



Teacher perceptions on the head teachers' transformational leadership style and the leadership outcomes in Catholic secondary schools

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Abstract

The study aimed to assess the leadership outcomes of school leaders who used transformational leadership through the perceptions of those teachers they worked closely with, in selected Catholic schools. The study employed a quantitative approach using a survey design. This investigation was conducted across six selected Catholic secondary schools located in the Central Province of Zambia, resulting in data assembled from 6 school headteachers and forty-eight (48) teachers. The study assessed the perceptions of teachers who work closely with the headteachers on their leadership outcomes. Data was collected using the Multifactor Leadership Questionnaire (MLQ-5X), which was administered on the Mindgarden Inc. platform. The following analyses were performed: descriptive statistics and inferential statistics using Spearman's Rho correlation Coefficient to answer the research questions. The study aimed to investigate the perceptions held by teachers regarding their transformative headteachers and the effect on three leadership outcomes of extra effort, effectiveness, and satisfaction. The findings showed that the majority of the headteachers were transformational leaders, and they showed a high correlation with effectiveness, teacher satisfaction and extra effort. The study indicated that headteachers were effective when they exerted extra effort in inspiring and motivating their teachers, which led to teacher satisfaction. The study recommended the use of transformational leadership as it proved to yield positive leadership outcomes of effectiveness in leadership. According to the study, transformational leaders exerted extra effort to ensure teacher satisfaction, which led to teacher motivation.

Keywords: Transformational leadership styles, leadership outcomes, extra effort, effectiveness, satisfaction

Introduction

Balyer (2021) defined school transformational leadership as a type of leadership that concentrated on inspiration, motivation and empowered educators and learners to achieve a shared vision of excellence and innovation. It helped to create an atmosphere where all felt valued and were confident that they had a voice. According to Nedelcu (2013), transformational leadership practices were associated with sound school functioning and high-quality teaching in terms of teachers' commitment to set and even exceed targets.

Bass (1985) also held that the follower's extra effort shows how much a leader motivates them to perform beyond contractual expectations. The emphasis placed on satisfying self-actualization needs reflects the type of need underlying a follower's motivation and extra effort results from generating higher levels of motivation. House and Shamir (1993) held that transformational leaders selectively arouse the motivation of followers and that this motivation arousal has several important effects, including the increased commitment to the vision and mission articulated by the leader. Yuki & Van Fleet (1982) found that transformational leadership is positively related to subordinates' perception of leaders as effective and higher levels of motivation. Similarly, Hatter and Bass (1988) found that followers of transformational leaders reported high satisfaction and motivation.

Numerous studies have underscored the critical role of effective leadership in school improvement. However, the perceptions of teachers, as key stakeholders in the school system, often remain under-examined. This article aims to bridge this gap by investigating teacher perceptions of their Headteacher's leadership outcomes. By understanding how

teachers perceive their leaders, we can identify strengths, weaknesses, and areas for targeted professional development to enhance school leadership practices.

Literature Review

According to Givens (2008) who quoted Bryman (1992), transformational leadership is positively related to perceived extra effort. Each factor reflects the resultant effects of leadership decisions as perceived by the follower. In the same lines Bass (1985), posits that the follower's extra effort shows how much a leader motivates them to perform beyond contractual expectations. The emphasis placed on satisfying self-actualization needs reflects the type of need underlying a follower's motivation, and extra effort results from generating higher levels of motivation. Transformational leaders selectively arouse the motivation of followers, and this motivation arousal has several important effects, including the increased commitment to the vision and mission articulated by the leader (House & Shamir, 1993). An important aspect also worth pointing out here concerns the aspect that transformational leadership is positively related to subordinates' perception of leaders as effective and higher levels of motivation. Similarly, Hatter and Bass (1988) stressed the aspect of satisfaction and motivation evident in transformational leadership when they argued that followers of transformational leaders report high satisfaction and motivation levels.

In his study based on 'The effect of leadership on performance: Analysis of School Management Ability and Attitude', Ridwan (2021) ^[9], aimed to see the relationship and influence of leadership as an organizational attribute and as an individual attribute on teacher performance. The study used quantitative research methods and regression

analysis. The results suggested that teacher performance does not stand alone and that school management systems created by the leader do influence teacher performance. The study recommended that it was better when the principal carried out management functions wisely.

School Leadership Outcomes

Mohamed, *et al.* (2015) ^[7], conducted a study on the impact of leadership styles on leadership outcomes (outcomes such as; effectiveness, satisfaction, and extra effort) in the private healthcare sector in Jordan. They found that transformational leadership was most frequently employed and had a positive correlation between additional effort and leadership effectiveness that in turn boosted satisfaction of the nurses.

1. Leadership Outcome: Extra Effort

According to Bass (1985), a follower's extra effort shows how much a leader motivates them to perform beyond their contractual obligation aroused by the leader's extra effort in their transformational leadership style. The followers exert extra effort to support the leader, emulate the leaders to emotionally identify with them, and maintain obedience without losing self-esteem. Scholars have identified that leadership outcomes influence by extra effort often focus on the relationship between leader behaviours, follower engagement and overall organisational performance. Research shows that leadership extra effort correlates with followers' output and leads to organisation performance.

Graen & Uhl-Bien (1995) ^[4], observed that when workers exert extra effort positively, effects of performance and effectiveness are realised in organisations. In the same lines, Podsakoff (2000), also confirmed that the employee's extra effort correlated with better organisational outcomes that included productivity and profitability. The other aspect which emerged from the study by Podsakoff (2000) is that the leaders' behaviours that encouraged performance beyond prescribed roles led to increased organisational effectiveness. The studies above serve as baseline for the current study.

2. Leadership Outcome: Effectiveness

From the 'Encyclopedia of leadership', one inclusive definition of leadership effectiveness is 'the successful exercise of personal influence by one or more people that results in accomplishing shared objectives in a way that is personally satisfying to those involved' (Copper, *et al.*, 2004). They add that 'although effective leadership requires the accomplishment of the organization's objectives that serve its vision and mission in a way that is personally fulfilling to those involved, both the degree to which objectives are accomplished and the satisfaction of those involved are quite subjective, often inherent contradictions and conflicts make it virtually impossible to please everyone all the time'. The effectiveness of teachers is the possession of a combination of traits, skills and manners that enable educators to assist learners at all levels to attain their learning goals (Hunt, 2009; Cooper, 2004) ^[2]. Learning outcomes may include short term objectives and long-term goals that enables acquisition of 21st century skills such as; communication, collaboration, creativity, and critical thinking. Furthermore, effective teachers need to have; clear

instructional goals, good mastery of content, effectual teaching methods, ability to communicate effectively and should be knowledgeable on students' entry behavior (Ko, *et al.*, 2013).

According to Dunkin (2007), teacher effectiveness could also be described as the degree to which a teacher has the anticipated influence on learners. Thus, teachers are required to be facilitators whose role is to motivate learners, carry out needs assessments, meaningful interactions and evaluation. Teachers' effectiveness could also be discussed in relation to how they pay attention to students' performance as well as acceptable discipline standards. According to Ko, *et al.*, (2013), good teaching is the groundwork of effective teaching, although other factors also count like assessing students to determine their necessities for learning and producing educational outcomes.

Through fostering of a culture of high expectations, collaboration, and support, effective school leaders can help students reach their full academic potential and beyond (Yazdanifard & Hao, 2015). The purpose of leadership effectiveness is organizational effectiveness. Shapiro (2014), emphasized that a precious resource in team building is honest people because, in an effective executive team, all the members work together to achieve the goals. According to Kahn (1990), leaders who demonstrate effectiveness in the practices, can foster workers engagement and are more likely to encourage workers to devote extra efforts in the process increasing individual and team performance. These researchers illustrate the connections between the leadership practices. They point out that where the leaders exhibit extra effort this translates into their own effectiveness and that of their followers.

In their study, Wachila & Wanjiru (2024) ^[11], looked at the influence of principals' management practices on teachers' effectiveness in public secondary schools in Kieni West Sub County, in Kenya. The study revealed that the principals' academic supervision and supportive leadership styles had a great bearing on the teachers' effectiveness.

3. Leadership Outcome: Satisfaction

Satisfaction refers to employees' opinions and perspectives regarding their job and work-related experiences. It serves as an assessment of their overall responsibilities within the workplace (Asif, *et al.*, 2019; Harter, *et al.*, 2002). The link between transformational leadership and employee job satisfaction is supported by existing research. Alonderiene & Majauskaite (2016), demonstrated a positive relationship between leadership style and job satisfaction. Specifically, the servant leadership style exhibited the most significant positive effect on faculty job satisfaction, whereas the autocratic leadership style, when controlled, had the most negligible impact.

Another study by Mickson & Anlesinya (2020), reported that transformational and transactional leadership styles positively impact employee job satisfaction. Additionally, the results suggested that the influence of both leadership styles on job satisfaction may be contingent on factors such as; the age, educational level, and gender of the workers. Choi, *et al.* (2016), showed that empowerment mediated between transformational leadership and job satisfaction. It also revealed that not only is employee empowerment

crucial for elevating job satisfaction but it also serves as a mediator in the connection between transformational leadership and job satisfaction. Similarly, McCallaghan, *et al.* (2019), indicated that transformational leadership directly impacts job satisfaction and the diversity climate. Other findings by Moin, *et al.* (2021), corroborated the direct influence of transformational leadership in job satisfaction. They observed that transformational leadership indirectly impacts job satisfaction through the channels of psychological safety and Green Human Resource Management (GHRM). Similarly, Rachmah *et al.* (2022), also found that enhancing transformational leadership can lead to higher levels of organizational commitment, reduced job stress, and increased job satisfaction. It was proposed that leaders focus on enhancing their transformational leadership skills, which is crucial in reinforcing employee commitment. The study also revealed that job stress and satisfaction partially mediate the relationship between transformational leadership and organizational commitment. Obonyo (2019), carried out a study which examined principals' leadership styles and their relationship with the teachers' job satisfaction in public secondary schools in Siaya, Kisumu and Kajiado counties in Kenya. The study found out that most teachers were satisfied with their job in relation to the leadership style in place. The study established a positive and significant correlation between transformational leadership style and the teachers' job satisfaction, no significant correlation was evident between transactional leadership style and the teachers' job satisfaction and a negative significant correlation between laissez-faire leadership style and the teachers' job satisfaction. The study concluded that the leadership style practiced by a principal has a significant effect on teachers' job satisfaction.

Methodology

This research investigated the school leadership practices in Catholic secondary schools, and the leadership outcomes of the Headteachers. The study was fully grounded in the perceptions of the teachers and the head teachers in the six selected Catholic secondary schools in Zambia's Central Province. This study focused on the following leadership outcomes; extra effort, effectiveness, and satisfaction as perceived by the teachers and the self-perceptions of the head teachers. These perceptions were measured by the Multifactor Leadership Questionnaire (MLQ-5X short version) survey (Avolio & Bass, 2004) [1] The perceptions on leadership outcomes were collected in the MLQ-5X survey on nine items that requested the teachers to describe their head teachers' leadership outcomes of 'Extra Effort', 'Effectiveness', and 'Satisfaction', which supported their work in enhancing learner performance.

1. Research Approach of the Study

The study used a quantitative approach and focused on assessing the three leadership styles of transformational, transactional and passive avoidant as independent variables which were related to leadership outcomes of extra effort, effectiveness and satisfaction as dependent variables. Quantitative research approach was deemed appropriate for this study because according to Labaree (2022), this type of research approach emphasizes the use of objective

measurements and statistical analysis to arrive at the answers to the research questions. Surveys were utilised to collect data that established measures of leadership and outcomes, aligning with Labaree's description above. Through the utilisation of a quantitative approach, the study was able to include a large number of study subjects, facilitating a much broader research and improved generalization of results. Furthermore, this approach promoted objectivity and accuracy while providing data summaries that facilitated generalizations about the phenomenon being studied (Labaree, 2022).

2. The Rationale for Use of Survey

Methods

The primary purpose of this survey method of data collection was to examine 'whether there is a relationship between the school leadership styles and Leadership outcomes in selected Catholic secondary schools in Zambia's Central Province' through the count of many perceptions solicited from the teachers in the Catholic secondary schools' understudy.

3. Research Design

This study employed a correlational survey research design to assess the relationship between the school leadership styles used by school head teachers and the leadership outcomes of extra effort, effectiveness and Satisfaction. The research aimed to use the perceptions of both head teachers and their teachers to assess the leadership style most prominent and the leadership outcomes from their leadership style. This research design was grounded in theory and focused on establishing the extent of the relationship between multiple variables. The adoption of a correlational research design enhanced the study to uncover connections and patterns between various factors related to school leadership style and leadership outcomes that exist in Catholic secondary schools in Zambia's Central Province. Correlational designs allow for examination of the relationships between the independent and dependent variables of the study (Hardman, 2011) [6]. This study collected data on the school head teachers' self-perceptions and the teachers' perceptions of their head teachers in selected Catholic secondary schools in order to evaluate the leadership style used. The data was collected using the Multifactor Leadership Questionnaire survey for both the school head teachers and the teachers. The data on the leadership outcomes were collected in the Multifactor Leadership Questionnaire at the same time. The data was analysed quantitatively by both descriptive and inferential statistics using the IBM SPSS version 23. A survey design was preferred due to its high turnout in data collection, and in order for the research to retain its objectivity without causing undue biases or influences on the respondents. The survey was cross-sectional in nature, involving the collection of data at one point in time. This afforded the researcher an opportunity to collect data with the use of these tools online. According to Kniger & Casey (2014), the use of internet validated surveys and administering them online has become popular as they offer helpful survey-building features and provide ready accessibility to respondent populations across the world. In this study, the

online survey collected data from head teachers and teachers to identify the head teachers' leadership styles and outcomes.

Presentation of Findings

1. Research Question 1: What leadership styles are prevalent among head teachers in selected Catholic secondary schools?

The above research question was meant to assess the leadership styles prevalent among the head teachers in Catholic secondary schools, as perceived by the teachers and the self-perceptions of the head teachers. To answer this question, the data from the MLQ-5X were analysed using the IBM SPSS Statistics version 23 software using descriptive statistical cross-tabulation analysis. Table 4.1 presents the results of the distribution of the leadership styles among the six Catholic secondary schools in Central Province of Zambia as perceived by the teachers (HODs).

Results indicated that only 9.6% teachers perceived aspects of moderate passive avoidant leadership styles traits in their head teachers, 90.4 % of the teachers and head teachers perceived low traits of passive avoidant leadership style in their head teachers, and no teacher perceived their head teachers to practice high passive avoidance leadership style. The results also revealed that slightly above half (52%) of the teachers (HODs) perceived their head teachers as moderate in the transactional leadership style, while 48% rated them as highly transactional leaders, and none felt that head teachers were low transactional leaders. Moreover, 25.6% teachers (HODs) indicated that their head teachers were moderately transformational leaders, 74.4 % perceived their head teachers to be highly transformational leaders, and no teacher indicated that their head teacher was a low transformational leader.

Table 1: Distribution of Head Teachers in Transformational, Transactional, and Passive Avoidant Leadership Styles by Percentage (Ranges low 0-4, moderate 5-9 high 10-16)

Headteacher	Passive Avoidance Leadership			Transactional Leadership Style			Transformational Leadership Style		
	Low (0-4)	Mod. (5-9)	High (10-16)	Low (0-4)	Mod. (5-9)	High (10-16)	Low (0-5.2)	Mod. (5.310.5)	High (10.6-16)
1	19.4	0	0	0	12.8	3.2	0	3.2	25.6
2	12.9	0	0	0	16.8	9.6	0	6.4	13.0
3	12.9	0	0	0	3.2	6.4	0	0	25.6
4	25.8	32	0	0	12.8	3.2	0	6.4	3.4
5	12.9	3.2	0	0	0	12.8	0	3.2	3.4
6	6.5	3.2	0	0	6.4	12.8	0	6.4	3.4
Total	49 (90.4 %)	3 (9.6%)	00 (0%)	00 (0%)	26 (52%)	26 (48%)	00 (0%)	08 (25.6%)	44 (74.4%)

4.2 Determining the Relationship between the Leadership Styles and Leadership Outcomes the Spearman's Rho correlation coefficients were used to assess the relationship between the three leadership outcome variables and the head teachers' leadership styles as perceived by the teachers. The study employed Spearman's Rho correlation coefficients on the independent variables of transformational, transactional and passive avoidant leadership styles with dependent variables being; Effectiveness, Extra effort and Satisfaction as presented in Table 4.2 below. The result showed that Transformation Leadership Style correlated with all the leadership outcomes of Extra effort ($r=0.336^*$, P -value 0.015), effectiveness ($r=0.479^{**}$, P -value 0.000) and Satisfaction ($r=0.577^{***}$, P -value 0.000). The strongest correlation amongst all leadership styles and the dependent

variables was between transformational leadership style and satisfaction ($r= 0.577^{**}$ at p -value 0.00). There was a non-significant correlation between Transactional leadership style and the dependent variables except between transactional leadership style with effectiveness ($r=.545$, $P=0.002$), which showed a high positive and significant correlation as $P<0.05$ at 95% significant level. There was a non-significant correlation between passive avoidant leadership style and all the dependent variables, and the correlation was negative between passive avoidant leadership style and satisfaction. This meant that the teachers were not satisfied with the head teachers' insignificant extra efforts and lack of effectiveness when they practised a passive-avoidant leadership style.

Table 2: Showing Spearman's Correlation Coefficients between the Three Leadership Styles and Leadership Outcomes

Leadership Style	Dependent Variable	Extra Effort	Effectiveness	Satisfaction
Transformational Leadership Style	Spearman Correlation	.335*	.479**	.577**
	<i>p</i> -value	.015	.000	.000
Transactional Leadership Style	Spearman Correlation	.221	.545**	.098
	<i>p</i> -value	.115	.002	.966
Passive-Avoidant Leadership Style	Spearman Correlation	.097	.147	-.0966
	<i>p</i> -value	.496	.299	.487

*Correlation is significant at $P<0.05$ level (2-tail)

Discussion of Findings

1. Leadership Prevalence Trends Using Percentages of Teacher Perception

Results in Table 4.1 indicated that only 9.6% teachers (HODs) perceived aspects of moderate passive avoidant leadership styles in their head teachers. It was revealed by 88.6 % teachers (HODs) that the head teachers had low

traits of passive avoidant leadership style, and no teacher (HOD) perceived their head teacher to practice a high passive avoidant leadership style. The results showed that passive avoidant leadership was very low in Catholic secondary schools where faith-based values and a strong sense of community are often emphasised (ZCCB, 2024). This type of leadership, if allowed to flourish, could undermine the shared values and goals of Catholic schools, leading to a lack of direction and detriment to learner outcomes. The results also revealed that over half, that is, 52% teachers perceived their head teachers as moderate in the transactional leadership style. A percentage figure of 48% teachers rated them as highly transactional leaders, and none felt that the head teachers were low transactional leaders. The study has shown fair transactional leadership style practices in Catholic secondary schools. This meant that transactional leadership traits of focusing on compliance and performance and requiring teachers to adhere to established rules and performance standards were actively used by the head teachers in Catholic secondary schools. Scholars have noted and supported the transactional leadership style involvement in the motivation of both staff and learners through the use of rewards and appraisals when they meet the set goals, while also implementing penalties for failure to reach set goals. This is in agreement with O'Brien (2019), who engaged with the aspects of 'contemporary leadership challenges in Catholic school leadership with a specific emphasis on the elements of transactional leadership styles. According to O'Brien (2019), leadership in Catholic schools involve a blend of leadership styles that includes the transactional leadership style. This is also fully supported by the findings of the current study. In the same lines, the finding of the current study particularly on the aspect of the prevalent leadership styles in Catholic secondary schools coincide with the views of Sullivan (2013) ^[10] when he assessed the role of Catholic school principals where he argued that transactional leadership style could be used in Catholic schools while balancing it with transformational leadership style because its effectiveness in managing daily operations and maintenance of order is not enough to deepen engagement on personal growth among staff and learners, something advocated for in Catholic schools. Consequently, a combination of transformational leadership styles may be more effective in fostering a thriving educational engagement of Catholic schools. Still in Catholic school contexts, scholars like Furman (2012) also align transactional leadership with values like service, compassion and community spirit, in which the transactional leadership style may ensure accountability with balanced relational and ethical dimensions promoted by the Catholic social teachings. The study showed that 25.6% teachers (HODs) were of the view that their head teachers were moderately transformational leaders. A majority of teachers, 74.4 % perceived their head teachers to be highly transformational leaders, and no teacher indicated that their headteacher was a low transformational leader. In Catholic schools, transformational leadership style is embraced for its potential to inspire, motivate and foster an engaging school climate aligned with Catholic values. This is evidenced by Furman (2012), who argued in favour of transformational leadership in Catholic education. He

specifically stated that transformational leadership embodies social justice. He further noted that the transformational school leadership style was embedded right in the heart of Catholic educational philosophy, which encouraged school leaders to engage in practices that empower staff and learners in the pursuit of equity. The aspect of equity is confirmed by the open-door enrolment policy, where any child, regardless of their social background and standing, is admitted to Catholic schools without any form of segregation (Hambulo, 2016) ^[5]. This finding is also in agreement with the findings of a study conducted by Fitzgerald (2015) ^[15], when he explored the superiority of transformational leadership and how it aligns with the mission of Catholic schools, drawing connections between faith-based values and effective leadership practices that foster growth and development for both teachers and learners. Findings of the current study regarding the prevalence of transformational leadership in Catholic secondary schools are also consistent with the findings of a study conducted by Lynch (2019) on the impact of transformational leadership on the school climate of Catholic high schools. In this study, Lynch confirmed that the transformational leadership style helped to enforce a positive educational environment grounded in Catholic values.

2. School Leadership Styles and Leadership Outcomes

The study found that the transformational leadership style showed high and positive significant correlations with all the leadership outcomes of extra effort ($r=0.335^*$, $p=0.015$), effectiveness ($r=0.479^{**}$, $p=0.000$) and satisfaction ($r=0.577^{***}$, $p=0.000$), significant correlations with their P-values being < 0.05 @ 95% significance level.

The study found that the highest correlation was between transformational leadership and satisfaction ($r=0.577^{***}$, $p=0.000$). This meant that there was a statistically significant relationship between transformational leadership and teacher satisfaction. implying that the teachers in the study were satisfied with the head teachers' practice of transformational leadership style. The link between transformational leadership and employee job satisfaction is supported by findings from various scholarly studies. A study by Alonderiene & Majauskaite (2016) attested to this. It demonstrated a positive relationship between leadership style and job satisfaction and highlighted the importance of effective school leadership in creating a positive work environment for teachers, which led to maximum input and enhanced school outcomes. In the same lines, a study by Towler (2019) revealed that head teachers need to create conditions to stimulate the morale of the school members with their higher level of leadership, making different members at different times motivated, respected, and trusted, to improve satisfaction. Similar findings were also revealed by a study by McCallaghan *et al.* (2019), who affirmed that transformational leadership directly impacts job satisfaction and the diversity climate. Other findings by Moin *et al.* (2021) were also similar to the current study because it was discovered that transformational leadership had a direct influence on job satisfaction. Moreover, a similarity of findings is also noted between the current study and that of Rachmah *et al.* (2022), who found that enhancing transformational leadership can

lead to higher levels of organisational commitment, reduced job stress, and increased job satisfaction. In addition to the aforementioned, the study findings of the current study on the evident link between transformational leadership and job satisfaction were also similar to the findings of the study by Givens (2008) and the study by Bryman & Bryman (1992), who both confirmed that transformational leadership is positively related to perceived extra effort. The current study found the relationship between transformational leadership style and the leadership outcome of extra effort to be moderate and statistically significant ($r=0.335^*$ $p=0.015$), $p<0.05$ at a 95% significance level. The study also found that the transformational leadership style highly and positively correlated with effectiveness ($r=0.479^{**}$ $p=0.000$). This means that the practice of transformational leadership helped the headteachers in Catholic secondary schools in Zambia's Central Province to be effective in carrying out their leadership tasks.

The findings of the current study are supported by other research findings, such as the findings from Mohamed *et al.* (2015) ^[7], who conducted a study on the impact of leadership styles on leadership outcomes of Effectiveness, Satisfaction and extra effort in the private healthcare sector in Jordan. They found that transformational leadership was most frequently employed and had a positive correlation between additional effort and leadership effectiveness, which in turn, boosted the satisfaction of the nurses. The similarities of the two studies prove that the contextual and disciplinary differences in the two studies do not change statistical evidence. The similarity of the two studies further proves that even when the contextual settings of the study are different, the leadership outcomes cannot be influenced in any way. Note that the study by Mohamed *et al.* (2015) ^[7] was conducted in Jordan (Middle East) in the healthcare sector, and the current study was conducted in Africa and Zambia in Catholic secondary schools in the Central Province, yet the leadership outcomes are still similar. In other words, both studies proved the significance of the relationships between transformational leadership styles and leadership outcomes of extra effort, effectiveness and satisfaction.

Conclusion

The study concluded that transformational leadership is prevalent in Catholic secondary schools. It also concludes that transformational leadership highly correlates with all the leadership outcomes that were measured in the study, which included extra effort, effectiveness and satisfaction. This study recommends the use of transformational leadership as it has proven to enhance positive outcomes of extra effort, leadership effectiveness and teacher satisfaction, that in due course enhance educational outcomes.

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