive Statistics on Transactional Leadership**

This section outlines the descriptive statistics calculated on the basis of the variable transactional leadership in the questionnaire. The research studied nine items to check transactional leadership. The results of the descriptive statistics of these items are presented in Table 4.20.

The result presented in Table 4.20 showed that the respondents agreed with six out of the nine transactional leadership items checked because they had a mean of above 3.0 meaning they were positive and agreed with the items. The item 'Express satisfaction when expectations are met' had the highest mean of 3.93. However, the items 'Fails to interfere when problems become serious', 'Practices the principle, "if it isn't broken don't fix it"' and 'Waits for things to go wrong before taking action' scored low means of 2.43, 2.77, and 2.43 respectively, which means that the respondents disagreed with them.

Six items had standard deviation that was above 1.0. This shows that for most of the items there were extremes implying that the respondents did not agree in scoring the items. The item "Fails to interfere when problems become serious" had a standard deviation of 1.162 which shows very high dispersion of the scores given by the respondents. The percentages indicate that 14.9% and 27.7% of the respondents scored for strongly disagree and disagree respectively while 20.3% and 7.1% scored for strongly agree and agree respectively. This shows extreme negative and extreme positive scoring of the item by the respondents.

**Table 4.20: Opinion of Respondents on Transactional Leadership**

<b>Leadership Item</b>	<b>SD (%)</b>	<b>D (%)</b>	<b>N (%)</b>	<b>A (%)</b>	<b>SA (%)</b>	<b>Mean</b>	<b>Std.dev</b>
Provides assistance in exchange for effort	10(3.4)	25(8.4)	88(29.7)	138(46.6)	35(11.8)	3.55	0.927
Very clear on the reward if goals are achieved	18(6.1)	39(13.2)	61(20.6)	108(36.5)	70(23.6)	3.58	1.161
Express satisfaction when expectations are met	9(3.0)	14(4.7)	49(16.6)	142(48.0)	82(27.7)	3.93	0.95
Concentrate attention on dealing with mistakes, complaints and failures	19(6.4)	50(16.9)	81(27.4)	100(33.8)	45(15.2)	3.35	1.123
Keep track of mistakes	8(2.7)	30(10.1)	67(22.8)	141(47.6)	50(16.9)	3.45	1.103
Takes corrective action on mistakes	71(24.0)	101(34.1)	66(22.3)	41(13.9)	17(5.7)	3.66	0.965
Fails to interfere when problems become serious	44(14.9)	82(27.7)	89(30.1)	60(20.3)	21(7.1)	2.43	1.162
Practices the principle, "if it isn't broken don't fix it"	15(5.1)	47(15.9)	76(25.7)	107(36.1)	51(17.2)	2.77	1.144
Waits for things to go wrong before taking action	94(31.8)	95(32.1)	43(14.5)	38(12.8)	25(8.4)	2.34	1.273
n=296      Cronbach's Alpha=0.881							

SD=Strongly disagree D=Disagree N=Neutral A=Agree SA=Strongly Agree

To determine whether the collected data was adequate and appropriate enough for inferential statistical tests such as regression analysis and other statistical tests, tests like sampling adequacy and factor analysis were first carried out.

## Sampling Adequacy

To determine whether the collected data was adequate and appropriate enough for inferential statistical tests such as the factor analysis, regression analysis and other statistical tests, two main tests were performed namely; Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity. For a data set to be regarded as adequate and appropriate for statistical analysis, the value of KMO should be greater than 0.5 (Field, 2000). The results are presented in Table 4.21.

**Table 4.21: Transactional Leadership KMO Sampling Adequacy and Bartlett's Sphericity Tests**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.734
Bartlett's Approx. Chi-Square	629.490
Bartlett's df	36
Bartlett's Sig.	.000

Results in Table 4.21 show a KMO statistic of 0.734 that showed a high level of significance; this is higher than the critical level of the test that was set at 0.5 (Field, 2000). Other than the KMO test, the Bartlett's Test of Sphericity was again significantly high (Chi-square = 629.490. with 36 degrees of freedom, at p 0.05). These findings give a superb reason for carrying out further statistical analysis.

## Factor Analysis

Factor analysis was conducted using Principal Components Method (PCM) approach. The extraction of the factors followed Kaiser Criterion where an Eigen value of at least 1 is an indication of a unique factor. Total Variance analysis shows that the items on transactional leadership style can be factored into 1 factor as shown in Table 4.22.



**Table 4.22: Transactional Leadership Total Variance Explained**

Factors	Component		
	1	2	3
TS1	.618	.360	.235
TS2	.746	.280	.290
TS3	.717	.113	.169
TS4	.703	.105	-.483
TS5	.694	.165	-.485
TS6	.509	.415	.169
TS7	.561	.460	.272
TS8	.536	.482	.472
TS9	.702	.286	.240

Extraction Method: Principal Component Analysis.

a. 3 components extracted.

All the nine factors attracted a loading that were greater than 0.5 for component 1 and therefore all the items were retained for analysis. Rahn (2010) and Zandi (2006) point out that a factor loading that is equal to or greater than 0.4 is regarded as satisfactory. This position is again supported by Black (2002) who argues that a factor loading of 0.4 has good factor stability and deemed to lead to desirable and acceptable solutions.

#### **4.7.2 Correlation between Transactional Leadership and Employee Engagement**

The data was analyzed to establish the correlation between transactional leadership and Employee Engagement and the results are as shown in Table 4.23

**Table 4.23: Pearson’s Correlation between Transactional Leadership and Employee Engagement**

Items		Employee Engagement	Transactional
Employee Engagement	Pearson Correlation	1	.286**
	Sig. (2-tailed)		.000
	N	296	296
Transactional	Pearson Correlation	.286**	1
	Sig. (2-tailed)	.000	
	N	296	296

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

Table 4.23 shows a very weak positive correlation was found between transactional leadership and employee engagement ( $r = 0.286$ ;  $p\text{-value} < 0.01$ ). The results mean that 8.18 % ( $0.286^2$ ) of variation in employee engagement in secondary schools in Murang’a Country is explained by transactional leadership style of their principals. Other factors outside transactional leadership therefore explain 91.82% of variation in employee engagement.

#### **Correlation between Dimensions of Employee Engagement and Transactional Leadership**

To establish the relationship between the dimensions of employee engagement and transformational leadership style, computations were done. The findings are shown in Table 4.24.

**Table 4.24: Pearson’s Correlation between the Dimensions of Employee Engagement and Transactional Leadership**

	<b>Transactional Leadership</b>
Vigor	0.177
Dedication	0.237**
Absorption	0.283**

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

The results shown in Table 4.24 can be interpreted to mean that there was no statistically significant relationship between vigor and transactional leadership style ( $r=.177$ ,  $p > 0.001$ ). However, the relationship between dedication and transactional leadership was statistically significant ( $r=.237$ ,  $p < 0.001$ ). A statistically significant relationship was also found between absorption and transactional leadership ( $r=.283$ ,  $p < 0.01$ ). These results agree with the results of a study carried out by Khan et. al. (2016) that show that there was no statistically significant correlation between vigor and transactional leadership ( $r=.187$ ,  $p > 0.05$ ). Again, results showed that a positive relationship that was statistically significant existed between dedication and transactional leadership ( $r=.276$ ,  $p < 0.05$ ). Additionally, a direct and statistically significant relationship was found between absorption and transactional leadership ( $r=.298$ ,  $p < 0.05$ ).

The findings were also similar to those of an earlier study by Metzler (2006) whose findings were that transactional leadership style positively predicted employee vigor, dedication, and absorption. However, a difference was observed in the results relating to the vigor dimension of employee engagement. While the results of Metzler (2006) showed that there was a positive relationship between vigor and transactional leadership, the findings of this research study and those of Khan *et. al.* (2016) reported that there is no statistically significant correlation between vigor and transactional leadership.

**Table 4.25: Regression Results of Transactional Leadership on Employee Engagement**

Model	Sum of squares	Df	Mean square	F	Sig.
Regression	.626	1	.626	16.77	.000
Residual	109.805	294	.373		
Total	110.431	295			
R.=0.288	R <sup>2</sup> =.082	$\Delta$ R <sup>2</sup> = .080			

The model to be tested was:

$$Y_2 = \beta_0 + \beta_2 X_2 + \varepsilon$$

Where Y= Employee Engagement

$\beta_0$ = level of employee engagement in the absence of transactional leadership

$\beta_2$ = intercept for the independent variable

$X_2$ =Transactional leadership

$\varepsilon$ =Error term

The model was found to be valid (F (1,274) =16.77, p-value<0.001) as shown in Table 4.25. These results have the implication that the relationship between transactional leadership and employee engagement is significant and not by chance. The fitted model equation is  $Y_2 = 0.286X_1$ . The details of the model are in Table 4.25.

### 4.7.3 Hypothesis Testing

Linear regression was used on the study to test null Hypothesis 2(Ho2) which stated that “there is no significant effect of transactional leadership on teacher engagement

in public secondary schools of Murang'a County". The results are based on Tables 4.25 and 4.26.

**Table 4.26: Regression Coefficients of Transactional Leadership on Employment Engagement**

Model	Unstandardized coefficients		Standardized coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	3.377	.241		14.037	.000
Transactional leadership	.095	.286	.075	1.295	.000

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

This equation shows that standardized employment engagement will increase by 0.286 units with one unit increase in standardized transactional leadership style. The high residual sum of squares (109.805) in table 4.25 indicates that the model does not explain a lot of the variations in the dependent variable which implies that there are other factors that account for a greater percentage of the variation in the dependent variable. The model shows that transactional leadership in this research study significantly explains the variation in the dependent variable (employment engagement). Therefore, hypothesis H<sub>02</sub>: there is no significant effect of transactional leadership style on employee engagement is rejected and the alternative that transactional leadership style has a significant effect on employment engagement supported.

The findings of this study were that a positive but very weak relationship existed between transactional leadership and employee engagement ( $r = 0.286$ ;  $p\text{-value} < 0.01$ ), accounting for 8.18 % ( $0.286^2$ ) of variation in teacher engagement in secondary schools in Murang'a Country. The findings agree with those of a study by Omar(2015) which indicated that rewards and recognition had significant positive effects on job engagement. A similar study in Kenya by Njoroge (2015) found a

weak positive correlation between transactional leadership and organizational commitment ( $r = 0.392$ ;  $p\text{-value} < 0.001$ ). The findings were similar to those of a study by Metzler (2006) which indicated that transactional leadership style positively predicted employee engagement though in this study, 75% of the respondents were young people in their twenties. This probably explains why rewards are likely to positively affect their job engagement because the transactional components deal with the basic needs of the organization (Ibrahim & Al-Taneiji, 2013), and the rewards are likely to appeal to young people because they may not be expecting a personal enrichment unlike older employees. Muchemi (2013) supports this view point when she observes that different age cohorts are likely to differ in attitudes, values, and perspectives which are shaped and influenced by the different social, political, economic environments and events, they that experience on daily basis. On the same note, Elder (1975) had earlier noted that perspectives change as a function of the developmental process of aging. This is what Vroom (1964) meant in his expectancy theory of motivation and management when he proposed that a reward should be aimed at satisfying a need that an employee will consider important to him. Vroom recommended that management should discover the resources, training, or the supervision the employees need.

The findings of this study disagree with those of a study by Khuong and Yen (2014) in Vietnam which indicated that transactional leadership style negatively correlated with employee engagement. According to Burns (1979), the relationship that occurs between most leaders and their followers is transactional because the leader approaches the follower with the idea of exchanging one thing for another. However, transactional leadership confines the leader to using behaviors that are based on rewards for the purpose of realizing greater organizational performance from employees, which regrettably have effects that do not last long according to Batistataran (2013). Leaders who basically reward performance according to expectations are unlikely to energize a workforce that is looking forward to personal enrichment (Metzler, 2006).

Transactional leaders center their attention how to maintain the system for which they are responsible to run while only responding to problems that occur as a result of observed deviances, and ready to change when the need to do so arises. This is probably the reason why Nwokocha and Iheriohanma (2015) define transactional leadership as an exchange process that ensures that the follower is in compliance with the leader's request. This kind of leadership is very unlikely to generate commitment and zeal to the task objectives (Khan *et al.*, 2016). This agrees with Ibrahim & Al-Taneiji (2013) when they argue that transactional leaders are not interested in providing high level motivation, job satisfaction, or commitment because they focus on the basic needs of their staff according to Bass 1985. A constructive transactional leader sets goals, clarifies desired outcomes, exchanges rewards and recognition for accomplishments, suggests and consults, provides feedback, and gives employees praise when it is deserved (Ibrahim & Al-Taneiji, 2013).

The results of this study indicate that when transactional leadership increase, teacher engagement also increases but to a small degree compared to transformational degree. This finding agrees with that of Metzler (2006) which showed that both transformational and transactional leadership styles positively predicted employee engagement, with transformational leadership possessing greater predictive strength. From an organizational viewpoint, leaders relate to their employees and employees relate to their work (Khan *et al.*, 2016). Leaders therefore have a choice to either stimulate their followers through material rewards using a transactional leadership style or in addition to material rewards, inspire them to work for a cause beyond themselves by applying transformational leadership style (Khan *et al.*, 2016).

Very many leaders today simply provide no foundational reasons for a follower to move forward or be motivated because they have failed to understand and solve the needs that their followers have, hence the reason why they never get beyond the basics in employee engagement and productivity. This is likely to hinder the achievement of vision 2030. To go beyond the basics, a leader has to develop additional sets of skills. Great leaders are aware that leadership is not built on

transactions alone, but also on recognition and appreciation of the human spirit (Goleman, 1998; Goleman, 2003; Maccoby, 2007). Training of leaders at all levels is mandatory if vision 2030 is to be achieved. This is why Hambrick and Mason (1984) recommended that a certain level of variety in managers' knowledge of the different functional areas is a prerequisite for successfully managing the complexity of firms operations.

#### **4.8 Effect of Authentic Leadership on Employment Engagement**

This section contains the research findings and discussion of effect of authentic leadership on employment engagement. Luthans and Avolio (2003) defines authentic leadership as "a process that draws from both positive psychological capacities and a highly developed organizational context, which results in both greater self-awareness and self-regulated positive behaviors on the part of leaders and associates, fostering positive self-development". Kerns (2003) states that behaving authentically means acting in accordance with one's values, preferences, and needs as opposed to acting merely to please others or to attain rewards or avoid punishments through acting 'falsely'. Kerns adds that authenticity is not a compulsive effort to display one's true self, but is the free and natural expression of core feelings, motives, and inclinations. Behaving authentically means acting in accordance with one's values, preferences, and needs as opposed to acting merely to please others or to attain rewards or avoid punishments through acting 'falsely'. Authenticity is not a compulsive effort to display one's true self, but is the free and natural expression of core feelings, motives and inclinations (Hassan & Ahmed, 2011). According to Walumbwa *et al.* (2008) the four aspects that form authentic leadership are self-awareness, internalized moral perspective, balanced processing and rational transparency. The authentic characteristic of a leader include coaching that is done by helping employees in identifying their goals, organizing their work, identifying drawbacks, being thoroughly interested in their professional and career advancement, and giving advice as and when need arises. Sixteen items were used to collect data on authentic leadership style.



#### **4.8.1 Descriptive Statistics on Authentic Leadership**

This section presents the descriptive statistics calculated on the basis of the variable authentic leadership in the questionnaire. The measures of central tendency and dispersion are shown in Table 4.27 for the sixteen items used to measure authentic leadership

**Table 4.27: Opinions of Respondents on Authentic Leadership**

<b>Leadership Item</b>	<b>SD (%)</b>	<b>D (%)</b>	<b>N (%)</b>	<b>A (%)</b>	<b>SA (%)</b>	<b>Mean</b>	<b>Std.dev</b>
Is aware of his/her greatest weaknesses	24(8.1)	40(13.5)	125(42.2)	75(25.3)	32(10.8)	3.1	1.05
Is aware of his/her greatest strengths	7(2.4)	25(8.4)	93(31.4)	119(40.2)	52(17.6)	3.62	0.942
Seeks feedback as a way of understanding who he/she really is as a person.	34(11.5)	65(22.0)	85(28.7)	86(29.1)	26(8.8)	3.02	1.151
Accepts the feelings he/she has about him/her self	14(4.7)	46(15.5)	107(36.1)	102(34.5)	27(9.1)	3.28	0.990
His/her actions reflect his/her core values	8(2.7)	37(12.5)	63(21.3)	146(49.3)	42(14.2)	3.60	0.969
He/she does not allow group pressure to control him/her.	8(7.7)	25(8.4)	68(23.0)	136(45.9)	59(19.9)	3.72	0.967
Other people know where he/she stands on controversial issues.	15(5.1)	33(11.1)	97(32.8)	118(39.9)	33(11.1)	3.41	0.998
His/her morals guides what he/she does as a leader	9(3.0)	23(7.8)	62(20.9)	129(43.6)	73(24.7)	3.79	1.00
He/she seeks others' opinions before making up his/her own mind.	35(11.8)	41(13.9)	66(22.3)	109(36.8)	45(15.2)	3.30	1.227
He/she listens closely to the ideas of those who disagree with him/her.	40(13.5)	56(18.9)	66(22.3)	101(34.1)	33(11.1)	3.10	1.229
Does not emphasize his/her own point of view at the expense of others.	36(12.2)	52(17.6)	76(36.1)	107(36.1)	25(8.4)	3.11	1.163
Listens very carefully to the ideas of others before making decisions.	33(11.1)	43(14.5)	57(19.3)	113(38.2)	50(16.9)	3.35	1.237
Openly shares his/her feelings with others.	22(7.4)	44(14.9)	60(20.3)	135(45.6)	35(11.8)	3.40	1.106
He/she lets others know who he/she truly is as a person.	20(8.8)	53(17.9)	99(33.4)	89(30.1)	35(11.8)	3.22	1.085
He/she says exactly what he or she means	23(7.8)	31(10.5)	71(24.0)	121(40.9)	50(16.9)	3.49	1.126
He/she admits his/her mistakes to others.	54(18.2)	62(20.9)	83(28.0)	72(24.3)	25(8.4)	2.84	1.224

n=296 Cronbach's Alpha=0.918

SD=Strongly disagree D=Disagree N=Neutral A=Agree SA=Strongly Agree

All the studied items had a mean of above 3.0 except 'He/she admits his/her mistakes to others.' This meant that the responses were positive and the respondents agreed with the items. Item 'his /her moral guides what he/she does as a leader' had the

highest mean of 3.79. Eleven out of sixteen items had a standard deviation of 1.0 and above. This shows that there were extremes in scoring most of the items implying that the respondents had varied opinions in regarding the way they viewed their principals. However, since the reliability test conducted through the use of Cronbach's alpha for the items testing authentic leadership produced an alpha value of 0.918, which is greater than 0.8, it was acceptable.

To determine whether the collected data was adequate and appropriate enough for inferential statistical tests such as regression analysis and other statistical tests, tests like sampling adequacy and factor analysis were first carried out.

### **Sampling Adequacy**

Two main tests were performed namely; Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity. For a data set to be regarded as adequate and suitable for conducting statistical analysis, the KMO value has to be higher than 0.5 (Field, 2000). The results are presented in Table 4.28.

**Table 4.28: Authentic Leadership KMO Sampling Adequacy and Bartlett's Sphericity Tests**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.934
Bartlett's Approx. Chi-Square	2295.859
Bartlett's df	120
Bartlett's Sig.	.000

Results in Table 4.28 show a KMO statistic of 0.934 which was significantly high and also greater than the critical level of significance of test that was set at 0.5 (Field, 2000). Further to the KMO test, the Bartlett's Test of Sphericity was again very significant (Chi-square = 2295.859 with 120 degrees of freedom, at p, 0.05). Such results present a very good reason for conducting additional statistical analysis.

## Factor Analysis

Factor analysis was conducted using Principal Components Method (PCM) approach. The extraction of the factors followed Kaiser Criterion where an Eigen value of at least 1 is an indication of a unique factor. Total Variance analysis shows that the items on transformational leadership style can be factored into 1 factor as shown in Table 4.29.

**Table 4.29: Authentic Leadership Total Variance Explained**

	Component		
	1	2	3
A1	.560	.085	-.586
A2	.567	.288	-.483
A3	.751	-.049	-.227
A4	.722	.021	-.197
A5	.706	.272	.049
A6	.670	.319	.093
A7	.537	.378	.409
A8	.697	.257	.188
A9	.720	-.277	.070
A10	.786	-.227	.089
A11	.668	-.281	.196
A12	.798	-.197	.133
A13	.748	-.089	.114
A14	.697	-.027	.016
A15	.737	.141	.023
A16	.749	-.301	.044

Extraction Method: Principal Component Analysis.

a. 3 components extracted.

All the sixteen factors attracted a loading that were greater than 0.5 for the first component and therefore all the items were retained for analysis. Rahn (2010) and Zandi (2006) point out that a factor loading that is equal to or greater than 0.4 is regarded as satisfactory. This position is again supported by Black (2002) who argues that a factor loading of 0.4 has good factor stability and believed to lead to desirable and acceptable solutions.

#### 4.8.2 Correlation between Authentic Leadership and Employee Engagement

Avolio *et al* (2004) pointed out that the authentic leadership could improve employee engagement of their followers by intensification of their identification with the leadership and firm and fostering hope, positive emotions, optimism and trust. Analysis was carried out to establish the correlation between authentic leadership and employee engagement. The results are shown in Table 4.30.

**Table 4.30: Pearson’s Correlation between Authentic Leadership and Employee Engagement**

Items		Employee Engagement	Transactional Leadership
Employee Engagement	Pearson Correlation	1	.431**
	Sig. (2-tailed)		.000
	N	296	296
Transactional Leadership	Pearson Correlation	.431**	1
	Sig. (2-tailed)	.000	
	N	296	296

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

The results in table 4.30 show that there is a moderate positive correlation ( $r = 0.431$ ;  $p$ -value  $< 0.001$ ) between authentic leadership and employee engagement. This implies that 18.57 % ( $0.431^2$ ) of variation in employee engagement in secondary schools in Murang’a country is explained by authentic leadership of their principals as also indicated in table 4.30. Other leadership styles take up the remaining 81.43%.

#### **Pearson’s Correlation between Dimensions of Employee engagement and Authentic Leadership**

Computations were again carried out to find out the relationship between the dimensions of employee engagement and authentic leadership. The findings are presented in Table 4.31.

The results shown in Table 4.31 can be interpreted to mean that there is statistically significant correlation between vigor and authentic leadership ( $r=.440$ ,  $p<0.01$ ). There is also a positive and statistically significant correlation between dedication and authentic leadership ( $r=.436$ ,  $p=0.01$ ). There is a statistically significant relationship between absorption and authentic leadership ( $r=.209$ ,  $p<0.01$ ). The results of another study in Taiwan by Wang & Hsieh (2013) presented similar results where authentic leadership was most strongly related to dedication ( $r = 0.29$ ,  $P < 0.01$ ) followed by vigor ( $r = 0.19$ ,  $P < 0.05$ ). However, no significant relationships were found between authentic leadership and the absorption subscale of work engagement.

**Table 4.31: Correlation between the Dimensions of Employee Engagement and Authentic Leadership**

	<b>Authentic Leadership</b>
Vigor	0.440**
Dedication	0.436**
Absorption	0.209**

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

**Table 4.32: Regression Results of Authentic Leadership on Employee Engagement**

<b>Model</b>	<b>Sum of squares</b>	<b>Df</b>	<b>Mean square</b>	<b>F</b>	<b>Sig.</b>
Regression	20.510	1	20.510	67.059	.000
Residual	89.920	294	.306		
Total	110.431	295			
R=.431	R <sup>2</sup> =0.186	$\Delta R^2 = .183$			

**The model to be tested was:**

$$Y_3 = \beta_0 + \beta_3 X_3 + \varepsilon$$

Where Y= Employee Engagement

$\beta_0$ = level of employee engagement in the absence of Authentic leadership

$\beta_3$ = intercept for the independent variable

$X_3$ =Authentic leadership

$\varepsilon$ =Error term

The model was found to be valid ( $F(1,274) = 67.059$ ,  $p\text{-value} < 0.001$ ) as shown in Table 4.32. This large F statistic indicates that the regression model is robust. These results indicate relationship between authentic leadership style and employee engagement is significant and not by chance. In determining the significance of the variables, standardized beta coefficients are used. The fitted model equation is  $Y_3 = 0.359X_1$ .

**Table 4.33: Regression Coefficients of Authentic Leadership on Employment Engagement**

Model	Unstandardized coefficients		Standardized coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	2.488	.150		16.624	.000
Authentic leadership	.359	.044	.431**	8.189	.000

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

Table 4.33 was used to check the effects of authentic leadership on the employee engagement. The value of R<sup>2</sup> (coefficient of determination) was .183. This values shows that authentic leadership explains 18 percent variance in the employee engagement. The p-value of the model is 0.000, which indicated that the model was

statistically significant at 0.000 is less than 0.05. The very high F-ratio of the model which of 67.059 was an indication that the model was statistically significant. An F-ratio value that is higher than 4 shows that the model is significant and vice versa. The p-value of the F-ratio is 0.000, which also shows that the model is significant. The details of the model are in Table 4.31.

#### **4.8.3. Hypothesis Testing**

The model equation shows that employee engagement will increase by 0.359 units with one unit increase in standardized authentic leadership style. The model indicates that authentic leadership is significantly explaining the variation in the dependent variable (employee engagement). Therefore, hypothesis Ho3: there is no significant effect of authentic leadership style on employee engagement is rejected and the alternative that authentic leadership style has a significant effect on employee engagement supported.

The results of this study are comparable to those of another study in India by Alok and Israel (2012) that showed that authentic leadership accounted for 22% variability in work engagement. The non-standardized coefficient B value of 0.56 in their study indicated that authentic leadership substantially predicted employee engagement. The non-standardized coefficient B in this current study is 0.356, which also predicts employee engagement but not as strongly as in the study by Alok & Israel (2012). These results are similar to those of a study on nursing staff working in acute care hospitals by Bamford, Wong, & Laschinger (2013) which found that managers demonstrating higher levels of authentic leadership report greater work engagement. In a similar study by Wang & Hsieh (2013) in Taiwan, small yet significant positive relationships were found between authentic leadership variables and work engagement. This study showed that both supervisors' consistency between words and actions as well as their moral perceptions are positively related to employee engagement, and that employee trust was positively related to employee engagement.

These results are also in agreement with those of another study on bank employees in Malaysia by Hassan and Ahmed (2011) whose findings indicated that authentic



leadership promoted subordinates' trust in leader, and contributed to work engagement. Hassan & Ahmed (2011) argue that authentic leaders create trusting relationship with their employees, which makes them enjoy working in such organizations. In the same study, it was found that, interpersonal trust predicted employees' work engagement as well as mediated the relationship between this style of leadership and employees' work engagement. Trust has been found to explain why some employees successfully complete their jobs and in addition to going above and beyond the call of duty in their work with no remarkable reward (Ugwu, Onyishi, & Rodríguez-Sánchez, 2014). This could be explained by the fact that authentic leaders exhibit high levels of integrity, carrying with them a deep sense of purpose, and are dedicated to their core values which is likely into the promotion of a more trusting relationship in their work groups that translates into several positive outcomes (Hassan & Ahmed, 2011).

The findings of the study supported authentic leadership theory. Authentic leaders display high degree of integrity, have deep sense of purpose, and committed to their core values and thus end up creating trusting relationship with their subordinates making them enjoy working in such organizations. It the trusting relationships at individual and group levels that translate into several positive outcomes such as job satisfaction, organizational commitment, intention to stay, and work engagement (Hassan & Ahmed, 2011). The result is that they build lasting organizations that meet the needs of all stakeholders. Organizations that are recognized as great place to work for put great emphasis on quality of relationship between employees and their leaders, between employees and their jobs, and among employees(Hassan & Ahmed, 2011). The common point of these three relationships is that they influence employees' loyalty, commitment, and willingness to organizational goals and priorities, which ultimately results in employee engagement. Leaders who do not practice self-protective motives, are perceived as transparent, and act according to recommended values usually generate trusting relationship with their employees which in turn contribute to positive employees work outcomes such as work engagement.

The findings of the study in Taiwan by Wang and Hsieh, (2013)) showed that both supervisors' consistency between words and actions as well as their moral perceptions, and employee trust were all positively related to employee engagement. These results are in agreement with another study on bank employees in Malaysia by Hassan and Ahmed (2011) whose findings indicated that authentic leadership promoted subordinates' trust in leader, and contributed to work engagement. Hassan and Ahmed (2011) argue that authentic leaders create trusting relationship with their employees, which makes them enjoy work. In the same study, it was found that, interpersonal trust predicted employees' work engagement as well as mediated the relationship between this style of leadership and employees' work engagement. Trust has been found to explain why some employees effectively complete their jobs and also go above and beyond the call of duty in their work with no notable reward (Ugwu *et al.*, 2014).

#### **4.9 Effect of Dark Leadership on Employment Engagement**

Dark leadership involves dominance, coercion on, manipulation and focuses more on the needs of leader rather than persuasion and commitment (Rosenthal & Pittinsky, 2006) which are likely to encourage employee engagement. Dark leaders are destructive leaders who purpose articulate vision of a world characterized by threat and insecurity, where personal safety depends on the domination and defeat of rivals. According to Burke (2006), there are two basic categories of dark leadership namely, ineffective and unethical. The ineffective type of dark leadership is characterized by being incompetent (leadership that lacks the will or skill to create effective action or positive change), rigid (leadership that is stiff, unyielding, unable or unwilling to adapt to the new) and, intemperate (leadership that is lacking in self-control). The unethical type of dark leadership is characterized by being callous (leadership that is uncaring, unkind, ignoring the needs of others), corrupt (leadership that lies, cheats, steals, places self-interest first), insular (leadership that ignores the needs and welfare of those outside the group) and, evil (leadership that does psychological or physical harm to others). This study concentrated on the unethical type of dark leadership. The effects of dark leadership are outcomes that compromise the quality of life for

employees and detract from the organization's main purposes. To determine whether the collected data was adequate and appropriate enough for inferential statistical tests such as regression analysis and other statistical tests, tests like sampling adequacy and factor analysis were first carried out. Results of the analyses of authentic leadership items are as represented in Table 4.33.

#### **4.9.1 Descriptive Statistics on Dark Leadership**

The research studied ten items to check dark leadership. The results of the descriptive statistics of these items are represented in Table 4.34.

**Table 4.34: Opinions of Respondents Dark Leadership**

<b>Leadership Item</b>	<b>SD (%)</b>	<b>D (%)</b>	<b>N (%)</b>	<b>A (%)</b>	<b>SA (%)</b>	<b>Mean</b>	<b>Std.dev</b>
Is highly defensive when criticized	23(7.0)	71(24.0)	81(27.4)	75(25.3)	46(15.5)	3.17	1.184
Devalues and exploits other people	67(22.6)	100(33.8)	64(21.6)	45(15.2)	20(6.8)	2.50	1.190
Lacks concern for the needs of subordinates unless convenient	67(22.6)	103(34.8)	58(19.6)	41(13.9)	27(9.1)	2.52	1.238
Takes all credit for success	51(17.2)	111(37.5)	60(20.3)	48(16.2)	26(18.8)	2.62	1.199
Undermines competitors for promotion	74(25.0)	105(35.5)	69(23.3)	26(8.8)	22(7.4)	2.38	1.167
Likes scapegoating	74(25.0)	104(35.1)	45(15.2)	43(14.5)	30(10.1)	2.50	1.286
Has excessive self - promotion and attention - seeking behavior	70(23.6)	110(37.2)	56(18.6)	34(11.5)	26(8.8)	2.45	1.217
Sees all events in terms of significance to his/her own career	57(19.3)	110(37.2)	67(22.6)	40(13.5)	22(7.4)	2.53	1.164
Harbors unfounded beliefs that others want to hurt him/her	73(24.7)	10.9(36.8)	52(17.6)	37(12.5)	25(8.4)	2.43	1.225
Works hard for favor with superiors while failing to support and develop those below him/her	76(25.7)	91(30.7)	57(19.3)	48(16.2)	24(8.1)	2.50	1.27

n=296 Cronbach's Alpha=0.940

SD=Strongly disagree D=Disagree N=Neutral A=Agree SA=Strongly Agree

All the means for the items were below 3 except for “is highly defensive when criticized” which had a mean of 3.17. This meant that the results were negative and that the respondents disagreed with the items. The item which scored the lowest

mean was “undermines competitors for promotion” with a mean of 2.38.

The standard deviation of all the items was high (above 1.0) meaning there were extremes towards both agreement and disagreement in scoring the items; hence the respondents were not in agreement. Respondents scored both in the positive and in the negative. Five out of the ten items had standard deviation that was above one (1), which is high. These shows that the items were not a good measure as the respondents could not agree. The reliability of dark leadership variable was found to be 0.940. Since the alpha was greater than 0.8, it was acceptable.

### **Sampling Adequacy**

To determine whether the collected data was adequate and appropriate enough for inferential statistical tests such as the factor analysis, regression analysis and other statistical tests, two main tests were performed namely; Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Barlett’s Test of Sphericity. For a data set to be regarded as adequate and appropriate for statistical analysis, the value of KMO should be greater than 0.5 (Field, 2000). The results are presented in Table 4.35.

**Table 4.35: Dark Leadership KMO Sampling Adequacy and Bartlett's Sphericity Tests**

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Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.952
Bartlett's Approx. Chi-Square	2112.235
Bartlett's df	45
Bartlett's Sig.	.000

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Results in Table 4.34 shows a KMO statistic of 0.952 which was significantly high and also greater than the critical level of significance of test that was set at 0.5 (Field, 2000). Further to the KMO test, the Bartlett’s Test of Sphericity was again very significant (Chi-square = 1634.44. with 55 degrees of freedom, at p, 0.05). Such results present an excellent justification for conducting additional statistical analysis.

## Factor Analysis

Factor analysis was conducted using Principal Components Method (PCM) approach. The extraction of the factors followed Kaiser Criterion where an Eigen value of at least 1 is an indication of a unique factor. Total Variance analysis shows that the items on transformational leadership style can be factored into 1 factor as shown in Table 4.36.

**Table 4.36: Transformational Leadership Total Variance Explained**

Factor	Component 1
D1	.655
D2	.772
D3	.779
D4	.797
D5	.810
D6	.875
D7	.842
D8	.827
D9	.836
D10	.851

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Rahn (2010) and Zandi (2006) say that a factor loading of 0.4 and above is deemed satisfactory. This is again upheld by Black (2002) who emphasizes that a factor loading of 0.4 has good factor stability and deemed to lead to desirable and acceptable solutions. All the factors had a loading above .04 hence they were retained in the study.

### 4.9.2 Correlation between Dark Leadership and Employee Engagement

The data was analyzed to establish the correlation between Dark leadership and Employee Engagement and the results are as shown in Table 4.37.

**Table 4.37: Correlation between Dark leadership and Employee Engagement**

Items		Employee Engagement Mean	Dark Leadership Mean
Employee Engagement	Pearson Correlation	1	-.304**
	Sig. (2-tailed)		.000
	N	296	296
Dark	Pearson Correlation	-.304**	1
	Sig. (2-tailed)	.000	
	N	296	296

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

The results in Table 4.37 show that there is a weak negative correlation ( $r = -0.304$ ;  $p$ -value  $< 0.001$ ) between dark leadership and Employee Engagement. This implies that 9.24 % ( $0.304^2$ ) of variation in employee engagement in secondary schools in Murang'a country is explained by reduced use of dark leadership of their principals as also indicated in Table 4.40. Correlation analysis in a similar study by Woestman and Wasonga (2015) found a significant correlation between destructive leader behaviors and work place attitudes. In their study, respondents who had experienced destructive behaviors from their leaders described their work environment as toxic, unhealthy, and unwelcoming.

#### **Correlation between Dimensions of Employee Engagement and Dark Leadership**

Computations were again carried out to find out the relationship between the dimensions of employee engagement and dark leadership. The findings are presented in Table 4.38.

**Table 4.38: Correlation between the Dimensions of Employee Engagement and Dark Leadership**

	<b>Dark Leadership</b>
Vigor	-0.314**
Dedication	-0.316**
Absorption	-0.132*

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

\* . Correlation is significant at the 0.05 level (2-tailed).

The results shown in Table 4.38 can be interpreted to mean that there is statistically significant negative correlation between vigor and dark leadership ( $r=-0.314$ ,  $p<0.01$ ). There is also a statistically significant negative correlation between dedication and dark leadership ( $r=-0.316$ ,  $p<0.01$ ) and between absorption and dark leadership ( $r=-0.132$ ,  $p<0.05$ ).

**Table 4.39: ANOVA and Model Summary**

Model	Sum of squares	Df	Mean square	F	Sig.
Regression	10.176	1	10.176	29.843	.000
Residual	100.254	294	.341		
Total	110.431	295			
R=.304	R <sup>2</sup> =0.092			R <sup>2</sup> = 0.089	

The model to be tested was:

$$Y_4 = \beta_4 + \beta_4 X_4 + \varepsilon$$

Where Y= Employee Engagement



$\beta_0$ = level of employee engagement in the absence of Dark leadership

$\beta_4$ = intercept for the independent variable

$X_4$ =Dark leadership

$\epsilon$ =Error term

The model was found to be valid ( $F(1,274) = 29.843$ ,  $p\text{-value} < 0.001$ ) as shown in Table 4.39. These results have the implication that the relationship between dark leadership and employee engagement is significant and not by chance. The fitted model equation is  $Y_4 = -0.190X_1$ . The details of the model are in Table 4.40.

**Table 4.40: Regression Coefficients of Dark Leadership on Employment Engagement**

Model	Unstandardized coefficients		Standardized coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	4.172	.095		43.765	.000
Dark leadership	-.190	.035	-.304	-5.463	.000

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

### 4.9.3 Hypothesis Testing

The model equation shows that employee engagement will increase by 0.190 units with one unit decrease in standardized dark leadership style. The model indicates that dark leadership is significantly explaining the variation in the variable (employee engagement). Therefore, hypothesis Ho4: there is no significant effect of dark leadership style on employee engagement is rejected and the alternative that dark leadership style has a significant effect on employee engagement was supported.

Reduced use of dark leadership by secondary school principals was found to significantly explain 9.24 % ( $0.304^2$ ) of variation in employee engagement in

secondary schools in Murang'a as indicated in Table 4.26. This implies that an increase in dark leadership will reduce employee engagement. These results agree with those of a similar study by Finch(2013) in an Army War College which found that 57% of senior service school students considered leaving the service at some time due to the destructive leadership of a superior. A similar scenario was revealed in another similar study by Reed and Olsen (2010) which asked active-duty army majors if they "ever seriously considered leaving your service or agency because of the way you were treated by a supervisor?" the findings indicated that more than half of the respondents (61%) answered in the affirmative explaining that supervisors destructive behaviours, which in essence displayed dark leadership diminished work related satisfaction in the work place and consequently employee engagement.

However, despite the negative correlation between dark leadership and employee engagement, most teachers were well engaged in their teaching job. A large number of the respondents demonstrated resilience in the explanations they provided in the open-ended questions. This was found to be the same case in the study by Woestman and Wasonga (2015) where the destructive leadership behaviors neither diminished job satisfaction nor created the need to consider leaving the job. The respondents who were experiencing dark leadership behaviours in this study had developed resistance to mistreatment by their principals just like in the findings of the research studies by Woestman and Wasonga (2015) and Blase and Blase (2003) where respondents avoided and ignored their destructive leaders by concentrating on their core functions in their schools. For example, many teachers in this study said that they were motivated to work hard for the success of their students and that they loved the teaching job so much that even if they were provided with other jobs, they would not take them.

Surprisingly, despite the findings of the study that application of dark leadership will lead to reduced employee engagement, most teachers in the current research study were not interested in quitting teaching for other jobs, whether under dark leadership or not, a different. These findings agree with the results of a research study by Woestman and Wasonga (2015) who found that educational professionals are

attracted to teaching, and stay in teaching because of other reasons besides job satisfaction and/or low stress despite experiencing forms of dark leadership behaviours, job stress, or job dissatisfaction. This implicitly means that people are motivated by other factors to become educational professionals and to stay in the teaching profession (Woestman & Wasonga, 2015), not necessarily by a good leadership style. Such factors include self-determination, resistance, ethic of care, pupils' success, resilience, and a strong identity as a teacher (Nevin, Bradshaw, Cardelle-Elawar, & Diaz-Greenberg, 2014 as cited in wasonga & 2015). Blase and Blasé (2003) concurs by pointing out that, in other researches, such factors have been categorized into three groups namely, altruistic reasons (seeing teaching as socially worthy and important job, a yearning to help children and to see them succeed, or longing to help society improve); intrinsic reasons (teaching itself, and interest in using or applying the subject matter or knowledge that a person has acquired in academics, or enjoying the subject they teach); and extrinsic reasons (long holiday, level of pay, or status).

The teacher motivating factors neutralize the harmful effects of dark leadership applied to them by their school principals to the extent that employees will find ways to compensate for, or overcome the effects of dark leadership, and continue to be satisfied with their work. Intrinsic motivators or job satisfiers, as explained in Herzberg's motivation-hygiene theory(Lunenburg & Ornstein, 2011), are likely to contribute to perseverance and performance, without improving job satisfaction or reducing the likelihood of consideration for leaving the job ( Woestman & Wasonga, 2015).

However, a few teachers confessed while in answering the open-ended questions that they had been so frustrated by the dark leadership of their principal that they would easily quit teaching to go to do business. This observation agrees with that of Blase and Blasé (2003) in their research in schools where they found that abuse by school leaders resulted in physical and psychological problems including severe chronic fear and anxiety, anger, depression, and adverse personal and family outcomes. They also found that the effects of mistreatment were extremely harmful to teachers'

professional and personal lives. Blasé & Blasé also observed that mistreatment of teachers by principal seriously damaged in-school relationships, damaged classrooms environments, and frequently impaired all school decision making. This is likely to cause heightened problems with trust and communication, make work processes very complex and difficult and hence negatively affect employee engagement.

According to Nwokocha and Iheriohanma (2015), when employees consider the management styles of their leaders as disgusting, their desire to quit the work place increases and they explain this behavior when they say that negative elements trigger a fundamental signal in humans to adapt for survival while positive elements trigger a signal for continuity and stability. They also say that bad is stronger than good. Nwokocha and Iheriohanma (2015) propose that managers need to adopt leadership styles that will agree with the behavioral patterns within the expectations of employees so as to spur maximum employee performance levels. Employees expect behaviors that integrate and simultaneously facilitate the satisfaction of both institutional and individual goals and needs. This is because actions that diminish institutional productivity and individual needs fulfillment or satisfaction or both are likely to lead to low productivity, job dissatisfaction, job stress, or motivation to consider leaving the job (Nwokocha & Iheriohanma, 2015) and consequently reduced employee engagement.

Dark leadership does not make employees feel and recognise their work environment as one that gives them the chance to access the authority required to carry out their job responsibilities as well as opportunity for growth and development. Sarmiento, Laschinger, and Iwasiw (2014) argue that employees who perceive themselves as having such opportunities tend to be devoted in their work, which makes them achieve personal growth and development. Contrarily, employees who experiences limitations in such opportunities display low self-esteem and have a tendency of investing less in their work, and thus exhibit less positive job behaviours, leading to lack of engagement or just disengagement. Leaders who do act according to recommended values and practice self-protective motives are perceived as lacking transparency. The result is that they usually fail to generate trusting relationship with

their employees, and which in turn contribute to negative employee work outcomes such as lack of engagement or just disengagement.

The findings of this study are in agreement with the social exchange theory (Blau, 1964) whereby, the negative relationship between dark leadership style and teacher engagement imply that employees fail to engage in their work as a way of reciprocating the bad treatment meted to them by their leaders. The findings are also in agreement with the met expectations theory where the effects of teacher mistreatment by their principals go beyond the initial wounds of shock and disorientation, humiliation, lowliness, and injured self-esteem (Blasé & Blasé, 2003) leading to a breached psychological contract which ultimately results in reduced teacher engagement or disengagement altogether.

Since engagement has replaced control in modern organizations, and the close supervision and monitoring of employees are no longer required for improved performance, it becomes relevant for organizations to adopt a strategy that facilitates its workforce's engagement. If employee engagement is to be realized, which means that an employee is fully intellectually and emotionally committed to the job and wants to give discretionary effort – the effort that it is not necessary for an employee to give to a job, but that he or she wants to give to it anyway, then employers need to make conscious efforts to offer the non-financial motivations that employees crave for so much (Woodruffe, 2006). These include; civilized treatment, being trusted, challenging job, advancement, autonomy, and feeling that work-life balance is being respected. Leaders who practice such are likely to encourage and concretize retention of their employees (Nwokocha & Iheriohanma, 2015) who are already engaged.

#### **4.10 Employee Engagement**

Employee engagement is a high level of ownership where every employee desires to do anything they are able to for the benefit of their clients, both internal and external, and for the success of the organization as a whole (Nwinyokpugi, 2015). The level of employee engagement determines the level of attachment to their job, colleagues and organization which in turn determines their level of readiness to learn and perform at

work. This is a clear difference between employee engagement and employee satisfaction, motivation and organisational culture. A satisfied employee is not necessarily the best employee in terms of loyalty and productivity but only an engaged employee who is intellectually and emotionally attached to the organization, in addition to feeling passionate about its goals and is committed towards its values (Rani & Punitha, 2015). An engaged employee therefore acts in a way that promotes his or her organization's interests because of being fully involved in, and enthusiastic about their work. In this study, employee engagement (dependent variable) was studied using nine items and the results are tabulated in Table 4.41

**Table 4.41: Opinions of Respondents on Employee Engagement**

<b>Leadership Item</b>	<b>SD (%)</b>	<b>D (%)</b>	<b>N (%)</b>	<b>A (%)</b>	<b>SA (%)</b>	<b>Mean</b>	<b>Std.dev</b>
At my work, I feel bursting with energy	10(3.4)	38(12.8)	102(34.5)	116(39.2)	30(10.1)	3.40	0.95
At my job, I feel strong and vigorous.	5(1.7)	25(8.4)	67(22.6)	150(50.7)	49(16.6)	3.72	0.898
I am enthusiastic about my job	5(1.7)	17(5.7)	50(16.9)	154(52.0)	70(23.6)	3.90	0.883
My job inspires me.	5(1.7)	19(6.4)	52(17.6)	147(49.7)	73(24.7)	3.89	0.907
When I get up in the morning, I feel like going to work	6(2.0)	18(6.7)	69(23.3)	143(48.3)	60(20.3)	3.79	0.905
I feel happy when I am working intensely	5(1.7)	16(5.4)	75(25.5)	154(52.0)	49(15.5)	3.74	0.845
I am proud of the work that I do	2(0.7)	11(3.7)	38(12.8)	155(52.4)	90(30.4)	4.08	0.798
I am immersed in my work.	15(1.7)	26(8.8)	95(32.7)	127(42.9)	43(14.5)	3.60	0.900
I get carried away when I am working	22(7.4)	74(25.0)	98(33.1)	73(24.7)	29(9.8)	3.04	1.090

n=296 Cronbach's Alpha=0.897

SD=Strongly disagree D=Disagree N=Neutral A=Agree SA=Strongly Agree

All the studied items had means above 3.0 meaning that the respondents were

positive and generally agreed with the items. “I am proud of the work that I do” was the item with the highest mean of 4.08. The percentages are also indicating the same in that 52.4% scored for agree and 30.4% scoring for strongly agree. Apart from the item “I get carried away when I am working”, all the other studied items had a standard deviation of below 1.0. This indicated that the respondents were in agreement with one another and thus there were no extremes in scoring the items. The reliability of employee engagement variable was found to be 0.940. Since the alpha was greater than 0.8, it was acceptable.

To determine whether the collected data was adequate and appropriate enough for inferential statistical tests such as regression analysis and other statistical tests, tests like sampling adequacy and factor analysis were first carried out.

### **Sampling Adequacy**

Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Barlett’s Test of Sphericity were used to determine whether the collected data was adequate and appropriate enough for inferential statistical tests such as the factor analysis, regression analysis and other statistical tests. As recorded by Field (2000), for a data set to be regarded sufficient and suitable for statistical analysis, the KMO value has to be bigger than 0.5. The research findings are as shown in Table 4.42.

**Table 4.42: Employee Engagement KMO Sampling Adequacy and Bartlett’s Sphericity Test**

Kaiser-Meyer- Olkin Measure of Sampling Adequacy.		.873
	Approx. Chi-Square	1063.456
Bartlett's Test of Sphericity	Df	36
	Sig.	.000



Results in Table 4.41 shows a KMO statistic of 0.873 which was considerably high and also greater than the critical level of significance of test that was set at 0.5 (Field, 2000). Further to the KMO test, the Bartlett's Test of Sphericity was again very significant (Chi-square = 1063.456. with 36 degrees of freedom, at p, 0.05). Such results present a very good justification for conducting further statistical analysis.

### Factor Analysis

Factor analysis was conducted using Principal Components Method (PCM) approach. The extraction of the factors followed Kaiser Criterion where an Eigen value of at least 1 is an indication of a unique factor. Total Variance analysis shows that the items on transformational leadership style can be factored into 1 factor as shown in Table 4.43.

**Table 4:43: Employee Engagement Total Variance Explained**

Factor	Component	
	1	2
EE1	.541	.347
EE2	.767	-.010
EE3	.779	-.160
EE4	.796	-.264
EE5	.791	-.296
EE6	.734	.008
EE7	.729	-.165
EE8	.655	.390
EE9	.840	.295

Extraction Method: Principal Component Analysis.

2 components extracted.

The total variance explained by the extracted factor is 48.144%. All the nine factors attracted coefficients that were greater than 0.5 for component 1 and therefore all the

items were retained for analysis. Rahn (2010) and Zandi (2006) point out that a factor loading that is equal to or greater than 0.4 is regarded as satisfactory. This position is again supported by Black (2002) who argues that a factor loading of 0.4 has good factor stability and deemed to lead to desirable and acceptable solutions.

#### 4.11 Description of the Study Variables

The study variable items were computed to get the mean of the specific variables for the study. The descriptive for the variables are shown in Table 4.44.

**Table 4.44: Description of the Study Variables**

<b>Leadership Styles</b>	<b>No of Items</b>	<b>Cronbach's Alpha</b>	<b>Mean</b>	<b>S.D</b>
Transformational Leadership	11	0.905	3.649	0.7559
Transactional Leadership	9	0.881	3.2285	0.4829
Authentic Leadership	16	0.918	3.3388	0.7356
Dark Leadership	10	0.940	2.5591	0.9768
Employee Engagement	9	0.847	3.6851	0.6118

Table 4.43 shows that transformational leadership had the highest mean of 3.649. This means that majority of respondents agreed in scoring the items for transformational leadership, indicating that transformational leadership was practiced in public secondary schools of Murang'a County. The results also indicate that among the four leadership styles studied in this research, transformational leadership is the one practiced most. The results agree with those of a study by Cemaloğlu, Sezgin, and Kılınç (2012) who found that most school principals prefer transformational leadership style to transactional leadership style. The results are also in agreement with a study done by Nielsen, Randall, Yarker, and Brenner (2008)

which concluded that transformational leadership is one of the most dominant leadership styles due to its substantial motivational strengths for achieving a number of employee outcomes such as well-being, self-efficacy, job commitment (Rafferty & Griffin, 2004) and job satisfaction (Nemanich & Keller, 2007). According to Bass (1985), organizations increasingly utilize transformational leadership strategy to motivate and inspire employees, especially during times of rapid changes.

Authentic, transactional, and dark leadership styles were also practiced but to a lesser extent since their means were 3.3388, 3.2285 and 2.559 respectively. This also agrees with the correlation results from the study which were ( $r = 0.432$ ;  $p\text{-value} < 0.001$ ) for transformational leadership, ( $r = 0.431$ ;  $p\text{-value} < 0.001$ ) for authentic leadership, ( $r = 0.286$ ;  $p\text{-value} < 0.01$ ) for transactional leadership, and ( $r = -0.304$ ;  $p\text{-value} < 0.001$ ) for dark leadership. This indicates that authentic leadership is practiced at a slightly lower level than transformational leadership but at a higher level than transactional leadership. Dark leadership had the lowest mean of 2.5591 implying that it is the least practiced among the four leadership styles in this research study. Majority of the respondents disagreed with dark leadership items.

The standard deviations for the four leadership styles were generally low as none had reached 1 implying that the respondents generally agreed in the scoring of the different leadership items. The standard deviation for transformational leaders was 0.7559 while that of transactional was 0.4827. These low values of standard deviation mean that there were no extremes in the positive and negative in scoring the items measuring both transformational and transactional leadership styles. The standard deviation for authentic leadership and dark leadership were 0.7356 and 0.9768 respectively. This also implies that there were no extremes in the positive and negative in scoring the items measuring both authentic and dark leadership styles. However, transactional leadership is a better measure than transformational, authentic and dark leadership styles as it had a lower standard deviation than all of them showing that the respondents agreed more in scoring transactional leadership style items than in scoring the items of the other three leadership styles.

Most of the respondents were in agreement with the employee engagement items because the variable afforded a mean score of 3.6851. From their responses, the respondents showed that they were well engaged. The standard deviation for employee engagement was at 0.6118 which is low indicating that the respondents generally agreed in the scoring of employee engagement items, hence a good measure.

#### 4.11.1 Multiple Regressions of the Study Variables

Multiple linear regression was used to explore whether there was a statistically significant effect of the independent variables on the dependent variable at the significance level ( $\alpha \leq 0.05$ ). The regression and ANOVA results of the model are presented in Tables 4.45 and 4.46. The general model that was used was:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where:

Y= Employee Engagement

X<sub>1</sub>= Transformational Leadership

X<sub>2</sub>= Transactional Leadership

X<sub>3</sub>= Authentic Leadership

X<sub>4</sub> = Dark Leadership

$\beta_0$  denotes employee engagement in absence of independent variables.

$\beta_1 - \beta_3$  – Intercepts for the independent variables

$\varepsilon$  is Error term

Under the model  $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \epsilon$ , the model was found to be valid ( $F(4,296) = 21.586$ ,  $p\text{-value} < 0.001$ ) as indicated in Table 4.45. The fitted model equation is:  $Y = 0.204X_1 + 0.029X_2 + 0.210X_3 - 0.019X_4$  with Transformational Leadership, Transactional Leadership, Authentic Leadership and Dark Leadership explaining 22.9 % of variation in Employee Engagement. Table 4.45 shows that leadership styles had statistically significant effect on employment engagement. The multiple correlation coefficient value (R) was .478 and the  $R^2$  was .229 which indicated that leadership styles were capable of accounting for 22.9% of the changes in the employment engagement. The R Square is the coefficient for determination and it indicates how much of the dependent variable can be explained by the independent variables in this case. The R Square shows us the extent to which the studied leadership styles affect the employee engagement in public schools. The four independent variables in this research study explain 22.9% of the factors that have an effect on teacher engagement as indicated by the coefficient of determinant (R Squared). This therefore implies that other factors that were not part of this research study contribute 78.2% of the factors that have an effect on employee engagement in public secondary schools of Murang'a County.

**Table 4.45: ANOVA and Model Summary**

Model	Sum Squares	df	Mean Square	F	Sig.
Regression	25.269	4	6.317	21.586	.000 <sup>b</sup>
Residual	85.162	291	.293		
Total	110.431	295			
R = 0.478	$R^2 = 0.229$		$R^2 = 0.218$		

a. Dependent Variable: Employee Engagement

b. Predictors: (Constant), Dark Leadership, Transactional Leadership, Authentic Leadership, Transformational Leadership.

The full model containing all predictors was statistically significant at 5% because the p value of 0.000<sup>b</sup> is less than the significance level of 0.05. This shows that the

regression model has at most 0.05 probability of predicting wrongly and thus the regression model has a confidence level of 95% indicating that the results are highly reliable. The coefficients for the four variables are represented in Table 4.46.

**Table 4.46: Coefficients Results of the Four Independent Variables**

Model	Unstandardized		Standardized		Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	2.196	.315		6.967	.000
Transformational	.204	.058	.252	3.515	.001
Transactional	.029	.068	.023	.421	.674
Authentic	.210	.058	.253	3.633	.000
Dark	-.019	.042	-.031	-.460	.646

a. Dependent Variable: Employee Engagement

The regression equation shown above has established that if all independent factors are held constant, other factors influencing employee engagement would form 2.196. The results of this research study also indicated that, if all other independent variables are taken at zero, a unit increase in application of transformational leadership style by the secondary school principals in Murang'a County will result in a 0.204 rise in the scores of employee engagement. Further, a unit increase in the usage of transactional leadership style will lead to a 0.029 increase in the scores of employee engagement. Additionally, a unit increase in application of authentic leadership usage will cause a 0.210 increase in the scores of employee engagement. On the other hand, a unit decrease in dark leadership style usage will lead to a 0.31 increase in scores of the employee engagement.

Results from Table 4.46 show the coefficients for transformational leadership as  $\beta_1=0.252$ ,  $t=3.515$ ,  $p\text{-value}=0.001$ . This shows transformational leadership has a significant effect on employee engagement. Results also show the coefficients for transactional leadership as  $\beta_1=0.023$ ,  $t=0.421$ ,  $p\text{-value}=0.674$ . This indicates

transactional leadership has no significant effect on employee engagement. Results from Table 4.48 show the coefficients for authentic leadership as  $\beta_1 = 0.253$ ,  $t = 3.633$ ,  $p\text{-value} = 0.000$ . This indicates that authentic leadership has a significant effect on employee engagement. The coefficients of dark leadership are  $\beta_1 = -0.019$ ,  $t = -0.460$ ,  $p\text{-value} = 0.646$ . This indicates that dark leadership has no significant effect on employee engagement. The results on transactional and dark leadership styles contradict the independent variable regression tests for the two variables. This could be due to the weak correlation each variable has when compared with employee engagement

#### **4.12 Qualitative responses**

Qualitative items elicited the following responses indicated below. The number of respondents in this section varied according to the questions that were answered. Some respondents did not give answers to all the qualitative questions.

##### **4.12.1 Principals' support towards teachers in teaching and in their development**

The respondents gave opinions on the support they receive from their principals with regards to their teaching and their personal development. The results showed that principals were really supportive especially in organizing seminars, conferences and workshops (34.4%) for the teachers, inviting professional speakers (33.1%) to talk to the teachers and supporting the teachers in staff development programs (14.5%). This kind of support for teachers leads to their personal development which meets higher order needs and thus encourages employee engagement. This could also be achieved through encouraging continual professional learning both in teams and with individual teachers ((Mulford, Silins & Leithwood, 2004). The results are presented in the table below.

**Table 4.47: Principals’ support towards teachers in teaching and in their development**

<b>Development area</b>	<b>Frequency</b>	<b>Percentage</b>
Organizing seminars, conferences and workshops	102	34.4
Inviting motivational and professional speakers	98	33.1
Staff development programs	43	14.5
Supporting personal development networks	18	6.2
Observation visits to other schools	35	11.8

#### **4.12.2 Relationship between the schools principals and the teachers**

The table below is an analysis of the responses concerning the kind of relationships that exist between the principal and teachers. The results indicate that 37.8 % of teachers had a strong and cordial relationship with their principals. 23.3% and 25.6% of the teachers argued that their principals were democratic and would consider their opinions. However, a small percentage (13.3%) of the respondents reported that their principals were very bossy. Both transformational and authentic leaders usually have good interpersonal relationships with their employees, transactional leaders have fair interpersonal relationships, while dark leaders have poor interpersonal relationships with their employees. Good interpersonal relationships encourage employee engagement while poor interpersonal relationships discourage employee engagement.



**Table 4.48: Relationship between the principals and the teachers**

Type of relationship	Frequency	Percentage
Good and Cordial	112	37.8
Democratic	69	23.3
Listens to their opinions	76	25.6
Very Bossy	39	13.3

#### **4.12.3 Rewards that teachers receive when they achieve set goals**

Cho and Perry (2012) stated that, rewarding is one of the motivational strategies that can be used in an institution to boost performance and relationships. It does not necessarily have to be a financial one but it can also be done in different ways. The table below shows that most of rewards (50.0%) were in form of finances. Reward in form of trips and vacations were 21.0%.

**Table 4.49: Rewards given to teachers by the principals**

Reward type	Frequency	Percentage
Financial awards	78	50.0%
Paid vacations and trips	33	21.0%
Compliments	28	17.6%
Leadership positions	18	11.4%

#### **4.12.4 How the Principal deals with teachers when they do not achieve set goals**

The table below shows ways identified by respondents that the principals use to deal with teachers who do not achieve their set goals. Some ways like enhancing their skills (40.5 %), guidance and support (24.5%) and closely monitoring them (16.8%)

were positive ways to help them achieve the goals in the near future. But some respondents reported that principals gave threats for dismissal (12.1%) and also demotions (5.8%). The results are presented in the table below. Ways that help the teacher to achieve their goals in future will encourage employee engagement while ways that threaten the teacher will discourage employee engagement.

**Table 4.50: How the Principal deals with teachers when they do not achieve set goals**

<b>Ways used by principals</b>	<b>Frequency</b>	<b>Percentage</b>
Enhancing teachers skills	53	40.5%
Guidance and support	34	24.8%
Closely monitoring the teachers	23	16.8%
Threats for dismissal	19	12.1%
Demotion from leadership	8	5.8%

#### **4.12.5 What is your workload and how does it influence your delivery of quality work?**

The teachers were asked to comment on their current workload. Most (49.1%) of the teachers had a workload of 28 lessons per week. According to the Rose and Sika (2019), the government proposed that secondary school teachers should handle a minimum of 32 lessons per week, 40 minutes each, which translates to 22 hours per week. The workload in most of the schools was within the recommended load and the teachers were comfortable with it. However, the few who had high work load were uncomfortable, and this could easily precipitate into employee disengagement. The results are as shown in the table below.

**Table 4.51: Teacher's workload**

<b>Workloads in hours</b>	<b>Frequency</b>	<b>Percentage</b>
Below 28	30	18.6%
Exactly 28	79	49.1%
Between 29 and 30	34	21.1%
Above 30	18	11.2%

#### **4.12.6 What else would you wish to be other than a teacher if given a chance and why?**

Asked what they would wish to be other than a teacher, most of teachers (73%) said that they would wish to remain in their teaching profession because to them it is a call, their passion and their choice to be there. When asked what they enjoy the most in their career, majority of teachers said that they enjoyed seeing their students pass the examinations and seeing them transformed. 23% said that they would go to business instead. This shows that most of the teachers were in their teaching profession by choice and so had high chances of being engaged.

**Table 4.52: Profession of Choice**

<b>Profession of Choice</b>	<b>Frequency</b>	<b>Percentage</b>
Teaching	91	73%
Business	29	23%
Others	5	4%

#### 4.12.6 Principals' Passion and Commitment to their Job

The results presented in table below shows that some principals were passionate and committed to their work (47.8%). Others were fairly committed (24.8%) and there were a few who were never committed to their work (27.4%). If teachers are to be engaged, is necessary that the principal be good role models in being passionate and committed to work. This is what makes transformational leadership encourage higher employee engagement as established in this study and other similar studies.

**Table 4.53: Principals' Passion and Commitment to their Job**

<b>Workloads in hours</b>	<b>Frequency</b>	<b>Percentage</b>
Very Passionate and Committed	56	47.8%
Fairly Passionate and committed	29	24.8%
Not Passionate and Committed	32	27.4%

#### 4.12.7 How considerate is your principal to teachers' needs, both work related and personal?

The results in the table below shows the responses regarding the teacher's opinion on how considerate their principal is to the teachers both work related and personal needs. The results indicate that most principals (38.5%) were fairly considerate. The results are in agreement with a research done by Surgent & Hannum (2005) as cited by Liu and Onwuegbuzie (2012) in schools in china which portrayed the principals as fairly considerate as far as teacher's needs are concerned.

**Table 4.54: How considerate is your principal to teachers' needs, both work related and personal**

	<b>Frequency</b>	<b>percentage</b>
Very Considerate	14	10.0
Considerate	40	30.0
Fairly considerate	50	38.5
Not considerate	26	20.8

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

The purpose of this study was to investigate the effect of leadership styles on employee engagement in public secondary schools of Murang'a County. The independent variables in the study were; transformational leadership style, transactional leadership style, authentic leader style, and dark leadership style. The dependent variable was employee engagement. This chapter presents a summary of the main findings of this research study, its conclusion and recommendations in line with the objectives of the study and also based on the output of descriptive and inferential statistical analyses conducted to test the research hypotheses of this research study.

#### 5.2 Summary of the Study Findings

The main objective of this research study was to establish the effect of leadership styles on teacher engagement in public secondary schools of Murang'a County. So as to determine the relationship between the four leadership styles and employee engagement, the researcher tested four hypotheses in addition to carrying out correlation and descriptive tests. The summary of key findings is presented starting with descriptive, then correlation followed by regression

##### **Effect of Transformational Leadership on Employee Engagement**

The first objective of this research study was to determine the effect of transformational leadership style on teacher engagement in public secondary schools of Murang'a County. The findings indicated that all the items testing transformational leadership had a mean of above 3.0 meaning that the respondents were positive and either agreed or strongly agreed with the items. The findings also indicated that there was a moderate positive correlation ( $r = 0.432$ ;  $p\text{-value} < 0.001$ ) between transformational leadership and employee engagement. The findings

further indicated that 18.667 % ( $0.432^2$ ) of variation in employee engagement in secondary schools in Murang'a country was explained by transformational leadership of their principals. Regression results of this research study indicated that transformational leadership style was statistically significant in explaining employee engagement in public secondary schools of Murang'a County. Therefore, hypothesis Ho1: there is no significant effect of transformational leadership style on employee engagement was rejected and the alternative that there was a significant effect of transformational leadership style on employment engagement supported.

The research findings also indicated that there was a statistically significant and direct correlation between vigor and transformational leadership style ( $r=.480$ ,  $p < 0.01$ ), between dedication and transformational leadership style ( $r=.386$ ,  $p < 0.01$ ), and between absorption and transformational leadership ( $r=.224$ ,  $p < 0.01$ ).

### **Effect of Transformational Leadership style on Employee Engagement**

The second objective of this research study was to assess the effect of transactional leadership style on teacher engagement in public secondary schools of Murang'a County. The results indicated that six out of the nine transactional leadership items checked had a mean of above 3.0 meaning that the respondents were positive and agreed with the items. The results also showed that a very weak positive correlation was found between transactional leadership and employee engagement ( $r= 0.286$ ;  $p\text{-value} < 0.01$ ). These results further indicated that transactional leadership style of principals explained 8.18 % ( $0.286^2$ ) of variation in employee engagement in secondary schools in Murang'a country. Regression results indicated that transactional leadership style was statistically significant in explaining employee engagement in public secondary schools of Murang'a County. Therefore, hypothesis Ho2: there is no significant effect of transactional leadership style on employee engagement was rejected and the alternative that there is a significant effect of transactional leadership style on employment engagement supported.

The results of this research also showed that there was a statistically significant positive relationship between dedication and transactional leadership ( $r=.237$ ,

$p < 0.01$ ), and between absorption and transactional leadership ( $r = 0.283$ ,  $p < 0.01$ ). However, there was no statistically significant relationship between vigor and transactional leadership ( $r = 0.177$ ,  $p > 0.01$ ).

### **Effect of Authentic Leadership style on Employee Engagement**

The third objective of this research study was to determine the effect of authentic leadership style on teacher engagement in public secondary schools of Murang'a County. The findings revealed that the respondents agreed with the items that were used in testing for authentic leadership style because all the studied items except one had a mean score that was above 3.0. The findings also showed that there was a moderate positive correlation ( $r = 0.431$ ;  $p\text{-value} < 0.001$ ) between authentic leadership and employee engagement. The results further showed that authentic leadership by principals was found to explain 18.57% ( $0.431^2$ ) of the variation in employee engagement in secondary schools in Murang'a country. Regression results indicated that authentic leadership style was statistically significant in explaining employee engagement in public secondary schools of Murang'a County. Therefore, hypothesis  $H_03$ : there is no significant effect of authentic leadership style on employee engagement was rejected and the alternative that there is a significant effect of authentic leadership style on employee engagement supported.

The findings also showed that there was a statistically significant correlation between vigor and authentic leadership ( $r = 0.440$ ,  $p < 0.01$ ), between dedication and authentic leadership ( $r = 0.436$ ,  $p < 0.01$ ), and between absorption and authentic leadership ( $r = 0.209$ ,  $p < 0.01$ ).

### **Effect of Dark Leadership on Employee Engagement**

The fourth objective of this research study was to examine the effect of dark leadership style on teacher engagement in public secondary schools of Murang'a County. The findings showed that the respondents disagreed with the items that tested authentic leadership because all the studied items except one had a mean score of below 3.0. The findings also showed that that there was a weak negative



correlation ( $r = -0.304$ ;  $p\text{-value} < 0.001$ ) between dark leadership and employee engagement. The research results further showed that reduced use of dark leadership by secondary school principals was found to explain 9.24 % ( $0.304^2$ ) of variation in employee engagement in secondary schools in Murang'a County. Regression results indicated that dark leadership style was statistically significant in explaining employee engagement in public secondary schools of Murang'a County. Therefore, hypothesis Ho4: there is no significant effect of dark leadership style on employee engagement was rejected and the alternative that there is a significant effect of dark leadership style on employee engagement supported.

The research findings also showed that there was a statistically significant negative correlation between vigor and dark leadership ( $r = -0.314$ ,  $p < 0.01$ ), between dedication and dark leadership ( $r = -0.316$ ,  $p < 0.01$ ), and between absorption and dark leadership ( $r = -0.132$ ,  $p < 0.05$ ).

### **Qualitative Responses**

Majority of the respondents said that their principals had been supporting their development through organizing for and also allowing them to attend seminars and workshops. There were cases where the principals organized for motivational speakers and also allowed them to participate in other personal development programs. The relationship between most teachers and their principals was described by the respondents as democratic where the principal was listening to their opinions; others described the relationship as good and cordial. However, some respondents, though relatively few, claimed that their principals were very bossy.

### **5.3 Conclusions**

The four leadership styles in this study (Transformational, transactional, authentic, and dark) have a significant effect on employee engagement. Both transformational and authentic leadership styles have a significant positive effect on employee engagement and its three dimensions (vigor, dedication, and absorption). However, dark leadership has a significant negative effect on employee engagement and its

three dimensions. Transactional leadership style has a positive significant effect on employee engagement but only two of its dimensions; dedication and absorption. Transactional leadership style has no significant effect on the vigor dimension of employee engagement. This research confirms the strong emerging patterns of research that indicate that transformational leadership has more of a significant effect on employee engagement than that other leadership styles.

## **5.4 Recommendations**

### **5.4.1 Managerial recommendations**

The study established that 21.8% of teacher engagement was explained by the leadership styles in this study. Because both engagement as well as the lack of it is contagious as it spreads from one individual to the other whether at work or in personal life, it is recommended that school principals put in place measures that will prevent disengaged teachers from passing disengagement on to their colleagues. Measures also need to be put in place to encourage contagiousness of engagement among teachers.

Principals need to make themselves familiar with what employee engagement is and, how and why it will influence school performance, which they must deliver as per the demands placed on them by the parents, society, and the government at large. The school principals need to know that there is a difference between engagement, involvement, workaholism, and commitment, and that it is only engagement that will deliver results. Since engagement is strongly influenced by leadership style, school principals need to be keen at adopting leadership styles that positively influence employee engagement like transformational leadership and authentic leadership while avoiding those leadership styles that negatively influence employee engagement like dark leadership. They should also go beyond a general focus on the effect of leadership on engagement to increasing the frequency of those practices that make a larger positive impact on teachers and students.

It is necessary that schools principals focus on capturing employee suggestions and

ideas on the aspects of their leadership that will make them desire to go an extra mile in their work. This will improve employee motivation and create a more productive and satisfying work environment. It is also important that principals clearly communicate what is expected of employees, what the school values and vision are, and how success is defined in their school in addition to rewarding and recognizing teachers in ways that are meaningful to them.

Leaders and their employees need to understand that the only way to remain viable is to support each other. The two need to get involved in a give-and-take kind of a relationship so as to create a positive work environment that enhances performance. To produce desirable results, school principals should make employee engagement an ongoing process of learning, improvement where necessary, measurement of progress and action (Rani & Punitha, 2015).

To engage teachers, school principals should closely examine the unwritten, psychological contract between the employer and the employees. Unlike the formal written contract of employment which clarifies duties and responsibilities of an employee, the psychological contract represents the mutual beliefs, perceptions, and informal obligations between the employer and employee. In a public school set up, the school principal is the agent of the employer. Since a principal represents the employer (TSC), he/she should be willing to get to know the employees, especially their goals, their stressors, what excites them and how each of them defines success, in order to engage them. Again, the principal needs to appreciate the importance of guiding staff to set targets and putting strategies in place on how to achieve the set targets. At the same time, the principals should conduct themselves in ways that encourage individual teachers and teams to bring out their best and pay individual attention to each, provide balanced feedback and also provide opportunities for growth and development.

If these recommendations are considered and implemented, secondary schools could fit in The Great Place to Work Model. A great workplace is one where organizational objectives are realized with employees who take pleasure in working, take pride in

their work and offer their knowledge and skills as individuals and teams, in an environment of trust (Ahuja & Modi, 2015).

#### **5.4.2 Policy recommendations**

The findings of this research study revealed that most schools where the respondents were teaching were headed by male principals (66.3%), with only about a third of the principals being female (33.4%). This study also revealed that the male and female respondents in the study were 54.1% and 45.9% respectively, implying that females are under-represented in secondary school leadership. Though the 66.3% and 33.4% figures are in compliance with what the Kenya Constitution 2010 stipulates that there should be 1/3 representation of either gender in the recruitment exercises, promotions and appointments, there is need for a policy that intentionally favours promotion of more females to leadership positions by the Teachers Service Commission.

The study established that both transformational and authentic leadership styles had a significant effect on employee engagement, with each explaining about 18% of the variance in employee engagement. There is need for the TSC to plan and strategize through policy making on how and when to train school principals and other teachers that aspire to take leadership positions in schools on appropriate leadership styles and behaviours.

The study established that the numbers of teachers who have earned postgraduate education are very few (12.8 %) compared to those who had a Bachelors degree (75.7%). In this view, The Teachers Service Commission should come up a policy that guides on brilliant ways of engaging the knowledge, skills and abilities of the many teachers that have earned postgraduate education while teaching in secondary schools and also compensate them appropriately. Otherwise, such teachers are likely to gradually join the class of disengaged teachers because they are likely to feel wasted as a result of not being able not able to make use of their skills. They also spend a lot of time looking for jobs that would utilize their skills resulting in increased turnover and absenteeism.

The study established that there was a significant negative correlation between dark leadership style and employee engagement. It is therefore necessary that the TSC in coordination with the Ministry of Education puts in place organized evaluation strategies through policy that gives school principals the opportunity to assess their performance on a regular basis to help enhance their leadership skills. The '360 degree' feedback system if applied will give the principals a complete knowledge of their skills, strengths, and weaknesses as viewed by themselves and others, and thus provide them with an opportunity to become more aware of themselves. This will open their eyes on the areas that they will need to improve on so as to increase teacher engagement in their schools. School principals are supposed to display the high levels of moral standards and ethical conduct in their daily talk, actions, decision, and behaviors so that others in their institutions can follow suit.

In an effort to discourage dark leadership in secondary schools, there is need for a proper mechanism of reporting and dealing with principals who practice the same. All educational professionals should be made aware of legal and reasonable standards associated with work place mistreatment, who is to become informed, and how to take individual action in case of mistreatment. It is regrettable that teachers who are mistreated by their principals rarely have viable sources of help with little or no resources available to redress their fate. While some teachers choose to quit the work place or the job all together, those who choose to stay endure and suffer in silence under principals who confess that they have the power of the pen. Such teachers depend on other intrinsic or extrinsic motivations to remain on the job but at the expense of productivity or they choose to face such challenges with professional integrity, courage, and ingenuity.

In the same vein, it is also necessary to subject all principals to heightened scrutiny from the general public and the law before they take office as is the practice in the America and other developed countries. This involves rigorous vetting process that include personality tests, criminal background checks, sex abuse, drug abuse, and health status before being hired and entrusted legally, professionally, and ethically with the general welfare and safety of teachers and students. The Teachers Service

Commission should only employ and develop visionary leaders who have the ability to lead an institution effectively in the future, and at the same time be caring for, stimulating, inspiring, and engaging their most important resource: the employees.

### **5.5 Areas for Further Research**

This research study sought to establish the effect of four leadership styles on employee engagement in general. It is necessary that a more detailed research study be carried out where the effect of each component of transformational, transactional, authentic, and dark leadership styles on each component of employee engagement is studied. This will give a detailed understanding of the aspects of each leadership style that need to carefully be considered as of great importance in achieving employee engagement in schools and other organizations. It will also lead to identification of specific leadership attitudes and practices that are more effective in positively influencing teacher engagement, and consequently school performance and student achievement.

This research study was cross-sectional just like several other studies on work engagement. It therefore means that the current study cannot explain why still highly engaged employees may at times exhibit below average or poor performance. The researcher therefore recommends that a study can be carried out to investigate daily changes in work engagement of teachers in public secondary schools. A diary research benefits from the fact that the questions are answered on a daily basis and thus captures the individual's perceptions and feelings on a certain day for each variable under study. This implies that such a research depends less on recalling the past since the questions are answered on a daily basis and thus captures the correct position of an individual's perceptions and feelings for each day.

Further, this study only concentrated on the teachers within public secondary schools. Future research studies can investigate the effects of leadership styles on employee engagement using a variety of respondents in the same institution or in different institutions, for example teaching and nonteaching staff, so as to compare levels of engagement among different categories of employees. In the same vein,

studies can be carried out on employee engagement at the group or team level because not much is known about this aspect of engagement. This is because people work in teams to achieve organizational goals.

The study established that there was a significant negative correlation between dark leadership style and employee engagement. Ignoring dark leadership behaviours among school principals towards their teachers creates a major gap in employee work-life research, especially in secondary schools, where the relationship between principals and their teachers also has life-changing educational outcomes for students, and other educational institutions. It is therefore necessary that further research be carried out to establish the effects of dark leadership on teacher work life balance and, in the same line, the effects of dark leadership on student educational outcomes.

This study established that transformational, authentic and to some extent, transactional leadership styles have significant positive effect employee engagement. Employees who are so engrossed in their work that they disregard resting so as to get rejuvenated may experience health problems, upset their work-life balance and probably fall into the trap of “presenteeism” or “workaholism”. A study can be carried out to explore the link between employee engagement and their well-being and thus determine whether engaged employees are likely to enjoy a better work life balance than their less engaged colleagues. This is necessary because there is a thin line between engagement and over-engagement.

The current research only considered the employees’ view point of the leadership style applied by their leaders. This study can be replicated in future using both the school principals and the teachers as respondents. This will provide information regarding the point of view of the principals on their leadership styles as well as that of the employees who might be experiencing various degrees of engagement with their jobs.

This study did not apply any mediating (e.g. trust in the principals) or moderating variables (e.g. personal job fit) in investigating the effect of leadership styles on

employee engagement. Future studies can include such variables like leadership training, gender, age, organizational trust and trust in managers to test their moderating or mediating effect between leadership style and employee engagement. Another future direction is to examine other factors that might positively or negatively influence the level of teacher engagement in secondary schools. This can include other leadership styles apart from those in this study and other drivers of employee engagement. Inclusion of other variables will help build a more comprehensive conceptual model and provide education managers with important information to come up with new strategies to influence and then increase employee engagement levels. This will provide the school principals with a rich pool of what to do and what not to do so as to increase teacher engagement.



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## **APPENDICES**

### **Appendix I: Letter of Introduction**

MONAH MAUNDU

JOMO KENYATTA UNIVERSITY OF AGRICULTURE AND TECHNOLOGY

P O BOX 62000-00100

NAIROBI, KENYA

Dear respondent,

#### **RE: RESEARCH INFORMATION**

I am a student pursuing Doctor of Philosophy in Human Resource Management at Jomo Kenyatta University of Agriculture and Technology. As part of the course requirement, I am to carry out a research study on the effect of leadership styles on employee engagement among the teachers in public secondary schools of Murang'a County. You have been selected to be a participant in this study. You are requested to give your honest opinion in filling the questionnaire provided. The information you supply will be treated with the strictest confidence and will be used for the purpose of this research only. Thank you for your co-operation.

Yours Faithfully,

MONAH MAUNDU.

## Appendix II: Questionnaire

### GENERAL INFORMATION

This questionnaire is meant to investigate the effect of principal's leadership styles on teacher engagement in Murang'a County. The information you provide will be used purely for academic purpose and all responses will be treated with strict confidence.

### SECTION ONE: DEMOGRAPHIC VARIABLES

Name ..... of ..... Sub  
County.....

Category ..... of ..... School  
.....

#### Please tick appropriately

1. What is your gender?

Male

Female

2. What is the gender of your principal?

Male

Female

3. In which age bracket do you fall?

20-29

30-39

40-49

Above 50 years

4. In which age bracket does your principal fall?

20-29

30-39

40-49

Above50years

5. What is your highest level of education?

Diploma

Higher National Diploma

Bachelor's degree

Masters

Doctorate

Others (Please specify)

6. What is the highest level of education of your principal?

Diploma

Higher National Diploma

Bachelor's degree

Masters

Doctorate

Others (Please specify)

7. Do you hold any leadership position in your institution?

Yes

No

## SECTION TWO: TRANSFORMATIONAL LEADERSHIP

### Instructions

This section contains items about different dimensions of transformational leadership. There is no right or wrong response. Please tick appropriately as per your honest opinion in relation to your principal using the key below.

Strongly Agree                  Agree                  Neutral                  Disagree                  Strongly  
Disagree

(5)

(4)

(3)

(2)

(1)

S/No.	Item	5	4	3	2	1
8.	Goes beyond self -interest for the good of others					
9.	Admired, respected and trusted					
10.	Display sense of power and confidence, willing to take risk					
11.	Talks about values and beliefs					
12.	Talks optimistically about the future					
13.	Motivate and inspire people around					
14.	Does no public criticism					
15.	Spends time coaching, mentoring and					

	teaching					
16.	Considers every employee as having different needs, aspiration and abilities					
17.	Develops employees into Leaders					
18.	Interaction with employees are personalized					

19. In what ways does your principal support teachers in teaching and in their development?

.....  
 .....

20. How would you describe the relationship between your principal and teachers?

.....  
 .....

21. How does your principal provide and encourage the following?

a) Open communication

.....  
 .....

b) Meaningful feedback

.....  
 .....

c) Effective problem solving strategies

.....

.....

**SECTION THREE: TRANSACTIONAL LEADERSHIP**

This section contains items about different dimensions of transactional leadership. There is no right or wrong response. Please tick appropriately as per your honest opinion in relation to your principal using the key provided below.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

(5)                      (4)                      (3)                      (2)                      (1)

S/No.	Item	5	4	3	2	1
22.	Provides assistance in exchange for effort					
23.	Very clear on the reward if goals are achieved					
24.	Express satisfaction when expectations are met					
25.	Concentrate attention on dealing with mistakes, complaints and failures					
26.	Keep track of mistakes					
27.	Takes corrective action on mistakes					
28.	Fails to interfere when problems become serious					
29.	Practices the principle, "if it isn't broken don't fix it"					
30.	Waits for things to go wrong before taking action					

31. What resources does your principal provide for the teachers to do their work?

.....  
.....

32. How does your principal ensure that each teacher knows exactly what is expected of him/her and how to do it?

.....  
.....

33. What rewards do teachers receive when they achieve set goals?

.....

34. How does your principal deal with teachers for not achieving set goals?

.....  
.....

**SECTION FOUR: AUTHENTIC LEADERSHIP**

This section contains items about different dimensions of authentic leadership. There is no right or wrong response. Please tick appropriately as per your honest opinion in relation to your principal using the key provided below.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
(5)	(4)	(3)	(2)	(1)



S/No	Item	5	4	3	2	1
35.	Is aware of his/her greatest weaknesses					
36.	Is aware of his/her greatest strengths					
37.	Seeks feedback as a way of understanding who he/she really is as a person.					
38.	Accepts the feelings he/she has about him/her self					
39.	His/her actions reflect his/her core values					
40.	He/she does not allow group pressure to control him/her.					
41.	Other people know where he/she stands on controversial issues.					
42.	His/her morals guides what he/she does as a leader					
43.	He/she seeks others' opinions before making up his/her own mind.					
44.	He/she listens closely to the ideas of those who disagree with him/her.					
45.	Does not emphasize his/her own point of view at the expense of others.					
46.	Listens very carefully to the ideas of others before making decisions.					
47.	Openly shares his/her feelings with others.					
48.	He/she lets others know who he/she truly is as a person.					
49.	He/she says exactly what he or she means					
50.	He/she admits his/her mistakes to others.					

51. How does your principal react to diverse view points from teachers?

.....  
 .....

52. What are the established structures upon which your school is run?

.....

**SECTION FIVE: DARK LEADERSHIP**

This section contains items about different dimensions of dark leadership. There is no right or wrong response. Please tick appropriately as per your honest opinion in relation to your principal using provided below.

Strongly Agree                  Agree                  Neutral                  Disagree                  Strongly  
 Disagree  
 (5)                                  (4)                                  (3)                                  (2)                                  (1)

S/No	Item	5	4	3	2	1
53.	Is highly defensive when criticized					
54.	Devalues and exploits other people					
55.	Lacks concern for the needs of subordinates unless convenient					
56.	Takes all credit for success					
57.	Undermines competitors for promotion					
58.	Likes scapegoating					
59.	Has excessive self - promotion and attention - seeking behavior					
60.	Sees all events in terms of significance to his/her own career					
61.	Harbors unfounded beliefs that others want to hurt him/her					
62.	Works hard for favor with superiors while failing to support and develop those below him/her					

63. How does your principal welcome the expression of new ideas from teachers?

.....  
 .....

64. How considerate is your principal to teachers' needs, both work related and personal?

.....  
.....

65. Does your principal practice the following in dealing with teachers? Kindly explain your answer in each case.

a)

Integrity.....

b)

Transparency.....

c)

Justice.....

66. How comparable is your principal's behavior when dealing with his/her seniors and with his/herteachers?

.....

### **SECTION SIX: EMPLOYEE ENGAGEMENT**

The statements in the table below are for collecting information on employee engagement. Please tick appropriately as per your honest opinion in relation to yourself in the provided key.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

(5)	(4)	(3)	(2)	(1)
-----	-----	-----	-----	-----

S/No	Item	5	4	3	2	1
67.	At my work, I feel bursting with energy					
68.	At my job, I feel strong and vigorous.					
69.	I am enthusiastic about my job					
70.	My job inspires me.					
71.	When I get up in the morning, I feel like going to work					
72.	I feel happy when I am working intensely					
73.	I am proud of the work that I do					
74.	I am immersed in my work.					
75.	I get carried away when I am working					

76. What is your workload and how does it influence your delivery of quality work

.....  
.....

77. What else would you wish to be other than a teacher if given a chance and why?

.....  
.....

78. What would you say makes your job satisfying and why?.....

.....

79. How passionate and committed is your principal to his/her job? Explain.....

.....

### Appendix III: Introduction Letter from JKUAT



## Appendix IV: Authorization Letter

### TEACHERS SERVICE COMMISSION

Email: [cdirmuranga@tsc.go.ke](mailto:cdirmuranga@tsc.go.ke)  
Web: [www.tsc.go.ke](http://www.tsc.go.ke)

When replying please quote

Ref. N°: MRG/TSC/CD/33/



MURANG'A COUNTY  
P.O BOX 560 - 10200  
MURANG'A, KENYA

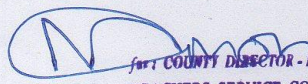
Date: 24<sup>th</sup> July, 2018

Monah Maundu  
Murang'a University of  
Technology  
P. O. Box. 75-10200  
Murang'a

#### RE: AUTHORIZATION TO COLLECT DATA FOR RESEARCH PURPOSES

Your letter dated 24<sup>th</sup> July 2018, on the above matter refers.

Authority is hereby given to collect data in public secondary schools of Murang'a County noting that the information given is purely for academic purposes and should be treated with strict confidence.

  
for COUNTY DIRECTOR - MURANG'A  
TEACHERS SERVICE COMMISSION  
MARGARET MARIGA  
FOR: TSC COUNTY DIRECTOR  
MURANG'A



## Appendix V: Research Clearance Permit



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
Fax: +254-20-318245, 318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref No. **NACOSTI/P/18/22180/25854**

Date: **28<sup>th</sup> September, 2018**

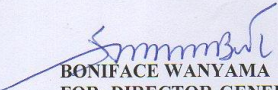
Monah Maundu  
Murang'a University of Technology  
P.O. BOX 75-10200  
MURANG'A

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Effect of leadership styles on employee engagement in public secondary schools of Murang'a County, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Murang'a County** for the period ending **28<sup>th</sup> September, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Murang'a County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

  
**BONIFACE WANYAMA**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Murang'a County.

The County Director of Education  
Murang'a County.

## Appendix VI: List of Sampled Secondary Schools

### Kangema Secondary Schools

1. Dr. Kiano
2. Kangema
3. Gatundaini
4. Iyego
5. Karurumo
6. Kibutha Girls
7. Muguru
8. Rwathia Mixed

### Kandara Secondary Schools

1. Kacharage Girls
2. Gaichanjiru Mixed
3. Gathage
4. Gatitu-ini
5. Githigia
6. Githunguri Mixed
7. Kaguthi
8. Kariua
9. Kiangari
10. Kiiri
11. Kirunguru
12. Mukerenju
13. Mutheru sec
14. Ng'araria girls
15. PCEA Mahutia
16. St. Peters Kandara Boys

### Murang'a East Secondary Schools

1. Gaitheri
2. Gathukeini (St. Michael)
3. Giathiya
4. Karemaini
5. Kiawambeu
6. M. S. F D.
7. Mukurwe Nyagathanga
8. Nyakihai
9. St. Joseph Kiangage

### Kahuro Secondary Schools

1. Dr. Gitau Matharite
2. Gathinja
3. Gitie
4. Gituto
5. Kagumo
6. Kahuhia Mixed

7. Kiaguthu Boys
8. Kirogo Boys
9. Mirichu
10. Mukumu
11. Weithaga Mixed

### Murang'a South Schools

1. Gathera
2. Ichigaki Boys
3. Ichigaki Mixed
4. Ikindu
5. Irembu
6. Kaharati
7. Kambiti
8. Kianjiruini
9. Makuyu Girls
10. Mihang'o
11. Mutithi
12. Peter Kariuki

### Mathioya Secondary Schools

1. Gatunguru sec
2. Gikoe
3. Gitugi mixed
4. Iruri
5. Kambara
6. Kiamuturi
7. Kiriko
8. Mathioya mixed
9. Ngamba
10. Thuita

### Kigumo Secondary Schools

1. Bishop Gatimu Kinyona
2. Githembe
3. Githima
4. Karega
5. Kigumo Bendera
6. Makomboki
7. Mugumo-ini
8. Mwarano
9. Rarakwa
10. Thamara
11. Njiiri



Gatanga Secondary Schools

1. Chomo
2. Gatanga CCM
3. Gatanga Girls
4. Gatunguru/k
5. Gatunyu
6. Gititu
7. Ithangarari
8. Kiamwathi
9. Kimandi
10. Mbugiti
11. Mwanawikio
12. Ngatho
13. St. Benedict
14. Swani