

The Influence of Transformational and Transactional Leadership on Organisational Performance: A Case of a Higher Education Institution in Tanzania

Kelvin M Mwita^{1*}, Gloria A Mrema²⁾

1) Department of Public Services & Human Resource Management, School of Public Administration and Management, Mzumbe University, Tanzania

2) Administrative Studies Department, Mzumbe University (Mbeya Campus College), Tanzania

*Corresponding Author

Email: kmwita@mzumbe.ac.tz

Abstract

This study aimed at examining the influence of transformational and transactional leadership on organisational performance by using Ruaha Catholic University of Tanzania as a case study. Quantitative data was collected from 130 employees of the university by using a standard questionnaire. Data analysis was done by using descriptive and inferential statistics, specifically linear regression. Descriptive results were presented using frequencies, means and standard deviations while results from inferential statistics were presented in the form of correlations and regressions. Transformational and transactional leadership were found to have mean values that are above average score and the difference between the two leadership styles were not significantly big. However, the findings show that leaders practised more of transactional leadership than transformational leadership since transactional leadership had higher mean score value. Moreover, the study found that both transformational and transactional leadership have significant positive linear relationships with organisational performance. The findings give an implication that both transformational and transactional leadership can be used concurrently to bring about positive results in an organisation.

Keywords: *transformational leadership, transactional leadership, organisational performance, Higher learning education, Leadership style.*

INTRODUCTION

Organisational performance is one of most researched areas in management sciences. Scholars have been concerned with factors that affect organisational performance and the findings vary from study to study (Woldesilassie & Ivatury, 2020). One of the explanatory factors of organisational performance is leadership style (Hilton et al., 2021). Studies show that different leadership styles affect organisational performance differently (Akpapere et al., 2019; Le & Le, 2021). Some styles seem to be appropriate for a particular type of organisation and inappropriate for the other. Moreover, some styles are considered to be appropriate for one particular group of people and inappropriate for another group (Khanijou, 2016). This proves that leadership is situational since leaders have to consider prevailing situations or circumstances before deciding on what style to use. This is perhaps one of the reasons why studies on leadership and organisational performance are still conducted regardless of the numerous empirical evidence in the literature. Studies that link leadership styles and organisational performance are also important and the findings on the same are essential. Universities and higher learning in general play a significant role in social, political and economic development of individuals, local communities, countries and the world at large. These are places where knowledge is generated and disseminated and therefore they are directly involved in the fight against poverty, diseases and ignorance (Chankseliani et al., 2021; Nauffal, 2019; Valero & Van Reenen, 2019). In Tanzania, like in other developing countries, universities have been criticised for not meeting various stakeholders' expectations especially in producing competent graduates and offering solutions to various problems that societies are facing (Mwita, 2018). Numerous studies have been associating poor performance of

universities in Tanzania with different factors such as quality and quantity of human resource in these institutions, infrastructure, policies, technology level and so many other factors (Mkulu & Paschal, 2020; Muya & Tundui, 2020; Mwita, 2018). The reviewed literature lacks empirical evidence on the relationship between leadership styles and performance of these institutions with specific reference to Tanzania. This study intends to bridge this existing gap by examining the relationship between leadership styles (transformational and transactional) and performance of Tanzania higher learning institutions.

Leadership and leadership styles

Leadership is one of the important aspects in management sciences. It implies the ability of a person to influence others to execute certain tasks willingly in order to achieve organisational goals (Mwita et al., 2018). Leadership and leadership styles have been associated with various variables such as job satisfaction, job performance, organisational commitment, organisational citizenship behaviour and organisational performance, among many others (Khaola & Rambe, 2021; Lai et al., 2020; Mwakasangula & Mwita, 2022; Mwesigwa et al., 2020). There are various leadership styles that an individual may decide to use. Transformational leadership like other leadership styles is said to enhance performance of individuals and that of their respective organisations (Alsayyed et al., 2020; Buil et al., 2019). Transformational leadership is that which involves inspiring and empowering followers to realise their potentials and achieving organisational goals. Transformational leadership theory as proposed by Bass and Avolio (1997) has four major components which are idealised influence, inspirational motivation, intellectual stimulation and individualised consideration. Idealised influence has to do exemplary actions and behaviours that a leader has which contributes towards achievement of organisational goals. Idealised influence entails the level of admiration that followers have towards their leaders (Lan et al., 2019). Inspirational motivation entails the ability of a leader to enthusiastically and optimistically inspire followers to exert desirable behaviours and actions that facilitate realisation of group vision. Intellectual stimulation is the ability of a leader to create an environment that encourages creativity and innovation among his/her followers. Intellectual stimulation therefore tolerates unintentional mistakes and errors with a quest to find the best alternative in problem solving. Individualised consideration on the other hand, has to do with how a leader considers individual needs of each follower. Through this a leader uses two-way communication in a process of teaching, mentoring and collaboratively working with followers in solving their problems and those of an organisation. Another leadership style proposed by Bass and Avolio (1997) is transactional leadership. Transactional leadership involves the use of rewards and punishments to enhance compliance to followers. The style is more structured as it is largely based on existing rules and regulations. Transactional leadership is based on reciprocity (McCleskey, 2014). The desired behaviours of the followers will be appreciated with rewards unlike undesired behaviours that will be out for punishment. Potential rewards comprise an enhancement of promotions, salaries and other benefits. In contrast, penalties consist of demotions, pay cuts and service terminations (Abdelwahed et al., 2023). Transactional leadership has two main components which are contingent reward and management by exception. Contingent reward entails rewarding employees after accomplishment of assigned tasks while management by exception involves close monitoring of a leader on how employees perform so that corrective actions can be taken when deviations are spotted (McCleskey, 2014).

Transformational Leadership and Organisational Performance

A study of Waham et al (2020) studied the relationship between transformational leadership and performance of higher education institutions in Iraq. The study found a significant positive relationship between transformational leadership and organisational performance. A similar study was done in the Nigerian context by Abubakar and Ahmed (2017). The study found that when transformational leadership is used in universities it tends to

positively influence their performance. Consistent findings were reported by Alsayyed et al (2020) who investigated the relationship between transformational leadership and organisational performance using University of Jordan as a case study. The study found transformational leadership had a significant effect on organisational performance alongside idealised influence and intellectual stimulation. However, individualised consideration and inspirational motivation did not have a significant impact on organisational performance.

H1: There is a significant positive linear relationship between transformational leadership and organisational performance

Transactional Leadership and Organisational Performance

A study by Cherian et al (2020) which was done in the United Arab Emirates found a significant negative relationship between Transactional and organisational performance. This means when leaders opt for this style, organisational performance tends to decrease. The study of Feranita et al (2020) detected an indirect positive relationship between transformational leadership and performance of SME's in Indonesia. Another study by Mwakajila and Nyello (2021) which was done among SMEs in Tanzania detected a significant negative relationship between transactional leadership style and firm performance. Similarly, the study of Abidin et al (2020) detected a significant negative relationship between transactional leadership and organisational performance ISO 22000:2018 Food Safety Certified Companies in Indonesia. Contrary to the above findings, a study by Dai et al (2022) found a significant positive effect of transactional leadership style on sustainable organisational performance. Similarly, another study by Nurhayati (2023) which was done among teachers in West Jakarta, India, found that transactional leadership has a positive influence on organisational performance.

H2: There is a significant positive linear relationship between transactional leadership and organisational performance

RESEARCH METHODS

This study used a case study design and adopted a quantitative approach through which quantitative data only was collected by the use of a standardised self-administered questionnaire. Quantitative approach is appropriate for establishing a cause-effect relationship between variables, something that this study intended to achieve (Abuhamda et al., 2019; K. Mwita, 2022b). Ruaha Catholic University (RUCU) was used as a case study. RUCU was selected due to her long history (17 years) in provision of education as a higher learning institution. Data was collected from 130 employees of the university whose demographic characteristics are summarised in table 1. Moreover, the use of a questionnaire with close ended questions assured collection of data from a relatively big number of employees (Mwita, 2022). Descriptive and inferential statistics were used for analysis. Descriptive data analysis was done to obtain frequencies, mean, median and mode values while inferential statistics helped in conducting correlation and regression analysis for establishing the relationship among variables and testing the hypotheses.

Table1: Respondents' demographic data

Characteristic	Category	Frequency (%)
Gender	Male	46 (35.4%)
	Female	84(64.6%)
Age	23-33 years	41 (31.5%)
	34-44 years	56 (43.1%)
	45-55 years	22 (8.5%)
	Above 55 years	

Marital Status	Married	80(61.5%)
	Not Married	50(38.5%)
Education Level	Certificate	12(9.2%)
	Diploma	22(16.9%)
	Bachelor degree	30 (23.1%)
	Master's degree	54 (41.5%)
	PhD	12 (9.2%)

Source: Primary data, 2022

RESULT AND DISCUSSION

Reliability of research the instrument

Reliability is the tendency towards consistency that is found in repeated measurements of the same phenomenon (Olaniyi, 2019). Cronbach alpha was used to test for reliability. Cronbach alpha values of 0.7 and above for a particular construct signify the instrument was reliable to measure that particular construct (Schrepp, 2020). Results in table 2 shows that the instrument used was reliable since the Cronbach alpha values for each construct were above 0.7.

Table 2: Cronbach alpha values for the variables

Variable	Cronbach's Alpha	No. of items
Perceived organisational performance	.872	7
Transformational leadership	.891	12
Transactional leadership	.903	6

Source: Primary data, 2022.

Normality test

Meaningful conclusions and generalisations should be based on data which is normally distributed (Mishra et al., 2019). The test was done by using Kolmogorov-Smirnov. Kolmogorov-Smirnov was used since the sample size was more than 100 subjects. Kolmogorov-Smirnov test detected a value of 0.768 which is greater than the significance level (0.05) and therefore the null hypothesis that data is not normally distributed was rejected.

Multicollinearity Test

Multicollinearity occurs when the multiple linear regression analysis includes several variables that are significantly correlated not only with the dependent variable but also to each other (Shrestha, 2020). The study used variance inflation factor (VIF) to test for multicollinearity. The rule of thumb is, there is no multicollinearity when tolerances and variance inflation factor (VIF) are greater than 0.1 and smaller than 10 respectively. The findings in table 3 shows that the assumption was met.

Table 3: Collinearity Statistics

Variable	Tolerance	VIF
(Constant)		
Transformational leadership	.551	1.815
Transactional leadership	.551	1.815

Dependent Variable: Turnover Intentions

Linearity Test

Linear relationship is an important determinant of a relationship between independent and dependent variables (Williams et al., 2013). ANOVA test was used to test for linearity assumption. The study tested whether there was deviation from linearity. The results as presented in table 4 indicate that the significance value for deviation from linearity in both

transformational and transactional leadership was 0.115 which is greater than the significance level 0.05. Since all the variables had insignificant values the null hypothesis that there was no deviation from linearity was accepted.

Table 4: Deviation of linearity significance values extracted from ANOVA table

Variables	Deviation of linearity (sig.)
POP * Transformational Leadership	.115
POP * Transactional Leadership	.092

Auto-correlation test

Autocorrelation describes samples that are related to each other across time, space, or other dimensions. Correlated observations are common but problematic, largely because they violate a basic statistical assumption about many samples (Salkind, 2019). The Durbin-Watson test was used to determine whether auto-correlation existed. Values ranging from 1.5 to 2.5 indicate that auto-correlation is not a problem while any value less than 1.5 and greater than 2.5 makes auto correlation something of a great concern. The test statistic detected a value of 1.725 which implies there was no auto correlation concern in the data set used.

Descriptive Results

Descriptive findings show that perceived organisational performance, transformational and transactional leadership were considerably high since their respective mean values were above the midpoint (2.5). with regard to perceived organisational performance, although the mean score shows that the performance was not excellent the respondents rated it above average. On the other hand, transformational and transactional leadership were found to have mean values that are above average score and the difference between the two leadership styles were not significantly big. However, the findings show that leaders practised more of transactional leadership than transformational leadership since transactional leadership had higher mean score value with a difference of 0.13.

Table 5: Descriptive results of the study variables

Variables	No. of items	Mean	STD
Perceived organisational performance	7	3.78	0.99
Transformational Leadership	12	3.74	1.18
Transactional Leadership	6	3.87	1.22

Correlation Analysis

The study found a significant positive correlation between transformational leadership and perceived organisational performance ($r = 0.455$, $p < 0.01$). This implies that there is a relatively strong correlation between the variables. Moreover, transactional leadership was found to have a positive significant relationship with perceived organisational performance ($r = 0.458$, $p < 0.01$).

Table 6: Correlation matrix

Indicator		Perceived Org. Performance	Transformational Leadership	Transactional Leadership
Perceived Org. Performance	Pearson Correlation	1		
	Sig. (2-tailed)			
Transformational Leadership	Pearson Correlation	.455**	1	
	Sig. (2-tailed)	.000		
Transactional Leadership	Pearson Correlation	.458**	.670**	1
	Sig. (2-tailed)			

Sig. (2-tailed) .000 .000

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

Hypothesis Testing

Transformational Leadership and Perceived Org. Performance

The goodness of fit test in table 7 shows that the model was a good predictor of perceived org. performance $F(1, 129) = 33.43, p = .000$.

Table 7: ANOVA table for Transformational leadership and Perceived Org. Performance

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	15.149	1	15.149	33.430	.000 ^b
	Residual	58.002	128	.453		
	Total	73.151	129			

a. Dependent Variable: Perceived Org. Performance

b. Predictors: (Constant), Transformational leadership

The aggregate mean scores of transformational leadership (independent variable) were regressed on the aggregate mean score of perceived org. performance (dependent variable) and the findings are summarised in table 8. The study hypothesised that there is a significant positive relationship between transformational leadership and perceived organisational performance. The test of beta coefficient shows a statistically significant positive linear relationship between the variables ($\beta = 0.321, P\text{-value} = 0.000$). Hence, the hypothesis is accepted since $\beta \neq 0$ and $P\text{-value} < 0.05$.

Table 8: Coefficients for transformational leadership and perceived org. performance

Model		Unstandardized Coefficients		Standardised Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	2.162	.286		7.557	.000
	Transformational leadership	.321	.055	.455	5.782	.000

a. Dependent Variable: perceived org. performance

Transactional Leadership and Perceived Org. Performance

The goodness of fit test in table 9 shows that the model was a good predictor of perceived org. performance $F(1, 129) = 34.041, p = .000$.

Table 9: ANOVA table for transactional leadership and perceived org. performance

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	15.367	1	15.367	34.041	.000 ^b
	Residual	57.783	128	.451		
	Total	73.151	129			

a. Dependent Variable: Perceived org. performance

b. Predictors: (Constant), Transactional leadership

The aggregate mean scores of transactional leadership (independent variable) were regressed on the aggregate mean score of perceived organisational performance (dependent variable) and the findings are shown in table 10. The study hypothesised that there is a significant positive relationship between transactional leadership and perceived organisational performance . The test of beta coefficient shows a statistically significant positive linear relationship between the variables ($\beta = .343$, P-value = 0.000). Hence, the hypothesis is accepted since $\beta \neq 0$ and P-value < 0.05 .

Table 10: Coefficients for employee transactional leadership and perceived org. performance

Model		Unstandardized Coefficients		Standardised Coefficients		
		β	Std. Error	Beta	t	Sig.
1	(Constant)	2.454	.235		10.439	.000
	Transactional leadership	.343	.059	.458	5.834	.000

a. Dependent Variable: perceived org. performance

Multiple Linear Regression

Table 11 shows the results of goodness of fit test. The results show that the model was a good predictor of perceived org. performance, $F(2, 127) = 21.144$, $p = .000$.

Table 11: ANOVA table for multiple linear regression

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	18.273	2	9.137	21.144	.000 ^b
	Residual	54.877	127	.432		
	Total	73.151	129			

a. Dependent Variable: perceived org. performance

b. Predictors: (Constant), transformational leadership, transactional leadership

From table 12, at 5% level of significance transformational leadership is a significant predictor of perceived organisational performance ($p = 0.011 < 0.05$). Moreover, transactional leadership is also a significant predictor of perceived organisational performance ($p = 0.008 < 0.05$).

Table 12: Coefficients for multiple linear regression

Model		Unstandardized Coefficients		Standardised Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.020	.284		7.100	.000
	Transformational leadership	.189	.073	.269	2.593	.011
	Transactional leadership	.209	.078	.278	2.689	.008

a. Dependent Variable: Turnover Intentions

From the results in table xx the multiple regression model can be presented as;

$$\text{POP} = 2.02 + 0.189\text{TFL} + 0.209\text{TSL} + e.$$

Where;

POP= Perceived Organisational performance

TFL= Transformational leadership

TSL= Transactional leadership

e= Error term

DISCUSSION OF THE RESULTS

The study found that both transformational and transactional leadership styles have a significant positive relationship with perceived organisational performance of higher learning institutions. These findings are consistent with previous empirical studies (Abubakar & Ahmed, 2017; Alsayyed et al., 2020; Cherian et al., 2020; Feranita et al., 2020; Waham et al., 2020). The findings give an implication that for universities to perform well there is a need of having a mixture of both transformational and transactional leadership. However, some empirical studies show that transactional leadership tends to have a negative relationship with organisational performance (Abidin et al., 2020; Mwakajila & Nyello, 2021). One question that one would wish to ask is when is it right to use transformational and when to use transactional leadership. It is a settled principle that leadership is situational; varied circumstances may determine the choice of the leadership style that one is supposed to use (Daniëls et al., 2019; Thompson & Glasø, 2018). Since there is empirical evidence that higher education institutions are not performing well, we need to answer the question whether people holding positions in HEIs use appropriate leadership styles and whether they have sufficient leadership skills. There is no sufficient information to address these questions in the literature. However, little that is known can help to believe that there are numerous problems in Tanzania higher education institutions that are normally associated with poor leadership (Mgaiwa, 2021; Ochumbo & Matimbwa, 2019). This includes but not limited to labour turnover, job satisfaction and presence of less motivated staff. Arguably, leading in higher education is complex and it needs those holding positions to have sufficient leadership skills for their leadership to be effective (Lumby, 2019)

CONCLUSION

This study aimed at examining the influence of transformational and transactional leadership on organisational performance. The study found that both leadership styles are capable of influencing perceived organisational performance positively. Impliedly, both styles are considered important by employees in enhancing organisational performance. Moreover, both transformational and transactional leadership can be used concurrently in an organisation and still provide desirable results to an organisation. While some literature considers one style as the opposite of the other, this study's findings entails that they can both be used by leaders to complement one another for better results.

REFERENCES

- Abdelwahed, N. A. A., Soomro, B. A., & Shah, N. (2023). Predicting employee performance through transactional leadership and entrepreneur's passion among the employees of Pakistan. *Asia Pacific Management Review*, 28(1), 60–68. <https://doi.org/10.1016/j.apmr.2022.03.001>
- Abidin, Z., Astuti, Y. G. A., Adha, S., Asrori, K., Subroto, D. E., Mutia, V., Kahpi, H. S., Purwanto, A., Julyanto, O., & Azizi, E. (2020). Effect of Transformational and Transactional Leadership Toward Iso 22000:2018 Food Safety Certified Company Performance. *Systematic Reviews in Pharmacy*, 11(7), 529–538.
- Abubakar, A., & Ahmed, S. (2017). The Effect of a Transformational Leadership Style on the Performance of Universities in Nigeria. *PJERE*, 2(1), 59–76.

- Abuhamda, E. A., Ismail, I. A., & Bsharat, T. R. K. (2019). Understanding Quantitative and Qualitative Research Methods: A Theoretical Perspective for Young Researchers. *International Journal of Research*, 8(2), 71–87.
- Akparep, J. Y., Jengre, E., & Mogre, A. A. (2019). The Influence of Leadership Style on Organisational Performance at TumaKavi Development Association, Tamale, Northern Region of Ghana. *Open Journal of Leadership*, 08(01), 1–22. <https://doi.org/10.4236/ojl.2019.81001>
- Alsayyed, N. M., Suifan, T. S., Sweis, R. J., & Kilani, B. A. (2020). The impact of transformational leadership on organisational performance case study: The University of Jordan. *International Journal of Business Excellence*, 20(2), 169–189. <https://doi.org/10.1504/IJBEX.2020.105356>
- Bass, B. M., & Avolio, B. J. (1997). *Revised Manual for the Multifactor Leadership Questionnaire*. Mind Garden.
- Buil, I., Martínez, E., & Matute, J. (2019). Transformational leadership and employee performance: The role of identification, engagement and proactive personality. *International Journal of Hospitality Management*, 77, 64–75. <https://doi.org/10.1016/j.ijhm.2018.06.014>
- Chankseliani, M., Qoraboyev, I., & Gimranova, D. (2021). Higher education contributing to local, national, and global development: New empirical and conceptual insights. *Higher Education*, 81(1), 109–127. <https://doi.org/10.1007/s10734-020-00565-8>
- Cherian, J., Vilas, G., & Raj, P. P. (2020). Do Leadership Styles Impact Organisational Performance in The UAE Context? A Study. *International Journal of Mechanical Engineering and Technology (Ijmet)*, 11(9), 23–32. <https://doi.org/10.34218/IJMET.11.9.2020.003>
- Dai, Y., Abdul-Samad, Z., Chupradit, S., Nassani, A. A., Haffar, M., & Michel, M. (2022). Influence of CSR and leadership style on sustainable performance: Moderating impact of sustainable entrepreneurship and mediating role of organisational commitment. *Economic Research-Ekonomska Istraživanja*, 35(1), 3917–3939. <https://doi.org/10.1080/1331677X.2021.2007151>
- Daniëls, E., Hondeghem, A., & Dochy, F. (2019). A review on leadership and leadership development in educational settings. *Educational Research Review*, 27, 110–125. <https://doi.org/10.1016/j.edurev.2019.02.003>
- Feranita, N. V., Nugraha, A., & Andrean Sukoco, S. (2020). Effect of transformational and transactional leadership on SMEs in Indonesia. *Problems and Perspectives in Management*, 18(3), 415–425. [https://doi.org/10.21511/ppm.18\(3\).2020.34](https://doi.org/10.21511/ppm.18(3).2020.34)
- Hilton, S., Arkorful, H., & Martins, A. (2021). Democratic leadership and organisational performance: The moderating effect of contingent reward. *Management Research Review*, 44(7), 1042–1058. <https://doi.org/10.1108/MRR-04-2020-0237>
- Khanijou, S. (2016). *Leadership styles and organisational performance: Leading in the 21st century* [National Institute of Development Administration]. <https://repository.nida.ac.th/handle/662723737/5262>
- Khaola, P., & Rambe, P. (2021). The effects of transformational leadership on organisational citizenship behaviour: The role of organisational justice and affective commitment. *Management Research Review*, 44(3), 381–398. <https://doi.org/10.1108/MRR-07-2019-0323>
- Lai, F.-Y., Tang, H.-C., Lu, S.-C., Lee, Y.-C., & Lin, C.-C. (2020). Transformational Leadership and Job Performance: The Mediating Role of Work Engagement. *SAGE Open*, 10(1), 1–11. <https://doi.org/10.1177/2158244019899085>

- Lan, Chang, Ma, Zhang, & Chuang. (2019). Influences of Transformational Leadership, Transactional Leadership, and Patriarchal Leadership on Job Satisfaction of Cram School Faculty Members. *Sustainability*, 11(12), 3465. <https://doi.org/10.3390/su11123465>
- Le, T. T., & Le, B. P. (2021). Mediating Role of Change Capability in the Relationship Between Transformational Leadership and Organisational Performance: An Empirical Research. *Psychology Research and Behavior Management*, Volume 14, 1747–1759. <https://doi.org/10.2147/PRBM.S333515>
- Lumby, J. (2019). Leadership and power in higher education. *Studies in Higher Education*, 44(9), 1619–1629. <https://doi.org/10.1080/03075079.2018.1458221>
- McCleskey, J. A. (2014). Situational, Transformational, and Transactional Leadership and Leadership Development. *Journal of Business Studies Quarterly*, 5(4), 117–130.
- Mgaiwa, S. J. (2021). Academics' job satisfaction in Tanzania's higher education: The role of perceived work environment. *Social Sciences & Humanities Open*, 4(1), 1–9. <https://doi.org/10.1016/j.ssaho.2021.100143>
- Mishra, P., Pandey, C., Singh, U., Gupta, A., Sahu, C., & Keshri, A. (2019). Descriptive statistics and normality tests for statistical data. *Annals of Cardiac Anaesthesia*, 22(1), 67–72. https://doi.org/10.4103/aca.ACA_157_18
- Mkulu, D. G., & Paschal, M. J. (2020). The Contribution of Private Sector in the provision of Higher Education in Tanzania: Growth and Challenges. *Journal of Humanities and Education Development*, 2(3), 155–169. <https://doi.org/10.22161/jhed.2.3.2>
- Muya, F., & Tundui, H. (2020). Strategies for Improving the Performance of Higher Learning Institutions in Tanzania. *International Journal of Social Sciences & Educational Studies*, 7(1). <https://doi.org/10.23918/ijsses.v7i1p27>
- Mwakajila, H. M., & Nyello, R. M. (2021). Leadership Styles, Firm Characteristics and Business Financial Performance of Small and Medium Enterprises (SMEs) in Tanzania. *Open Journal of Business and Management*, 09(04), 1696–1713. <https://doi.org/10.4236/ojbm.2021.94093>
- Mwakasangula, E., & Mwita, K. M. (2022). Transformational Leadership style and occupational stress among primary School Teachers in Tanzania. *Kabale University Interdisciplinary Research Journal*, 1(3), 76–85.
- Mwesigwa, R., Tusiime, I., & Ssekiziyivu, B. (2020). Leadership styles, job satisfaction and organisational commitment among academic staff in public universities. *Journal of Management Development*, 39(2), 253–268. <https://doi.org/10.1108/JMD-02-2018-0055>
- Mwita, K.M. (2022a). Factors to consider when choosing data collection methods. *International Journal of Research in Business and Social Science (2147- 4478)*, 11(5), 532–538. <https://doi.org/10.20525/ijrbs.v11i5.1842>
- Mwita, K.M. (2022b). Strengths and weaknesses of qualitative research in social science studies. *International Journal of Research in Business and Social Science (2147- 4478)*, 11(6), 618–625. <https://doi.org/10.20525/ijrbs.v11i6.1920>
- Mwita, K. M. (2018). Tanzania Graduate Employability: Perception of Human Resource Management Practitioners. *International Journal of Human Resource Studies*, 8(2), 263. <https://doi.org/10.5296/ijhrs.v8i2.12921>
- Mwita, K. M., Mwakasangula, E., & Tefurukwa, O. (2018). The Influence of Leadership on Employee Retention in Tanzania Commercial Banks. *International Journal of Human Resource Studies*, 8(2), 274. <https://doi.org/10.5296/ijhrs.v8i2.12922>
- Nauffal, D. I. (2019). Measuring the economic impact of universities operating in unstable environments: The case of a private institution in Lebanon. *Higher Education Quarterly*, 73(3), 343–358. <https://doi.org/10.1111/hequ.12200>

- Nurhayati, J. T. (2023). Pengaruh Transformational Leadership, Transactional Leadership, Knowledge Sharing dan Job Satisfaction terhadap Organisational Performance pada MAN di Jakarta Barat. *Jurnal Bahana Manajemen Pendidikan*, 12(1), 15–17.
- Ochumbo, A., & Matimbwa, H. (2019). Academic Staff Motivation and Retention in Higher Learning Institutions in Tanzania: Evidence from Selected Universities in Iringa Region. *Journal of Business Management and Economic Research*, 6(3), 1–14. <https://doi.org/10.29226/TR1001.2019.129>
- Olaniyi, A. A. (2019). Application of Likert Scale's Type and Cronbach's Alpha Analysis in an Airport Perception Study. *Scholar Journal of Applied Sciences and Research*, 2(4), 1–5.
- Salkind, N. (2019). *Encyclopedia of Research Design*. SAGE Publications, Inc. <https://doi.org/10.4135/9781412961288>
- Schrepp, M. (2020). On the Usage of Cronbach's Alpha to Measure Reliability of UX Scales. *Journal of Usability Studies*, 15(4), 247–258.
- Shrestha, N. (2020). Detecting Multicollinearity in Regression Analysis. *American Journal of Applied Mathematics and Statistics*, 8(2), 39–42. <https://doi.org/10.12691/ajams-8-2-1>
- Thompson, G., & Glasø, L. (2018). Situational leadership theory: A test from a leader-follower congruence approach. *Leadership & Organisation Development Journal*, 39(5), 574–591. <https://doi.org/10.1108/LODJ-01-2018-0050>
- Valero, A., & Van Reenen, J. (2019). The economic impact of universities: Evidence from across the globe. *Economics of Education Review*, 68, 53–67. <https://doi.org/10.1016/j.econedurev.2018.09.001>
- Waham, M., Rahman, R., & Mustaffa, W. S. (2020). The Effect of Transformational Leadership on the Organisational Performance in Higher Education Institutions in Iraq. *International Business Education Journal*, 13, 74–84. <https://doi.org/10.37134/ibej.vol13.sp.7.2020>
- Williams, M. N., Grajales, C. A. G., & Kurkiewicz, D. (2013). Assumptions of Multiple Regression: Correcting Two Misconceptions. *Practical Assessment, Research and Evaluation*, 18(18), 1–14. <https://doi.org/10.7275/55HN-WK47>
- Woldesilassie, T. L., & Ivatury, V. M. (2020). Key Determinant Factors Affecting the Performance of Small and Medium Scale Manufacturing Enterprise: A Case Study on West Shoa Zone, Oromia National Regional State, Ethiopia. *International Journal of Engineering Research And*, V9(02), 555–562. <https://doi.org/10.17577/IJERTV9IS020295>