

Effect of Principals' Practices of Transformational Leadership on Management of School Financial Resources in Public Secondary Schools of Trans-Nzoia County, Kenya

Abstract.

The study investigated how principals' transformational leadership practices impacts on the management of financial resources of public secondary schools of Trans-Nzoia County, Kenya. Theoretical framework was hinged upon Bass' transformational leadership theory. Descriptive research design was utilized in the study. The sample consisted of 30 principals and 322 teachers totaling 352 respondents as determined by Morgan formula. Stratified and simple random sampling techniques were used to sample the required sample size. The instruments used for data collection were questionnaires, focus group discussions and interview schedules. The validity of instruments was ascertained through construct validity technique where the three instruments measured the concept above. A test-retest technique using Spearman rank correlation was undertaken to determine reliability of instruments and was accepted at 0.82. Qualitatively, data was analyzed thematically through content analysis. Quantitative data was analyzed by use of frequencies, percentages, standard deviation, chi-square, and Spearman rank correlation. SPSS version 23 helped in data analysis. Findings revealed that principals' practices of transformational leadership had a significant effect on schools' financial resources management at p value 0.001. This study recommends that principals should adopt transformational leadership practices to help them manage their schools' financial matters well and also initiate income generating activities to bolster schools' finances.

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