INFLUENCE OF PRINCIPALS' TRANSFORMATIONAL LEADERSHIP ON STUDENTS' PERFORMANCE AT KENYA CERTIFICATE OF SECONDARY EDUCATION IN MAKUENI COUNTY, KENYA

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DECLARATION

This Thesis is my original work and has not been submitted for the award of a degree in any other university.

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DEDICATION

The thesis is in memory of my late father Mr. Eliud Munyao Muyanga and my lovely Mother Mrs Domitila kituku Ndambuki. It is dedicated to my beloved husband Rev. Stanlas Ndambuki, our children Gilda Mumo, Claudia Domitila, Norah Mutheu, Lindsay Mwende, Jasca Mukinyi and my parents Mrs Rita Munyau and Mr Domnic Ndambuki Mutungi.

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TABLE OF CONTENTS

Content **Page**

CHAPTER TWO

REVIEW OF RELATED LITERATURE

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

APPENDICES

LIST OF TABLES

Tables **Page**

LIST OF FIGURES

Figures **Pages**

ABBREVIATIONS AND ACRONYMS

AYP Adequate Yearly Progress

CDE County Director of Education

CEO County Education Officer

CTL Contingency Theory of Leadership

QASO Quality Assurance and Standard Officer

II Idealized Influence

IC Individualized Consideration

IM Inspirational Motivation

IS Intellectual Stimulation

KEMI Kenya Education Management Institute

KCSE Kenya Certificate of Secondary Education

KNEC Kenya National Examination Council

MoE Ministry of Education

NACOSTI National Commission for Science, Technology and Innovation

NCLB No Child Left Behind

SCDE Sub-County Director of Education

SMT Senior Management Team

SPSS Statistical Package for Social Sciences

TTC Teacher Training Colleges

TMT Top Management Teams

TSL Transformation leadership style

VREP Validation rubric for expert panel

ABSTRACT

The study aimed to investigate the influence of principals' transformational leadership style on students' performance in Kenya Certificate Secondary Education in Makueni County, Kenya. The study was guided by the following objectives: determine principals' idealized influence on student academic performance at KCSE, establish how principals' inspirational motivation influences students' achievement at K.C.S.E, assess how the principals' intellectual stimulation influences the performance of students at K.C.S.E and establish influence of the principals' individualized consideration on students' academic success at K.C.S.E in Makueni. The theory of transformational leadership framework guided the study. Correlational design was adopted. The target population was 388 principals, 2121 teachers and 13 MoE officials. The sample consisted of purposive sampling, census, stratified and simple random sampling. The study selected a sample size of 111 principals, 729 teachers and 12 ministry of education officials. Data was collected using questionnaires and interview guide. Data was analyzed using both descriptive and inferential statistics. A pre-test method and the use of expert judgment by the supervisors was used to validate the questionnaires. Reliability of the tools was determined by use of Cronbach's alpha with coefficient value of 0.85. The findings for H01 revealed a negative and strong significant coefficient between the indicators of principals idealize influence and students means score at K.C.S.E which included ($r=-.213$, p-value<0.05) respectively. The findings for H02 indicate a negative and strong significant coefficient between the indicators of principals' inspirational motivation and students means score at K.C.S.E which included ($r=-.217$, p- value<0.05) respectively. H03 indicate a negative and strong significant coefficient between the indicators of principals' intellectual stimulation component and students means score at K.C.S.E which included ($r=-.195$, p-value<0.05) respectively. H04 indicate a negative and strong significant coefficient between the indicators of principals individualized consideration and students means score at K.C.S.E. which included ($r=-.195$, p-value<0.05) respectively. The null hypotheses for idealized influence, inspirational motivation, intellectual stimulation and individualized consideration were rejected based on correlational analysis. Intellectual stimulation appeared to be the best and determining variable that moderated KCSE performance with ($M= 4.18$, $SD=0.899$). The study concluded that idealized influence, inspirational motivation, intellectual stimulation and individualized consideration negatively and significantly influence student performance at KCSE. The study recommends Ministry of Education under KEMI to hold seminars and trainings on Principals transformational leadership. The Teachers Service Commission to establish training programs on transformational leadership skills. Further research to be carried out on deputy principals, senior teacher, class teachers, and departmental heads transformational leadership style and its influence on students' performance. The leadership dimensions of principals as identified in this study would be of great importance to learning institutions of the 21st century. It is mandatory to incorporate transformational leadership skills in the implementation of completing the secondary syllabus.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is an important sector to all nations including Kenya. The education system in Kenya begins from primary level to university level. All private and Public schools fall under this system; Public schools are the ones funded by the government. These schools are viewed as business entities which need leaders who understand their role in school production (Hadebe, 2013). These schools have leaders such as principals and teachers. Globally, the leadership of the school calls for great attention of information, ideas and people from all the corners of the world to meet with different challenges (Akomolafe, 2012).

The work of the principals' and teachers' has direct effect on student performance students through the application of transformational leadership skills (Buenvinida & Ramos, 2019). Notably, Francis and Oluwatoyin (2019), maintain that teachers play a great role toward students' performance. Subsequently, students' performance is effective when all aspects of transformational leadership are applied (Kinyua, 2015). In secondary schools, academic performance of students is as a result of many aspects. In this case, the imperative role of leaders is to contribute to better performance. This better performance is caused by many factors hence growth of the organization. According to Kudari (2016), positive feelings in regard

to experiences, utilization of resources, leadership skills of the all the school heads,

and maintaining a discipline class by practicing morality and ethics can increase students' academic performance.

In addition, Ndiga (2014) observes that the role of the school leader is to collaborate with other leaders so as to improve academic performance. Nyagosia (2011), assert that academic performance is as a result of assignments, class participation, and examinations. When school leaders make use of these determinants, performance is realized. Mushtaq and Khan (2012) has also indicated that other like attendance, extracurricular activities, standardized test and grades improve academic performance. As observed by Kimeu, Tanui and Ronoh (2015), students' success in Makueni county secondary schools was because of teachers textbooks and guides, use of charts and chalk boards, and laboratory equipment. On the other hand, research has also indicated that these factors can also lead to academic failure if they are not well practiced. For instance, social dissatisfaction in a student's life, teacher unprofessionally does not apply appropriately knowledge and skills, lack of effective time, lack of counseling and guidance services, conflict in the family etc. They can cause long lasting problems to the student life and the entire academic program. So a leader needs skills, characteristics and exceptional abilities that can increase students' performance (Ameen & Ahmad, 2012).

Consequently, academic performance and school leader are inseparable. The principal should be in the forefront to improve performance in collaboration with teachers and students. According to Pokharel (2013), the Principal is the one who

plays a great role in communicating performance of school and helping teachers to ethically maintain high values. Further, the principal is responsible to run the school affairs, for instance, promotion of quality education, provision of facilities, guidance and counseling and encourage the school stakeholders to offer free services to the organization (Education Act, 2013). Further, the principal is the leading administrator is charged with mobilizing all the resources hence fulfill the goals of the organization (Francis & Oluwatoyin, 2019). The principals are either male or female found in secondary schools (Khasawneh, Omari & Abu-tineh, 2009). The principals significantly have a great influence on the school leadership (Liu, 2013). According to Kamunde (2010), the principals are critical to the implementation of changes in the schools. Miner (2006), observe that the school principal is considered as a great leader who can change themselves and adopt a certain pattern of leadership as the need arises. In fact, the principal motivates the students' achievement through goals that are transcendental. (Anshu & Upadhyay, 2017). According to Shatzer et al. (2014), Principals accountability influences student achievement.

The principal also does numerous activities which are helpful to understand context of the school as an organization (Awan and Mahmood, 2010). According to Badran and Khalifa (2016), leaders are key in influencing productivity and organizational variables. Therefore, the principal's leadership is of great importance in the school. In actual sense, the principal has a positive role on both the teachers and learners' performance thus improving the school's performance. Hence, the principals'

practice transformational leadership to the teachers' as well as students' so as to increase performance. According to Kirkan (2011), transformational leadership is a leadership that inspires, persuades, and excites the followers in achieving goals. Further, transformational leadership encourages, inspires and motivates followers toward creating a positive change as well as innovation (Aldholay, Isaac, Abdullah, & Ramayah, 2018). Northouse (2016) assert that there are different types of leadership; transformational leadership style, servant leadership, adaptive leadership, authentic, and transactional. Transactional leadership deals with setting of goals and expectation then assigns tasks to the followers. Finally, the follower is rewarded if the goals are achieved (Sosik & Jung, 2010). A charismatic Leader is one who communicates vision, confident, focused, consistent, know their strengths and weaknesses. Transactional leadership is whereby the leader motivates the followers' tasks and roles then provide reward for the performance (Rayna, 2017).

Transformational leadership has been chosen because of its potential to inspire and develop subordinates intellectually (Alqatawenah, 2018). Further, transformational leadership is of great help to the leader and the organization since it has the power to sustain any change and influence the followers (Meyer et al. 2016).

Transformational leadership transforms motivate, encourages the aspirations of the followers (Simola et al.,2012). Transformational leadership has a role of inspiring positive changes to the subordinates (Carter, 2013). According to Lorgwell (2012), the effectiveness of the principal transformational leadership is determined by the

students' academic performance in the final examination. School leaders are key in imparting student learning outcomes in different schools (Branch, Hanushek, & Rivkin, 2012; Coelli & Green, 2012; Dhuey & Smith, 2014) using different categories of behavior (Grissom and Loeb. 2011). Furthermore, the study by Hallinger (2010) showed that principals transformational leadership had positive outcomes on students' academic achievement. Wang et al. (2011) support the fact that these leaders are known for high level performance in an organization.

Therefore, it is clear that leadership practices are associated with high student academic performance in education (UNESCO, 2009). Williamson (2014), suggest that transformational leadership is key to the success students. Obasan and Hassan (2014), found out that transformational leadership is the most style of leadership that has been proven to be very effective. Therefore, the principals need to comprehend the organization's strengths and weaknesses thus leading to high effectiveness of the followers (Bass, 1985). Transformational leadership is positively related to academic performance with secondary schools (Rutledge, 2010). In addition, Wang et al. (2011) support the fact that transformational leadership and performance have a relationship. It is associated with schools' and plays a greater role to motivate the followers to go an extra mile by increasing effort and productivity (Moolenaar et al., 2010).

According to Bass (1985) and Burns (1978), the great pioneers who introduced the idea of transformational leadership goes beyond expectations by producing

greater results that vary across all cultures. Therefore, transformational leaders need to be transformed in order to transform the followers. According to Daft (2018), this type of leadership is visionary because it influences people through attraction to the leader's intellectual and an emotional dream about what is possible. These practices are viewed as the ones that evidently lead to good academic performance. According to Hughes (2014) findings, transformational leadership is coined through the tenets of the followers and the leaders in the entire organization. Bass (1985), support the validity of transformational leadership using idealized influence, inspirational motivation, intellectual stimulation and individual consideration. in the assessment process. Ghadi et al, (2013) advocates that these transformational leadership examples are linked with followers' performance.

Additionally, the performance of the students increase positively (Muia 2018,). Shrestha, (2020) maintain that these dimensions reflect on transformational leadership. According to Ahmetasevic et al. (2018) transformational leaders are leaders who positively perceive the performance of the organization by employing the examples of transformational leadership. Adams, (2015) findings show that the principals' engagement in transformational leadership eventually contributed to high academic performance even in schools that experienced poverty. On the other hand, transformational leadership really encourage teachers to be effective in their teaching thus affect students' performance. Transformational leadership of principals really play an important role in developing the students' performance. This kind of leadership show teachers' effectiveness and students' academic learning is inseparable.

Studies by Mart (2013), Altun (2017) and Adhikary (2018), for instance, conducted in Tanzania collectively reveals that teacher's commitment motivates the students hence promote active learning. Moreover, a study by Mkumbo (2012), for instance, found that teachers low level of commitment affected performance. Other factors include lack of participation in making decision, lack of commitment, poor training, and motivation in teaching (Mwesiga & Okendo, 2018).

Meanwhile, transformational leadership accomplishes goals and required changes through the practice of the following dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Alzoraiki et al. 2018). Bass (1998), assert that these dimensions lead to superior results. Subsequently, a study by Overstreet (2012), advocates that role modelling of the leader to the followers is a major factor of idealized influence. Therefore, principal as a key figure in the school should be in the forefront to set a good example both in actions and in words. Seloane (2010) emphasize that the principal of the school strongly acts as a role model to followers in all circumstances. The leader allows the followers to provide a sense of meaning and achievement and to identify with the vision of the organization (KEMI, 2014). In addition, the leader mentors high expectation, best practices and emphasizes follower's accountability (Hauserman & Stick, 2013).

Studies by Avolio & Yammarino (2013), found that idealized influence encourages followers to identify and create a strong relationship. Idealized influence supports high moral characteristics, and sets values of ethical bases which are displayed in all circumstances. In addition, Wang, Tsui and Xin (2011) emphasize that setting goals, role modeling and inspiring vision drive performance toward improvement. Hence transformational leaders explain and describe the organization vision and inspiration of the followers (Epitropaki, Kark, Mainemelis, & Lord, 2017). On the other hand, work by Kitur, Chege, and Tanui (2020), found that idealized influence had a relationship with students' academic success and idealized influence characteristics. Idealized influence was mostly used by the leaders thus making the students pass in their examination.

The study by Avolio (2011) supports the fact that leaders have a great task to step ahead of the followers by understanding the vision of the organization. Further, the leaders act as main operators toward spirit and performance. In addition, the leaders provide clear objectives and instilling of vision through a sense of purpose.

Inspirational motivation makes the follower to achieving their expectations like furthering their studies. The leader stimulates followers to be innovative in all ways as well as motivating the followers to do greater tasks that are challenging and meaning by putting more effort (Avolio, 2011). This enhances team spirit in decision-making, development and fulfillment of the goals in the school (Ndiga, 2013). According to Zhang, Li, Ulrich, & Van Dick (2013), inspirational motivation

practice increases the followers' commitment, effort, and intrinsic motivation thus improving performance

According to Mbithi (2014), inspirational motivation allows the leader to articulate vision, and have complete confidence in respecting the decision of the followers, hence high performance in school. Inspirational motivation has several key indicators such as challenging encouragement to workers, team spirit, communication, challenging to workers encouragement, and emphasizing the core values of inspirational motivation (Barine & Minja, 2014).

Intellectual stimulation is a component of transformational leadership which encourages followers to ask questions trigger their values as well as beliefs (Elkins, Keller and Sundi 2013). Organizations achieve their goals successfully through the followers' hard work, dedication, and a culture of active thinking (Anjali & Anand, 2015). These indicators allow the followers to become more active thus improve ways of solving problems (Tims, Bakker, and Xanthopoulou, 2011). This component involves the principals' high expectations from the followers in terms of performance. Intellection stimulation is a good practice for KCSE since it has a relationship with the principals transformational leadership (Muia, 2018).

Individualized consideration (IC) whereby the leader brings about the needs, wishes, abilities and values of the followers in the fore front hence increase the level of trust (Manteklow, 2011). The principal genuinely decides to show care and support on the followers needs in order to improve academic performance.

Interestingly, Mourshed, Chijike & Barber, (2010) assert that sustainable results in any organization are key. The leaders transform the followers' mindfulness of issues by assisting them to consider past problems in a new perspective.

In the study by McCleskey (2014), individualized consideration dimension allows the leaders to act as a mentor in supporting the followers to achieve their full potential. This supports the fact that principal's role is to motivate stakeholders including the students, embrace the organizational goals and needs of the students leading to performance of the organization. Similarly, individualized consideration emphasizes the leaders' relationship with the followers hence the goals of the organization are achieved (Balyer, 2012). Individualized consideration supports team work, prioritizes needs of the followers and the development of the followers' strengths (Ameen & Kamsuriah, 2017). Furthermore, the leaders are able to provides trust and understanding to their followers. The leader becomes more influential in their outside behavior and attitudes thus help each follower to understand own skills and abilities toward the performance of the schools (Balyer, 2012).

Thousands of researchers have attempted to research on this subject. The above discussions show that principals transformational leadership on students' performance has limited literature. Hence, this study sought to answer the question; does principals' transformational leadership influence student performance at KCSE in Makueni County Kenya? The study therefore sought to investigate the

influence of principals' transformational leadership on students' performance at KCSE in Makueni. Consequently, researcher investigates the relationship between principals' leadership dimensions' on KCSE. The researcher investigates whether principals' transformational leadership influence students' performance at KCSE in the years 2013-2017 in Makueni County, Kenya.

Principals' transformational leadership attracts positive effects on the follower's performance in the organization (Gardner, 2010). The findings by Saxe (2011) and Muia (2018) advocate principals' transformational leadership to sustain achievement. Therefore, the principal transformational leadership and academic performance are inseparable. "As its name implies, transformational leadership plays a pivotal role in precipitating change (Northouse, 2016). Statistics from County Education Officer, Makueni display the KCSE mean score analysis compared to Machakos and Kitui Counties as shown in Table 1.1.

KCSE mean score in Makueni, Machakos and Kitui Counties.

Table 1. 1

Makueni County KCSE mean score 2013-2017

Year	*National MS*	*Makueni MS*	*Machakos MS*	*Kitui MS*
2013	5.04	5.04	4.56	4.21
2014	5.30	5.16	4.79	5.07
2015	5.15	5.07	4.72	5.67
2016	5.30	4.78	3.42	4.10
2017	5.38	3.44	3.20	3.32

Source: County Education Officer, Makueni County statistics and KNEC 2018

Statistics from Makueni County reported on KCSE mean scores analysis (2013 - 2017) years. The Kenya National Examination Council (KNEC) has points and mean grades that are arranged alphabetically. C+ Plus above is the entry requirement for university education. The table shows lower mean score from 2014 to 2017 as compared to national mean score. Machakos and Kitui counties managed lower KCSE mean scores than Makueni. In 2015, Kitui county improved in KCSE mean scores. This implies that students' performance had a relationship with principals' transformational leadership.

Similarly, studies by Adams and Anantatmula (2010), showed transformational leadership in schools lead to students' academic improvement. Leithwood, Pattern and Jantz (2010), also identified that transformational leadership aspects encourage effectiveness and influence students' performance in national examination. Muthike (2014) maintains that different leadership styles influenced school performance. In contrast Ndiga, (2013) posit that transformational leadership contributed highly to school performance in examination. Ndiritu, (2012) showed that K.C.S.E was affected by lack of some key leadership dimensions such as leading by example and confidence, thus leading to poor performance in public secondary schools.

However, the extent to which transformational leadership has been utilized by the principals is not documented. Therefore, this study investigated whether transformational leadership was fully utilized in public secondary schools in Makueni County and to what extent transformational leadership influenced academic performance in KCSE examinations in the years (2013-2017). On average the 3 counties scored lower than the national mean score. Despite the efforts done at the county level through research and other studies, preliminary data (Table 1.1) indicates that the performance of Makueni County in the KCSE examinations has continued to maintain the mean score of 5 from 2013-2015, except 2016 and 2017.

Existing literature on quality studies dwells mostly on possible mechanism to improve student performance such as entry marks, attitude of the students' toward different subjects, students' socio-economic background, teacher job satisfaction and commitment (Ndiga, 2013). Notably, a study by Muia (2018) indicated that only a few principals' in Mbooni west applied transformational leadership. Kariuki (2018) pointed out that some of the principals did not use transformational leadership effectively to increase performance. These findings show that there seems to be few studies conducted on transformational leadership and students' performance.

1.2 Statement of the problem

The levels of education determine the future progress of a country Gerhard and Hoelscher, (2017). The leader in the education system in secondary schools is the principal, who is under Teachers Service Commission in the ministry of education (MOEST, 2015). The Ministry of Education has made efforts to improve the quality of education and raising the performance standards (MoE, 2015). According to Ezeugbor, Ongeli, and Okaye, (2018), Principal's transformational leadership dimensions in any school plays a great role toward academic performance. Public secondary school principal is expected to display transformational leadership dimensions such as idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. Ideal leadership dimensions promote students academic performance. The government bursary schemes, Constituency Development Funds (CDF), physical facilities, teaching materials, motivation through salaries and training of teachers have also been provided to increase students performance. KEMI has been fully involved in improving quality education that has transformational leadership for the principals. Further, TSC has also introduced Teacher Performance Appraisal and Development system for teachers in its employment (TPAD). Moreover, principals and teachers display transformational leadership by encouraging, role model, trust, motivating, treating others with respect and clear articulation of goals that enable students perform higher in their regular continuous assessments and in the national examinations. Therefore, in view of the above discussions, there is a need reexamine the principals' transformational leadership and its influence on students performance.

1.3 Purpose of the study

The study investigated the influence of principals' transformational leadership on student performance in Kenya Certificate of Secondary Education examination.

1.4 Objectives of the study

Four objectives guided the study:

i. To determine the influence of principals' idealized influence on student performance at Kenya Certificate of Secondary Education.

ii. To establish how principals' inspirational motivation influence Kenya Certificate of Secondary Education in public schools.

iii. To assess how the principals' intellectual stimulation influences students results at Kenya Certificate of Secondary Education.

iv. To establish influence of the principals' individualized consideration on students' performance at Kenya Certificate of Secondary Education.

1.5 Hypotheses of the study

The study undertook to test the following hypotheses:

H_{01}: Principals idealized influence has no significant relationship with students' mean scores at KCSE.

H_{02}: Principals' inspirational motivation and students' mean scores at KCSE has no significant relationship.

H_{03}: The principals' intellectual stimulation dimension has no significant relationship with students' mean scores at KCSE have significant relationship.

H_{04}: Principals' individualized consideration dimension and mean scores of students' at KCSE has no significant relationship.

1.6 Significance of the study

The study provided meaningful understanding to teachers and principals on the use transformational leadership to influence students' academic performance The results would be of great advantage to the policymakers in education sector to develop policies that apply use of transformational leadership to improve student academic performance. The Quality Assurance and Standards Officers would apply these dimensions in general supervision and assessment of instructional process. Further the result also helps teachers aspiring to be principals to improve on their leadership practices. Importantly, the results also could help Teachers Service Commission in the process of recruitment of principals and teachers' in the county. The results may be used by the parents to help their children to be role models and have respect toward their teachers; to be creative and innovative; provide trust and understanding to their fellow students; improve the performance of the school through their skills and abilities;

The findings may be used directly by Teachers Training Colleges to design curriculum that could assist in developing leadership skills and particularly TL dimensions among teachers and future Principals. The findings add value to the use of transformational leadership in relation to students' results. In addition, future researchers may use the findings to give more information on transformational leadership. Findings would help KEMI design a curriculum for the Principals on the use of transformational leadership on the simulations on the same during the in-service training seminar on management skills for heads. The findings may add knowledge to the current databank on principals' transformational leadership and student performance in schools. The recommendations may be used by others researchers to increase their knowledge on the basis of transformational leadership.

1.7 Limitations of the study

The study had difficulties in combining lectures and exams. Another limitation is that the study was generalized only to public schools in Makueni. In addition, an assumption that governs this study is that the perceptions of principals as the main leaders are honest and accurately represents the principals' leadership and student performance. In some schools, teachers were somehow busy doing continuous assessment test, hence more time was created for data collection. Notwithstanding, the researcher took time to explain the meaning of transformational leadership dimension terms because the participants had little knowledge concerning the topic. For instance, in idealized influence the leader sets a good example to the followers, inspirational motivation dimension helps the leader to inspire confidence,

intellectual stimulation helps the leader to stimulate ideas and individualized consideration dimension helps the leader the leader listens to the needs of the follows. It predicts on self-perception of the principals' transformational dimensions on KCSE results. Academic performance limited to Kenya Certificate of Secondary Education results. By assurance of the study respondents of the confidentiality of their identities, the researcher overcame the limitations of suspicions of the study respondents. The researcher further assured the respondents no data would be divulged to unauthorized persons in a manner that would make their identities clear to other persons.

1.8 Delimitations of the study

Public secondary schools in Makueni county were considered for the study. Principals, teachers and Ministry of education officials were the respondents. The study was delimited to dimensions of transformational leadership and KCSE results.

1.9 Assumptions of the study

The following were the basic assumptions of the study.

i. Principals were aware of the transformational leadership dimensions and their use in leadership.

ii. Teachers' effectiveness was as a result of transformational leadership dimensions

iii. The principals and teachers had the potential to influence performance at Kenya Certificate Secondary Examination.

1.10 Definition of significant terms

Academic performance refers to final grade examinations of Kenya certificate of secondary education which is used to select students for further training in the higher institutions in Kenya.

Idealized Influence refers to a transformational leadership dimension, which shows the ability of the principal to influence the followers by his or her actions in all aspects of life.

Individualized Consideration refers to a dimension where the leader deals with the followers at personal level instead of group settings. He or she offers support to the teachers and students.

Inspirational Motivation it is a transformational dimension where the leader demonstrates high performance expectations and highly support the followers.

Intellectual Stimulation is a transformational leadership dimension, which encourages the followers to be rational in terms of solving problems and creating new perceptions.

Leadership Style refer to the process of influencing followers to perform.

Principal refer to the administrative head of a secondary school.

Student Academic Performance refers to a student intellectual capability through KCSE results.

Transformational Leadership refers to a type of leadership where leaders inspire, influence followers and encourage teamwork hence prompting them to achieve the organizational goals.

Transformational leadership Dimension refers to a pattern of behavior practiced by the principals' in public secondary schools.

1.11 Organization of the study

Chapter one shows background, statement of the problem, purpose, objectives, hypothesis, significance, limitations, delimitations, assumptions, definition of significant terms and organization of the study. Chapter two is made up of introduction, concept of transformational leadership and academic performance, principals' idealized influence, inspirational motivation, intellectual stimulation and individualized consideration and students' academic performance, literature review summary, theoretical and conceptual framework.

Chapter three comprises research methodology, research design, target population, sample size and sampling procedures, data collection instruments, pilot study, validity and reliability of the instruments, data collection procedures, and data analysis techniques and ethical considerations.

Chapter four comprises of data analysis, presentation and interpretations.

Chapter five consists of areas like summary of the study, conclusions, recommendations and research suggestions.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter comprises of the review of related organized under the following sub headings; concept of transformational leadership in an educational context, student academic performance, principals' idealized influence, principals' inspirational motivation, principals' intellectual stimulation, principals' individualized consideration and students' performance, summary of literature review, theoretical and conceptual framework.

2.2 Concept of transformational leadership and students academic performance

The principal as administrator has the highest ranking in secondary school. The principal is the overall operator in secondary public schools. The principals' transformational leadership aim is to improve the school (Ying Xiu Yang, 2012), Consequently, the principal is supposed to display the qualities of transformational leadership that has high character hence leads to improvement of the school program (Roslee, 2011). The principals' greatest responsibility is to bring change by managing the school as an organization and the achievement of students' (Jolanta, 2013). For example, in Kenya, there was a change that was testing the individual transformational traits of a principal when the Ministry of Education ordered for the countrywide transfer of the principals at national schools and those

who had served more than 5 years in the same school (Ministry of Education (MOE, 2017).

The changes desired important aspects to be used to achieve good results. However, the performance of Kenya Certificate of Secondary Education has been on trial since those changes were put in place. For instance, the year 2016 witnessed decline in the performance (MOE Report, 2017). All these happenings are putting the school heads in a tight spot as they strive to revive the desired performance in the schools, win the trust of parents as well as make those changes by the ministry. According to Sadrah, Rita, and Machdalena (2020). found that the transformational leadership behavior of school principal had a relationship in the teaching learning process hence increased performance of the school. According to Mbithi (2014) and Adams (2015) transformational leaders have characteristics that augment the performance of students. This is necessary in the environment of the school thus help in achieving the goals of the organization.

Transformational leaders and followers are highly motivated and observe morality in order to achieve organizational goals (Khorshid & Pashazadeh, 2014). In addition, Burns who studied a great deal of transformational leadership connected this leadership with political leadership. Transformational leaders are leaders who engage with followers, focus on higher order intrinsic needs, and raise consciousness about the significance of specific outcomes and new ways in which those outcomes might be achieved (Hay, 2012). Northouse (2013) indicates that a

transformational leader has emotions, ethics, values and standards, which adhere to

the organizations regulations. A transformational leader is further associated with short and long-term goals, efficiency promotion and setting visions (Magoha, 2017).

Transformational leadership allows the leader to possess communication skills, engaging of followers, clear articulation of goals, and visions set for the entire organization (Thompson, 2012). Further, Sagnak (2010) posit that a transformational leader also possesses powerful characteristic that helps in accomplishing the organizational goals. Therefore, leadership qualities join together bring about transformational leadership effects to the followers (Balyer, 2012). Consequently, this style stimulates the followers to practice the same leadership qualities (Castanheira & Costa, 2011). Christie, Barling, and Turner, (2011) stipulate that these leaders are role models and they consistently enforce important rights by mutually developing good relationships with their followers. This leadership inspires one to achieve high standards of performance in an organization hence going beyond their self-interest (George & Jones, 2012; Hetland, Schou, Pallesen, & Notelaers, 2011; Schermerhorn, Hunt, Osborn, & Uhl-Bien, 2010).

It is important to note that transformational leader attracts the followers through displaying various characteristics thus increasing performance in an organization. This concept was further developed to mean organizational leadership with the 'four I's' (Bass, 1985). Daft (2015) define leadership as a way of providing, equipping, developing of followers on different issues toward organizational

objectives and goals. The success of organizations depends on different types of leadership namely; transformational, charismatic, transaction, visionary, and autocratic. Bass (1997) stipulates that transformational leadership increases productivity in the organization through motivation. Hence, the leaders and followers are actively involved in achieving the organizational goals.

This leadership is about change in the organization because it revolves around the life of a leader's personality, characteristics, ability to lead the followers achieve goals of the organization (Bass, 1985). In a school context, the principal is a transformational leader who helps followers in their needs thus creates a relationship that brings harmony. In doing this, the leader is said to go beyond expectations by thinking of new ways which can inspire and change individuals thus resulting in higher productivity (Bass, 1997). The leaders ensure that there is a systematic change as they practice effective leadership during the implementation process (Rutledge, 2010). On the other hand the characteristics of the principal are beneficial to the learning attitudes of the students thus affecting the academic outcome which is further associated with high learning achievement (Chan, Cheng & Hau, 1991).

The principal as the key leader influences the subordinates by displaying different behaviours. Some of the variables that the principal has to observe so as to increase teacher performance include effective teaching, lesson note preparation, effective use of scheme of work among others (Baryel, 2012). As observed by Bass and

Riggio (2006), leaders use the leadership skills to make the followers excel in performance. These skills help the followers to meet the challenges facing them. In addition, they are also committed to self-leadership which enhances individuality and performance of the team members (Alnakhli et al., 2020; Marques-Quinteiro et al., 2019; Stewart et al., 2011). Further Kimeu, Tanui and Ronoh (2015) observed that academic performance was as a result of teaching and learning materials such as textbooks, laboratory apparatus, classrooms etc.

This process of improvement takes place with the help of the school principals' who work hand in hand with the teachers and the students thus increasing productivity in the school (Mbithi, 2014). This happens when students succeed in their academics because they are motivated. Little use of transformational leadership may lead to challenges but there is need to apply transformational leadership competencies (Williamson, 2014). Several scholars have studied transformational leadership and have found that this leadership style is key in any organization. Studies by Kinjerski and Skrypnek (2006) show that leaders who practice transformational leadership are in a position to share meanings with the followers in an organization.

A study by Saxe (2011) assert that transformational leadership is needed in order to uplift the standards of learning hence help the learners achieve their goals. The main key leader to exercise the functions is the principal. Ling and Ibrahim (2013) significantly agree that the principal has a great role to apply transformational leadership to influence their followers so as to succeed. This shows that

leaders and followers are inseparable if success is to be realized. They are there to change the society because of the high concern of the followers thus resulting to good performance (MoE, 2014).

According to finding by Khumalo (2019), transformational leadership motivates teacher's commitment and hence encourage positive contribution towards the nation's development. While other researchers have adopted that transformational leadership is insufficient. Mbithi (2014) agree that it has practices that are more tangible in the sense that performance and teamwork is very high. The implication is that when leadership is applied effectively, the students get good marks in the final exams in various schools. In addition, studies by Hamida, Nordina, Adnanb, and Sirun (2013) highlight that teachers' commitment increases organizational performance. Commitment is very crucial because it affects the followers outcomes directly and indirectly.

Transformational leadership actually motivates the followers to increase more effort hence improve productivity. In addition, this leadership supports positive innovation in the climate of the school hence increase academic performance, which further contributes to the growth and development of any nation (UNESCO & UN, 2013). Ling and Ibrahim (2013), Khasawneh, Omari and Abu-Tineh (2012) assert that transformational school leaders are intelligent in cooperation, thought process, feelings and inspiration of performance using power from inside.

Consequently, Valentine and Prater (2011) conducted a study that compared the

different forms of leadership exhibited by school principals and the effects of each on the academic achievement and performance of their students.

The researchers conducted a survey regarding the leadership styles of principals and correlated these with the academic performance and achievement of their students. In order to identify and compare the effects of different forms of leadership, data were organized and analyzed based on the leadership style exhibited by a particular public school principal in the disposition of his tasks.

According to these researchers, transformational leadership strongly correlated with academic achievement. In addition, Valentine and Prater (2011) also identified specific aspects of transformational leadership that strongly and positively correlated with student academic achievement. In this case, the principals' ability to identify a vision for the school was realized. A study by Gupta and Gehlawat (2012) also advocate that students are successful when teachers teach effectively. Teachers are called to be committed in their leadership thus provide quality education because they are at the centre of producing quality education that enhances student academic performance in the final examinations (Selamat & Nordin, 2014). On the other hand, principals' overall role is to ensure that learning and teaching that is designed in the school enhance student academic performance (Cooper, 2011). However, studies by chemobo, Muesiego, Kimani and Willy (2014) postulates that principal's lack of commitment can result to poor performance in schools. So they

should encourage the followers to exercise their level of potentiality morally and ethically.

On the other hand, teachers' effectiveness and efficiency have significant impact on students performance. Scholars have described academic performance as the individual ability to obtain higher grades in a certain level of education. Definition of quality varies from different nations. The Kenya current system has 12-point numeric scale with corresponding letter grade A to E. KCSE is always at the end of the of four years as stipulated by the ministry of education. Therefore, a population that is educated attracts global economic growth and development hence increases productivity in an organization (Oketch & Mutisya, 2013).

Further Lamas (2015) asserts that academic performance as agreed by several authors is the effect of learning by the students through the teachers. Student academic performance can only be achieved when key determinants like laboratories and libraries are considered (Mwangi, 2012). Other factors that involve academic performance include personality, the intellectual level, skills, interests, self-esteem, study habits, motivation, and the teacher-student relationship (Lamas, 2015). Kimeu, Tanui and Ronoh (2015) observed that teaching and learning materials such as textbooks, laboratory apparatus and classrooms improved performance. However, Efeza (2011) disagrees that infrastructure has no impact on academic success of the students.

In other studies, by Cal and Sheldon (2013), show that head teachers concentrated on transactional and transformational leadership to bring about the improvement in the school. As Muricho and Chang'ach (2013) shares the finding by asserting that teachers and school leaders responsibility is to promote academic performance and quality education. A study by Otieno (2011) on performance shows that parents' involvement increased students' academic performance. Further Muia (2018) observes quality teaching enhances students success that students must receive quality teaching to enhance performance in KCSE. Quality teaching involves syllabus coverage, qualified teachers who are committed to hard work. Therefore, teachers must play their role in preparing the students to excel in their exams through proper coordination, the facilities and school leadership (Kearney, 2010).

Research evidence by Gachau (2011) revealed that leadership style by the principals and teachers is also associated with academic achievement. Hence, teachers must exercise a practice that is interesting, attractive and interactive to the students. Kiplagat, Role and Makewa (2012) study show that principals' commitment toward the students' play an important role in academic performance. Consequently, behaviors also influence academic performance hence bring success to the organization (Balyer, 2012). Therefore, the school leaders are responsible to provide relevant services and resources.

The principal as a transformational leader has responsibility of inspiring the followers by sharing the vision of the organization and building leadership capacity

of the followers via coaching and mentoring. Transformational school principals should demonstrate effective leadership thus leading to good performance. They achieve desired goals through satisfying the followers needs (Ghasabeh et al. 2015), above all challenge follower's role is to engage with the transformational leader in identifying and solving of problems in order to achieve organizational goals. Ultimately, Savovic (2017) and Wood (2019), assert that the leaders focus is to help the followers on how to solve problems and supporting the followers needs hence increase commitment in the task assigned. Samuel (2020) calls them transformational leaders who in other words focus on uniting the followers to achieve set goals of the leader's vision.

According to Saad (2021) conscious leaders are equipped with the characteristics of transformational leadership, such as ideal influence, intellectual stimulation, inspirational motivation, and individual considerations to achieve the expectations of the institutions. Similarly, Shrestha (2020), observe that transformational leadership is composed of intellectual stimulation, inspirational motivation, individual consideration, and idealized influence. These dimensions contribute highly to educational sector.

A study by Reed (2005) assert they are four dimensions which can be used by the school leaders to bring educational reforms in educational institutions in Kenya. These settings can be explained as inspiration motivation, individualized consideration, intellectual stimulation and idealized influence. These dimensions

when applied in a school setting make the school a place to be admired. They also help school administrators' behaviours look important since they act as the centre of change in the society they operate.

These dimensions encourage the followers to perform highly hence reach their potentiality. Therefore, it is crystal clear that followers are the products of the dimensions of transformational leadership of the secondary school principals'. These principals' must embody all the dimensions for better performance. Nevertheless, it depends on the degree in which principals practice the transformational leadership dimensions in their work.

2.3 Principals idealized influence dimension and students' academic performance

Germano (2010), emphasize that leadership that transforms has impact on the followers. Transformational leadership consists of four main dimensions (Hoffmeister, Alyssa, Gibbons, Stefanie, Johnson, Konstantin, Cigularov, & Chen (2014). Hughes (2014), note that idealize influence of transformational leadership is the best leadership and can be applied in all circumstances. Idealized influence refers to a scenario in which a principal is able to apply integrity to the followers thus improve performance. This dimension is used to restructure leadership in the 21st century in USA in academic performance (Lorgwell-mckean, 2012).

The leader who possesses idealized influence displays characteristics that can be applied in both private and public institutions, thus making the followers increase in academic performance. The principals can become more effective in schools if they adopt idealized influence behavior (Veysel, 2014). Idealized influence is a crucial leadership dimension because the leader demonstrates a friendly behavior for the followers to imitate (Deveshvar and Aneja, 2014). The leader is perceived by the followers as one who has moral power as well as helping the followers become idealized influenced in their minds. Importantly, displays ideal behavior for the followers in the organization. For example, the leader behaves in a manner that aspires and influences the followers' behavior and attitudes for the success of the organization (Balyer, 2012). A study by Gomes (2014) assert that, followers also acknowledge extraordinary capabilities, persistence, and determination in their leader and the leader is evidently willing to take risks to achieve organizational or personal goals but adopts an ethical and moral conduct while doing that (Gomes, 2014). The idealized influence leaders are highly educated and optimistic about what goes on in their leadership. Therefore, they understand educational practices expected of them. They also desire to display high standards and expectations in their leadership rule for their followers. KEMI (2014), note that role modeling, a sense of meaning and vision are aspect of idealized influence. The idealized influence of transformational leadership when used by the school principals effectively results to success. Some of the additional practices include; mentoring, having best-practices, and being accountable (Hauserman & Stick, 2013). Further,

these leaders are responsible to admire trust, respect, and to avoid use of power for their own interests (Deveshvar & Aneja, 2014).

According to Muia (2018), idealized influence correlated positively with academic performance. This shows that the dimension is directly associated with student academic performance. Transformational leaders who practice this dimension have several characteristics. Bass (1998) articulates a vision to the followers and motivates them to capture the vision of the organization hence it results to organization success because the leader and the follower understand one another. In addition, it encourages the leader and the follower to develop and grow in their profession (Muia, 2018). Furthermore, Moynihan et al., (2012) introduces success of leaders by nurturing right conditions, transparency of objectives and culture development. While Nawaz and Khan (2016) argues that the followers identify with the leaders very closely and sacrificially improve performance.

In this area the principal helps the students to develop the level of ability in the area of loyalty, self- interest and dedication (Ghadi, et al. 2013). Northouse (2016), comment that such leaders are highly truthful, reliable, generous, humble, persevere, and integrity. The principals have determination and ready to take risks using the capabilities in different areas. Moreover, the above practices have a great role in changing the teachers and students attitudes to improve performance in the teaching learning process hence establishing principals idealized influence and student academic performance (Samuel, 2020).

Bass (1998), underlines that idealized influence equips morally and ethically so that they can work hand in hand with the followers by providing opportunity to support to all individuals and institution. The principal leads by example in exercising the transformational leadership characteristics thus promoting academic performance (Ndiritu, 2012). A study by Veysel (2014) assert that school principals who use idealized influence dimension, create a healthy environment for the learners thus promote academic excellence in school. Also according Ngunyi and Ndurumo (2019), the idealized influence greatly impacted students' academic performance by showing an increase in the students' performance in different subjects.

In addition, this approach supports the fact that the leader is trusted and respected by the followers thus leading to good communication. In other words, transparency, integrity and truthfulness are applied in all areas thus creates unity (Ndiga, 2013). The leader in turn becomes a role model to everyone in the organization especially in meeting the objectives. On the other hand, Kemal, Suryadi, and Rosyidi (2019) observes that the key to the success of a leader is being a role model. Balyer, (2017) agree that principal characteristics and role model life style must have a strong relationship if performance is to be realized in the school. This is different with the findings by Ndiritu (2012), which show that there was no relationship on students' performance in leading by example. Therefore, when the principals apply transformational leadership skills, high performance is realized at KCSE.

Further, Muia (2018) found that idealized influence significantly influenced academic performance in KCSE. This indicated that idealized influence dimension by the principals' affected the students' performance in KCSE. The alternative hypotheses were adopted while the null hypotheses rejected. Importantly, principals are held accountable for using the idealized influence dimension that impact KCSE examinations. Studies by Kitur, Choge and Tanui (2020), found that idealized influence had a positive effect in KCSE with a P- value of 0.005. The idealized characteristics that were exhibited by the principals' were coaching and mentoring and being a role model. Being a role model means to exhibit behaviours that the followers can emulate. This kind of leadership is more effective than using a commanding voice because the leader leads by example.

Most importantly, the leader wins respect through behavior not the title (Kouzes & Posner, 2012). This indicates that the principals' who exhibit idealized influence lead to improved students' academic performance. This agrees with Balyer, (2012) study which emphasizes that idealized influence behavior is highly demonstrated by the principals' in schools. Nevertheless, the results indicated that idealized influence was frequently used by the principals such that student academic performance increased (Ngunyi & Ndurumo, 2019). This behavior is critical to the principals of public secondary schools because it points to the student academic performance where effective learning takes place.

Therefore, the principal's idealized influence dimension has a substantial impact on students' academic performance. The principals must engage in effective leadership if they want the students to improve in examination. Therefore, idealized influence of transformational leadership must be enhanced in school leadership for positive learner outcomes in the KCSE examinations. Moreover, the principals who use idealized influence attributes have a responsibility to ensure that students perform in KCSE examinations. Most importantly, the principals must exhibit idealized influence dimension to make the teachers be moved toward the success of the organization.

2.4 Principals inspirational motivation dimension and students' academic performance

Inspiration motivation of transformational leadership is an important dimension which can be used by the principals to bring about change in public secondary schools. The leader's role in this dimension is to provide goals that are motivating by giving duties are challenging and meaningful (Avolio, 2011). Schools are important places which attract interpersonal relationships. The principal as key leader in the schools enables interpersonal relationship (Wasonga, Wanzare & Dawo, 2015). The principals associate with both the teachers and students to improve performance in the organization. The principals are called to transform and influence teachers so that they can perform well through sharing the vision of the organization, motivating team members and creating confidence among the teachers

hence improve learners performance (Koys, 2014).

Inspirational motivation is a dimension of transformational leadership whereby leaders are optimistic and articulate vision for that future. A study by Yukl (2010), describe the communication of the vision, use of symbols and modelling of appropriate behaviors as part of inspirational motivation. Inspirational motivation has characteristics that help reveal the leader in an organization. Inspirational motivation which is the third dimension describes the leader as one who creates, communicates and stimulates shared concern in subordinates (Dartey-Baah, 2015). Samuel (2020) postulate that transformational leaders involve teachers and students in identifying with the school vision and mission hence improve academic performance. In addition, Bass and Riggio (2006) posit that the leaders show a compelling vision which communicates expectations by demonstrating a commitment. These leaders as portrayed in this study are the principals of public secondary schools. The principals' role is to make sure that there is continuous performance happening in the schools by building trust to the followers (Kariuki, 2018).

The principal says the vision very often and explains the significance of the vision to the schools. The vision should also be understanding and clear to the followers. They are confident that goals will be achieved. Principals inspirational motivation commitment of the school vision is an indication of students success (Mendels, 2012). This dimension encourages team work and confidence towards difficult times. Motivation geared towards acquiring new knowledge which is appropriate

for leaders (Apolline, 2015). Differences in needs, goals and personalities make motivation not to be the same for everyone.

Inspirational motivation dimension of transformational leadership is optimistic in the organization social sector where motivation and enthusiasm are urgently needed. Yukl (2010) assert that in inspirational motivation the leader communicates the vision of the organization by the use of symbols focusing followers effort and behaviors. Belle (2013), makes it clear that it is the responsibility of leader to share the vision so that achievement can be realized in the school. Importantly, study findings by Rutledge (2010) also show that inspirational motivation foster high level commitment by instilling trust to the followers and vision of the organization. Further it is important to note that school principals who use this component help their subordinates to be focus in their work (Khasanwneh, Omari and Abu-Tineh, 2012). This helps in improving performance in the schools.

Another study by Saeed and Muneer (2012), assert that administrators in secondary schools boost the students morale and staff by motivating them through learning and teaching process hence promote high output and quality. Gomes (2014), associated inspirational motivation of leaders with incentives and creativity of work of the followers. Ndiga, *et al.* (2014) are of the view that, the first task of a manager is to find out what motivates his/her employees and make a balance between employee's needs and the offered reward. Carter, Armenakis, Field & Mosholder (2013) recognize motivational strategy as offering of praise and gratitude by leaders

in the organization. In a school set-up, these incentives are given to the teachers and students to encourage them to continue working hard hence improve performance and changes in all levels in the organization.

Raman et al, (2015) "Relationship between Principals' Transformational Leadership and Secondary School Teachers' Commitment" observed that principals' transformational leadership had a significant relationship with teachers' commitment. In addition, Rawung, Wuryaningrat, and Elvinita (2015), says that the leader who exhibits inspirational motivation must be able to develop trust and satisfaction to the followers. This will result to a change leading to development in the organization.

In addition, knowledge sharing which acts as an essential element is the foundation of inspirational motivation hence it makes the organization to be effective. Actually leaders with this behavior challenge the followers to do great things as pertains the goals and objectives of the organization. As a result of this practice, there were changes in the organization. This included effective team work, developing vision, and competitive spirit between the leader and the subordinates. Other findings by Ling (2013), observes that the implementation of educational policies involves teachers because they are professionally qualified to fulfill organizational goals by implementing educational policies. This shows that inspirational motivation in education sector is imperative practice, since it brings change and improvement of

student academic performance. Consequently, when students fail to perform then it means inspirational leadership practice of transformational leadership is ineffective.

Scholars' belief that inspiration motivation from leaders emanates from different angles. For instance, Ahmad, Ather & Hussain (2014) argue that teachers motivate learners through teaching and learning abilities. As a principal, the ability to believe in their effectiveness to lead others should be reflected in their personal efforts to establish a rousing environment for all the followers. Nevertheless, motivation stimulates and sustains the interest of the principals and students in schools. This leadership dimension touches all the stakeholders since the impact is high. According to the above studies, there is compelling evidence that inspirational motivation significantly affects students' performance thus increasing the mean score. So, it is important for the principals to encourage team work participation in making decision (Ndiga, 2013).

This makes the followers to have the zeal and enthusiasm to work hard hence excellence performance (Samuel, 2020). In the education sector, this brings about growth, commitment, encouragement, team work and high performance rate is realized. That is, the principals, teachers, non- teaching staff, and students all join together for the purpose of success.

2.5 The influence of principals intellectual stimulation dimension and students' academic performance

Intellectual stimulation is a dimension which is used by leaders to inspire people to be creative when dealing with issues (Bell & Menguc, 2012). Intellectual stimulation is a component of transformational leadership which encourages followers to ask questions which trigger their values as well as beliefs (Elkins, Keller and Sundi, 2013). Intellectual stimulation also allows innovation among the followers (Sundi, 2013; (Griffin, Neal & Neale, 2013). The principals who exhibit innovation and creativity in their leadership enables the students to get high marks in the examination. Intellectual stimulation of transformational leadership brings change in the school context. Intellectual leadership dimension enables the leader to encourage and provide new ways of thinking to the followers in the organization (Liu, 2013). For example, transformational leaders encourage followers to transform positively and make instant changes by applying creativity and innovation (Sandiasa, 2017). Bellé (2013) agree that the new ways of thinking are about the followers beliefs and values.

Bass & Riggio (2006) support that leaders who have intellectual stimulation involve followers in finding answers for many problems affecting the organization hence they often challenge old ways of doing things. Hadebe (2013) attributed intellectual stimulation as the most core element portrayed by the secondary school principals. However, the teachers felt that some of their knowledge and skills were not utilized

by the principals an aspect that a transformational leader should consider in making all the followers feel important and appreciated, involved in decision making.

Muia (2018), finding show that intellectual stimulation elements positively contributed to KCSE examinations in public secondary schools. The principal's intellectual stimulation was high leading to a strong relationship toward teachers and students. This is an indication that performance was also high. Bolkan, Griffin, and Goodboy (2018) agree that when the principals who communicate this dimension change the classroom environment by motivating the students and their approaches to learning. Subsequently, teachers also influence the students' intrinsic motivation by applying the dimension of intellectual stimulation thus changing the students' approaches to learning.

Transformational leader who is attracted to this dimension likes taking risks. Furthermore, the transformational leader encourages leadership development of teachers and students hence productivity increases (Al-Harthi & Al Mahdy, 2017). A study done by Hadebe (2013) observe that schools need a leader who understands their role in relation to production process. For instance, principals leadership influence students performance so that growth and development can be realized (Ndiritu, 2012). As a transformational leader, the principal influence the teachers who in turn challenge the followers intellectually by inspiring them to work hard.

Transformational leadership in public secondary schools is very crucial since it leads to effective learning so as to determine whether the goals are achieved or not (Ngunyi & Ndurumo, 2019). These authors found that intellectual stimulation positively affected academic performance by the model coefficient results, $t = 4.929$, $p = 0.028 < 0.05$ and by an increase of 11.5 per cent. Therefore, intellectual stimulation characteristics of the principals have a relationship on student academic performance.

Hadebe (2013) attributed intellectual stimulation portrayed by the secondary school principals as the centre of transformational leadership. However, the teachers felt that some of their knowledge and skills were not utilized by the principals, an aspect that a transformational leader should consider in making all the followers feel important, appreciated and involved in decision making. Ngunyi and Ndurumo (2019), posit that intellectual stimulation positively influenced students performance hence defining school effectiveness (Talebloo, Basri, Hassan, & Asimiran, 2018).

In another study of Bell & Menguc, (2012); Liu (2013) postulate that intellectual stimulation emphasizes positive practices by the principals like being creative when dealing issue. The leader encourages the followers to think critically toward performance. Intellectual stimulation solves problems from different angles and encourages new strategies of re-examining critical issues. Bass and Riggo (2006), assert that leaders who practice intellectual stimulation dimension encourage

innovation and creativity when addressing problems using the new ideas. This approach calls for actions where principal define role and the responsibility of followers.

In addition, Ndiga (2013), found out that intellectual stimulation was used by the principals' to encourage the followers by helping them to be innovative and creative so as to increase performance. This makes the organization grow hence fulfill the organizational goals. Notably, Ahmad, Ather & Hussain (2014) argue that teachers perform vital role in motivating learners in the teaching learning process. This is because school principal use intellectual stimulation dimension to encourage teachers to develop new ways of approaching and solving issues hence it raises the eyebrows of the students in term of performance. Finally, a study by Liu (2013) postulate this dimension helps the followers to have new ways of thinking to enable the organization grow. Nderitu (2012) found that poor results were as a result of ineffective practices by the school principals' and suggested on further training of the principals' intellectual stimulation characteristic. This will create a good relationship between the principal and the students hence improve student academic performance in schools.

2.6 Principals individualized consideration dimension and students' academic performance

According to Matthias and Eline (2012) transformational leadership has been linked with the organization and individual performance. This dimension of leadership

possesses certain traits like treating the followers as an individual and with a lot of professionalism. Individualized dimension has a strong definition with significant behaviours that increase performance like inspiring, coaching, motivating, and supporting (Zain, 2010). This is because people need to be transformed so that they can lead well. Manteklow, (2011) observe that it leads to trust of higher level in the leadership setup. Valentine and Prater (2011) also identified specific aspects of leadership that strongly and positively correlated with student academic achievement. In addition, the leaders work is to mentor, support and coach the followers to significantly promote the growth of the entire organization (Dartey- Baah, 2015).

Individualized consideration dimension allows leaders to treat others as individuals by identifying needs aspirations and abilities. Further, these leaders practicing coaching, promotion of self-development and teaching their followers. They treat others as individuals, rather than simply group members, and identify the differing needs, abilities, and aspirations for those individuals. Individualized consideration dimension focus is on the development of the follower (Bass, 1985). Nderitu (2012) concur that there was a positive correlation students' academic performance and the principals' encouragement in secondary schools in Nairobi county. Bass and Riggio (2006) observe that individualized consideration focuses on the holistic needs of students. School principals are rightly positioned to consider the students' needs so as to increase performance in examination. Ahmad et al. (2014), assert that leaders who use this dimension consider followers work and experience for the

organization hence positive performance is realized. In addition, Lorgwell-Mckean (2012) "restructuring leadership for 21st century schools" indicates consideration by transformational school principals on human capital need is necessary if student performance has to increase. The increase is practical only when individual consideration dimension is applied in the school environment. Conger (2014) advocate that focuses on the peoples wish and different needs thus desired results are evident in national examinations.

The school principals on the other hand are able to work with followers by empowering them to develop in different areas. School leadership is crucial to students' academic achievement which rely on the school principals. The principals deal with issues like concerns of parents, matters of instructions, staff needs, finances and improvement of the students (Hildebrand, 2012; Hughes & Jones, 2010-2011). A study by Wang and Howell (2010) argue that transformational leader focuses on group as well as individual levels. The leader aims at empowering followers to potentially develop their abilities, skills self-efficacy and respect among others. The leaders influence their followers by strengthening their interest in them. The leader's goals is to understand the followers needs, abilities, skills, and offer coaching and mentoring which helps in overcoming individual challenges. This behavior also helps the leader in this case the principal, inspires followers achieving the institutional goal.

Further the leader develops the beliefs and values of the teachers and students thus improve performance in examination. This situation allows the leader and the followers behave the same since they have a common understanding of who a transformational leader is. The school principal should actually live an exemplary life by encouraging the followers to act like them so that they perform hence increase productivity in the organization. Above all, the transformational school principal practices this dimension so as to increase the follower's self-fulfillment, self-actualization, and self-esteem (Truesdell, 2011). The leader uses individualized consideration aims so as to fulfill the needs of individual in organization.

Therefore, the leader provides for individuals' needs which are the requirements of growth and achievement (Osagie & Momoh, 2016). If the Educators who are transformational leaders get positive results, including higher student engagement with their course material and other school pursuits. "Subordinates of transformational leaders have less role conflict, higher task performance (Simic, 1998). Sammons, Gu, Day, and Ko (2011) advocate principals leadership and used confirmatory factor analysis as well as structural equation models in order to quantify the relationships between principals' leadership, processes and policies significantly impact the performance of the students. Besides, according to the above authors, Bass and Riggio (2006) tend to have important implications on the principals' individualized consideration dimension because a high performance practiced by the principals for example

creating new opportunities for the followers. The leader observes this individualized consideration dimension by being an effective listener and recognizes individual's differences. The leader further encourages, interactions with followers on a personal basis and delegate's tasks as a means of developing followers. Further exploration by Avolio and Bass (2004) discusses the multi factor leadership questionnaire in which leaders spend time teaching and coaching their followers. In addition, they treat the followers as individuals, consider their different needs, abilities, aspirations, and develop their strengths. Principals develop the tactics of distributing this behavior help the students attain high grades. They observe the following elements that is listening, interactions, delegation and acceptance. These elements increase level of performance of the followers because of the leader's influence thus making the outcomes excellent (James & Connoly, 2000).

The principals as leaders are accountable for the success of the students. The principals are supposed to portray seriousness in the area of practical planning by assisting the followers. But other research has shown very little impact on student achievement. There were assumptions that principals positively through teachers commitment and their beliefs led to student achievement (Ross and Gray, 2006). In conclusion, the above studies agree that separating transformational leadership dimensions and academic is impossible because they encourage high student performance in public secondary schools. Importantly, other leadership practices have been studied by different scholars. For example, a study by Kouzes and Posner

2006) discuss the two laws of leadership where the leader engages in practices like honesty and commitment so as to increase students' performance.

A study by Kendra (2011) show that the use of democratic, authoritative and laissez-faire leadership styles also influences students' achievement through explaining clearly the expectations to be done, guidance and effective leadership. These styles lead to high level of academic performance. The above findings have raised different issues on transformational leadership dimensions (TLD) hence the reason for this study. The study attempted to provide a comprehensive information of principals' transformational leadership dimensions on students' academic success. The findings show that transformational leadership practices are attributed to student academic performance. Kouzes and Posner, (2012) are in support of this fact that transformational leaders are doing extraordinary things to people in the organization. They are practical in their actions through innovations, unity and rewards for the followers.

2.7 Summary of literature review

From the studies several factors are identified that affect students' academic performance in public secondary schools. The principal become more effective in schools when they adopt idealized influence behavior (Veysel, 2014). Idealized influence is a crucial leadership dimension because the leader demonstrates a friendly behavior for the followers to imitate (Deveshvar & Aneja, 2014). This finding are in agreement with a study by Yukl (2010) who describes the

communication of the vision, use of symbols and modelling of appropriate behaviors as part of inspirational motivation. Inspirational motivation has characteristics that help reveal the leader in an organization. Inspirational motivation which is the third dimension describes the leader as one who creates, communicates and stimulates shared concern in subordinates (Dartey-Baah, 2015) and concur that Intellectual leadership dimension enables the leader to encourage and provide new ways of thinking to the followers in the organization (Liu, 2013) furthermore Mascall (2007) advocate that individual consideration attends to the needs of the followers thus desired results are evident in national examinations.

2.8 Knowledge Gaps

Leadership influences followers to achieving organizational goal. It happens between leaders and the follower (Northouse, 2010). Table 2.1 shows leadership as conducted by different researchers (e.g., Mbithi, 2014; Lorgell-Mckean 2012; Saxe 2011, Rose, & Gray, 2006; Muia, 2018; Ndiga, 2013. Further empirical literature reviewed gaps that were crucial for the research. Empirical literature emphasize that transformational leaders influence the performance followers. Therefore, it is important to investigate whether principals' leadership dimensions' influence performance of the student. The study focused on the principals' and teachers' in public secondary schools. The study investigated the gap in Table 2.1.

Table 2. 1

Contribution to Knowledge Gap

Variable	*Author*	*Study*	*Method*	*Finding*	*Gap*
TL	Mbithi 2014	TL& performance of universities	a positivist	Significant relationship of TL and the performance of universities.	Author focused on the use of behaviour of the university leadership in Kenya. This study investigated impact of idealized influence on performance.
LS	Alemu & Getnet 2017	Leadership Styles on Employees' Job Satisfaction	cross-sectional survey	TL influenced positively	Study focused on leadership styles on employees' This study investigated how inspirational motivation dimension influenced performance
TL	Lorgell - Mckean 2012	TL trust quality relationship on teacher leadership	A mixed methods research design;	TL effective on performance.	The study focused on quality relationship on the teachers. This study investigated use of idealized influence dimension as a leadership to implement performance

TEI	Alam & Ahmad 2018	Teachers' emotional intelligence &student performance	Regression analysis	Ability to manage emotions and student success is caused by the culture of the school	Authors leadership styles on employees. This study investigated principals idealized influence and effect on KCSE. Achievement is mediated school culture.
TL	Saxe 2011	TL& Emotional, Social Competence of the School Leader	(MLQ5x)	TL behaviors, emotional, social competencies of self - report and other-rater assessment .	Author focused on TL emotional. social competencies of a leaders. This study investigated intellectual stimulation as a dimension that affects performance .
LS	Nyamb -oga et.al 2014	leadership & K.C.S.E.	descriptive design	Autocratic leadership style was effective on KCSE results	Transformation al leadership did not enhance good performance. The study investigated the role and the relationship of transformational leadership on performance

TL	Ross & Gray 2006	TL & teacher efficacy	Empirical study	TL impart collective teacher efficacy.	Authors did not focus on the relationship of the TLP and how they are powerful of students academic performance. This study focused on the role
L	Adams 2015	Leadership Practices in Schools.	A mixed methods multiple-case design	Positive themes of principal practices identified	individualized consideration dimension on performance. Author focused on leadership practices in high poverty schools. This study investigated TLD identified in the questionnaires and which affected the students academic performance.
TL	Samuel 2020	Effect of school heads' leadership practices on students' academic achievement	A Mixed Method Design	The 4I's had significant positive impact on students' academic achievement.	Authors focused on Kothari's proportional representation method to determine sample size, OLS regression analysis was employed on independent variables This study

					investigated principals' inspirational motivation dimension and effect on performance.
LP	Kearney 2010	Effective Principals for California Schools & leadership development	meta-analyses in correlation	Developing leaders improved school effectiveness and student achievement.	Findings focused on principals effectiveness and development. This study investigated principals intellectual stimulation on performance.
LS	Okoth 2000	Leadership style & KCSE performance	Ex post facto	Democratic leaders did better	Findings focused on democratic leadership, autocratic and laissez faire leadership style . This study investigated on principals TLD. data analysis mean, frequencies and percentage and inferential statistics.
TL	Ndiritu 2012	TL characteristics of secondary school principals' & students' academic	Correlational research design	Inspiring a shared vision, encouraging the heart and challenging; the process characteristic	Findings focused on the process characteristics to lead to academic performance. This study

		performance.		s led to cademic performance	investigated the role of each practice and how it led to student performance.
TLP	Muia 2018	Principals' TL& KCSE performance	Descriptive survey design	Intellectual stimulation (IS) influenced KCSE	The findings focused on principals TL and performance. This study investigated influence of principals TLD and effect on KCSE
TL	Ndiga 2013	Teachers' and students' perception of principals TL &student academic achievement	Mixed method approach:	Principals' individualized consideration, stimulation increased student academic achievement.	Focused on teachers' and students perceptions on principals' leadership. This study investigated how individualized consideration influence performance

Source: contribution to gaps of different authors

2.9 Theoretical framework

Theoretical review of a study examines the development of theories by different authors. The discussion of transformational leadership theory largely guides the study. It was developed by Bass (1985). The theory empathized that leaders motivate the followers by displaying the four dimensions as indicated in Figure 1.

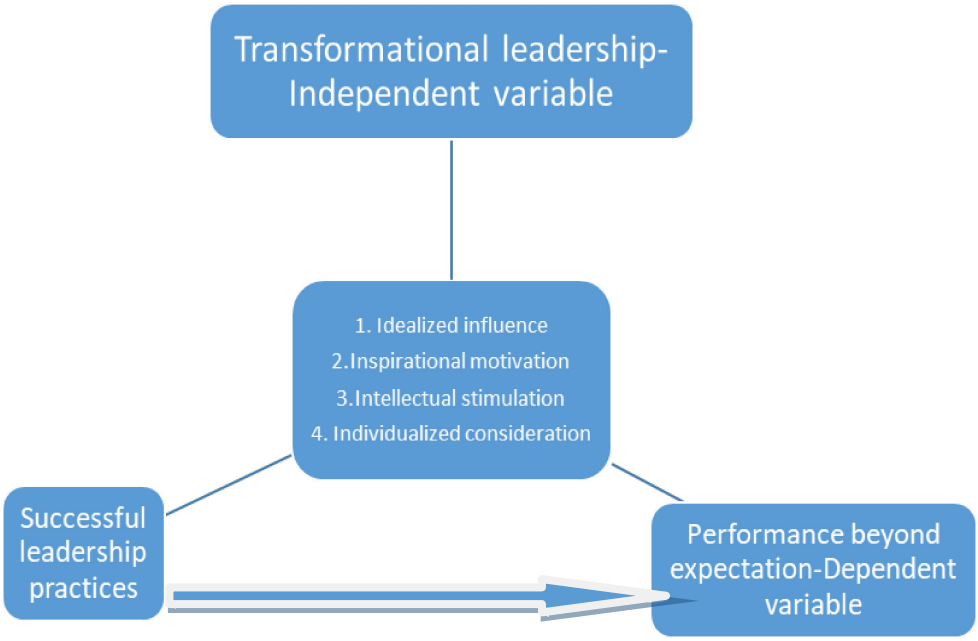


Figure 1 Source: Adopted from Mojgan et al, (2012).

In figure 2.1, shows a transformational leader's role is to transform and motivate followers by applying the four dimensions. These dimensions of transforming followers, is what Bass considers as the components of transformational style of leadership. Bass believed that a transformational leader influences the followers through successful leadership practices which finally lead to performance beyond expectation. In the context of the school, the leader's role is to engage the students to a higher level of achievement (Samuel, 2020). Further transformational leadership maintains that the needs of the follower are key factors toward performance (Ghasabeh, Reaiche, & Soosay, 2015). In addition, the leader's behaviors arouses change in the followers through observation as well as meeting their interests. (Warrilow, 2012).

The theoretical framework for this study is relevant because it explains more about how transformational leaders influence followers performance. Transformational leaders achieve their objectives and goals by helping their subordinates do exceptional work (Bass, 1985). This leadership theory is strong because it emphasizes on the qualities of a leader thus reinforces the principals as the key leader. The theory benefits the followers and leaders in the sense that they support each other by displaying higher morality and motivation thus lead to goal achievement. The leader maintains the role of mentorship, fulfillment of the needs, and paying attention to personal development of the followers (Khorshid & Pashazadeh, 2014).

Kolzow (2014), suggest that transformational leadership is engagement of the followers by demonstrating integrity and trust. Kim & Yoon (2015) posit that transformational leadership is different because it sustains the follower deep desire for motivation in the achievement of goals through transformation. The main weaknesses of this theory is that lack of trust, mentorship, motivation and listening skills by the leaders, may bring about low performance in KCSE. Another weakness of the theory is that it may cause indiscipline in the schools hence affect performance. Despite the weaknesses identified in transformational leadership theory, it is important to note that the theory is based on moral foundations which a leader uses to influence the followers hence performance is realized. Ndiga (2013) notes that the principal behaviors through

frequent interactions with teachers improved student outcomes. Also change in the followers is observed and interest of the group are taken care of (Mojgan, Kamariah, Wong & Saedar, 2012).

Ndiritu (2012), confirms that the leader engages the followers for better performance. Joo, Yoon, and Jeung (2012), further comments that this type of leadership works better in organized schools where the people's potential has been tapped by displaying honesty and loyalty qualities which later lead to transformation of both the leader and the follower, thus increasing the performance. These aspects are important to the transformational leader who in turn exhibits them through the followers for bringing about desired outcomes (Warrilow, 2012; Raman, Cheah, Don, Daud, & Khalid, 2015). In addition, Osagie and Momoh (2016) study show that the four dimensions of transformational leadership which act as predictors influence students' performance. Based upon this theory, this study investigated influence of principals transformational leadership on students academic performance at KCSE. The principal is regarded as the chief executive who is responsible for all that happens in the school. Osagie and Momoh (2016) advocates that the principal ensures that goals of the school are achieved.

2.10 Conceptual framework

The concept that transformational leadership dimensions' influence students' academic performance hence help in accomplishing organizational objectives and goals is the focus of this study. The framework is based upon Bass model (1985,

Bass & Riggio, 2006). Figure 2.2 shows a model on principals leadership with student performance.

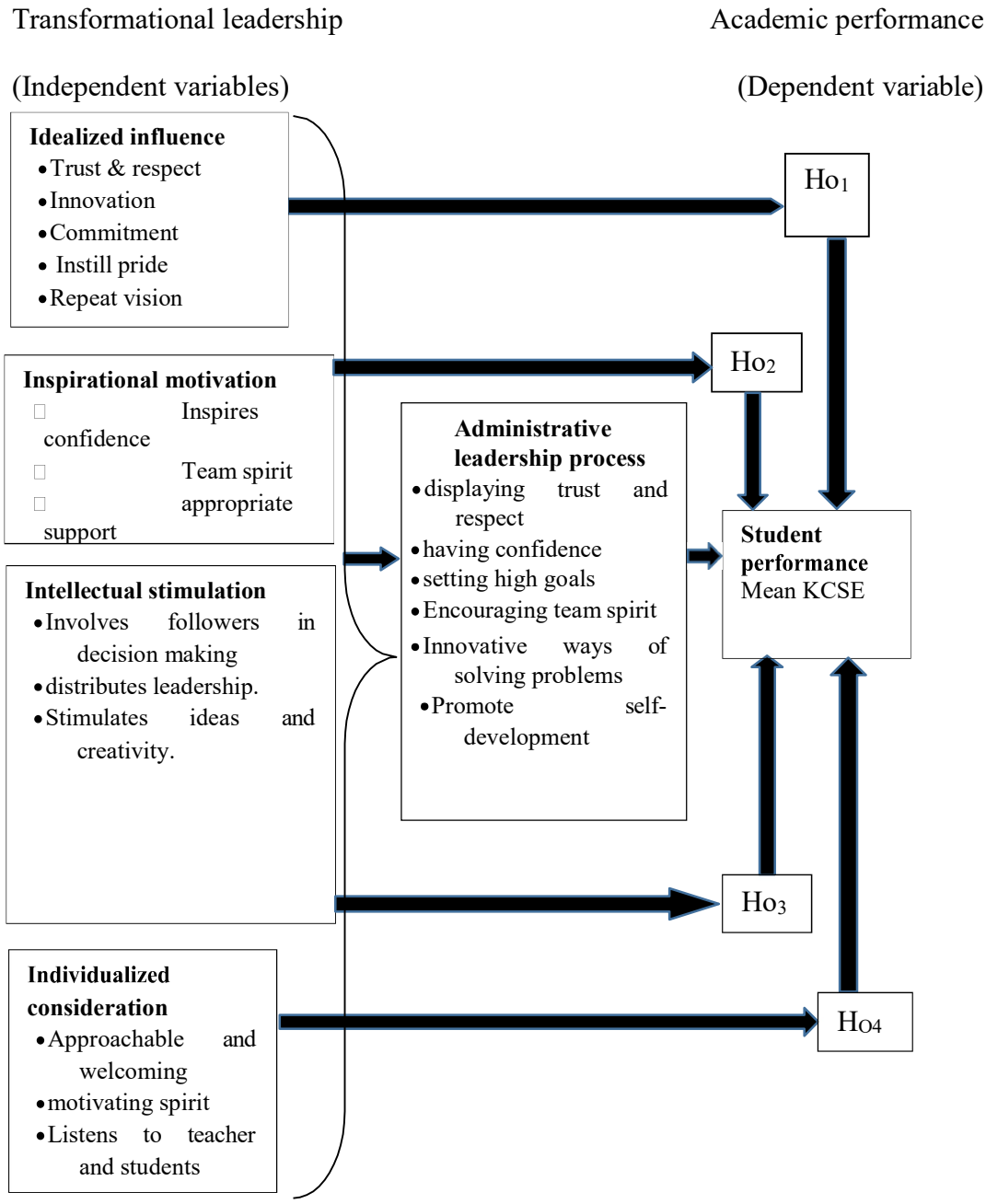


Figure 2. The relationship between principals transformational leadership and students' academic performance

The conceptual framework in figure 2.2 indicates the principals transformational leadership being an independent variable becomes an agent of change in the institution hence influence the students' performance in KCSE. While academic performance depends on the principals' efforts in applying the dimensions. For example, respect to teachers and students, being a role model, and confidence. The key issues in transformational leadership process are determined by what the principals' display in their leadership style as observed in figure 2.2.

The bold lines, H_{O1} , H_{O2} respectively indicate independent variables and hypotheses toward student academic performance. The transformational principal is supposed to meet the needs of all the followers by creating new learning opportunities, encourage team spirit, new ways of solving problems, be trusted and admired by the followers. In addition, the principal becomes key in ensuring that the vision of the school is highly embraced by the all members. As a result, students' performance is influenced either positively or negatively. This transformational leadership model plays the role of team members, utilization of diverse skills and expertise, worked within the set expectations and maintained strong relationships with the teachers. On the other hand, transformational leadership can result to lack of intrinsic motivation if the members disagree with one another. The leaders can make wrong decisions especially where relationship has been broken. Transformational leadership can cause disagreement with the followers especially where leaders have failed to meet the set expectations. The model is guided by the four main

hypotheses of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the important areas in the research methodology like the research, target population, design, sampling procedures, sample size, research instruments, reliability of instruments, collection of data procedures, validation of the instruments, data analysis techniques and ethical consideration.

3.2 Research design

This study adopted correlational method which examined whether there was a positive relationship between variables (Osebgo & Ifeakor, 2011). According to Kothari and Garg (2014), a design arranges data analysis in a conceptualized structure in research. Hence a correlational study investigates how variables relate to one another in a natural environment (Simon & Goes, 2011). Further, Kadam and Bhalerao (2010) posits that correlational design discovers whether there is a connection between variables without making any influence to the variables. This design strengthens and judges research rigorously by giving a detailed understanding of the variables based on reliability and validity (Morris & Burkett, 2011). The design points at summarizing the information provided quantitatively using statistical method (Ndiga, 2012).

3.3 Target population

Banerjee and Chaudhury (2010) assert that target population are people in which some information is required to be investigated. These individuals' have common elements that need to be studied (Cooper & Schindler, 2014). The target population of entire study was based on the MoE officials, principals and teachers in Makueni. In this study, the principals are the transformational leaders while teachers are the followers (subordinates). The study was about transformational leadership of the principals and how that affects academic performance of students. According to the 2016 report by County Director of Education (CDE) statistics 2016, the County had a staff population of 388 principals, 2121 teachers and 13 MoE officials. The sample size for each sub county is proportionate to the target population. This study therefore targeted the three categories of respondents.

Table 3. 1

Total population of principals, teachers and MoE officials

Sub-County	No. of principals	No. of teachers	No. of MoE Officials
Kilungu	24	180	1
Kathonzweni	38	180	1
Makindu	24	161	1
Mbooni East	48	246	1
Makueni	45	282	5
Kibwezi	66	339	1
Mukaa	47	246	1
Mbooni-west	41	257	1
Nzaui	55	230	1
Total	388	2121	13

Source: County Education Officer (CEO) statistics 2016

3.4 Sample size and sampling procedures

The section discussed the sampling procedures and sample size identification for the study. According to Orodho (2005) sample is a small number of people in a population to be studied. The study population included the MoE officials, public secondary school principals and teachers in Makueni County. These schools included 277 mixed schools, 77 boys boarding schools and 34 girls boarding schools from different categories; national, extra-county, County and Sub-county.

3.4.1 Sample size determination

According to Yamane (2007) sample is calculated in a simplified formula.

Therefore, the Yamane formula for determining the sample size is given by:

$$n = \frac{N}{(1+Ne^2)}$$

This formula was used to calculate the sample sizes. Confidence interval is a range of possible level with certainty (Simundic, 2008). This formula was used to calculate the sample sizes. Confidence level is at 92 percent and $\alpha = 0.08$ was used as a margin of error for equation of the MoE and the principals. Where n is the desired sample size, N is the population size.

Determining sample size of the principals

n=sample size

N= Entire population

e = 0.08

$$n = \frac{388}{(1 + 388(0.08\text{^}2)}$$

388/1+388(0.0064)

388/1+2.4832

388/3.4832

388/3.5

110.85

111

111 principals was obtained as a sample size.

Teachers confidence level is at 95 percent and a margin error of 0.03. Where n is the desired sample size, N is the population size.

Determining sample size of the teachers

n=sample size

N= Entire population

e = 0.03

2121/1+2121(0.0009)

2121/1+1.9089

2121/2.9089

729

729 teachers was obtained as a sample size.

3.4.2 Sampling procedure

This study involved three categories; Principals, Teachers and Ministry of Education officials as shown in Table 3.2.

Table 3. 2

Sample Size distribution of the principals, teachers and ministry of education officials

Sub-County	Principals	Sample Size	Teachers	Sample Size	MoE officials	Sample Size
Kilungu	24	7	180	62	1	1
Kathonz-weni	38	11	180	62	1	1
Makindu	24	7	161	55	1	1
Mbooni-East	48	14	246	85	1	1
Makueni	45	13	282	97	5	4
Kibwezi	66	19	339	116	1	1
Mukaa	47	13	246	85	1	1
Mbooni-West	41	12	257	88	1	1
Nzaui	55	15	230	79	1	1
Total	388	111	2121	729	13	12

Table 3.2 shows the selection of respondents from the nine (9) sub-counties of Makueni county.

3.4.3 Sampling procedures

This study involved three groups namely; Principals, Teachers, and MoE officials. The census, purposive, stratified and simple random sampling was adopted as shown in Table 3.3.

Table 3. 3

Sample size and sampling method

Target Group	Population	Sample size	Sampling method
Principals	388	111	purposive
Teachers	2121	729	Stratified and Simple random
MoE Officials	13	12	Purposive

Source: County Education Officer statistics 2017

The sample selection included principals in charge of the public secondary schools, teachers, and key informants from the ministry of education. Purposive sampling was applied for the principals who are the main leaders. The reason for purposive sampling is that the individuals had important information due to their experience (Methu, 2017).

729 teachers both male and female from the Ministry of education, Makueni county were selected from a population of 2121 using stratified sampling method (Kothari, 2011). The schools under study were 277 mixed schools, 77 Boys boarding schools

and 34 girls boarding schools (Makueni CEO data, 2017). They teachers composed of deputy principals, head of department, and class teachers.

The ministry of education officials were selected using purposive sampling. The role of sampled ministry officials was for the validation of the findings from quantitative data (Samuel. 2020). Studies by Ndiga, khakasa, Flora, Ngugi, Mwalwa (2014), point out that it allows the researchers to make their own decision in selecting people who are to be studied.

3.5 Data collection instruments

According to Zohrabi (2013) there are various key tools for collecting data. Some of them include: observation, questionnaires, and interview guide are key tools of collecting data. The data for the study was collected by using principals and teachers' questionnaires. Documentary Analyses of schools (2013-2017) from KNEC was obtained from the Quality Assurance and Standards Officer in Makueni county.

3.5.1 Questionnaires

A questionnaire consists of questions which are purposed to gather information from respondents. Questionnaires are beneficial because data can be collected quickly, all the questions are standardized and information can be converted easily into quantitative data (McLeod, 2018). According to Methu (2017), questionnaires are important because they make the researcher to analyze data easily. Despite the advantages, questionnaires have limitations that may hamper the study. For example, they may not have detailed information due to fixed responses.

Data collection instrument was motivated by the need of collecting routine data from many respondents spread over the area of study. Each questionnaire contained statements relating to the influence of principals' leadership dimensions on students' academic performance

The principals' questionnaire was based on the four dimensions of transformational leadership on performance. The questionnaire had to six sections; Demographic data had gender, age bracket, academic qualification, and years of service. Section B, Idealized influence and students' academic performance, C. Inspiration motivation and students' academic performance, D. principals intellectual stimulation and students' academic performance, E. principals individualized consideration and students' academic performance, F. Attendance and syllabus coverage, Facilities made available by the principals' and K.C.S.E results 2013- 2017. The aim was to obtain a clear profile of the principals.

Teachers' questionnaire had six sections; section A provided the demographic data; gender, age, academic qualification, years and years of service. Section B had intellectual stimulation, idealized influence, individualized motivation and inspirational motivation, of teachers' on the principal's KCSE 2013-2017. All the parts had thirteen items with some open-ended questions. A Likert scale of scores 1 to 5 was used to rate the principals. There was also another section of principals tasks on academic performance.

3.5.2 Interview guide

According to Creswell, (2012) interview is the transfer of information between a researcher and a participant through face to face conversation. Similarly, interviews are categorized to inform the respondents appearance and motives (Edwards & Holland, 2013). Kothari (2013) assert that interviews are presented through oral-verbal stimuli and the responses are orally. The interview as qualitative data was instrumental for data collection (Fetterman as cited in Fraenkel et al, 2012). The interview guide provided detailed information on the principals' transformational leadership dimensions on students' academic performance and to strengthen the findings by providing more information to general questions not found in the other data collection instruments. The researcher often asked open ended questions that are not limited to "yes" or "no". These questions are qualitative in nature (Creswell, 2012). The questions were open ended, theory guided, and flexible (Galletta, 2013). This study used structured interviews whereby the interviewee was given time to be flexible to answer the questions. Moreover, the interviewer is free to ask same questions to the interviewee in the same manner (Mathers, et. al., 2002). The key informants were comprised of educational officers in the ministry of education from Makueni County. They are as follows County Chief education officer, County education officers, Sub-County education officers, Teachers Service Commission and quality assurance.

In order to achieve thematic saturation, 12-16 interviews were adequate to achieve thematic saturation (Hagamann &Wutich 2017). It is important to note that sdata saturation means the data depth a (Burmeister & Aitken, 2012).

O'Reilly and Parker (2012), observe that when information to replicate the study that has already been attained then data is reached. This study adopted 12 interviewers to identify the common themes. The theoretical saturation point was achieved earlier in the 10th interviewer. There was no new modes that were generated till the 12th interview. Hence the sample size comprises of twelve participants which fulfilled efficient criteria for practical. Each interview lasted 45- 60 minutes to complete. They were recorded, transcribed and refined to produce more codes. This helped the researcher get the information through the respondents' experience and perspective.

3.5.3 Documentary analysis

Documentary Analyses of the 111 sampled schools from KNEC was obtained from the Quality Assurance and Standards Officer in Makueni county. This document had important information that would help the researcher in collecting data. Documentary analysis was used to analyze data for five consecutive years in Makueni (2013-2017). The grades of different schools are summarized in Table 3.4.

Table 3.4

Academic performance in K.C.S.E (2013-2017)

Grade	Points	Number of Schools

A	12	0
A-	11	0
B+	10	0
B	9	9
B-	8	0
C+	7	13
C	6	23
C-	5	58
D+	4	8
D	3	0
D-	2	0
E	1	0

Table 3.4 shows the KCSE mean grade of schools for five consecutive years in Makueni County.

3.6 Pilot study

According to Hildebrand and Ott (2011), pilot study is a small study that evaluates the evaluates a research project feasibility in terms of time, tools and time. Similarly, Creswell (2012) Purport that pilot testing is necessary in exploring people's experiences. A pilot study checks how methods, interviews, questionnaires function so that the study may not be hampered (Doody & Doody, 2015). Further, Lucas and Donnellan (2012) noted that 1% and 10% is often used to try if the instruments are valid. This study adopted Lucas's and Donnellan's recommendations that a sample size of 1% of the sample projected for the larger study was a reasonable sample for pilot testing. Therefore, the 1% projected from the calculated sample gave 11 principals, 7 teachers and one county education director were considered for pilot testing using simple random sampling. Pilot study using interviews was also important because it portrayed the interviewees

thoughts in understanding a phenomenon (Merriam, 2016). The concept was measured using the researcher's questions (Dikko, 2016). Jacob & Furgerson (2012), suggest that 90 minutes are considered to be the best since the participants are also committed. Machakos County was chosen for the pilot study so as to check the internal consistency of the items. The reason for Machakos County is because it had the same TSC principals, TSC teachers and County officials, who were already working in the same public secondary schools. Then the researcher gave the respondents the instruments so as to examine validity and reliability of the instrument. The findings from the pilot study revealed that the characteristics of the study and respondents were similar with transformational leadership dimensions. This means that most of the transformational leadership dimensions influenced students academic performance.

3.7 Validity of the instruments

Robson (2011) assert that validity measures the extent of a research instrument. The questionnaires are to have truthful results in measuring the study concepts (Pallant 2011). Hamed, (2016) note that different validation methods; Face, criterion, construct and content. Content validity means how well an instrument reflects the construct (Mokkink et. al., 2010; Streiner, Norman, and Cairney, 2014). Content validity was used in order to determine the appropriateness of the content of the questions and observations. Content validation of the study involved expert assessments and coverage of an instrument. Each question item of each objective was assessed for relevance through the supervisors. In clarifying the validity of the

items, pilot test was applied using appropriate sample size that was calculated to ensure right distribution of the respondents. The validation for interview schedule was determined using validation rubric for expert panel (Simon & white, 2013). This method gives the participants freedom to answer questions because the questions are direct and specific.

3.8 Reliability of the instruments

Reliability of the research instrument measures precision, repeatability, consistency, and trustworthiness (Chakrabartty, 2013). The reliability is confirmed when the research instrument results do not fluctuate based on environmental and other probability factors but will provide consistent results repeatedly from different respondents (Wood & Kerr, 2011).

3.8.1 Test – retest method

In this this study reliability was determined using test- retest method. To execute this, the same test was ministered and repeated on the same principals and teachers. To compute the coefficient r between both tests to determine instrument reliability, Pearson's Product- Moment correlation formula was used

$$r = \frac{N\sum XY - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left[N\sum X^2 - \left(\sum X\right)^2\right]}\sqrt{\left[N\sum Y^2 - \left(\sum Y\right)^2\right]}}$$

Where;

N = number of pairs of test and retest scores.

$\sum X$ = sum of test

$\sum Y$ = sum of retest

$$r = \frac{13\times 253.312 - 56.53\times 57.53}{\sqrt{13(249.434)-(56.53)^2}\sqrt{13(258.024)-(57.53)^2}} = \frac{40.885}{45.791}$$
$$=0.893$$

Pearson's Product- Moment correlation (*r*) for the piloting sample was computed on principals as well as teachers was carried on the selected respondents. Its values on the idealized influence for teachers and the principals were 0.893 and 0.7298, respectively. Reliability coefficient is r =0.98, the instruments are relatively valid to be measured. The coefficient yield above 0.8 are considered very good and above 0.7 are acceptable (Sim & Wright 2005: Madan & Kensiger, 2017). The values of other dimensions are summarized in Table 3.5.

Table 3. 5

Pearson's product correlation (r) on test retest

Pearson's Product- Moment correlation (r)		
Dimension	Principals	Teachers
1.Inspiration motivation	0.7479	0.8435
2.Idealized influence	0.7298	0.8930
3.Intellectual stimulation	0.7954	0.8787
4.Individualized consideration	0.8066	0.8978

The values indicate high level of the instruments' consistency hence reliable. The findings in Table 3.5 show that instrument was reliable because all the indicators recorded higher values of the Pearson Correlation. The highest in

reliability was individualized consideration as it recorded 0.8066 for the principals and 0.8978 for the teachers as observed in table 3.4. Therefore, the instruments for data collection were reliable.

3.9 Data collection procedures

An introductory letter was obtained from the University of Nairobi. National Commission for Science, Technology and Innovation (NACOSTI) on 18th February 2018 also released a research permit. Director of Education in Makueni County was given a copy. Thereafter several visits to the selected schools were done to explain the study and make appointments on when to administer the questionnaires and interview guide. The researcher personally administered the questionnaires to the principals and the teachers, requested them to fill the questionnaires and immediately collected the questionnaires as soon as they were filled up on the agreed dates. The interviewer coded the interviewees using K series from K1 –K13. Interviews were carried out between April 12th and May 22nd 2018.

3.10 Data analysis techniques

Data analysis establishes patterns or themes, both deductive and inductive (Creswell, 2013). The quantitative data was collected, given new names and computed using version 21.0 SPSS. Descriptive data used unidimensional type of scale to measure the principals' opinions and attitudes on KCSE exams. The ratings were: 1 for strongly disagree 1, 2 for disagree, Neutral 3, agree score 4 and score of

5 for strongly. Agree (4) and strongly agreed (5) were the highest scores. A score of (1) and (2) respondent did not agree with the item.

Inferential data analysis involved Analysis of Variance (ANOVA), Pearson Product Moment Correlation, percentages, and regression analysis. Descriptive data analysis included mean, frequency (f), and standard deviation (SD). The findings were presented inform of tables. Mean scores were calculated and interpreted whereby higher means is equal to high expectation and low means low expectation (Tudor-Eyo, 2018). Table 3.6 show the data analysis array.

Table 3.6

Data analysis matrix

Independent variable	**Hypothesis test**	**Dependent variable**	**Approach and statistical analysis**
Idealized influence	HO_1 Idealized influence has no significant relationship with students' mean scores at KCSE	KCSE grade	Quantitative: Pearson Product Moment Correlation
Inspirational motivation	HO_2 Principals' inspirational motivation and students' mean scores at KCSE in Makueni County has no significant relationship	KCSE Grade	Quantitative: Multiple regression $Y=a+b_1X_1 + b_2X_2+\ldots+ b_k X_k +e$

Intellectual stimulation	HO3 The principals' intellectual stimulation dimension has no significant relationship on students; mean scores at KCSE	KCSE Grade	Qualitative: One way-ANOVA Produces an F statistics
Individualized consideration	HO_4 Principals ' individualized consideration and mean scores of students' at KCSE has no relationship	KCSE Grade	Qualitative: One way-ANOVA Produces an F statistics

Table 3.6, shows the four methods of analyzing. Pearson correlation analysis was used find out relationship between independent variables and KCSE in Makueni county. Anastasiadou (2011) stipulate that PPMC (r) measures direction of association and strength between two continuous variables. 0 indicates that the variables do not exist while Pearson correlation coefficient (*r)* is any value from -1 to +1.

Multiple regression used several independent variables. Multiple regression equation was used to measure principals' inspirational motivation and mean score at KCSE in Makueni county. According to Kim, Kaye and Wright (2001): $Y=a+b_1X_1$

$+ b_k X_k +e$ Y

= Variable

α = constant

β_n = Coefficient

X_n= Independent Variables (X_1 = decision making; X_2 = distributive leadership and; X_3 = stimulates ideas and creativity)

$X = X_1*X_2$ .... X_n

X= mean of X_1 X_2 X_3 $X_{4...}$

This method shows that, the sensitivity of the dependent variable (Y) to a unit change in the predictor variablesX_1, X_2, X_3 and X_4, X_5, μ-is the error term which captures the unexplained variations in the model was measured using $\beta 0$ = the constant term while the coefficient βi= 1. Analysis of Variance (ANOVA) method was also used intellectual stimulation and student mean score at KCSE. Notably the method was also used to measure principals' individualized considerations and student mean score at KCSE. Population means was measured and interpreted using the F-statistic. The finding was used to examine the differences in means for the population based on the p-value which is used to determine the significance level (r).

3.10.1 Normal distribution test

The distribution of the data depends on the selection of the test best depends on the shape of the distribution of the data (Lee, Park, & Jeong 2016). Maydeu-Olivares and Forero (2010) assert different observations are described by goodness-of-fit test. Normality tests are very sensitive with sample size. The Shapiro-Wilk test is ideal for sample size above 100. Santos (2016) suggested that Shapiro-Wilk tests perform better in most situations in determining data normality than the Anderson- Darling and the Kolmogorov-Smirnov with Lilliefors correction tests. In this study Shapiro-wilk was the most applicable test (See table 3.7).

The four independent variables were used to measure the extent at which the principals used them to determine K.C.S.E results 2013-2017. The indicators are seen in Appendix B.

Table 3. 7

Independent variables tests of normality, Shapiro-Wilk

Independent Variable	Statistic	Df	Sig.
Idealized influence	.916	121	.000
Inspirational Motivation	.924	121	.000
Intellectual stimulation	.941	121	.000
Individualized consideration	.958	121	.001
Performance (2013-2017)	.931	121	.000

All the statistic values for Shapiro Wilk test were above 0.5 hence statistically significant implying normal distribution of the data.

3.11 Ethical considerations

According to Agwor and Osho (2017), moral principles govern behavior of the conduct of individuals or groups in the decision making behaviour. They are the basis for deciding right or wrong behavior. They are a collection of behavior in groups (Osho, 2017). Most importantly, ethical consideration issues are informed consent, protection of the participants, privacy and confidentiality (American psychological association, 2010).

The ethical considerations informed the development of the research. The researcher's role in the area ethical conduct was key in this study in the sense that the researcher assured the respondents confidentiality and the study was mainly for academic purposes. An introductory letter from the University of Nairobi was provided. The letter was attached to the questionnaire for the respondents to fill in on voluntary basis. In addition, National Commission for Science Technology and Innovation gave permission to collect data in Makueni County. The document was later given to the County Director of Education. Objectives and purpose of the study were explained to the school Principals. The researcher gave the respondents permission to exercise their rights in the questionnaire and treated them with a lot of care and respect. Finally, the rules and principles research were adhered to.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter highlighted data analysis, presentation, interpretation of the study finding. The researcher sought to investigate the influence of principals' transformational leadership on students' performance at KCSE. Both descriptive and inferential analysis techniques were used to analyze data. Four research objectives were used to analyze the results.

4.2 Response rate by different groups of respondents

The researcher established the rate of return for the questionnaires distributed to the respondents. Analysis was done using SPSS 21.0.

Table 4. 1

Questionnaires return rate of the principals and teachers

Respondents	**Sample size**	**Returned**	**% return rate**
Principals	111	111	100%
Teachers	729	729	100%

Response rate of the principals was 100 percent and the teachers was 100 percent. This response depicted a good enough response rate reliable for representing the population under study. A total of 840 respondents filled the questionnaires. A study by Fryrear (2015) argues that a response rate of 80 percent and above is

preferable and high enough from internally conducted surveys whereas external surveys may yield much less or higher depending on the method used.

4.3 Demographic information

This study provides the findings of descriptive statistics of the sampled population of the principals, teachers, and ministry of education officials. The section is beneficial because it analyses the characteristics of the respondents.

4.3.1 Gender of respondents

The principals and teachers were asked to indicate their gender. The gender shows the number of principals and teachers who are in leadership. According to Ndiga (2013), gender was important because it helped in establishing teachers' perception on the principals' transformational leadership in relation with students' performance. The distribution of the respondents by gender was captured because the researcher aimed at finding out the questionnaires return rate in the county. Table 4.2 shows distribution of both principals and teachers by gender.

Table 4. 2

Gender of respondents

	Principals		**Teachers**	
	f	**%**	**f**	**%**
Male	47	42.3	270	37.0
Female	64	57.7	459	63.0
Total	111	100.0	729	100.0

Majority of the principals were female (57.7 percent) while 42.3 percent were male. Demographic information of the female teachers was 63.0 percent while male teachers were 37.0 percent. The female teachers (63.0 percent) were also more than female principals (57.7 percent) hence they were able to impact the school outcomes. Also women empowerment policies have increased the number of female principals in Makueni County. In contrary, a study by Samuel (2020), reveal that male heads of schools w e r e more than female heads. This implied that male teachers were also in leadership positions. The findings also contradicted a research by Ayiro (2014) whose male representative for the principals was more than their female counterparts hence more males understood leadership skills. The results also contradict findings by Muia (2018), where male teachers were more than female teachers. Similarly, a study by Veeriah (2017) observed that more female teachers practiced organizational commitment on school culture hence transformational leadership. The studies revealed that both male and female teachers occupied important positions in leadership.

4.3.2 Age of respondents

Principals and teachers age reflects maturity in transformational leadership practices. Table 4.3 shows distribution of principals and teachers by age

Table 4. 3

Age of respondents

Age in years	**Principals**		**Teachers**	
	f	%	f	%
Below 30	2	1.8	254	34.8
30-39	15	13.5	252	34.6
40-49	66	59.5	157	21.5
Over 50	28	25.2	66	9.1
Total	111	100.0	729	100.0

The analysis of the principals age shows that majority 59.5 percent of the principals were between the age of 40-49 years while 25.2 percent were over 50 years. Principals who were below 30 years were 1.8 percent. On the other hand, principals who were aged between 30-39 years were 13.5 percent. This finding implies that the principals' who were between age 40-49 improved KCSE performance of public secondary schools by applying transformational leadership. The finding also shows that as people advance in age they are given leadership positions because of their capability. A study by Muia (2018), posit that age was used to determine principals' maturity in managing public schools.

In addition, the findings of the study indicated the highest proportion of teachers 34.8 percent were below 30 years. A further analysis showed that 34.6 percent of the teachers were between the age of 30-39 years. This indicates that majority of the teachers were generally youthful but mature to understand terms of transformational leadership. The findings also indicated that 21.5 percent of the teachers were between 40-49 years while 9.1 percent of the teachers were over 50 years. This

indicates that teachers over 50 years were less and almost retiring but aware of transformational leadership. In addition, it was established Muia (2018), agree by arguing that the old teachers were mature enough to exercise quality teaching due to transformational leadership. Age was crucial it established the principals and teachers maturity level of use of transformational leadership.

4.3.3 Academic qualifications of the respondents

Principals Academic qualification determines professional development of a teacher. In Kenya Principals are not just handpicked to head secondary schools, but there is more emphasis on the professional qualification of teachers in such appointments to a reasonable level. The study established that principals and teachers had academic qualifications. Table 4.4 shows distribution of principals and teachers by academic qualification

Table 4. 4

Academic qualifications of the respondents

Qualification	Principals		Teachers	
	f	%	f	%
PhD	-	0.0	5	0.7
M.ED	34	30.6	44	6.0
PGDE	10	9.0	23	3.2
Bachelor's	67	60.4	600	82.3
Diploma	-	-	57	7.8
Total	111	100	729	100

Majority of the principals in the study who comprised of 60.4 percent had Bachelor of Education Degree while 30.6 percent had a Masters in Education. 9.0 percent attained Post Graduate Diploma in Education. The study established that majority of the principals attained a bachelor degree. This implies that most of the principals were qualified in displaying transformational leadership. In addition, TSC code of regulations supports high academic qualifications of teachers and principals (Republic of Kenya 2006 b, Revised 2014). Williamson (2014) advocates that the principals were knowledgeable in delivering quality education.

Further, it was found that majority of the teachers who had a Bachelor's degree were 82.3 percent while 6.0 percent had a Masters degree. Those who attained PGDE were 3.2 percent while those who had diploma were 7.8 percent. This implies that qualified principals and teachers could effectively apply transformational leadership to better performance since they were academically qualified. The study analyzed academic qualifications of teachers so as to explain their ability in effective leadership.

4.3.4. Experience of the respondents

Experience is always determined by number of year worked in the leadership positions. Experience helped professionals to refine their practices and hence become better at their roles. The respondents were asked to indicate their working experience in years. Table 4.5 shows distribution of principals and teachers by experience.

Table 4. 5

Experience of the respondents

Working experience	**Principals**		**Teachers**	
	f	%	f	%
Below 5 years	1	0.9	286	39.2
6-10 years	61	55.0	235	32.2
11-15 years	36	32.4	139	19.1
Above 15years	13	11.7	69	9.5
Total	111	100	729	100

Table 4.5 shows that majority of the principals who had working experience between 6-19 years were 55.0 percent. Those who were between 11-15 years working experience were 32.4 percent while 11.7 percent of the principals had a working experience of above 15 years. It was further found that 0.9 percent had a working experience of below 5 years. The findings imply that majority of the principals working experience attracted more understanding of transformational leadership hence increased performance.

On the other hand, majority of the teachers who had an experience of below 5 years were 39.2 percent while 32.2 percent were between 6-10 years and 19.1 percent had an experience of between 11-15 years respectively. This implies that teachers with longer experience were more likely to be appointed principals. These findings are consistence with Muia (2018) observed that many principals and teachers had enough

experience to help them apply transformational leadership practices to improve academic performance.

4.3.5 Length of stay in the current school

The experience of the principals and teachers in the current situation is necessary because it helped the principals to exercise leadership roles hence improve KCSE performance. Table 4.6 shows the length of stay in the current schools

Table 4. 6

Length of stay in the current school

Working experience	Principals		Teachers	
	f	%	f	%
Below 2years	21	18.9	288	39.5
2-4years	25	22.5	274	37.6
Above 4 years	65	58.6	167	22.9
Total	111	100	729	100

Table 4.6 shows that majority 58.6 percent of the principals had worked at their current positions for more than four years while 22.5 percent had worked between 2 to 4 years. This implies that the longer the principals stayed in the current school the more they got exposed to transformational leadership skills hence increased performance. The principals displayed appropriate transformational leadership because of adequate experience. Others had been promoted by the TSC scheme of service on seniority and experience (Republic of Kenya, 2012). Analysis of teachers in table 4.6 shows that majority 39.5 percent of the teachers had stayed in school for

less than 2years while 37.6 percent had stayed between 2- 4year.While 22.9 percent stayed in their current schools for more than 4 years. The finding shows that majority of the teachers had been in their current stations hence this could be attributed to development of transformational leadership.

4.4 Academic performance in K.C.S.E 2013-2017

The study sought to find out the students K.C.S.E performance from 2013-2017. Documentary Analyses of the 111 sampled schools (2013-2017) from KNEC was obtained from the Quality Assurance and Standards Officer in Makueni County.

4.4.1 K.C.S. E Performance 2013-2017

The performance for five consecutive years in Makueni. Table 4.7 shows K.C.S.E performance (2013-2017)

Table 4. 7

Academic performance in K.C.S.E (2013-2017)

Grade	Points	Number of Schools	%
A	12	0	0
A-	11	0	0
B+	10	0	0
B	9	9	0.09
B-	8	0	0
C+	7	13	0.13
C	6	23	0.23
C-	5	58	0.58
D+	4	19	0.19
D	3	0	0
D-	2	0	0
E	1	0	0

Table 4.7 shows that majority 58 of the schools scored a C- while 23 schools scored a C Plain and 19 schools scored a D+ respectively. The mean score was 5.27 translating to an average academic performance according KNEC grading system. Nyamboga, Gwiyo, and Omwario (2014), posit that effective leadership depends upon the principal's transformational leadership style. Therefore, researcher investigated what attributed to the performance in K.C.S.E even though some schools faced challenges in the region due to low performance D+. According Muia (2018), some schools had low and others had high mean score. This was attributed to lack of enough personnel and K.C.S.E preparation. Further, in 2018 the KCSE performance improved. This indicates most of the schools K.C.S.E performance was better hence the researcher investigated if the transformational leadership practices that could have influenced performance. Further, appendix VI shows K.C.S.E Performance 2017-2018. Analysis of the findings indicate that majority of the students scored above C+, Makueni sub- county being the highest with a mean of 4.63 in 2018 from 4.19 in 2017. This implied use of transformational leadership dimensions. Table 4.8 explains the analysis of KCSE results in nine sub-counties.

Table 4. 8

K.C.S. E results 2017-2018

SC													**MS**	
	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	2018	2017
1.	0	30	73	170	207	264	346	383	421	584	644	96	4.63	4.19
2.	0	0	1	20	125	371	438	523	457	1056	237	5	4.29	3.54
3.	0	12	25	46	62	114	129	135	238	330	354	56	4.16	3.97
4.	0	6	29	91	116	127	194	254	328	566	542	81	4.11	3.69
5.	0	7	46	92	127	151	216	272	377	650	749	134	3.94	3.54
6.	0	0	5	17	41	71	102	143	200	365	307	24	3.83	3.46

7.	0	2	7	38	88	126	144	251	364	566	604	61	3.80	3.35
8.	0	0	4	26	87	124	210	351	470	737	895	106	3.74	3.46
9.	0	1	17	68	122	168	239	357	531	985	1120	137	3.64	3.41
Total	0	67	240	624	1004	1587	2069	2644	3331	5763	5183	653	4.09	3.68

In Table 4.8 shows that there were 67 A-, 240 B+, 62 B, 1004 B-, and 1587 C+. This indicates that most of the students had a mean grade of C+. Performance increased from 3.68 to 4.09. This implied that the principals had the ability to apply transformational practices. Thus the researcher investigated the principals transformational practices on KCSE performance. The subsequent analysis related independent variables with the dependent variable per each objective.

4.5 Idealized influence dimension on students' performance at K.C.S.E

The researcher sought to determine the influence of principals idealized influence dimension on students performance at KCSE. Idealized influence (II) has characteristics that are helpful and can be emulated by the principals, teachers and students hence increased school performance. School principals can bring success in performance through instilling pride in students, being a role model by doing what is expected of them, making personal visits, appreciating followers and considering their needs. The objective was evaluated by considering the items (in a scale of 1-5) on the principal's idealized influence on academic performance. The key statements were selected from idealized influence dimension and the respondents expressed their opinions as applied by the principals. According to Joshi, Kale, Chandel, & Pal (2015), the interpretations were then analyzed. This study further compared the

responses of principals idealized influence on academic performance. Table 4.9 shows principals responses on idealized influence and academic performance

Table 4. 9

Principals responses on idealized influence and academic performance

As a principal I;	SD f %	D f %	N f %	A f %	SA f %
Seek for respect from of teachers and students	5 4.5	8 7.2	0 0.0	64 57.7	34 30.6
Instill pride in students	3 2.7	6 5.4	3 2.7	33 29.7	66 59.5
Pay personal visit to students during remedial classes to show support	4 3.6	7 6.3	19 17.1	24 21.6	57 51.4
Am a model to staff and students?	0 0.0	2 1.8	2 1.8	29 26.1	78 70.3
Bother welfare of individual members	0 0.0	1 0.9	2 1.8	32 28.8	76 68.5
Have confidence that staff will highly perform as I expect.	0 0.0	0 0.0	4 3.6	48 43.2	59 53.2
Inspire staff and students to work hard.	0 0.0	0 0.0	0 0.0	33 29.7	78 70.3
Repeat the vision to my subordinates	0 0.0	0 0.0	6 5.4	45 40.5	60 54.5
Go beyond individuals interest for the sake of the group	0 0.0	1 0.9	0 0.0	40 36.0	70 63.1
Reassure followers that they can overcome obstacles	0 0.9	1 0.9	2 1.8	33 29.7	75 67.6
Appreciate the followers by giving them gifts.	3 2.7	3 2.7	7 6.3	31 27.9	67 60.4

N denotes Number of respondents

M denotes mean
AM means average mean
f denotes frequencies
% denotes percent

Table 4.9 show that the principals expressed agreement to all idealized influence indicators. On Seek for respect from teachers and students, 57.7 percent of the principals Agreed that they sought respect from teachers and students while 30.6 percent Strongly Agreed and 7.2 percent Disagreed. On Instill pride in students' majority 59.5 percent of the principals Strongly Agreed that instilling pride among students leads to a high proportion while 29.7 percent Agreed and 5.4 Disagreed.

On Pay personal visit to students during remedial classes to show support majority 51.4 percent of the principals Strongly Agreed that principals pay personal visits to students during remedial hours to show support while 21.6 percent Agreed and 17.1 were Neutral respectively. This finding is interpreted that the students who emulated their principals excelled in KSCE. On Am a model to staff and students majority 70.3 percent of the principals Strongly Agreed that they are a model to staff and students while 26.1 Agreed.

Bother about welfare of individual members of the school majority 68.5 percent of the principals Strongly Agreed that they bother about welfare of individual members of the school while 28.8 percent Agreed and 1.8 percent were Neutral respectively. The findings imply that the staff worked hard aiming to score high marks in KCSE. On Have confidence that staff will perform highly as I expect

majority 53.2 percent of the principals Strongly Agreed that principals have confidence that staff will perform highly as expected while 43.2 percent Agreed.

On Inspire staff and students to try harder majority 70.3 percent of the principals Strongly Agreed that they inspire staff and students to try harder while 28.7 Agreed while 0.00 percent strongly disagreed that they inspired staff and students try harder. On Repeat the vision to my subordinates' majority 54.1 percent of the principals Strongly Agreed that they repeat the vision to their subordinates while
40.5 percent Agreed. On Go beyond individual self-interest for the sake of the group majority 63.1 percent of the principals Strongly Agreed that they go beyond individual self-interest for the sake of the group while 36.0 percent Agreed.

On Reassure followers that they can overcome obstacles majority 67.6 percent of the principals Strongly Agreed that they reassure followers that they can overcome obstacles while 29.9 percent Agreed. This helped the students to put more effort in their work since learning was encouraged. On Appreciate the followers by giving them gifts majority 60.4 percent of the principals Strongly Agreed that they appreciate the followers by giving them gifts while 27.9 percent Agreed and 6.3 percent were Neutral respectively. This could imply that appreciating students increased their motivation to work hard. The relationship between idealized influence and academic performance at KCSE was that the principals were able to practice role modelling, instill pride, inspired teachers and students to work hard among others that focused

on students overall performance. The practice of idealized influence dimension helped the students to put more effort in their work since learning was encouraged through inspiring the teachers and students. Osagie and Momoh (2013) concur that principals inspired teachers and students to accomplish the set goals hence high performance. Further, Adu-Gyimah (2016) and Ogola (2017) studies advocate that trusted and admired leaders led to goal achievement. The mean of the principals' transformational attribute of idealized influence was calculated. In addition, standard deviation was used to show how close or dispersed was the principals and teachers dataset on the mean. Table 4.10 shows principals' means score and standard deviation.

Table 4. 10

Principals' mean score and standard deviations

As a Principal, I		**Mean**	**SD**
Seek for respect from teachers and students	111	2.81	1.56
Instill pride in students	111	4.39	0.97
Pay personal visits to students homes to show support	111	4.11	1.12
Am a model to staff and students?	111	4.65	.566
Bother about welfare of individual members of the school	111	4.65	.566
Have confidence that staff will perform highly as I expect.	111	4.50	0.57
Inspire staff and students to try harder.	111	4.71	0.46
Repeat the vision to my subordinates	111	4.49	.601
Go beyond individual self interest for the sake of the group	111	4.61	.542
Reassure followers that they can overcome obstacles	111	4.64	.569
Appreciate the followers by giving them gifts.	111	4.41	.928

Total average mean	111	4.36	0.41

Table 4.10 shows majority of the principals had a Mean of 4.71 and Standard deviation of 0.46 on Inspire staff and students to try harder while on a model to staff and students and Bother about welfare of individual members of the school had a mean of 4.65 and Sd of 0.566 respectively and on Reassure followers that they can overcome obstacles had a mean of 4.64 and Sd of 0.569 hence the average mean score of (M=4.36, SD=0.41), which implied that there was an average performance rate in examinations since the average mean scores was above 4.50.

Consequently, majority of the principals in Makueni implemented transformational leadership style through inspiring staff, being a role model and reassuring followers that they can overcome obstacles. The head of the school practices idealized influence dimension leading to academic performance of students (Samuel, 2020).

Further, Adu-Gyimah (2016) reveal that idealized influence behaviours, for example leading by example, and being truthful enhanced performance hence leading to transformation of the leader and the entire organization. This finding supports transformational leadership theory which is essential in improving the performance of the students. This study further expresses teachers perception on principals performance. The table 4.11 shows teachers perception on principals' performance.

Table 4. 11

Teachers perception on the principals performance

Item My principal,	SD f	%	D f	%	N f	%	A f	%	SA f	%
Rarely plays out the individual level	67	9.2	78	10.7	175	24.0	191	26.2	218	29.9
Has increased use of teams	27	3.7	59	8.1	54	7.4	270	37.0	319	43.8
Ensure innovation adaptability	20	2.7	85	11.7	51	7.0	278	38.1	295	40.5
Involves teachers in the development process	21	2.9	77	10.6	60	8.2	391	53.6	180	24.7
Fosters trust and respect in teachers	49	6.7	25	3.4	72	9.9	349	47.9	234	32.1
Utilizes diverse skills and expertise	39	5.3	24	3.3	101	13.9	251	34.4	314	43.1
Addresses issues touching on ethical issues	16	2.2	49	6.7	62	8.5	261	35.8	341	46.8
Speaks and stands for his or her words	25	3.4	53	7.3	84	11.5	199	27.3	368	50.5
Displays high morals and clear set of values	26	3.6	44	6.0	84	11.5	179	24.6	396	54.3
Has a strong relationship with the teachers	55	7.5	35	4.8	77	10.6	233	32.0	329	45.1
Exercises high expectation	38	5.2	20	2.7	88	12.1	223	30.6	360	49.4
Use symbols to encourage the followers	49	6.7	32	4.4	149	20.4	376	51.6	123	16.9
Confidently allows teacher to express their ideas	56	7.7	25	3.4	82	11.2	322	44.2	244	33.5

Table 4.11 show that majority of the teachers agreed that all the items on principals performance were captured. These findings show that principals leadership led to students academic performance.

On Rarely plays out the individual level majority 29.9 percent of the teachers Strongly Agreed that principals rarely play out the individual level while 26.2 Agreed and 24.0 percent were Neutral.

On Has increased use of teams majority 43.8 percent of the teachers Strongly Agreed that principals has increased use of teams while 37.0 percent Agreed and 8.1percent Disagreed. The results from teachers imply that principals use of teams increased KCSE performance.

On Ensure innovation adaptability majority 40.5 percent of the teachers Strongly Agreed that principals ensure innovation adaptability while 38.1 percent Agreed and 11.7 percent Disagreed respectively. The results imply that KCSE performance increased due to the principals' spirit of adapting innovation.

On Involves teachers in the development process majority 53.6 percent of the teachers Agreed that principals involve teachers in development process teachers while 24.7 percent Strongly Agreed and 10.6 percent Disagreed respectively. This imply that academic plans of the school moved easily hence student had humble time to read.

On Foster trust and respect in teachers majority 47.9 percent of the teachers Agreed that principals fosters trust and respect in teachers while 32.1 percent

Strongly Agreed and 6.7 Strongly Disagreed. This finding implied that teachers were free to share issues that pertains students performance without any arising problem.

On Utilize diverse skills and expertise majority 43.1 percent of the teachers Strongly Agreed that principals utilize diverse expertise while 34.4 percent Agreed and 13.9 percent were Neutral respectively. The result imply that use of teachers skills and other expertise helped improve academic performance.

On Addresses issues touching on ethical issues majority 46.8 percent of the teachers Strongly Agreed that principals Addresses issues touching on ethical issues while 35.8 percent Agreed and 8.5 percent were Neutral respectively.

On Speaks and stands for his or her words 50.5 percent of the teachers Strongly Agreed that principals Speaks and stands for his or her words while 27.3 percent Agreed and 11.5 percent were Neutral respectively.

On Displays high morals and clear set of values 54.3 percent of the teachers Strongly Agreed that principals Displays high morals and clear set of values Has a strong relationship with the teachers while 24.6 percent Agreed and 11.5 percent were Neutral respectively.

On Has a strong relationship with the teachers 45.1 percent of the teachers Strongly Agreed that principals exercises high expectation Has a strong relationship with the teachers while 32.0 percent Agreed and 10.6 were Neutral respectively.

On Exercises high expectation 49.4 percent of the teachers Strongly Agreed that principals Exercises high expectation while 30.6 percent Agreed and 12.1 were Neutral respectively. This finding implied that this demotivated the followers to work hard.

On Use symbols to encourage the followers 51.6 percent of the teachers Agreed that principals Use symbols to encourage the followers while 20.4 percent were Neutral and 16.9 percent Strongly Agreed. This finding is interpreted that the students who emulated their principals excelled in KCSE. On Confidently allows teacher to express their ideas 44.2 percent of the teachers Agreed that principals confidently allow teachers to express their ideas while 33.5 percent Strongly Agreed and 11.2 percent were Neutral. The findings implied that due to principals use of idealized influence dimension, performance in schools increased. For example, the principals practiced integrity, high morals and set clear values, had a strong relationship with the teachers. Further the principals addressed issues touching on ethical issues and exercise high expectation. These statements had high percent on principals performance toward KCSE. The benefits of applying most of the principals idealized influence dimensions indicated quality leadership. Table 4.12 indicates the summary of the teachers' mean results and standard deviation of the principals' performance on idealized influence.

Table 4. 12

Teachers' means results and standard deviation

Descriptive Statistics – Idealized Influence **My principal,**	**N**	**Mean**	**Std. Deviati**
Rarely plays out the individual level	729	3.57	1.27
Has increased use of teams	729	4.09	1.02
Ensure innovation adaptability	729	4.01	1.07
Involves teachers in the development process	729	3.86	1.00
Fosters trust and respect in teachers	729	3.95	1.08
Utilizes diverse skills and expertise	729	4.07	1.09
Addresses issues touching on ethical issues	729	4.19	0.99
Speaks and stands for his or her words	729	4.15	1.06
Displays high morals and clear set of values	729	4.20	1.08
Has a strong relationship with the teachers	729	4.04	1.16
Exercises high expectation	729	4.16	1.08
Use symbols to encourage the followers	729	3.68	1.02
Confidently allows teacher in express their ideas	729	3.92	1.13
Total	729	3.99	0.85

Table 4.12 shows majority of the teachers had a total mean of 3.99 and Sd 0.85. On Addresses issues touching on ethical issues while (M=4.99, Sd=0.19) on a Exercises high expectation and (M=4.16, Sd=1.08) on Speaks and stands for his or her words hence the average mean score of (M=4,15, Sd=1.06), which implied that students passed well. Due to this, there was average performance rate in examinations. A study by Muia (2018) indicated that principals' idealized influence

had a mean of 4.15 and Sd 0.7. These findings are agreeing with Mbithi (2014) whose results show that idealized influence was strong (M=4.60, SD =0.42). Further, these findings agree with Balyer (2012) that school principals idealized influence has power to be role models, challenge goals, and can be respected and trusted by the followers. Therefore, the findings show that idealized influence practice was perceived highly by the principals (M=3.99, SD= 0.85) hence performance at KCSE was realized. However, Ayacko (2016) reported, idealized influence had slightly a lower variation (M=3.43, SD= 0.57). But it emerged to be the most practiced since the staff had complete trust in the leaders. This means that there was a relationship between dependent and independent variable. In summary the finding show that the principals exhibited more idealized influence behaviors hence KCSE performance increased. The standard deviation for principals was 0.46 while teachers was 0.85 hence a low standard deviation. This indicated high performance because data was clustered tightly around the mean. The standard deviation are not similar, there is a difference because teachers observations are different from that of principals.

The Ministry of Education officials in were very resourceful. They confirmed this finding. The CEO of Kibwezi had this inspiring experience to share,

> "As the administrator of the sub- county, My principals in this sub-county lead by example. They are a role model to the teachers and students. When they assumed office, it was in a pathetic condition. They renovated it and ensured the compound was well managed in order to give it a new face. As a result, other principals from other sub-counties emulated and had their schools renovated" In addition, "my principals were always enthusiastic, open, fair

and consistent to the teachers. My principals always conveyed academic performance vision to the staff and students"

The principals use of idealized influence dimensions encouraged students to work hard. These responses concur with the principals idealized influence indicators that they were a role model to the staff and students (96.4 percent). The principals' idealized influence response that they repeated vision (94.6 percent). In addition, KI7 had this to say in determining the achievement of academic vision.

"My principals analyzed results. They were interested in knowing when school–based exam is done. This helps evaluate if the student has any vision for a better performance and see if there were challenges they encounter and how they solve them in preparedness to the KCSE." In addition, MoE said that the principals worked extra time in pursuit of the set goals for their schools.

This response was in agreement with the principals idealized influence to the questionnaire that inspiring the staff and students l e d t o high performance at KCSE at 100 percent. In addition, the principals worked extra time in order to better KCSE performance. Further the principals always involved and interacted with the teachers in academic committees (77.8 percent: 76.2 percent) so as to strategies on academic matters, such as sensitizing the students on behavioral change and academic performance. KI 11 Makueni county had this to say about the principals involvement in strategies,

"My principals attend the board of management meetings during their strategy days as well as to sensitize the students on behavioral change and academic performance. To ensure that the agenda of performance sinks in all the stakeholders, the principals call the PTA heads and BOM to discuss with them on how they can support their teachers and students in order to increase performance of the schools". In addition, my principals appraise performing teachers and students as well as the non-performing ones to establish the reasons for their low performance as well as encouraging them. This was done through writing good comments, issuing of

certificate of merit and awarding trophies to the teacher as well as students during the school meetings".

KI 6 Mukaa sub-county had this to say,

"My principals have academic days where by they give gifts to their followers through awarding of trophies, writing of comments and issuing certificate of merit. This has been an encouragement to the teachers and students hence improve performance in our County"

This response was in collaboration with the principals idealized influence questionnaire that they appreciated the followers by giving them gifts 88.3 percent. This implies that teachers who were appraised through good comments, awarding of trophies, and issuing of certificate increased students performance at KCSE.

Pearson correlation coefficient of idealized influence and students' mean score. Pearson's product moment correlation coefficient (PPMCC) technique was done to determine the relationship between the indicators of Idealized influence and students' mean score at KCSE. The null hypothesis is there is no significant relationship between idealized influence and students' mean score at KCSE at an alpha value 0.05 level of significance. Correlation analysis is important because it measures dependent and independent variables strength of linear association (Ayacko, 2016). Table 4.13 presents the correlation analysis between principals' idealized influence and student mean score at KCSE.

Table 4. 13

Correlation between principals' idealized influence and student mean score at KCSE

	Performance		
Statement	**Pearson correlation**	**Sig.(2-tailed)**	**N**
Seeking for respect from of teachers and students	-.015	.878	111
Instill pride in students	-.213*	.025	111
Pay personal visits to students homes to show respect	-.267**	.005	111
Am a model to staff and students	.052	.589	111
Bother about welfare of individual members of the school	.027	.782	111
Have confidence that staff will perform highly as I expect	.052	.586	111
Inspire staff and students to try harder	.071	.461	111
Repeat the vision to my subordinates	-.083	-.384	111
Go beyond individual interests for the sake of the group	.073	.445	111
Reassure followers that they can overcome obstacles	.057	.552	111
Appreciate the follower by giving them gifts	-.073	.447	111

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

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

The correlation results in Table 4.13 indicate a negative and strong significant coefficient between the indicators of principals idealize and students means score at K.C.S.E. This implied the less principals were idealized the more students means score at K.C.S.E improved. This is revealed by the results of the Pearson correlation between principals idealized influence and students academic performance (r=-.213, r=-.267, r= 0.052) respectively. Hence principals idealized influence dimension affected students academic performance. The null hypothesis states that there is no significant relationship between idealized influence and students' mean score at KCSE would be accepted if $p<0.05$. The null hypothesis was rejected.

These findings did concur with the findings by Muia (2018), which show that idealized influence had a significant relationship between the principals' transformational leadership and KCSE performance. The study had a correlation of 0.178, $p<0.05$ making the null hypothesis rejected (Orodho, Khatete & Mugiraneza, 2016). Similarly, the findings by Kitur, Choge and Tanui (2020) who Chi square value = 10.553, p-value =0.005 statistics showed significant relationship between idealized influence with students' KCSE performance. p-value was below 0.05). According to (Chen, 2014), idealized influence had a positive correlation with r = 0.525 and significant level of $p < 0.05$. Studies by (Ayacko, 2016) show that idealized influence and staff performance had a positive correlation. Further in a study conducted by Aruzie, Adjei, Mensah, Irene & Anorkyewaa, (2018), they found out that school administrator who are the key factors provide the most valuable leadership by enhancing performance and student achievement. These leaders are knowledgeable, visionary and experts in their leadership. Consequently,

the followers are deeply rooted to the leaders behaviour even when they retire from the leadership position (Buenvinida & Ramos 2019). In addition, Samuel (2020) found that idealized influence and students performance had a significant correlation of 0.248 hence academic performance increased.

4.6 Principals inspirational motivation dimension on students' performance The researcher sought to find out principals' use of inspirational motivation dimension toward students mean score at KCSE. Inspirational motivation (IM) practice helps the principals to use symbols to communicate with the teachers as well as the students, provide vision framework for the followers, stress goal achievement, the school principals share and build a school vision that generates commitment and enthusiasm of all teachers and students in the school. It is worth noting that, principal's vision provides framework, talk about needs to be completed and ensure that teachers complete the syllabus. Table 4.14 shows principals responses on inspirational motivation dimension and student performance at KCSE

Table 4. 14

Principals responses on inspirational motivation dimension and student performance at KCSE

As a Principal I,	**SD**		**D**		**N**		**A**		**SA**	
	f	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**
Articulate competing vision for the future of the organization	1	0.9	1	0.9	2	1.8	45	40.5	62	55.9
Use stories/symbols to communicate vision	1	0.9	0	0.0	7	6.3	45	40.5	58	52.3

Stress goal achievement	0 0.0	2 1.8	5 4.5	34 30.6	70 63.1
Talk about the most important beliefs	0 0.0	0 0.0	5 4.5	41 36.9	65 58.6
Always stimulate my vision before my followers	0 0.0	1 0.9	2 1.8	58 52.3	50 45.0
Have confidence in my own powers	0 0.0	1 0.9	2 1.8	52 46.8	56 50.5
Set high levels	0 0.0	0 0.0	0 0.0	57 51.4	54 48.6
Talk about needs to be accomplished	0 0.0	2 1.8	1 0.9	52 48.8	56 50.5
Express confidence that the goals will be achieved	0 0.0	2 1.8	2 1.8	51 45.9	56 50.5
Create an exciting image of what is essential to be considered	0 0.0	2 1.8	0 0.0	56 50.5	53 47.7
Help the followers feel appreciated	0 0.0	0 0.0	5 4.5	40 36.0	66 59.5
What sufficient resources do you provide to help teacher perform	0 0.0	1 0.9	6 5.4	41 36.9	63 56.8
Make sure that my teachers accomplish the syllabus	0 0.0	1 0.9	3 2.7	32 28.8	75 67.6

Table 4.14 On Articulate competing vision for the future of the organization shows majority 55.9 percent of the principals Strongly Agreed that they articulate competing vision for the future of the organization while 40.5 percent Agreed and 1.5 percent were Neutral respectively. On Use stories/symbols to communicate vision majority 52.3 percent of the principals Strongly Agreed that they use

stories/symbols to communicate vision while 40.5 percent Agreed and 6.3 percent were Neutral.

On Stress goal achievement majority 63.1 percent of the principals Strongly Agreed that principals Stress goal achievement while 30.6 percent Agreed and 4.5 percent were Neutral respectively. This finding is interpreted that the students who emulated their principals excelled in KSCE. On Talk about the most important beliefs majority 58.6 percent of the principals Strongly Agreed that they Talk about the most important beliefs while 36.9 Agreed.

On Always stimulate my vision before my followers majority 52.3 percent of the principals Agreed that they always stimulate my vision before my followers while 45.0 percent Strongly Agreed and 1.8 percent were Neutral respectively. The findings imply that the staff worked hard aiming to score high marks in KCSE. On Have confidence in my own powers majority 50.5 percent of the principals Strongly Agreed that principals have confidence in my own powers while 46.8 percent Agreed and 1.8 percent were neutral respectively.

On Set high levels majority 51.4 percent of the principals Agreed that they set high levels while 48.6 Strongly Agreed. On Talk about needs to be accomplished majority 50.5 percent of the principals Strongly Agreed that they talk about needs to be accomplished while 45.9 percent Agreed. On Express confidence that the goals will be achieved majority 60.4 percent of the principals Strongly Agreed that they

express confidence that the goals will be achieved while 36.9 percent Agreed and 1.8 percent Disagreed.

On Create an exciting image of what is essential to be considered majority 50.5 percent of the principals Agreed that they create an exciting image of what is essential to be considered while 47.7 percent Strongly Agreed. This helped the students to put more effort in their work since learning was encouraged. On Help the followers feel appreciated majority 59.5 percent of the principals Strongly Agreed that they Help the followers feel while 36.0 percent Agreed. This could imply that rewards were associated with performance. The relationship between idealized influence and academic performance at KCSE was that the principals were able to practice role modelling, instill pride, inspired teachers and students to work hard among others that focused on students overall performance.

On What sufficient resources do you provide to help teacher perform majority 56.8 percent of the principals Strongly Agreed that what sufficient resources do you provide to help teacher perform while 36.9 percent Agreed and 5.4 percent were Neutral. On Make sure that my teachers accomplish the syllabus majority 67.6 percent of the principals Strongly Agreed that they Make sure that my teachers accomplish the syllabus while 38.8 percent Agreed and 2.7 percent were Neutral respectively.

These findings indicate that principals use of inspirational motivation practices influenced academic performance 2013-2017 since all the items scored highly. Table 4.15 shows inspirational motivation mean score and standard deviations.

Table 4. 15

Principals mean and standard deviations on inspirational motivation

Descriptive Statistics – IM	**N**	**Mean**	**Standard Deviation**
Articulate competing vision for the future of the organization	111	4.49	.67
Use stories/symbols to communicate vision	111	4.43	.70
Stress goal achievement	111	4.55	.67
Talk about the most important beliefs	111	4.55	.58
Always stimulate my vision before my followers	111	4.39	.62
Have confidence in my own powers	111	4.43	.64
Set high levels	111	4.45	.58
Discuss needs to be accomplished	111	4.46	.62
Have confidence that the goals will be achieved	111	4.56	.61
Display an exciting image of what is essential to be considered	111	4.38	.71
Help the followers feel appreciated	111	4.55	.55
What sufficient resources do you provide to help teacher perform	111	4.50	.65
Make sure that my teachers accomplish the syllabus	111	4.63	.59
Average Mean	111	4.49	.37

Table 4.15 shows majority of the principals had a Mean of 4.63 and Standard deviation of 0.59 on Make sure that my teachers accomplish the syllabus while (M=4.56, Sd=0.61) on Express confidence that the goals will be achieved and hence the average mean score of (M=4.49, Sd=0.37), which implied that students passed well. Due to this, there was excellent performance rate in examinations.

Table 4. 16 shows teachers response on principals' inspirational motivation aspect on KCSE mean score.

Table 4. 16

Teachers' response on principals inspirational motivation aspect on KCSE mean score

My principal	***SD***		***D***		***N***		***A***		***SA***	
	f	***%***	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***
Inspires confidence in the teachers	20	2.7	45	6.2	84	11.5	225	30.9	355	48.7
Prepares and develops programs	12	1.6	18	2.5	160	21.9	255	35.0	284	39.0
Enhance broader personnel and resource allocation practices	8	1.1	27	3.7	143	19.6	268	36.8	283	38.8
Inspires team spirit with the teachers	7	1.0	46	6.3	114	15.6	204	28.0	358	49.1
Provides me with appropriate support	11	1.5	52	7.1	104	14.3	214	29.4	348	47.7
Ensures enough facilities in the classroom	4	0.5	57	7.8	113	15.5	222	30.5	333	45.7
Motivates a sense of purpose in teachers	10	1.4	46	6.3	121	16.6	239	32.8	131	42.9
Challenges teacher to internalize the desired	6	0.8	44	6.0	102	14.0	244	33.5	333	45.7

goals										
Articulates a clear vision for the future	11	1.5	40	5.5	78	10.7	254	34.8	346	47.5
Communicates expectations of me	14	1.9	38	5.2	115	15.8	243	33.3	319	43.8
Express important purpose	6	0.8	26	3.6	131	18.0	285	39.1	281	38.5
Encourages teachers to work hard	12	1.6	40	5.5	81	11.1	193	26.5	403	55.3
Handles teachers conflict with a lot of care	10	1.4	52	7.1	113	15.5	214	29.4	340	46.6

Table 4.16 On Inspires confidence in the teachers shows majority 48.7 percent of the teachers Strongly Agreed that they Inspires confidence in the teachers while 30.9 percent Agreed and 11.5 percent were Neutral respectively. On Prepares and develops program majority 39.0 percent of the teachers Strongly Agreed that they Prepares and develops program while 35.0 percent Agreed and 21.9 percent were Neutral.

On Enhance broader personnel and resource allocation practices majority 38.8 percent of the teachers Strongly Agreed that principals Enhance broader personnel and resource allocation practices while 36.8 percent Agreed and 19.6 percent were Neutral respectively. This finding is interpreted that the students who emulated their principals excelled in KCSE. On Inspires team spirit with the teachers majority 49.1 percent of the teachers Strongly Agreed that they Inspires team spirit with the teachers while 28.0 Agreed and 15.6 percent were Neutral.

On Provides me with appropriate support majority 47.7 percent of the teachers Strongly Agreed that they Provides me with appropriate support while 29.4 percent Agreed and 14.3 percent were Neutral respectively. The findings imply that the staff worked hard aiming to score high marks in KCSE. On Ensures enough facilities in the classroom majority 45.7 percent of the teachers Strongly Agreed that principals Ensures enough facilities in the classroom while 30.5 percent Agreed and 15.5 percent were neutral respectively.

On Motivates a sense of purpose in teachers majority 42.9 percent of the teachers Strongly Agreed that they Motivates a sense of purpose in teachers while 32.8 Agreed and 16.6 percent were Neutral. On Challenges teacher to internalize the desired goals majority 45.7 percent of the teachers Strongly Agreed that they Challenges teacher to internalize the desired goals while 33.5 percent Agreed and
14.0 were Neutral. On Articulates a clear vision for the future majority 47.5 percent of the teachers Strongly Agreed that they Articulates a clear vision for the future while 34.8 percent Agreed and 10.7 percent were Neutral.

On Communicates expectations of me majority 43.8 percent of the teachers Strongly Agreed that they Communicates expectations of me while 33.3 percent Agreed and 15.8 were Neutral. This helped the students to put more effort in their work since learning was encouraged. On Express important purpose majority 39.1 percent of the teachers Agreed that they Express important purpose while 38.5

percent Strongly Agreed and 18.0 percent were Neutral. This could imply that rewards were associated with performance.

On Encourages teachers to work hard majority 55.3 percent of the teachers Strongly Agreed that principals encourage teachers to work hard while 26.5 percent Agreed and 11.1 percent were Neutral. On Handles teachers conflict with a lot of care majority 46.6 percent of the teachers Strongly Agreed that they Handles teachers conflict with a lot of care while 29.4 percent Agreed and 15.5 percent were Neutral respectively. Table 4. 17 shows teachers mean results and standard deviation on inspirational motivation.

Table 4. 17

Teachers mean results and standard deviation on inspirational motivation

Descriptive Statistics – IM	**N**	**Mean**	**Standard Deviation**
Inspires confidence in the teachers	729	4.19	0.99
Prepares and develops programs	729	4.08	0.90
Enhance broader personnel and resource allocation practices	729	4.09	0.90
Inspires team spirit with the teachers	729	4.19	0.96
Provides me with appropriate support	729	4.15	1.00
Ensures enough facilities in the classroom	729	4.13	0.98
Motivates a sense of purpose in teachers	729	4.10	0.98
Challenges teacher to internalize the desired goals	729	4.17	0.94
Articulates a clear vision for the future	729	4.22	0.912
Communicates expectations of me	729	4.12	0.98

Express important purpose	729	4.11	0.87
Encourages teachers to work hard	729	4.29	0.97
Handles teachers conflict with a lot of care	729	4.13	1.01
Average Mean	729	4.15	0.83

Table 4.17 shows majority of the teachers had a Mean of 4.29 and Standard deviation of 0.97 on Encourages teachers to work hard while (M=4.22, Sd=0.91) on Articulates a clear vision for the future and (M=4.19, Sd=0.96) on Inspires team spirit with the teachers and hence the average mean score of (M=4.15, Sd=0.83), which implied that the teachers mean results were strong and high hence KCSE performance was also influenced. These findings indicate that principals inspirational motivation practices increased academic performance at KCSE. Some of these practices include encourage teachers to work hard (55.3 percent), foster team spirit with teachers (49.1 percent), provide appropriate support (47.5 percent) and articulate a clear vision for the future (47.5 percent).

Further, the principals' had a high response of inspirational motivation dimension (M=4.15, SD= 0.83). While teachers response to most items of inspirational motivation dimension was (M=4.29, SD= 0.97). This indicate that most of the items of principals and teachers inspirational motivation were in agreement. Studies by Osagie, (2016) are in support with these findings that there is a relationship between principals inspirational motivation and student performance (Mean = 3.27, SD =

0.51). On the other hand, the teachers' perception on principals' inspirational motivation also emerged to be high (M=4.49, SD=0.37). The study findings revealed that inspirational motivation was strongly perceived. This study also concurs with the study by Muia (2018) established that inspirational motivation behavior was practiced by both teachers (M=4.01 and principals (M=4.27, SD=0.64) to increase performance in secondary schools. Balyer (2012), agree that principals communicate standards as well as using the motivation spirit to all the associates at school milieus. This study agree with Ayiro (2014) that a leader's inspirational motivation encourages the spirit of team work and commitment to vision and goals.

Report from the MoE officials who were mostly degree holders indicated that their principals applied inspirational motivation. They were very clear about the core values that governed them. Most of these core values emanated from the TSC. These core values included team-work, honesty, and discipline at work, transparency, patience, accountability, commitment and timely service delivery. KI11 had this to say,

"My principals instilled core values to the staff as well as students. They taught them that in doing work they work for the Lord. The values they added to the principals are the foundation of their today's work values."

The key informant indicated that the principals portrayed important core values, for example, the spirit of hard work, integrity, honest, and dignity. These values were vital toward students academic performance. Hence the standards of education in

different schools increased, Lack of integrity and honesty to the followers affected performance. The QASO Mbooni east sub-county had this to say,

> "Principals were not different in reportedly having some acceptable behaviors which increased performance in the county. This was due to the spirit of hard work, core values like practicing integrity, honesty, encouragement and transparency. Breach of contract and unorthodox methods in performance were dealt with.

Even though, some of the MoE commented that there were no guidelines on what exact actions to be taken upon principals on some offences. KI6 said,

> "TSC does not give out guidelines on what exact actions should be taken for specific offenses except for the serious offences such as rape and exploitation of the minors. Therefore, it is upon the principals to understand what best action to take first so as to have a corrective measure on those who go against the core values against rather than a punishment."

The researcher beliefs that principals inspirational motivation leadership depends on the maintaining the core values hence increasing academic performance. Key informant responses imply that principals inspired and motivated their followers through instilling core values. However, those who portrayed unethical issues were warned either verbally or in writing and if the behavior persisted, they were interdicted. This study indicates that the thirteen items extracted to investigate the use of inspirational motivation practice of the principals and students' academic performance was effective. Inspiration motivation was one of the independent variables of the study. These findings show that the principals and teachers scored highly in inspirational motivation through articulating a clear vision and encouraging teachers to work hard.

Pearson correlation coefficient of inspirational motivation and students' mean score at KCSE.

Pearson's product moment correlation coefficient (PPMCC) technique was done to determine the relationship between the indicators of inspirational motivation and students' mean score at KCSE. The null hypothesis is there is no significant relationship between principals' inspirational motivation and students' mean score at KCSE at an alpha value 0.05 level of significance. Each indicator had influence on students academic performance. This is indicated by the figures of Pearson correlation coefficient. Table 4.18 presents the correlation analysis between principals' inspirational motivation indicators(statements) and student mean score at KCSE.

Table 4. 18

Correlation between principals' inspirational motivation indicators and student mean score at KCSE

	Performance		
Descriptive statistics - IM	**Pearson correlation**	**Sig.(2-tailed)**	**N**
Articulate competing vision for the future of the organization	.049	.608	111
Use stories/symbols to communicate vision	-.072	.455	111
Stress goal achievement	-.077	.419	111
Talk about the most important beliefs	-.133	.164	111

Always stimulate my vision before my followers	-.129	.176	111
Have confidence in my own powers	-.217*	.022	111
Set high standards	-.072	.451	111
Discuss needs to be accomplished	-.059	536	111
Have confidence that the goals will be achieved	.034	.726	111
Display an exciting image of what is essential to be considered	.012	.902	111
Help followers feel appreciated	.013	.889	111
What sufficient resources do you provide to help teacher perform	.059	.539	111
Make sure that my teachers accomplish the syllabus	.160	.093	111

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

The correlation summary in Table 4.18 indicate a negative and strong significant coefficient between the indicators of principals' inspirational motivation and students means score at K.C.S.E. This implied the less principals were inspired the more students means score at K.C.S.E improved. The indicators of principals inspirational motivation on students KCSE means score include ($r=-.049$, p- value<0.05) respectively. Consequently, Pearson correlation coefficient for the instrument and student academic performance at an alpha value 0.05 level of significance was computed as shown below in Table 4.19

Table 4. 19

Pearson's correlation coefficient of inspirational motivation dimension on student mean score at KCSE

Correlations			
		Performance	IM
Performance	Pearson Correlation	1	.552
	Sig. (2-tailed)		.784
	N	111	111
IM	Pearson Correlation	.552	1
	Sig. (2-tailed)	.784	
	N	111	111

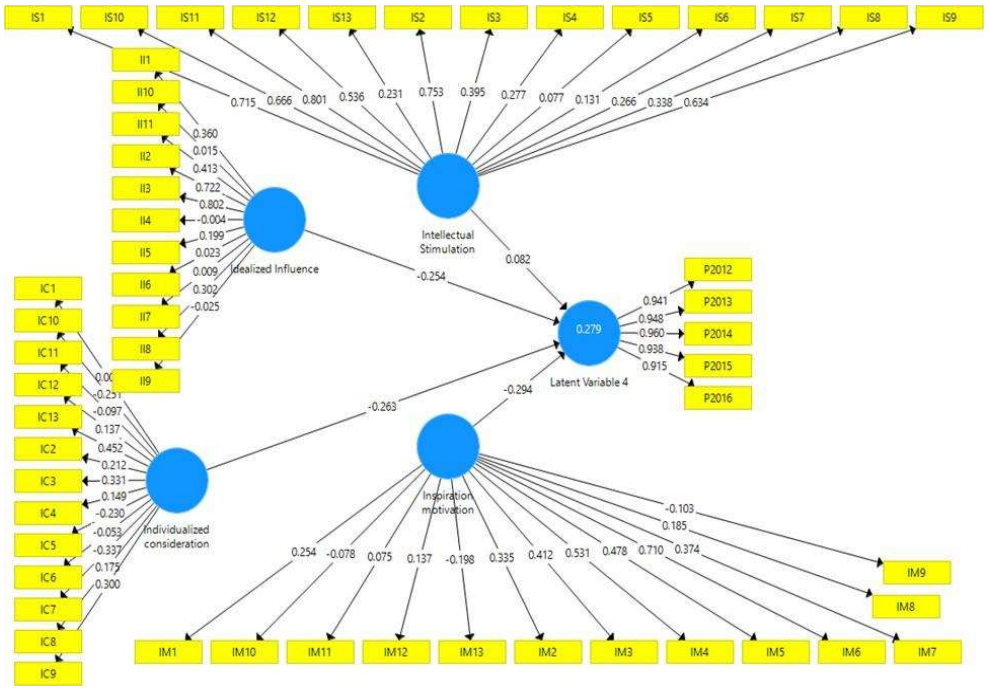
The null hypothesis states that there is no significant relationship between principals inspirational motivation dimension and students' mean score at KCSE would be accepted if $p<0.05$. Inspirational motivation was significantly influencing academic performance at alpha value 0.040 with a strong positive correlation of ($r_{(111)=}0.552$, $p<0.05$), The null hypothesis was rejected. Samuel (2020) show that inspirational motivation and student academic achievement had a relationship with beta=1.000 hence student academic achievement increased.

Muia (2018) concurs with these findings that principals' inspirational motivation was associated with students' performance $r = 0.194$, $p<0.05$. According to the findings by Saxe (2011) that measured inspirational motivation behavior and student performance; students' performance is positively correlated with inspirational motivation. It is clear that inspirational motivation was significantly influencing academic performance at alpha value 0.040 with a strong positive correlation of ($r_{(111)=}0.552$, $p<0.05$), hence making the null hypothesis to be rejected

and the alternative hypothesis to be accepted. Ayacko (2016) correlation analysis found that leader's inspirational motivation positively affected performance r (312) =.534, p<.05.

A study by Nyokabi (2017), found that inspirational motivation had a significant role in determining performance. The relationship between the leader and the follower improved had a positive correlation where r= 3.900 and p<0.05). This finding fully agree with a study carried out in Ghana Samuel (2020), that inspirational motivation increase students academic achievement. From these findings inspirational motivation is key in improving academic performance of the students in public secondary schools in Makueni county.

Further, regression analysis was used to realize which factors mattered most and the magnitude of their impact on KCSE performance. Poisson and the multi-linear regression analyzed the Principal's and the teacher's dataset respectively. Poisson regression was used due to the existence of the sequential consecutive period of time factor in the principals dataset while the multi linear regression was used in the teachers' dataset due to the Likert nature of the principles. Figure 3 summarizes their findings.



Source: Adopted from Henseler et al., (2016)

Figure 3. The PLS (Partial Least Square) model showing regression output for principals inspirational motivation on performance

The regression coefficients were fitted in the multiple regression equation given below.

$$y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \cdots + \beta_k x_k$$

The fitted values indicated a positive influence of most of the inspirational motivation statements on students' KCSE performance (Appendix II). The following multiple regression equation summarizes the impact of each statement on the performance.

$$y = 2.45 + 0.254x_1 + 0.335x_2 + 0.412x_3 + \cdots - 0.198x_{13}$$

Based on the study findings having confidence in power was the most impactful with a regression coefficient of 0.71 followed by the effect of a leader talking about

his/her beliefs which had a regression coefficient of 0.53. The ability to articulate organization's vision had a regression coefficient of 0.48. These findings support the earlier findings of Sosik and Jung (2010) who postulated that transformational leaders encourages followers to accept their vision by creating a lot of trust. In addition, Buenvinida and Ramos (2019), also stated similar findings through their research that the leaders compelling vision influence followers by arousing their emotions to demonstrate the same commitment. As Marshall (2011) states that the leader communicates the vision by motivating and inspiring the followers. It is therefore obligatory for the principals to embrace inspirational motivation practices so as to improve performance. This study thus rejects the null hypothesis which states that 'there is no statistically significant relationship between principals inspirational motivation and students mean scores at KCSE.

4.7 Intellectual stimulation dimension on students' performance at KCSE

The school principal is a leader who is focused in delivering leadership skills. Intellectual stimulation is a practice which allows the principals to perform highly so as to increase KCSE performance. Some of the practices that are emphasized include valuing ideas of the followers, having a collective sense of mission, specify the importance of having a strong sense of purpose, making wise decisions and thinking about what needs to be accomplished for the followers. Further, the principals must maintain positive feelings toward the followers. Table 4. 20 shows Principals response on intellectual stimulation on student performance at K.C.S.E

Table 4. 20

Principals response on intellectual stimulation on *student performance at K.C.S.E*

As a principal, I	***SD***	***D***	***N***	***A***	***SA***
	f %	***f %***	***f %***	***f %***	***f %***
Displayed a sense of power	5 4.5	4 3.6	6 5.4	35 31.5	61 55.0
Instill pride in others for being associated with you	4 3.6	3 2.7	6 5.4	33 29.7	65 58.6
Emphasize the importance of having a collective sense of mission	0 0.0	2 1.8	0 0.0	25 22.5	84 75.7
Specify the importance of having a strong sense of purpose	0 0.0	0 0.0	3 2.7	33 29.7	75 67.6
Think about what needs to be accomplished	0 0.0	2 1.8	1 0.9	36 32.4	72 64.9
Seek different opinions from followers when solving problems	1 0.9	1 0.9	0 0.0	45 40.5	64 57.7
Getting other to look at problems from different angle	0 0.0	2 1.8	2 1.8	47 42.3	60 54.1
Encouraging non-traditional thinking	0 0.0	1 0.9	6 5.4	44 39.6	60 54.1
Re-examining the accuracy of critical assumptions	0 00	1 0.9	7 6.3	41 36.9	62 55.9
Stimulate ideas from followers by a safe environment to challenge the status quo	0 0.0	3 2.7	6 5.4	39 35.1	63 56.8
Ask the followers what they think about their commitment towards work make wise decisions.	0.0	0 0.0	6 5.4	40 36..0	65 58.6

Make wise decisions	0 0.0	0 0.0	9 8.1	31 27.9	71 64.0
Value ideas of my followers	0 0.0	1 0.9	0 0.0	34 30.6	76 68.5

Table 4.20 Shows majority 55.0 percent of the principals Strongly Agreed that they Displayed a sense of power while 31.5 percent Agreed and 5.4 percent were Neutral respectively. Majority 58.6 percent of the principals Strongly Agreed that they Instill pride in others for being associated with you while 29.7 percent Agreed and 5.4 percent were Neutral respectively. The results show that for the students to excel academically, the principals played a great role in instilling pride and displaying a sense of power.

Majority 75.7 percent of the principals Strongly Agreed that they Emphasize the importance of having a collective sense of mission while 22.5 percent Agreed. This finding is interpreted that the students who emulated their principals excelled in KSCE.

On Specify the importance of having a strong sense of purpose majority 67.6 percent of the principals Strongly Agreed that they Specify the importance of having a strong sense of purpose while 29.7 Agreed.

On Think about what needs to be accomplished majority 64.9 percent of the principals Agreed that they Think about what needs to be accomplished while 32.4 percent Strongly Agreed and 1.8 percent Disagreed respectively. The findings

imply that the staff worked hard aiming to score high marks in KCSE. On Seek different opinions from followers when solving majority 57.7 percent of the principals Strongly Agreed that principals Seek different opinions from followers when solving while 40.5 percent Agreed and 0.9 percent Strongly Disagreed and Disagreed respectively.

On Getting others to look at problems from different angles majority 54.1 percent of the principals Strongly Agreed that they get others to look at problems from different angles set high levels while 42.3 Agreed and 1.8 percent were Neutral and Disagreed respectively. On Encourage nontraditional thinking majority 54.1 percent of the principals Strongly Agreed that they encourage nontraditional thinking while 39.6 percent Agreed and 5.4 percent were Neutral respectively.

On Re-examining the accuracy of critical assumptions majority 55.9 percent of the principals Strongly Agreed that they Re-examining the accuracy of critical assumptions while 36.9 percent Agreed and 6.3 percent were Neutral respectively. On Stimulate ideas from followers by a safe environment to challenge the status quo majority 56.8 percent of the principals Strongly Agreed that they Stimulate ideas from followers by a safe environment to challenge the status quo while 35.1 percent Agreed and 5.4 percent were Neutral. This helped the students to put more effort in their work since learning was encouraged.

On Ask the followers what they think about their commitment about work majority 58.6 percent of the principals Strongly Agreed that they Ask the followers what they think about their commitment about work while 36.0 percent Agreed. This could imply that rewards were associated with performance. The relationship between idealized influence and academic performance at KCSE was that the principals were able to practice role modelling, instill pride, inspired teachers and students to work hard among others that focused on students overall performance.

On Make wise decisions What sufficient resources do you provide to help teacher perform majority 64.0 percent of the principals Strongly Agreed that they make wise decisions while 27.9 percent Agreed.

On Value ideas of my followers majority 68.5 percent of the principals Strongly Agreed that they Value ideas of my followers while 30.6 percent Agreed. This implied that it encouraged the followers to work hard toward performance.

This was the highest practice of intellectual stimulation. The results imply that principals applied intellectual stimulation practices in their leadership hence academic performance increased. Table 4.21 presents principals' means and standard deviations on intellectual stimulation.

Table 4. 21

Principals mean and standard deviations on intellectual stimulation

Descriptive statistics – intellection stimulation	**N**	**Mean**	**SD**
Displayed a sense of power	111	4.29	1.04
Instill pride in the followers	111	4.37	0.972
Emphasize having a collective sense of mission	111	4.72	0.559
Specify the importance of a strong sense of purpose	111	4.65	0.533
Think about the needs to be accomplished	111	4.60	0.607
Seek different opinions from followers when solving problems	111	4.52	0.672
Make others to look at chalenges from different angle	111	4.49	0.631
Encouragement of non-traditional thinking and suggestions.	111	4.49	0.631
Re-examining the accuracy of critical assumptions	111	4.50	0.631
Stimulate ideas from followers by a safe environment to challenge the status quo	111	4.47	0.724
Ask the followers what they think about their commitment towards work	111	4.53	0.600
Make wise decisions	111	4.56	0.642
Value ideas of my followers	111	4.67	0.528
Intellectual stimulation - Average Mean	111	4.53	0.46

IS stands for Intellectual stimulation
N stands for number of participants.

Table 4.21 shows majority of the principals had a Mean of 4.72 and Standard deviation of 0.56 on Emphasize the importance of having a collective sense of mission while (M=4.67, Sd=0.53) on Value ideas of my followers and (M=4.56,

Sd=0.53) on Specify the importance of having a strong sense of purpose and hence the average mean score of (M=4.53, Sd=0.46), which implied that students passed well. Due to this, there was excellent performance rate in examinations. Table 4.22 shows teachers responses on principals' intellectual stimulation

on students' performance at K.C.S.E

Table 4. 22

Teachers' responses on Principals' intellectual stimulation on students' performance at K.C.S.E

					95% CI for Mean			
	N	**Mean**	**Std dev**	**Std Error**	**Lower bound**	**Upper bound**	**Min**	**Max**
IS -	17	5.186	1.406	.341	4.463	5.909	3.33	7.90
IS +	94	5.220	1.496	.154	4.913	5.526	2.87	9.64
Total	111	5.215	1.477	.140	4.937	5.492	2.87	9.64

Out of the sampled respondents 94(84.7 percent) embraced the intellectual stimulation while 17(15.3 percent) did not. The principals and the schools that embraced intellectual stimulation performed slightly better than those who did not embrace it, with a mean score of 5.22 and 5.19 respectively. This was in line with Podsakoff, MacKenzie and Bommer (2014) findings that intellectual stimulation is an innovative, creative means of doing things in an organization. The principals' who exhibit innovation and creativity in their leadership enables the students to get high marks in the examination. Further ANOVA on Intellectual Stimulation was used to break the components of variations in the data. The components of intellectual stimulation between and within groups on the differences are explained

as shown in Table 4.23.

IS1=Displayed a sense of leadership, IS2=Instill pride in others for being associated with you, IS3=Emphasize the importance of having a collective sence of mission, IS4=Specify the importance of having a strong sense of purpose, IS5=Think about what needs to be accomplished, IS6=Seek different opinions from followers when solving problems, IS7=Getting others to look at problems from different angles, IS8=Encouraging nontraditional thinking and suggests, IS9=Re-examining the accuracy of critical assumptions, IS10=Stimulates ideas from followers by a safe environment to challenge the status quo, IS11=Ask the followers what they think about their commitment towards work, IS12=Make wise decision, IS13=Value ideas of my followers. Between and within groups show the principals intellectual stimulation indicators. Table 4.23 shows principals' responses on principals intellectual stimulation on students performance.

Table 4.23

Principals' responses on principals' intellectual stimulation on students' performance

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
IS1	Between Groups	116.275	108	1.077	.861	.683
	Within Groups	2.500	2	1.250		
	Total	118.775	110			
IS2	Between Groups	102.856	108	.952	1.905	.407
	Within Groups	1.000	2	.500		
	Total	103.856	110			
IS3	Between Groups	33.842	108	.313	1.253	.547
	Within Groups	.500	2	.250		
	Total	34.342	110			
IS4	Between Groups	30.797	108	.285	1.141	.581
	Within Groups	.500	2	.250		

	Total	31.297	110			
IS5	Between Groups	35.559	108	.329	.132	.999
	Within Groups	5.000	2	2.500		
	Total	40.559	110			
IS6	Between Groups	43.640	108	.404	.404	.911
	Within Groups	2.000	2	1.000		
	Total	45.640	110			
IS7	Between Groups	39.230	108	.363	.161	.997
	Within Groups	4.500	2	2.250		
	Total	43.730	110			
IS8	Between Groups	45.140	108	.418	1.672	.448
	Within Groups	.500	2	.250		
	Total	45.640	110			
IS9	Between Groups	46.694	108	.432	.865	.682
	Within Groups	1.000	2	.500		
	Total	47.694	110			
IS10	Between Groups	57.068	108	.528	2.114	.376
	Within Groups	.500	2	.250		
	Total	57.568	110			
IS11	Between Groups	39.640	108	.367	.	.
	Within Groups	.000	2	.000		
	Total	39.640	110			
IS12	Between Groups	42.869	108	.397	.318	.953
	Within Groups	2.500	2	1.250		
	Total	45.369	110			
IS13	Between Groups	29.667	108	.275	.549	.833
	Within Groups	1.000	2	.500		
	Total	30.667	110			

Table 4.23 shows that there was a statistically significant difference between groups as determined by one-way ANOVA (F(108,2)=2.114, p=.376), (F(108,2)=1.905, p=.407)for Stimulates ideas from followers by a safe environment to challenge the status quo and Instill pride in others for being associated with you respectively. The most insignificant difference registered was for Getting others to look at problems

from different angles as ANOVA result show (F(108,2)=.132, p=.999) and (F(108,2)=.161, p=.997) for Think about what needs to be accomplished respectively. Out of the thirteen factors used to investigate principals' individual stimulation in schools two of them show there is a strong significance implying that principals' individual stimulation has some influence on students' performance at

K.C.S.E. Table 4.24 shows teachers perception on principals' use of intellectual stimulation.

Table 4. 24

Teachers perception on principals use of intellectual stimulation

My principal	***SD***		***D***		***N***		***A***		***SA***	
	f	***%***	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***
Actively involves teachers in schools decision making	16	2.2	54	7.5	134	18.4	243	33.3	282	38.7
Leadership is distributed among many individuals	12	1.6	54	7.4	53	7.3	282	38.7	328	45.0
Has supportive forms of administrative leadership	12	1.6	48	6.6	74	10.2	279	38.3	316	43.3
Interacts with other members of staff freely	13	1.8	51	7.0	56	7.7	256	35.1	353	48.4
Has self-managing and self-leading skills	35	4.8	15	2.1	41	5.6	287	39.4	351	48.1
Has capacity to solve problems	11	1.5	42	5.8	89	12.2	237	32.5	350	48.0
Is able to make decisions in the interest of the school	9	1.2	21	2.9	104	14.3	229	31.4	366	50.2

Stimulates ideas and creativity from teachers	12	1.6	45	6.2	106	14.5	262	35.9	304	41.7
Creates a safe environment to challenge status quo	13	1.8	53	7.3	66	9.1	296	40.6	301	41.3
Encourage teachers to be innovative and creative	12	1.6	55	7.5	50	6.9	265	6.4	347	47.6
Promotes intelligence	12	1.6	50	6.9	64	8.8	285	39.1	318	43.6
Exercises rationality	16	2.2	57	7.8	66	9.1	301	41.3	289	39.6
Handles cases with the teachers	30	4.1	39	5.3	29	4.0	311	42.7	320	43.9

f indicates frequency % stands for percent

Table 4.24 Actively involves teachers in schools decision making shows majority 38.7 percent of the teachers Strongly Agreed that they actively involves teachers in schools decision making while 33.3 percent Agreed and 18.4 percent were Neutral respectively. On Leadership is distributed among many individuals majority 45.0 percent of the teachers Strongly Agreed that Leadership is distributed among many individuals while 38.7 percent Agreed and 7.4 percent Disagreed.

On Has supportive forms of administrative leadership majority 43.3 percent of the teachers Strongly Agreed that principals Has supportive forms of administrative leadership while 38.3 percent Agreed and 10.2 percent were Neutral respectively. This finding is interpreted that the students who emulated their principals excelled in KSCE. On Interacts with other members of staff freely majority 48.4 percent of the teachers Strongly Agreed that they Interacts with other members of staff freely while 35.1 Agreed and 7.7 percent were Neutral.

On Has self-managing and self-leading skills majority 48.1 percent of the teachers Strongly Agreed that they Has self-managing and self-leading skills while 39.4 percent Agreed and 5.6 percent were Neutral respectively. The findings imply that the staff worked hard aiming to score high marks in KCSE. On Has capacity to solve problems majority 48.0 percent of the teachers Strongly Agreed that principals Has capacity to solve problems while 32.5 percent Agreed and 12.2 percent were Neutral respectively.

On Is able to make decisions in the interest of the school majority 50.2 percent of the teachers Strongly Agreed that they Is able to make decisions in the interest of the school while 31.4 Agreed and 14.3 percent were Neutral. On Stimulates ideas and creativity from teachers majority 41.7 percent of the teachers Strongly Agreed that they Stimulates ideas and creativity from teachers while 35.9 percent Agreed and 14.5 were Neutral. On Creates a safe environment to challenge status quo majority 41.3 percent of the teachers Strongly Agreed that they Creates a safe environment to challenge status quo while 40.6 percent Agreed and 9.1 percent were Neutral.

On Encourage teachers to be innovative and creative majority 47.6 percent of the teachers Strongly Agreed that they Encourage teachers to be innovative and creative while 36.4 percent Agreed and 6.9 were Neutral. This helped the students to put more effort in their work since learning was encouraged.

On Promotes intelligence majority 43.6 percent of the teachers Strongly Agreed that they Promotes intelligence while 39.1 percent Agreed and 8.8 percent were Neutral. This could imply that rewards were associated with performance. The relationship between idealized influence and academic performance at KCSE was that the principals were able to practice role modelling, instill pride, inspired teachers and students to work hard among others that focused on students overall performance.

On Exercises rationality majority 41.3 percent of the teachers Agreed that principals exercises rationality while 39.6 percent Strongly Agreed and 9.1 percent were Neutral. On Handles cases with the teachers majority 43.9 percent of the teachers Strongly Agreed that they handles cases with the teachers while 42.7 percent Agreed and 5.3 percent Disagreed respectively. The results show that the principals concentrated fully on management and leadership which led to student performance in KCSE performance. Table 4.25 shows teachers mean results and standard deviation on intellectual stimulation of the principals' performance on K.C.S.E

Table 4. 25

Teachers mean on intellectual stimulation on student performance on K.C.S.E

Descriptive Statistics – IS

	N	Mean	SD
Actively involves teachers in schools decision making	729	3.99	1.0
Leadership is distributed among many individuals	729	4.18	0.9
Has supportive forms of administrative leadership	729	4.15	0.9
Interacts with other members of staff freely	729	4.23	0.9
Has self-managing and self-leading skills	729	4.24	0.9

Has capacity to solve problems	729	4.20	0.9
Is able to make decisions in the interest of the school	729	4.27	0.8
Stimulates ideas and creativity from teachers	729	4.10	0.9
Creates a safe environment to challenge status quo	729	4.13	0.9
Encourage teachers to be innovative and creative	729	4.21	0.9
Promotes intelligence	729	4.17	0.9
Exercises rationality	729	4.08	1.0
Handles cases with the teachers	729	4.10	1.0
IS - Average Mean	729	4.18	0.9

f stands for frequency, N=number in the distribution and IS= Intellectual stimulation

Table 4.25 shows majority of the teachers had a Mean of 4.27 and Standard deviation of 0.89 on Is able to make decisions in the interest of the school while (M=4.24, Sd=0.99) on Has self-managing and self-leading skills and (M=4.23, Sd=0.97) on Interacts with other members of staff freely and hence the average mean score of (M=4.18, Sd=0.90), which implied that students passed well. According to Muia (2018), teachers perceived that the intellectual stimulation was practiced moderately at an average mean of 3.88 and standard deviation of 1.57. This mean of (3.88) is lower than the mean of this study (M=4.18, and SD=.90). Further, Muia (2018) indicate that the mean score of the principals was high (M=4.14m and SD=0.7). This is different with Ndiga (2013) where intellectual stimulation was strong and high at an average mean of (M=4.01). Serdyukor (2017) assert that learning outcomes are as a result of school leaders applying innovations

on teaching and learning in the school system. In this study, principals encouraged

teachers to be innovative and creative at 47.6 percent hence performance was realized.

Therefore, intellectual stimulation practice appeared to be emphasized by both the principals and teachers in order to enhance student academic performance in Makueni county. The findings advocated that principal's intellectual stimulation is to be embraced so as to increase student performance in secondary schools.

This study finding also supported Juma and Ndisya (2016) who found that intellectual stimulation was a positive and significant effect on employee performance of Safaricom limited. Hayati et al., (2014) also had the findings that intellectual stimulation had a positive effect on work at the governmental hospital in Iran. Findings by Bekele and Darshan (2011) (M=3.54 and SD=0.82), showed were also not different from Muia (2018). The results supported the practice of intellectual stimulation by the principals in public schools.

From the MoE interview, it was reported that the principals supported creativity and innovations in schools through discussions, asking questions and assisting teachers. KI5 had this to say,

"My principals support creativity and innovation as the core of the curriculum and instrument to the way students learn this enable way children learn. Paramount to the continued success of schools is ensuring that learning spaces mirror the collaborative work spaces of the real world and enable students to problem-solve, think differently, and challenge the status quo."

In addition, MoE KI1 had this to say,

"My principals have been falling in the traditional ways of creativity and innovations given by the curriculum developments and in line with teacher's

service commission such as Drama festivals, Games, Science contests and mathematics symposiums. Very interesting act of encouraging creativity and innovation."

MoE officer (QASO) Mbooni sub-county KI8 who had reasonable experience said,

"My principals set a certain day school as a model national school in their schools. They ensured renovations were done hence this raised the standards of teaching. Over the last two years, the roll out has increased and their performance is overwhelmingly good. In addition, my principals well-organized and modelled school band went to Nyanza region for benchmarking."

The MoE also reported that since the principals assumed office achievement has been realized.

KI10 had this to say,

"My principals have been organizing workshops, guided teachers, had successful meetings with the teachers, towards bettering the KCSE performance. My principals supported students to work hard on the vision and also supervised the teachers. As a result of this their performance increased overwhelmingly". Also my principals encouraged, rewarded, and supported teachers training.

My principals employed strategies to help schools that do not perform well. They have also introduced new instructional programs to help the teachers hence improve academic performance. They advocated for benchmaking to trigger the ability of the students and teachers (KI12)

This implies that the principals ability to encourage and support teachers and students led to performance. The principals were informed of the inspirational motivation skills that promoted academic performance.

Pearson correlation coefficient of intellectual stimulation and students' mean score at KCSE.

Pearson's product moment correlation coefficient (PPMCC) technique was done to determine the relationship between the indicators of intellectual stimulation and students' mean score at KCSE. The null hypothesis is there is no significant relationship between principals' intellectual stimulation component and students' mean score at KCSE at an alpha value 0.05 level of significance. Table 4.26 presents the correlation analysis between principals' intellectual stimulation component and student mean score at KCSE.

Table 4. 26

Correlation between principals' intellectual stimulation component and student mean score at KCSE

	Performance		
Descriptive Statistics – IS	**Pearson correlation**	**Sig.(2-tailed)**	**N**
Displayed a sense of leadership	-.125	.190	111
Instill pride in others for being associated with you	-.129	.177	111
Emphasize the importance of having a collective sense of mission	-.030	.753	111
Specify the importance of having a strong sense of purpose	.056	.557	111
Think about what needs to be accomplished	.088	.356	111
Seek different opinions from followers when solving problems	.082	.389	111

Getting others to look at problems from different angles	.014	.880	111
Encouraging nontraditional thinking and suggests	.044	.647	111
Re-examining the accuracy of critical assumptions	-.074	.441	111
Stimulates ideas from followers by a safe environment to challenge the status quo	-.057	.553	111
Ask the followers what they think about their commitment towards work	-.195*	.040	111
Make wise decision	-.007	.943	111
Value ideas of my followers	.028	.771	111

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

The correlation results in Table 4.26 indicate a negative and strong significant coefficient between the indicators of principals' intellectual stimulation component and students means score at K.C.S.E. This implied the less principals intellectual stimulation component the more students means score at K.C.S.E improved.

The indicators of principals' intellectual stimulation component include ($r=-.195$, p-value<0.05) respectively. The null hypothesis states that there is no significant relationship between principals' intellectual stimulation component and students' mean score at KCSE would be accepted if $p<0.05$. The null hypothesis was rejected. Muia (2018) concurs with these findings that principals' intellectual stimulation was associated with performance where $p=0.05$ and $r(200) = 0.198$ hence showing a high significant relationship. These findings concur with Ogola,

Sikalich, and Linge, (2017) who found that intellectual stimulation had a positive

proportion of variance in performance. The results showed that intellectual stimulation leadership behaviour and employee performance in SMEs in Kenya had a strong and significant Pearson correlation r (194) = .722, p< .000 and a positive and significant relationship (β = .722, t(194)= 14.444, p< .000.). A study by Samuel (2020) noted that intellectual stimulation dimension and academic achievement positively correlated (1.000= 0.202). Consequently, intellectual stimulation behavior when displayed by the principals results to high performance in schools for both teachers and students thus increasing the means score in KCSE examination (Mbithi, 2014). In summary, teachers agreed that with the proposed statements on the principals' intellectual stimulation practice students performance increased. Their responses are summarized in table 4.27

Table 4. 27

Teachers responses on principals intellectual stimulation

Teachers Response	**N**	**Mean KCSE**	**Std Dev**	**Std error**	***95% CI for Mean*** **Lower Bound**	**Upper Bound**	**Min**	**Max**
D	271	3.423	0.924	0.056	3.313	3.534	1.19	4.94
A	453	4.618	0.329	0.015	4.588	4.648	3.31	5.00
Total	724	4.171	0.849	0.031	4.109	4.233	1.19	5.00

The teachers who disagreed with the proposed statements on the principals' practice of intellectual stimulation were 271(37.4%) compared to 461(62.6%) teachers who lauded their principals' by agreeing to the proposed statements. The performance in the schools where the principals were lauded for intellectual stimulation was better with a mean sore of 4.618 on average, with 95% confidence interval of 4.588 to

4.648. Those who disagreed had a mean score of 3.423 with 95% confidence interval of 3.313 to 3.534. The significance of that difference was tested using the analysis of variance and the findings were summarized in table 4.28

IS1=Actively involves teachers in schools decision making, IS2=Leadership is distributed among many individuals, IS3=Has supportive forms of administrative leadership, IS4=Interacts with other members of staff freely, IS5=Has self- managing and self-leading skills, IS6=Has capacity to solve problems, IS7=Is able to make decisions in the interest of the school, IS8=Stimulates ideas and creativity from teachers, IS9=Creates a safe environment to challenge status quo, IS10=Encourage teachers to be innovative and creative, IS11=Promotes intelligence, IS12=Exercises rationality, IS13=Handles cases with the teachers Table 4.28 shows Distribution of teachers responses on principals' intellectual stimulation on students' K.C.S.E

Table 4.28

Distribution of teachers responses on principals' intellectual stimulation on students' K.C.S.E

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
IS1	Between Groups	543.084	63	8.620	24.621	.000
	Within Groups	232.828	665	.350		
	Total	775.912	728			
IS2	Between Groups	459.695	63	7.297	21.881	.000
	Within Groups	221.765	665	.333		
	Total	681.460	728			
IS3	Between Groups	430.590	63	6.835	18.719	.000
	Within Groups	242.812	665	.365		
	Total	673.402	728			

IS4	Between Groups	456.291	63	7.243	20.041	.000
	Within Groups	240.326	665	.361		
	Total	696.617	728			
IS5	Between Groups	553.618	63	8.788	34.100	.000
	Within Groups	171.372	665	.258		
	Total	724.990	728			
IS6	Between Groups	508.981	63	8.079	31.871	.000
	Within Groups	168.575	665	.253		
	Total	677.556	728			
IS7	Between Groups	429.816	63	6.822	29.444	.000
	Within Groups	154.088	665	.232		
	Total	583.904	728			
IS8	Between Groups	517.149	63	8.209	31.419	.000
	Within Groups	173.740	665	.261		
	Total	690.889	728			
IS9	Between Groups	486.481	63	7.722	25.881	.000
	Within Groups	198.408	665	.298		
	Total	684.889	728			
IS10	Between Groups	485.082	63	7.700	24.541	.000
	Within Groups	208.641	665	.314		
	Total	693.723	728			
IS11	Between Groups	472.202	63	7.495	25.085	.000
	Within Groups	198.698	665	.299		
	Total	670.900	728			
IS12	Between Groups	489.491	63	7.770	22.232	.000
	Within Groups	232.405	665	.349		
	Total	721.896	728			
IS13	Between Groups	447.399	63	7.102	15.390	.000
	Within Groups	306.848	665	.461		
	Total	754.247	728			

Table 4.28 shows that there was a statistically significant difference between groups as determined by one-way ANOVA (F(63,665)=34.100, p=.000), (F(63,665)=31.871, p=.000) for Has self-managing and self-leading skills and Has capacity to solve problems respectively. The most insignificant difference

registered was for Handles cases with the teachers as ANOVA result show (F(63,665)=15.390, p=.000) and (F(63,665)=21.881, p=.000) for Has supportive forms of administrative leadership respectively. Out of the thirteen factors used to investigate principals' individual consideration in schools two of them show there is a strong significance implying that principals' individual consideration has some influence on students' performance at K.C.S.E. These findings support Muia (2018), findings which showed that intellectual stimulation elements directly contributed to KCSE examinations. Alan, Melanie, San, and Darrin, (2015) findings also agree to these findings that motivated teachers subsequently, influence the students' intrinsic motivation by applying the behavior of intellectual stimulation thus changing the students' approaches to learning.

4.8 Individualized consideration dimension on students' performance at KCSE

Individual consideration (IC) affects KCSE performance through providing adequate teaching and learning resources, appreciate performance of individuals, and treating others as individuals. Further this dimension seeks to visualize the vision of the organization, promotion of self-development, meeting the needs of the teachers and students among others. Therefore, when the principals apply individualized consideration practices in their leadership performance will be realized at KCSE. Table 4.29 shows Principals' responses on individualized consideration on students performance at K.C.S.E

Table 4.29

Principals' responses on individualized consideration on students' performance at K.C.S.E

As a principal, I	**SD** **f** **%**	**D** **f** **%**	**N** **f** **%**	**A** **f** **%**	**SA** **f** **%**
Carry the vision of the organization	2 1.8	0 0.0	4 3.6	41 36.9	64 57.7
Provide adequate teaching and learning resources	0 0.0	0 0.0	2 1.8	34 30.6	75 67.6
Provide individual with different needs and aspirations	1 0.9	0 0.0	7 6.3	41 36.9	62 55.9
Appreciate performance of individuals	0 0.0	0 0.0	1 0.9	38 34.2	72 64.9
Treat others as individuals	1 0.9	1 0.9	3 2.7	36 32.4	70 63.1
Understand the needs of the followers and help accordingly	0 0.0	0 0.0	2 1.8	44 39.6	65 58.6
Help staff to plan realistically and practically achieve goals	0 0.0	1 0.9	3 2.7	49 44.1	58 52.3
Promote self-development by coaching and teaching the followers through seminars	0 0.0	1 0.9	7 6.3	56 50.5	47 42.3
Empathize and discuss the needs, abilities and aspirations of the followers	0 0.0	1 0.9	4 3.6	58 52.3	48 43.2
Make others feel good	0 0.0	1 0.9	5 4.5	40 36.0	65 58.6

Come along with the teachers and students	1 0.9	1 0.9	3 2.7	45 40.5	60 54.1
I am understand the needs of the teachers and students hence promote performance	0 0.0	2 1.8	2 1.8	45 40.5	62 55.9
Meet all the needs of my followers	6 5.4	3 2.7	0 0.0	56 50.5	46 41.4

NB: f = frequency and % =percent

Table 4.29 On Carry the vision of the organization shows majority 57.7 percent of the principals Strongly Agreed that they Carry the vision of the organization while 36.9 percent Agreed and 3.6 percent were Neutral respectively. On Provide adequate teaching and learning resources majority 67.6 percent of the principals Strongly Agreed that they Provide adequate teaching and learning resources while 30.6 percent Agreed.

On Provide individual with different needs and aspirations majority 55.9 percent of the principals Strongly Agreed that principals Provide individual with different needs and aspirations while 36.9 percent Agreed and 6.3 percent were Neutral respectively. This finding is interpreted that the students who emulated their principals excelled in KSCE. On Appreciate performance of individuals majority 64.9 percent of the principals Strongly Agreed that they Appreciate performance of individuals while 34.2 Agreed.

On Treat others as individuals rather than just a member of a group majority 63.1 percent of the principals Agreed that they treat others as individuals rather than just a member of a group while 32.4 percent Strongly Agreed and 2.7 percent were

Neutral respectively. The findings imply that the staff worked hard aiming to score high marks in KCSE. On Understand the needs of the staff and assist them accordingly majority 58.6 percent of the principals Strongly Agreed that principals understand the needs of the staff and assist them accordingly while 39.6 percent Agreed.

On Help staff to achieve goals through practical and realistic planning majority 52.3 percent of the principals Strongly Agreed that they help staff to achieve goals through practical and realistic planning while 44.1 Agreed and 2.7 percent were Neutral respectively. On Promote self-development by coaching and teaching the followers through seminars majority 50.5 percent of the principals Agreed that they promote self-development by coaching and teaching the followers through seminars while 42.3 percent Strongly Agreed and 6.3 percent were Neutral respectively.

On Empathize and discuss the needs, abilities and aspirations of the followers majority 52.3 percent of the principals Agreed that they empathize and discuss the needs, abilities and aspirations of the followers while 43.2 percent Strongly Agreed and 3.6 percent were Neutral respectively. On Make others feel good majority 58.6 percent of the principals Strongly Agreed that they Make others feel good while 36.0 percent Agreed and 4.5 percent were Neutral. This helped the students to put more effort in their work since learning was encouraged.

On Come along with the teachers and students majority 54.1 percent of the principals Strongly Agreed that they Come along with the teachers and students while 41.4 percent Agreed and 2.7 percent were Neutral respectively. This implied that it encouraged the followers to work hard toward performance. On I am aware of the different needs of the teachers and students to promote performance majority 55.9 percent of the principals Strongly Agreed that they I am aware of the different needs of the teachers and students to promote performance while 40.5 percent Agreed and 1.8 percent were Neutral and Disagreed respectively. This implied that it encouraged the followers to work hard toward performance. On Meet all the needs of my followers majority 50.5 percent of the principals Agreed that they Meet all the needs of my followers while 41.4 percent Strongly Agreed and 5.4 Strongly Disagreed. This implied that it encouraged the followers to work hard toward performance.

The results in Table 4.30 shows that that the principals exhibited the characteristics of individualized consideration at 90 percent and above. This shows that principals' perception of individualized consideration practice was high and strong hence KCSE performance increased. Table 4.30 shows Principals' mean and standard deviations on individualized consideration and students' performance at K.C.S.E

Table 4. 30

Principals mean and standard deviations on individualized consideration and students' performance at K.C.S.E.

Descriptive Statistics **As a principal**	**N**	**Mean**	**SD**

Carry the vision of the organization	111	4.49	0.737
Provide adequate teaching and learning resources	111	4.68	0.507
Provide individual with different needs and aspirations	111	4.48	0.699
Appreciate performance of individuals	111	4.65	0.498
Treat others as individuals rather than just a member of a group	111	4.56	0.683
Understand the needs of the staff and assist them accordingly	111	4.57	0.533
Help staff to achieve goals through practical and realistic planning	111	4.48	0.601
Promote self-development by coaching and teaching the followers through seminars	111	4.35	0.627
Empathize and discuss the needs, abilities and aspirations of the followers	111	4.38	0.604
Make others feel good	111	4.52	0.630
Come along with the teachers and students	111	4.49	0.645
I am aware of the different needs of the teachers and students to promote performance	111	4.51	0.616
Meet all the needs of my followers	111	4.14	0.913
Average Mean	111	4.56	0.417

NB: IC = individualized consideration, M= mean, SD=Standard Deviation

Table 4.30 shows majority of the principals had a Mean of 4.68 and Standard deviation of 0.507 on Provide adequate teaching and learning resources while (M=4.65, Sd=0.498) on Appreciate performance of individuals and (M=4.57, Sd=0.533) on Understand the needs of the staff and assist them accordingly and hence the average mean score of (M=4.56, Sd=0.417), which implied that students passed well. Consequently, Cruickshank (2017) confirms this finding by indicating

that student achievement was as a result of capacity building of the teachers. Teachers response on principals practice on individualized consideration had an average mean of (4.56) and standard deviation of (0.42). Hence majority of the principals used individualized consideration practice to increase performance at KCSE. Teachers also rated the principals practice of individualized consideration and the findings are explained in table 4.31.

Table 4.31

Principals practice of individualized consideration

Principals Response	N	Mean KCSE	Std dev	Std error	95% CI for Mean Lower bound	95% CI for Mean Upper bound	Min	Max
D	11	4.894	1.233	0.371	4.065	5.722	3.27	7.35
A	99	5.253	1.509	0.151	4.952	5.554	2.87	9.64
Total	110	5.218	1.483	0.141	4.937	5.498	2.87	9.64

The principals who rated themselves low disagreed with the proposed statements were 11(10%) compared to 99(90%) who agreed to the proposed statements. The performance in the schools where the principals to a great extend agreed to have practiced the individualized considerations was better with a mean score of 5.253 on average with 95% confidence interval of 4.952 to 5.554. Those who disagreed had a mean score of 4.894 with 95% confidence interval of 4.065 to 5.722. The significance of that difference was tested using the analysis of variance and the findings were summarized in table 4.32.

Table 4.32 shows Distribution of principals' individualized consideration on students' performance at K.C.S.E where IC1= Carry the vision of the organization, IC2= Provide adequate teaching and learning resources, IC3=Provide individual

with different needs and aspirations, IC4=Appreciate performance of individuals, IC5= Treat others as individuals rather than just a member of a group, IC6=Understand the needs of the staff and assist them accordingly, IC7=Help staff to achieve goals through practical and realistic planning, IC8=Promote self-development by coaching and teaching the followers through seminars, IC9=Empathize and discuss the needs, abilities and aspirations of the followers, IC10=Make others feel good, IC11=Come along with the teachers and students, IC12=I am aware of the different needs of the teachers and students to promote performance, IC13=Meet all the needs of my followers

Table 4.32

Distribution of Principals' individualized consideration on students' performance at K.C.S.E

ANOVA						
		Sum of Squares	**Df**	**Mean Square**	**F**	**Sig.**
IC1	Between Groups	58.730	108	.544	1.088	.598
	Within Groups	1.000	2	.500		
	Total	59.730	110			
IC2	Between Groups	27.991	108	.259	.518	.850
	Within Groups	1.000	2	.500		
	Total	28.991	110			
IC3	Between Groups	53.140	108	.492	1.968	.397
	Within Groups	.500	2	.250		
	Total	53.640	110			

IC4	Between Groups	27.586	108	.255	.	.
	Within Groups	.000	2	.000		
	Total	27.586	110			
IC5	Between Groups	46.869	108	.434	.193	.993
	Within Groups	4.500	2	2.250		
	Total	51.369	110			
IC6	Between Groups	30.243	108	.280	.560	.827
	Within Groups	1.000	2	.500		
	Total	31.243	110			
IC7	Between Groups	38.694	108	.358	.717	.748
	Within Groups	1.000	2	.500		
	Total	39.694	110			
IC8	Between Groups	44.991	108	.417	.	.
	Within Groups	.000	2	.000		
	Total	44.991	110			
IC9	Between Groups	37.608	108	.348	.279	.969
	Within Groups	2.500	2	1.250		
	Total	40.108	110			
IC10	Between Groups	38.694	108	.358	.143	.999
	Within Groups	5.000	2	2.500		
	Total	43.694	110			
IC11	Between Groups	46.640	108	.432	.173	.996

	Within Groups	5.000	2	2.500		
	Total	51.640	110			
IC12	Between Groups	42.748	108	.396	.792	.713
	Within Groups	1.000	2	.500		
	Total	43.748	110			
IC13	Between Groups	106.640	108	.987	1.975	.396
	Within Groups	1.000	2	.500		
	Total	107.640	110			

Table 4.32 shows that there was a statistically significant difference between groups as determined by one-way ANOVA (F (108,2)=1.975, p=.396), (F(108,2)=1.968, p=.397) for Meet all the needs of my followers and Provide individual with different needs and aspirations respectively. The most insignificant difference registered was for Make others feel good as ANOVA result show (F (108,2) =.143, p=.999) and (F(108,2)=.193, p=993) for Treat others as individuals rather than just a member of a group respectively. Out of the thirteen factors used to investigate principals' individual consideration in schools two of them show there is a strong significance implying that principals' individual consideration has some influence on students' performance at K.C.S.E.

Table 4.33 shows individualized consideration of teachers perception on the principals performance where

Table 4.33

Individualized consideration of teachers perception on the principals performance

My principal,	N		R		S		O		VO	
	f	%	f	%	f	%	f	%	f	%
Acts as an agent of change in helping the followers	51	7.0	39	5.3	32	4.4	285	39.1	322	44.2
Establishes a clear vision to both students and teachers	10	1.4	51	7.0	107	14.7	202	27.7	359	49.2
Has a motivating and inspiring spirit	16	2.2	50	6.9	60	8.2	201	27.6	402	55.1
Appreciates the teachers for good work	17	2.3	53	7.3	86	11.8	190	26.1	383	52.5
Is accountable for student Achievement	10	1.4	49	6.7	82	11.2	230	31.6	358	49.1
Recognizes what motivates the followers	33	4.5	42	5.8	82	11.2	245	33.6	327	44.9
Provides for the teachers opportunities for training Sessions	36	4.9	42	5.8	93	12.8	221	30.3	337	46.2
Pays attention to teachers needs and assists them accordingly	45	6.2	44	6.0	89	12.2	189	25.9	362	49.7
Listens to teachers' concerns	56	7.7	55	7.5	19	2.6	215	29.5	384	52.7
Empathizes with the needs of the teachers	15	2.1	58	8.0	86	11.8	203	27.8	367	50.3
Treats each follower Individually	22	3.0	69	9.5	80	11.0	226	31.0	332	45.5
Coaches the followers	56	7.7	56	7.7	72	9.9	291	39.9	254	34.8
Creates new opportunities for the followers	25	3.4	76	10.4	93	12.8	265	36.4	270	37.0
Advice the followers	33	4.5	49	6.7	91	12.5	223	30.6	333	45.7

NB: f for frequency and % for percent

Table 4.33 On Acts as an agent of change in helping the followers shows majority 44.2 percent of the teachers said that they Very Often act as an agent of change in helping the followers while 39.1 percent said often and 7.0 percent said Never respectively. On Establishes a clear vision to both students and teachers majority 49.2 percent of the teachers said that they Very Often establish a clear vision to both students and teachers while 27.7 percent said Often and 14.7 percent said Sometimes. On Has a motivating and inspiring spirit majority 55.1 percent of the teachers said that Very Often principals have a motivating and inspiring spirit while 27.6 percent said Often and 8.2 percent said Sometimes respectively. This finding is interpreted that the students who emulated their principals excelled in KSCE.

On Appreciates the teachers for good work majority 52.5 percent of the teachers said that the principal Very Often appreciates the teachers for good work while 26.1 said Often and 11.8 percent said Sometimes. On Is accountable for student achievement majority 49.1 percent of the teachers said that the principal Very Often Is accountable for student achievement while 31.6 percent Often and 11.2 percent said Sometimes respectively. The findings imply that the staff worked hard aiming to score high marks in KCSE. On Recognizes what motivates the followers majority

44.9 percent of teachers said that principals Very Often recognizes what motivates the followers while 33.6 percent said Often and 11.2 percent said sometimes respectively.

On Provides for the teachers opportunities for training Sessions majority 46.2 percent of the teachers said that principals Very Often provides for the teachers opportunities for training Sessions while 30.3 said Often Agreed and 12.8 percent said sometimes respectively. On Pays attention to teachers needs and assists them accordingly majority 49.7 percent of the teachers said that principals Very Often pays attention to teachers needs and assists them accordingly while 25.9 percent said Often and 12.2 percent said sometimes respectively.

On Listens to teachers' concerns majority 52.7 percent of the teachers said that principals Very Often listens to teachers' concerns while 29.5 percent said Often and 7.7 percent said Never respectively. On Empathizes with the needs of the teachers majority 50.3 percent of the teachers said that principals Very Often that they Empathizes with the needs of the teachers while 27.8 percent said Often and 11.8 percent said sometimes respectively. This helped the students to put more effort in their work since learning was encouraged.

On Treats each follower majority 45.5 percent of the teachers said that principals Very Often treats each follower while 31.0 percent said Often and 11.0 percent said Sometimes respectively. This implied that it encouraged the followers to work hard toward performance. On Individually Coaches the followers majority 39.9 percent of the teachers said that principals Often Individually Coaches the followers while 34.8 percent said Very Often and 9.9 percent said Sometimes respectively. This implied that it encouraged the followers to work hard toward performance.

On Creates new opportunities for the followers majority 37.0 percent of the teachers said that principals Very Often Creates new opportunities for the followers while 36.4 percent said Often and 12.8 said Sometimes respectively. This implied that it encouraged the followers to work hard toward performance. On Advice the followers majority 45.7 percent of the teachers said that principals Very Often Advice the followers while 30.6 percent said Often and 12.5 percent said Sometimes. This implied that it encouraged the followers to work hard toward performance. Table 4.34 shows Teachers responses on Mean and Standard deviation of principals individualized consideration

Table 4. 34

Teachers responses on Mean and Standard deviation of principals individualized consideration

Descriptive statistics – individualized consideration			
My principal	**N**	**Mean**	**SD**
Acts as an agent of change in helping the followers	729	4.16	0.98
Establishes a clear vision to both students and teachers	729	4.16	1.01
Has a motivating and inspiring spirit	729	4.27	1.02
Appreciates the teachers for good work	729	4.19	1.05
Is accountable for student achievement	729	4.20	0.98
Recognizes what motivates the followers	729	4.10	1.04
Provides for the teachers opportunities for training Sessions	729	4.07	1.12

Pays attention to teachers needs and assists them accordingly	729	4.07	1.19
Listens to teachers' concerns	729	4.19	1.06
Empathizes with the needs of the teachers	729	4.16	1.05
Treats each follower individually	729	4.06	1.07
Coaches the followers	729	3.88	1.03
Creates new opportunities for the followers	729	3.94	1.06
Advice the followers	729	4.08	1.06
Average Mean	729	4.15	0.83

Table 4.34 shows majority of the teachers had a Mean of 4.27 and Standard deviation of 1.02 on Has a motivating and inspiring spirit while (M=4.20, Sd=0.98) on Is accountable for student achievement and (M=4.19, Sd=1.06) on Listens to teachers' concerns and hence the average mean score of (M=4.15, Sd=0.98), which implied that students passed well. Generally, teachers ascertained that their principals were utilizing the individualized consideration as a major tool for realizing their performance. Further, teachers strongly believed that the principals were accountable for students (M=4.20) hence there was good performance.

Teachers also supported the fact that the principals provided opportunities for training. According to Samuel (2020), trained teachers are motivated and can perform beyond expectation. Cruickshank (2017) indicate that such leaders positively bring change to students' academic performance.

The study findings advocated that principal's individualized consideration is to be embraced to improve performance because it is strongly perceived. This study disagreed with Muia (2018) who established that individualized consideration had an average mean of 3.69. This is an indication that it was moderately practiced by the principals. Findings by Juma and Ndisya (2016) whose average mean was (M=2.66, SD= 1.12), do not concur with this finding. Only one item had a mean grade of above 4, the rest had an average mean of 2's and 3's. But the principals as the transformational leaders need to prioritize on individualized consideration which improves performance. Mbithi (2014) agrees with this study that transformed leaders displayed individualized consideration practice which attracts students' performance (M=4.15).

This average mean resembles the mean of this study. In addition, Bekele and Darshan (2011) supports this finding with an average mean (M=3.54 and SD= 0.95). Therefore, the results of this study on individualized consideration are highly supported and practiced by the principals. Findings by Ndiga (2013), indicate individualized consideration had an average mean of (M= 3.64) hence attracted performance at KCSE. As compared with this study, individualized consideration was moderately practiced by the principals in Makueni. Arifin (2015) asserts that school leaders work together when they motivate their teachers and students to perform. Consequently, Mbithi (2014) agree that followers have different aspirations, needs and abilities which leaders must consider.

MoE during interview reported that majority of the principals motivated the teachers and students in many ways as shown by the responses below.

"My principals give teachers and students space, respect, nurture, give them incentives and motivational quotes, delegate appropriately, and ensure effective leadership qualities. Further they take them to trips, are transparent, and enforce workable policies. Due to this academic performance is realized" (KI7).

"My principals allowed teachers ad student to visit them in office for any comments, assistance in their schools that could see academic performance increase. They motivated teachers and kept school libraries, created a welcoming environment, promote positive student behavior, taken to field trips for training and mentoring programs. My principals distributed resources evenly and gave advice on what needs to be done so as to have a significant consistent performance. They ensured that the rules were followed to the latter" (KI6).

Finally, KI8 claimed that,

"My principals setbacks towards the significant drop in the KCSE performance 2016-2017 was as a result of new methods that were employed; packing exams, strict disciplinary rules, new methodology of marking exams and tight monitoring rules and supervision. Nevertheless, my principals excelled in behaving professionally."

KI9 stated,

"My principals excelled in behaving professionally even though they were different on nature but that difference incorporated difference incorporated them in such a way that they were comfortable and achieve a common goal in academic performance."

These reports imply that due to the principals fareness, considerate, encouraging, loving spirit, students academic performance increased. The principals were aware of promoting a positive behaviour in students as well as motivating the teachers.

Pearson correlation coefficient of individualized consideration and students' mean score at KCSE.

Pearson's product moment correlation coefficient (PPMCC) technique was done to determine the relationship between the indicators of individualized consideration and students' mean score at KCSE. The null hypothesis is there is no significant relationship between principals' individualized consideration and students' mean score at KCSE at an alpha value 0.05 level of significance.

Table 4.35 presents the correlation analysis between principals' individualized consideration and student mean score at KCSE.

Table 4. 35

Correlation between principals' individualized consideration *component and student mean score at KCSE*

	Performance		
Descriptive statistics – IC	**Pearson correlation**	**Sig.(2-tailed)**	**N**
Carry the vision of the organization	-.125	.190	111
Provide adequate teaching and learning resources	-.129	.177	111
Provide individual with different needs and aspirations	-.030	.753	111
Appreciate performance of individuals	.056	.557	111
Treat others as individuals rather than just a member of a group	.088	.356	111
Understand the needs of the staff and assist them accordingly	.082	.389	111

Help staff to achieve goals through practical and realistic planning	.014	.880	111
Promote self-development by coaching and teaching the followers through seminars	.044	.647	111
Empathize and discuss the needs, abilities and aspirations of the followers	-.074	.441	111
Make others feel good	-.057	.553	111
Come along with the teachers and students	-.195*	.040	111
I am aware of the different needs of the teachers and students to promote performance	-.007	.943	111
Meet all the needs of my followers	.028	.771	111

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

The correlation results in Table 4.35 indicate a negative and strong significant coefficient between the indicators of principals individualized consideration and students means score at K.C.S.E. This implied the less principals individualized consideration the more students means score at K.C.S.E improved.

The indicators of principals' individualized consideration include ($r=-.195$, p-value<0.05) respectively. The null hypothesis states that there is no significant relationship between principals' individualized consideration and students' mean score at KCSE would be accepted if $p<0.05$. The null hypothesis was rejected.

Ndiga (2013) concur with these findings that when individualized consideration increases performance also increased. In addition, Muia (2018) concurs with these findings that principals' individualized consideration was associated with students'

performance p,0.05 and r(207) = 0.168, , hence showing a high significant relationship between the principals and academic performance. In addition, the findings by Ndiga (2013), indicate that there was a significant correlation between teacher perception on principals' individualized consideration and KCSE performance.

The study shows correlation were statistically significant (r_{ho} = 0.69, p = .357). According to these findings, as principals' individualized consideration increases, student academic performance increases hence the principal as a transformational leader has to emphasize individualized consideration practice in the school. Chen (2014) finding revealed that the transformational leader should understand followers needs so as to grow and develop within the organization. In this case, the principals are the transformational leaders who would be able to stimulate and challenge their followers intellectually; allowing them to take part in discussions and tasks that force them to think of creative solutions or apply themselves in innovative ways. It is only through these relationships that the leaders can understand the individual skills and capacities of their followers. Samuel (2020) agree that individualized consideration dimension increased students' academic performance (β=0.382; p=0.031).

A correlation analysis was carried out to determine the level of relationship between the KCSE performance and the four independent variables; idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

All the independent variables had positive correlations with the dependent variable with varying strengths. All the independent variables had positive correlations with the dependent variable with varying strengths. Therefore, the four dimensions had a positive correlation between the principals and KCSE performance. These dimensions are used by transformational principals whose interest is to challenge the teachers if performance has to be realized in public secondary schools (Laura et al., 2018), Further, a study by Muia (2018) advocates that the four practices have significant relationship between the principals and student achievement,

In addition, this study concur with Mbithi (2014) that intellectual stimulation, individualized consideration, idealized influence and inspirational motivation significantly influenced academic performance. Therefore, there should be more training and workshops on transformational practices if organization's is to vision then leadership is to be maintained (Ndiritu, 2012). These transformational leadership practices have impact with the dependent variable. The teachers responses were categorized into two based on how they viewed their principals individualized consideration. The findings are summarized in table 4.36.

Table 4. 36

Teachers view on principals individualized consideration

					95% CI for Mean			
Principals Response	**N**	**Mean KCSE**	**Std dev**	**Std error**	**Lower Bound**	**Upper bound**	**Min**	**Max**
D	266	3.366	0.877	0.054	3.260	3.472	1.19	4.88
A	461	4.643	0.310	0.014	4.614	4.671	2.06	5.00
Total	727	4.175	0.849	0.031	4.114	4.237	1.19	5.00

D for disagree, A for agree

The teachers who disagreed with the proposed statements were 266 (36.6%) compared to 461(63.4%) teachers who lauded their principals' by agreeing to the proposed statements. The performance in the schools where the principals were lauded for individualized considerations 4.643 mean score on average with 95% confidence interval of 4.614 to 4.671. Those who disagreed had a mean score of 3.366 with 95% confidence interval of 3.260 to 3.472. The consequences of the limits and deviations show that students academic performance improved when principals displayed individualized consideration dimension. The significance of that difference used analysis of variance and the findings were summarized in table 4.37

Table 4.37 shows Distribution of teachers' individualized consideration on students' performance at K.C.S.E where ICLS1=Acts as an agent of change in helping the followers, ICLS2=Establishes a clear vision to both students and teachers, ICLS3=Has a motivating and inspiring spirit, IMLS4=Appreciates the teachers for good work, ICLS5Is accountable for student achievement, ICLS6=Recognizes what motivates the followers, IMLS7=Provides for the teachers opportunities for training sessions, ICLS8=Pays attention to teachers needs and assists them accordingly, ICLS9=Listens to teachers' concerns, ICLS10Empathizes with the needs of the teachers, ICLS11=Treats each follower individually, ICLS12=Coaches the followers, ICLS13=Creates new opportunities for the followers, ICLS14=Advice the followers.

Table 4.37

Distribution of teachers' individualized consideration on students' performance at K.C.S.E

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
I CLS1	Between Groups	540.151	63	8.574	13.445	.000
	Within Groups	424.074	665	.638		
	Total	964.225	728			
ICLS2	Between Groups	564.523	63	8.961	33.910	.000
	Within Groups	175.724	665	.264		
	Total	740.247	728			
ICLS3	Between Groups	513.971	63	8.158	22.567	.000
	Within Groups	240.402	665	.362		
	Total	754.373	728			
ICLS4	Between Groups	621.441	63	9.864	35.329	.000
	Within Groups	185.673	665	.279		
	Total	807.114	728			
ICLS5	Between Groups	470.550	63	7.469	22.036	.000
	Within Groups	225.404	665	.339		
	Total	695.953	728			
ICLS6	Between Groups	601.648	63	9.550	23.779	.000
	Within Groups	267.079	665	.402		
	Total	868.727	728			
ICLS7	Between Groups	650.050	63	10.318	25.580	.000
	Within Groups	268.241	665	.403		
	Total	918.291	728			
ICLS8	Between Groups	801.459	63	12.722	37.250	.000
	Within Groups	227.112	665	.342		
	Total	1028.571	728			
ICLS9	Between Groups	697.718	63	11.075	17.581	.000
	Within Groups	418.899	665	.630		
	Total	1116.617	728			
ICLS10	Between Groups	591.930	63	9.396	29.994	.000
	Within Groups	208.316	665	.313		
	Total	800.247	728			
ICLS11	Between Groups	553.098	63	8.779	17.706	.000

	Within Groups	329.742	665	.496		
	Total	882.840	728			
ICLS12	Between Groups	612.359	63	9.720	15.086	.000
	Within Groups	428.467	665	.644		
	Total	1040.826	728			
ICLS13	Between Groups	598.790	63	9.505	21.811	.000
	Within Groups	289.781	665	.436		
	Total	888.571	728			
ICLS14	Between Groups	626.759	63	9.949	23.014	.000
	Within Groups	287.463	665	.432		
	Total	914.222	728			

Table 4.37 shows that there was a statistically significant difference between groups as determined by one-way ANOVA (F(63,665)=37.250, p=.000), (F(63,665)=. 35.329, p=.000) for Appreciates the teachers for good work and Establishes a clear vision to both students and teachers respectively. The most insignificant difference registered was for Acts as an agent of change in helping the followers, as ANOVA result show (F(63,665)=13.445, p=.000) and (F(63,665)=15.086, p=.000) for Coaches the followers respectively. Out of the thirteen factors used to investigate principals' individual consideration in schools two of them show there is a strong significance implying that principals' individual consideration has some influence on students' performance at K.C.S.E. The findings were in tandem with earlier research findings by Dartey-Baah, (2015), who found that the leaders, support, mentor, and coach the followers significantly promote the growth of the entire organization.

The findings by Bass, (1985) justified the reasons for such growth were due to the fact that, leaders identify the needs, abilities, and aspirations of the followers.

Therefore, individualized consideration falls under the development of the followers behaviour.

Therefore, transformational leadership dimensions significantly influenced performance thus good results. The highest independent variable was the intellectual stimulation of 0.848. This indicates that it was the best predictor in public secondary schools. Muia (2018) agrees with this study that intellectual stimulation influenced by 0.23. It was followed by inspiration motivation giving a percentage of 0.092 hence affecting students' academic performance. In regard to this study, individualized consideration and inspirational motivation dimensions were seen to be the commonly used and possessed attributes by the principals in Makueni County with correlation factors of 0.784 and 0.848. This meant that the null hypothesis was rejected and alternative hypothesis adopted. According to the findings by Saxe (2011) show that inspirational motivation behavior and student performance positively correlated. However, Muia, (2018) studies found that inspirational motivation correlated with students' performance even though some principals lacked knowledge of putting it into practice.

4.8.1 Principals responses on attendance and syllabus coverage and students performance at KCSE.

This descriptive statistic was carried out under principal's dataset in order to determine how the principal controlled the teacher class attendance and the syllabus coverage intervened in the student's performance. The construct 'class attendance

and syllabus coverage' was measured on a Likert scale. Principals also indicated their responses on attendance and syllabus coverage helped in increasing academic performance.

Table 4. 38

Principals responses on attendance and syllabus coverage

As a principal, I	SD F %	D F %	N F %	A F %	SA F %
Ensure teachers' finish syllabus in good time.	0 0.0	0 0.0	1 0.9	28 25.2	92 73.9
Make sure that students' arrive at school on time.	0 0.0	0 0.0	4 3.6	26 23.4	81 73.0
Encourage teachers to ensure students' finish their work early and create room for revision	0 0.0	0 0.0	3 2.7	21 18.9	87 78.5
Encourage followers to come to school before 8am to do preparations	0 0.0	1 0.9	3 2.7	24 21.6	83 74.8

The study analyzed and presented the descriptive statistics on the principals attendance and syllabus coverage. The respondents were asked to give their view with regard to attendance and syllabus coverage. As a transformational leader, the principals indicated that they encouraged teachers to ensure students finish their work early and create room for revision 97.4 percent. The principals also emphasized that students arrived at school on time to do preparations at 96.4 percent. The principals also insisted that teachers finish syllabus in good time at

99.1 percent so as to improve performance. Further, the principals agreed that performance was possible when students arrive at school on time at 96.4 percent. In item i to iii only (0,9 percent) principals disagreed while (9.9 percent were

undecided that principals displayed the practices. This implies that the attendance and syllabus coverage of both the teachers and students could be the reason for improved performance.

The above findings reveal that these practices were positive and strong because the mean score for each item was above (M=4.70) while the average mean was (M=4.72). These findings concurred with the independent variables; idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration average means. Hence the results show that academic performance was significant to KCSE performance in Makueni county 2013-2017. This study further summarize principals statistics on attendance and syllabus Coverage as shown in Table 4.39

Table 4.39

Principals statistics on attendance and syllabus Coverage.

Descriptive Statistics	**N**	**Mean**	**Standard Deviation**
i. Ensure that teachers' finish syllabus in good time.	111	4.73	.47
ii. Make sure that students' arrive at school on time.	111	4.69	.54
iii. Encourage teacher to ensure students' finish their work early and create room for revision	111	4.77	.49
iv. Encourage followers to come to school before 8am to do preparations	111	4.70	.57
SC - Average Mean	111	4.72	.44
Valid N (listwise)	111		

SD for standard deviation
N= number of distribution

M= mean
SC= syllabus coverage

The table 4.39 indicates the means of the four items 4.73, 4.69, 4.77, and 4.70. The overall mean was 4.72 percent and standard deviation .44. The means for the four items regarding attendance and syllabus coverage was high. Majority of the principals indicated that they employed various methods such as encouraging teachers to sensitize students on creating adequate revision time, early arrivals by teachers for lesson preparation with both variable having a mean of a mode of 5 (M=4.77, SD=0.49 and M=4.70, SD=0.567) respectively. All the responses had a mode of five meaning that they were strong. The principals indicated that they mostly encouraged teachers to ensure that students finish their work early and create room for revision (M=4.77, SD=0.490).

Majority of the principals strongly agreed that they ensured that their teachers finished the syllabus in a good time Mean of 4.73 and Sd .466. Finally, students especially the day scholars arrived in school on time as seen by those agreeing with a mean of 4.69 with standard deviation of .54. These findings indicate that principals perceived their characteristics in attendance and syllabus coverage as highly proportion hence concurred with the independent variables since they were also significantly positive. Therefore, academic performance was realized in public schools Makueni county.

4.8.2 Facilities made available by the principals in the school and KCSE performance

This descriptive statistic was carried out under principal's dataset in order to determine how facilities made available by the principals affected KCSE performance. The availability of facilities was measured on a Likert scale where 1 = Very Adequate, 2=Adequate, 3 = Fairly Adequate, 4 = Not Adequate and 5 = Not Available. Principals also indicated facilities made available in the school improved affected KCSE academic performance 2013-2017.

Table 4. 40

Principals responses on facilities made available in the school

Facilities	**NAV**		**NAD**		**FA**		**A**		**VA**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Textbooks.	0	0.0	1	0.0	11	9.9	47	42,3	52	46.8
Classrooms	1	0.9	7	6.3	5	4.5	61	55.0	37	33.3
Lab chemicals	0	0.0	6	5.4	16	14.4	79	71.2	10	9.0
Desks	0	0.0	3	2.7	8	7.2	59	53.2	41	36.9

NB: f=frequencies and %=percent

This table illustrates the facilities made available in the school and KCSE performance. According to the table, the facilities that seemed available in the schools were textbooks, classrooms, lab equipment's, lab chemicals and desks. These facilities were represented as mode where 1 represented very adequate, 2 represented adequate, 3 was equivalent to fairly adequate, 4 was not adequate and 5

was not available. The facilities whose adequacy of the availability was tested were textbooks, classrooms, lab equipment's, lab chemicals and desks.

From the findings majority of the principals responses were positive on the following facilities; lab equipments (73.9 percent), lab chemicals (80.2 percent), textbooks (89.1 percent), classrooms (88.3 percent) and desks (90.1 percent). It was further established that principals accepted that the resources were distributed evenly hence KCSE performance was significantly positive. The means and standard deviations were calculated and the findings summarized in Table 4.41

Table 4. 41

Means and standard deviation facilities made available in the schools

Descriptive Statistics	**N**	**Mean**	**SD**	**Mode**
Textbooks	111	1.65	.70	1
Classroom	111	1.86	.84	2
Lab –Equipment	111	2.23	.73	2
Lab –Chemicals	111	2.16	.65	2
Desks	111	1.76	.70	2
Facilities	111	1.93	.54	1
Average Mean				
Valid N (listwise)	111			

Textbooks were very adequate (mode 1) and the rest were adequate (mode 2) classrooms, lab equipment, lab chemicals and desks. Therefore, availability of resources had a relationship with KCSE performance in Makueni. Further, the results showed that their means range from M=1.65 to M=2.23, SD=0.54 to 0.84. The results show the overall mean (M=1.93, SD=0.54) with a mode 1 for the textbooks and the rest (classrooms, lab equipment's, lab chemicals and desks) had a mode of 2. This implied that when facilities were made available by the principals in the schools, performance increased. These findings were perceived high and strong hence the measures of distribution were positive.

Table 4. 42

Descriptive statistics of the facilities and performance.

Descriptive Statistics					
	N	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
Facilities	111	1.20	3.80	1.93	.54
Performance	111	2.87	9.64	5.21	1.48
Valid N (listwise)	111				

The table 4.42 shows that facilities and performance had a minimum of 1.20; 3.80 and a maximum 2.87; 9.64 respectively. The mean of the performance (M=5.21; SD=1.48) was high. This implied that there were enough facilities in the schools in Makueni County.

4.8.3 A summary of descriptive statistics for performance 2013-2017

Table 4.43 shows descriptive statistics of the schools, standard deviations and KCSE mean grade (2013 – 2017). This study examined the general descriptive statistics of the public schools, mean and standard deviation.

Table 4. 43

Mean and standard deviations on performance

Descriptive Statistics					
	N	**Minimum**	**Maximum**	**Mean**	**Std Dev.**
2013	111	3.000	10.090	5.24	1.49
2014	111	2.961	9.882	5.31	1.52
2015	111	2.710	9.830	5.50	1.58
2016	111	2.635	10.096	5.50	1.65
2017	111	1.810	8.438	4.52	1.61
Valid N (listwise)	111				

According to these findings 2013 to 2017 the mean score of all students in 111 schools recorded a mean score of above 5 except for 2016 where there was a slight difference. This implied that most of the schools highly performed well. Therefore, the application of the transformational leadership practices increased students' performance. The leadership practices are discussed below in table 4.44.

Table 4.44

Principals descriptive statistics

Descriptive Statistics							
	N	**Mean**	**SD**	**Skewness**		**Kurtosis**	
				S	**Std. Error**	**S**	**Std. Error**
Idealized Influence	111	4.36	.41	-.79	.23	.11	.46
Inspirational motivation	111	4.49	.38	-.397	.229	-.57	.46
Intellectual Stimulation	111	4.53	.46	-1.19	.229	1.83	.46
Individualized Consideration	111	4.56	.42	-.36	.229	2.19	.46

Syllabus Coverage	111	4.72	.45	-1.41	.229	.73	.46
Facilities	111	1.93	.54	1.20	.23	1.30	.46
Performance	111	5.21	1.48	.91	.223	.274	.46
Total mean	4.26						
SD	0.59						
Valid N (listwise)	111						

Table 4.44 summarizes the mean as (M=4.26; SD=0.59). This indicates that all practices were embraced by the transformational leaders. Transformational leadership practices were utilized because the mean was significantly positive, in the sense that the lowest was idealized influence (M= 4.36 SD=41.29) and the highest was individualized consideration (M=4.56 SD=41.73). This means that individualized consideration emerged as the best predictor. This results differ with the findings of Muia (2018) whereby intellectual appeared to be highest with a significant positive at 0.198 hence the best predictor. Further, the facilities were made available to the teachers and students (M=1.93). In addition, performance had an average mean of (M=5.21, SD=1.48). These findings show that transformational leadership practices concurred with availability of facilities and performance. Therefore, transformational leadership practices have a significant relationship with academic performance. Table 4.45 shows the perception of teachers on academic performance.

4.8.4 Perception of teacher's on principal's contributions to academic performance

The researcher investigated the teacher's perception on the Principals contribution on K.C.S.E performance in Makueni county. The rating scale was 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often and 5 = Very Often.

The following findings show how data for the Principals contributions to academic performance was statistically analyzed. Principals indicated their responses with regard to academic performance from item i to xvi. Frequencies were used to analyze the data and the results shown below in table 4.45.

Table 4. 45

Teachers perception on principals contribution to students academic performance

My principal, I	VO		O		S		R		N	
	F	%	F	%	f	%	F	%	F	%
i. Provide an enabling environment for symposiums.	316	43.3	224	30.7	117	15.0	56	7.7	16	2.2
ii. Provide learning resources for effective teaching.	352	48.3	229	31.4	85	11.7	54	7.4	9	1.2
iii. Encourages students to aim high.	492	67.5	166	22.8	37	5.1	26	3.6	8	1.1
Appreciate students and teachers when they perform.	410	56.2	214	29.4	62	8.5	40	5.5	3	0.4
Allows teachers to further their profession.	326	44.7	252	34.6	93	12.8	45	6.2	13	1.8
Has set measures to discipline students Has set measures to discipline students	280	38.4	313	42.9	80	11.0	42	5.8	14	1.9
Involves fellow teachers in discussing new ideas.	222	30.4	364	49.9	56	7.7	59	8.1	28	3.8
Monitors students'	291	39.9	329	45.1	57	7.8	29	4.0	23	3.2

performance					
Encourage teachers to use different methods.	368 50.5	268 36.8	41 5.6	32 4.4	20 2.7
Has an impressive and caring personality which makes me learn hard.	362 48.3	215 29.5	86 11.8	39 5.3	37 5.1
Plans in advance every term	323 44.3	282 38.7	57 7.8	42 5.8	25 3.4
Encourages teachers to use different resources	227 31.1	336 46.1	108 14.8	46 6.3	12 1.6
Has a caring personality which makes students' learn hard.	368 50.5	217 29.8	84 11.5	41 5.6	19 2.6
Appreciates teachers when they perform.	380 52.1	179 24.6	98 13.4	28 3.8	44 6.0
Plans for teachers meeting to discuss about performance.	404 55.4	175 24.0	81 11.1	30 4.1	39 5.3
Encourages the heads of department to discuss on how to improve performance.	440 60.4	148 20.3	88 12.1	28 3.8	25 3.4

The table shows teachers perception on principals contribution to student academic performance at KCSE in Makueni county 2013-2017. According to these results, principals' contributions influenced student academic performance as well as the teachers. The researcher added very often and often percentage together (74 percent). In item i, teachers perceived that principals provided an enabling environment for symposiums very often 43.3 percent and often 30.7 percent. Teachers also said that the principals provided learning resources for effective teaching (79.7 percent). Further in item iii, teachers said that perceived that principals encouraged students to aim high (90.0 percent). Teachers also said that

principals were careful to appreciate students and teachers when they performed (85.6 percent). The results further revealed that principals allowed teachers to further their profession (79.3 percent) as well as setting measures to discipline students (81.3 percent).

Further teachers said that principals involved them in discussing new ideas (80.3 percent). Teachers also perceived that the principals monitored students performance (85.0 percent), encouraged teachers to use different methods (87.3 percent), impressed and had a caring personality which made them learn hard (77.8 percent), and planned for teachers meeting to discuss about performance (83 percent). Finally, teacher perceived that principals encouraged them to use different resources (77.2 percent), planned for them meetings to discuss about performance (79.4 percent), appreciated them when they performed (76.7 percent), encouraged the heads of department to discuss on how to improve performance (80.6 percent) and showed them a caring personality which made students' learn hard (80.3 percent). The results show that majority of the teachers' opinions raged from 74 percent to 90 percent. These findings implied that the teachers' opinions on the principals had a significant relationship with student academic performance. The means and standard deviations on the principals contributions on students academic performance are summarized below.

Table 4. 46

Mean and standard deviation for teachers' perceptions

Descriptive Statistics – AP	**N**	**Mean**	**Standard. Deviation**
Provide an enabling Environment for symposiums	729	4.05	1.05
Provide learning resources for effective teaching	729	4.18	.99
Encourages students to aim high	729	4.52	.84
Appreciate students and teachers when they perform.	729	4.36	.89
Allows teachers to further their profession.	729	4.14	.98
Has set measures to discipline students	729	4.10	.94
Involves fellow teachers in discussing new ideas	729	3.95	1.02
Monitors students' performance	729	4.15	.95
Encourage teachers to use different methods.	729	4.28	.95
Has an impressive and caring personality which makes me learn hard	729	4.11	1.12
Plans in advance every term	729	4.15	1.02
Encourages teachers to use different resources	729	3.99	.928
Has a caring personality which makes students' learn hard	729	4.20	1.02
Appreciates teachers when they perform.	729	4.13	1.16
Plans for teachers meeting to discuss about performance.	729	4.20	1.13
Encourages the heads of department to discuss on how to improve performance.	729	4.30	1.05
P - Average Mean	729	4.17	.85

In deterring the performance of the schools through the intervention of the principals from the teachers' view, most of the principals provided an enabling

environment for symposiums hence intellectual stimulation was applied (*M*=4.05, *SD*=1.05). Principals' utilized the idealized influence through the response of those who agreed that the principals provided learning resources for effective teaching (M=4.18, SD=.99). Majority of the teachers agreed that their principals encouraged their students to aim high thus their individualized consideration skill excelled (*M*=4.52, *SD*=0.84. In addition, individualized motivation was utilized by most principals. The principals appreciated students and teachers very often at 55.1 percent. This performance was indicated by (*M*=4.13, *SD*=1.16).

Most teachers agreed that their principals used very often inspiration motivation leadership skill hence 79.3 percent allowed them to further their studies (*M*=4.14, *SD*=.98). The principals' excelled in using inspiration motivation leadership skill to set measures to discipline naughty students at 81.3 percent (*M*=4.10, *SD*=.94). Most teachers said that they were involved in discussing any new ideas (*M*=3.95, *SD*=1.02). The principals somehow monitored the student's performance at 85 percent with *M*=4.15, and *S* of .95). Principals' used inspiration motivation leadership skill to encourage teachers' to use different methods to achieve better performance by their principals (*M*=4.29, *SD*=.95). Principals' used inspiration motivation leadership skill to encourage teachers' to use different methods to achieve better performance by their principals (*M*=4.30, *SD*=1.05).

The study showed that most principals encouraged students to aim high (*M*=4.05, *SD*=1.05) as well as appreciating teachers and students when they performed

(*M*=4.13, *SD*=1.16). The principals applied idealized influence by showing the teachers' the spirit of the mostly the heads of department to increase their performance by discussing matters engaging performance (*M*=4.30, *SD*=1.05). In addition, they also planned for teachers meeting to discuss about students' performance (*M*=4.20, *SD*=1.13). Therefore, teachers perceived that principals contributed to academic performance (M=4.17, SD=.85). This mean was high and strong and it concurred with the transformational leadership practices. The researcher summarized teachers' data Makueni County and the findings in table 4.47

Table 4. 47

Descriptive statistics of teachers

Descriptive Statistics			
	N	**M**	**SD**
Idealized Influence	729	3.99	.848
Inspirational Motivation	729	4.15	.831
Individualized Consideration	729	4.12	.923
Performance	729	4.17	.848
Intellectual Stimulation	729	4.18	.899
Valid N (listwise)	729		
Mean	4.12		
SD	.87		

The table shows the descriptive statistics of the teachers (N=729) indicate extent to which principals contributed to the independent variable (transformational leadership). The results show that the mean was M=4.12 and SD=.87 depicting a strong use of transformational leadership practices. From the table, the higher the mean (M= 4.18, SD=0.899), the more important the variable. Therefore, intellectual stimulation appeared to be the best and determining variable that moderated KCSE

performance. Inspirational motivation variable followed with (M=4.15, SD=.831), the individualized consideration (M=4.12, SD=.923). Finally, idealized influence variable had a higher average mean (M=3.99, SD= .848) hence making the performance to have also high proportion (M=4.17, SD=.848). This study showed that the four variables of transformational leadership made the principals to be motivated and improve their performance. Consequently, teachers perception on the independent variables was proportionately high hence this could be the cause for improved performance at KCSE. Table 4.48 shows how the relationship was calculated by the use of R squared and the Fishers test as shown.

Table 4. 138

R Square test statistics

	R Square	**R Square Adjusted**
Performance	0.687	0.63

R squared is used to explain the percentage contribution of the independent variables to the dependent variable. The table above showed that idealized influence, intellectual stimulation, individualized consideration and inspirational motivation exhibited by principals contribute 68.7 percent of the academic performance of the students. This implied that the four independent variables had significant relationship with KCSE. Therefore, the null hypothesis for the four independent variables were accepted based on R square test. This implied that the principal transformational leadership which led to student's academic performance in year 2013-2017. In addition, the F-test statistics also show how transformational leadership was statistically significant to performance.

The study by (Muia, 2018) show transformational leadership practices had a relationship on performance. This means that failure to practice the four transformational may lead to poor academic performance. Consequently, this finding is similar to studies carried out by Too, Bekele, and Dashan (2011) which indicate that the independent variables correlated with the satisfaction of the subordinates hence improvement of performance in the entire organization. The findings by Osagie and Momoh (2016), suggest that school principals directly impacted teachers behaviours hence this affected the processes of teaching which further promoted the students performance.

Table 4. 49

F squared test statistics and performance

	Performance
Idealized Influence	0.064
Individualized consideration	0.071
Inspiration Motivation	0.092
Intellectual Stimulation	0.23
Performance	

For the F-Test, the significance levels are acceptable when they fall above the 0.05 threshold. Therefore, in the table above the four independent variables (*idealized influence, intellectual stimulation, individualized consideration and inspirational motivation exhibited*) were statistically significant to the academic performance of

the students. This was an indication that the four null hypothesis were rejected while alternative hypothesis accepted.

485 Chapter summary

This chapter presented all the findings and results. The chapter presented demographic information and the results for the influence of each independent variable on the dependent variable. Findings were presented for both inferential statistics and descriptive. Descriptive findings used mean, frequency distribution, and standard deviation. The test results revealed that there was a relationship between the variables.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

It draws conclusions based on the findings, summarizes and gives recommendations for action as derived from the research undertaken. It also gives suggestions for further research based on areas that were beyond the scope of this study.

5.2 Summary of the Study

This study purposed to investigate the influence of principals transformational leadership style on students' performance at Kenya Certificate of Secondary Education in Makueni County, Kenya. The objectives that guided the study were to determine the influence of principals' idealized influence on student performance, establish how principals' inspirational motivation influences students' performance, assess how the principals' intellectual stimulation influences students 'performance and establish influence of the principals' individualized consideration on students' performance at Kenya Certificate of Secondary Education in Makueni County, Kenya. The theoretical framework was based on transformational leadership theory. This study adopted correlational method which was used to examined whether there was a significant relationship between principals transformational leadership on students' performance.

The study targeted 388 principals, 2121 teachers and 13 MoE officials in Makueni

County. Purposive, stratified and simple random sampling was used to select the respondents. The sample size encompassed 111 principals, 2121 teachers and 12 ministry of education officials. Content validity was used in order to determine the appropriateness of the content of the questions and observations. Each question item of each objective was assessed for relevance through the supervisors. In clarifying the validity of the items, pilot test was applied to ensure right distribution of the respondents. The validation for interview schedule was determined using validation rubric for expert panel. Reliability was determined using test- retest method. To execute this, the same test were ministered and repeated on the same principals and teachers using reliability coefficient formula. Reliability coefficient to measure the instruments was r =0.98.

5.3 Summary of the findings

5.3.1 Principals idealized influence dimension students performance at KCSE

The null hypothesis $H0_1$ indicated a negative and strong significant coefficient between the indicators of principals idealize and students means score at K.C.S.E. This implied the less principals were idealized the more students means score at K.C.S.E improved. The indicators of principals idealized include ($r=-.213$, p-value<0.05); ($r=267$, p-value<0.01) respectively. The null hypothesis states that there is no significant relationship between Idealized influence and students' mean score at Kenya Certificate of Secondary Education would be accepted if $p<0.05$. The null hypothesis was rejected.

5.3.2 Principals inspirational motivation dimension on students performance at KCSE

The null hypothesis $H0_2$ indicated a negative and strong significant coefficient between the indicators of principals' inspirational motivation and students means score at K.C.S.E. This implied the less principals were idealized the more students means score at K.C.S.E improved. The indicators of principals idealized include (r=-.217, p-value<0.05) respectively. The null hypothesis states that there is no significant relationship between principals inspirational motivation and students' mean score at Kenya Certificate of Secondary Education would be accepted if p<0.05. The null hypothesis was rejected.

Based on the study findings having confidence in power was the most impactful with a regression coefficient of 0.71 following by the effect of a leader talking about his/her believes which had a regression coefficient of 0.53. The ability to articulate organization's vision had a regression coefficient of 0.48.

5.3.3 Principals intellectual stimulation dimension on students performance at KCSE

The null hypothesis $H0_3$ indicated a negative and strong significant coefficient between the indicators of principals' intellectual stimulation component and students means score at K.C.S.E. This implied the less principals intellectual stimulation component the more students means score at K.C.S.E improved. The indicators of principals' intellectual stimulation component include (r=-.195, p- value<0.05)

respectively. The null hypothesis states that there is no significant relationship between principals' intellectual stimulation component and students' mean score at Kenya Certificate of Secondary Education would be accepted if $p<0.05$. The null hypothesis was rejected.

According to principals responses there was a statistically significant difference between groups as determined by one-way ANOVA ($F(108,2)=2.114$, $p=.376$), ($F(108,2)=1.905$, $p=.407$)for Stimulates ideas from followers by a safe environment to challenge the status quo and Instill pride in others for being associated with you respectively. The most insignificant difference registered was for Getting others to look at problems from different angles as ANOVA result show ($F(108,2)=.132$, $p=.999$) and ($F(108,2)=.161$, $p=.997$) for Think about what needs to be accomplished respectively.

On teachers responses there was a statistically significant difference between groups as determined by one-way ANOVA ($F(63,665)=34.100$, $p=.000$), ($F(63,665)=31.871$, $p=.000$) for Has self-managing and self-leading skills and Has capacity to solve problems respectively. The most insignificant difference registered was for Handles cases with the teachers as ANOVA result show ($F(63,665)=15.390$, $p=.000$) and ($F(63,665)=21.881$, $p=.000$) for Has supportive forms of administrative leadership respectively. Out of the thirteen factors used to investigate principals' individual consideration in schools two of them show there is a strong significance implying that principals' individual consideration has some

influence on students' performance at K.C.S.E.

5.3.4 Principals individualized consideration dimension on students performance at KCSE

The null hypothesis $H0_4$ indicated a negative and strong significant coefficient between the indicators of principals individualized consideration and students means score at K.C.S.E. This implied the less principals' individualized consideration the more students mean score at K.C.S.E improved. The indicators of principals' individualized consideration include ($r=-.195$, p-value<0.05) respectively. The null hypothesis states that there is no significant relationship between principals' individualized consideration and students' mean score at Kenya Certificate of Secondary Education would be accepted if $p<0.05$. The null hypothesis was rejected. Principals responses indicated there was a statistically significant difference between groups as determined by one-way ANOVA ($F(108,2)=1.975$, $p=.396$), ($F(108,2)=1.968$, $p=.397$) for Meet all the needs of my followers and Provide individual with different needs and aspirations respectively. The most insignificant difference registered was for Make others feel good as ANOVA result show ($F(108,2)=.143$, $p=.999$) and ($F(108,2)=.193$, $p=993$) for Treat others as individuals rather than just a member of a group respectively.

Teachers responses indicated there was a statistically significant difference between groups as determined by one-way ANOVA ($F(63,665)=37.250$, $p=.000$), ($F(63,665)=. 35.329$, $p=.000$) for Appreciates the teachers for good work and Establishes a clear vision to both students and teachers respectively. The most insignificant difference registered was for Acts as an agent of change in helping the

followers, as ANOVA result show (F(63,665)=13.445, p=.000) and (F(63,665)=15.086, p=.000) for Coaches the followers respectively. Out of the thirteen factors used to investigate principals' individual consideration in schools two of them show there is a strong significance implying that principals' individual consideration has some influence on students' performance at K.C.S.E.

5.4 Conclusions of the study

From the findings the study concluded on $H0_1$ that there was a negative and strong significant relationship between principals' idealized and student performance at K.C.S.E and this was evident by the indicators of principals idealized influence where the null hypothesis was rejected

From the findings the study concluded on $H0_2$ indicated a negative and strong significant coefficient between the indicators of principals' inspirational motivation and students means score at K.C.S.E. The null hypothesis was rejected. This implied the less principals were idealized the more students means score at K.C.S.E improved.

From the findings of the study on principals intellectual stimulation and student performance at Kenya Certificate of Secondary Education in Makueni County, Kenya we conclude that there was a statistically significant difference between groups as determined by one-way for Stimulates ideas from followers by a safe environment to challenge the status quo and Instill pride in others for being associated with you

respectively. The most insignificant difference registered was for Getting others to look at problems from different angles as ANOVA result show for Think about what needs to be accomplished respectively. From the Findings on Principals individualized consideration and student performance at Kenya Certificate of Secondary Education in Makueni County, Kenya we conclude that there was a statistically significant difference between groups as determined by one- way ANOVA for Appreciates the teachers for good work and Establishes a clear vision to both students and teachers respectively. The most insignificant difference registered was for Acts as an agent of change in helping the followers, as ANOVA result show for Coaches the followers respectively. Out of the thirteen factors used to investigate principals' individual consideration in schools two of them show there is a strong significance implying that principals' individual consideration has some influence on students' performance at K.C.S.E.

5.5 Recommendations of the Study

Based on the findings of the study, the following recommendations for principals teachers and ministry of education were made.

The principals are the main custodians of the school. It is important to attend seminars on transformational leadership so that they can well be versed with transformational leadership skills, characteristics, and responsibilities. When they attend these training agencies like KEMI or directorate of quality assurance, they get the quality transformational leadership. They should embrace idealized influence whereby their aim is to inspire and be role model to the followers.

The principals are the transformative leadership in public secondary schools in Kenya. Therefore, a study should be conducted on how the principals' leadership affects academic performance in different counties. Board of Management must apply inspirational motivation in the sense that they talk about the needs to be accomplished. For example, they are to ensure smooth running of the school evaluating the projects and keeping an eye on the management of the school. In their day to day operations, they ought to ensure that their schools have enough facilities besides a transformational leader such as enough text books, classrooms, sanitary facilities and equipped laboratories and libraries. When all the areas are taken into consideration, it is with no doubt that academic performance will be achieved.

Further, Teachers Service Commission (TSC) ought to have structures that mould teachers from the time of recruitment all through their service equipping them with such skills which will be necessary for various leadership positions. The study appeals to the TSC to further recruit teachers who possess the transformational skills rather than employing teachers based on majorly how long they have been unemployed. They should as well sponsor trainings on the teachers especially the principals on the skills outside academic phenomenon required for excellence running of school. Teacher training institutions are important avenues for equipping the teachers with such knowledge and skills important for learning not only to the teacher but also to students.

TSC must ensure that all public secondary schools have qualified teachers who exhibit transformative leadership skills that are finally transferred to the students directly or indirectly. TSC through the government give the principals promotions on merit hence the practice of transformational leadership is practiced. This is through molding the learners in such a way that they fit to be the future leaders. The assessments in these institutions should test the ability of the teacher trainees to use and utilize all leadership skills such as the transformational leadership skills. In addition, MoE county level has the obligation to produce quality education. Among some ways of testing the outcomes for education is the academic performance, identification and utilization of talents by the learners.

This study therefore recommends to the ministry of education to ensure that all the potential talents are tapped efficiently and the specific need of schools are addressed specifically to ensure that academic performance is achieved in the educational institutions. MoE can get teacher trainers from Kenya Institute of management, universities and colleges to be encouraged to offer transformational leadership skills to the teachers. Further, policies on quality leadership should be laid down giving a good foundation for the teachers' service commission to promote teachers who have exhibited such qualities.

5.6 Recommendations for further study

The principals being the key transformative leaders in public schools should have vigorous trainings at KEMI so as to be equipped with the leadership skills to enhance

academic performance among the students. Teachers Service Commission should establish training programs on transformational leadership skills in order to improve performance. Transformational leadership skills important to the lower levels of school administration such as deputy principals, senior teacher, class teachers and departmental heads for increased academic performance. The incorporation of transformational leadership skills in the implementation of completing the course syllabus is mandatory.

5.7 Itemization of the proposed research

i. A study should be conducted in the neighboring counties on the influence of transformational leadership on student academic performance.

ii. The study should be conducted on the influence of principals transformational leadership dimensions in private schools in the entire Makueni County.

iii. The study should be conducted on the influence of teachers transformational leadership on students academic performance.

iv. The study suggest the use of mixed methods design so as to develop hypotheses on transformational leadership dimensions.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

University of Nairobi

Department of Educational

Administration and Planning

P.O Box 30197-00100

Nairobi, Kenya

7th Dec. 2017

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT STUDY IN YOUR SCHOOL

I am Doctor of Education student at the University of Nairobi conducting a research on the Influence of Principals' transformational leadership on students' performance at Kenya Certificate of Secondary Education Makueni County, Kenya. You have been selected to participate in the study. I am requesting your assistance in collection of data. The information is for academic purposes only and strict confidentiality will be maintained for your identity.

Thanks.

Yours faithfully,

_____

Judith Mbithe Musyoki

APPENDIX II: QUESTIONNAIRE FOR PRINCIPALS

Please use (√) to respond to items provided.

Section A: Demographic Data

1. What is your gender? Male ( ) Female ( )

2. Indicate the age bracket that applies to you.

Below 30 years ( )30-39 years ( ) 40 – 49 years ( ) Over 50( )

3. Indicate your academic qualification

PhD ( ) Masters ( ) Bachelors ( ) Post Graduate Diploma in Education ( )

4. How many year have you served as a principal (tick one)

1-5 years ( ) 6-10 years ( ) 11- 15 years ( ) Over 16 years ( )

5. How long have you been a principal in this school?

0-2 years ( ) 2-4 years ( ) 4 and over ( )

Please tick appropriately.

Key SD- Strongly Disagree 1, D-Disagree 2, N- Neutral 3, A- Agree 4, SA-Strongly Agree 5.

Section B; Idealized influence and effect on K.C.S.E

Item	*As a principal, I*	*SD*	*D*	*N*	*A*	*SA*
i	Seek for respect from teachers and students					
ii.	Instill pride in students.					
iii.	On Pay personal visit to students during remedial classes to show support					
iv.	Am a model to staff and students.					
v.	Bother about welfare of individual members of the school.					

vi.	Have confidence that staff will perform highly as I expect.
vii	Inspire staff and students to try harder.
viii.	Repeat the vision to my subordinates.
ix.	Go beyond individual self interest for the sake of the group
x	Reassure followers that they can overcome obstacles.
xi.	Appreciate the followers by giving them gifts.

xii. Explain how you instill pride in students

_____

_____

xiii. Discuss how you appreciate your teachers and students

Section C: Inspiration motivation and effect on K.C.S.E

Item	*As a principal, I*	*SD*	*D*	*N*	*A*	*SA*
i.	Articulate competing vision for the future of the organization.					
ii.	Use stories/ symbols to communicate vision.					
iii.	Stress goal achievement.					
iv.	Talk about the most important values and beliefs.					
v.	Always articulate my vision before my followers set out to work.					

vi.	Have confidence in my own powers.
vii.	Set high level goals.
viii.	Talk about needs to be accomplished.
ix.	Express confidence that the goals will be achieved.
x.	Create an exciting image of what is essential to be considered.
xi.	Help the followers feel appreciated.
xii.	What sufficient resources do you provide to help teachers perform.
xiii.	Make sure that my teachers accomplish the syllabus.

xiv. Describe how you make your teachers to accomplish syllabus

_____

_____

xv. Explain how you set high levels goals to your teachers

_____

_____

Section D: Intellectual stimulation and effect on K.C.S.E

	As a principal, I	*SD*	*D*	*N*	*A*	*SA*
i.	Display a sense of power					
ii.	Instill pride in others for being associated with you.					
iii.	Emphasize the importance of having a collective sense of mission.					
iv.	Specify the importance of having a strong sense of purpose.					
v.	Think about what needs to be accomplished.					
vi.	Seek different opinions from followers when solving problems.					

vii.	Getting others to look at problems from different angle.
viii.	Encouraging non-traditional thinking and suggests.
ix.	Re-examining the accuracy of critical assumptions.
x.	Stimulate ideas from followers by a safe environment to challenge the status quo.
xi.	Ask the followers what they think about their commitment towards work make wise decisions.
xii.	Make wise decisions.
xiii.	Value ideas of my followers.

xiv. As a principal discuss different ways of stimulating ideas to your followers

_____

_____

xv. Briefly explain the different opinions you seek from followers when solving problems.

_____

_____

Section E: Individualized consideration and effect on K.C.S.E

Item	*As a principal, I*	*SD*	*D*	*N*	*A*	*SA*
i.	Carry the vision of the organization					
ii.	Provide adequate teaching and learning resources.					
iii.	Provide individual with different needs and aspirations.					
iv.	Appreciate performance of individuals.					
v.	Treat others as individuals rather than just a member of a group.					
vi.	Understand the needs of the staff and assist them					

	accordingly.					
vii.	Help staff to achieve goals through practical and realistic planning.					
viii.	Promote self-development by coaching and teaching the followers through seminars.					
ix.	Empathize and discuss the needs abilities and aspirations of the followers.					
x.	Make others feel good.					
xi.	Come along with the teachers and students.					
xii.	Am aware of the differing needs of the teachers to promote performance.					
xiii.	Meet all the needs of my followers.					

xiv. How do you meet the needs of your followers

_____

_____

xv. Explain how your assist teachers in their needs.

_____

_____

Section F: Indicate attendance and syllabus coverage

Item	*As a principal, I*	*SD*	*D*	*N*	*A*	*SA*
i.	Ensure that teachers' finish syllabus in good time.					
ii.	Make sure that students' arrive at school on time.					
iii.	Encourage teacher to ensure students' finish their work early and create room for revision.					

iv. Encourage followers to come to school before 8 am to do preparations.

v. As a principal explain how your teachers finish the syllabus

_____

_____

vi. Describe the different methods you provide to your teachers so as to create room for revision

_____

_____

10. Please indicate facilities made available in your school by the principal

Please tick appropriately.

Key NA- Not Available 1, NA- Not Adequate 2, Fairly Adequate 3, A- Adequate 4, A- Adequate, VA- Very Adequate 5.

Item	*Not Available 1*	*Not Adequate 2*	*Fairly Adequate 3*	*Adequate 4*	*Very Adequate 5*
i. Textbooks					
ii. Classrooms					
iii. Lab equipments					
iv. Lab chemicals					
v. Desks					

11. Please fill in space provided.

As a principal indicate name of your school and KCSE mean grade (2012 – 2016)

	Year	School	Mean score
i.	2013		
ii.	2014		
iii.	2015		
iv.	2016		
v.	2017		

Thank you for your cooperation

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

Please use (√) to respond to items provided.

SECTION A; Demographic Data

1. What is your gender? Male ( ) Female ( )

2. Indicate the age bracket that applies to you.

Below 30 years ( ) 30 – 39 years ( ) 40 – 49 years ( ) Over 50 ( )

3. Indicate your academic qualification.

PhD ( ) Masters ( ) Bachelors ( ) Post Graduate Diploma in Education ( )

4. How many years have you served as a teacher (tick one)

1 – 5 years ( ) 6-10 years ( ) 11- 15 years ( ) Over 16 ( )

5. How long have you been a teacher in this school?

0-2 years ( ) 2-4 years ( ) 4 and over ( )

SECTION B: Idealized influence of teachers on the principals performance

6. Please tick appropriately.

Key SD = Strongly Disagree 1, D= Disagree 2, N= Neutral 3, A=Agree 4, and SA = Strongly Agree 5.

Item	*My principal*	*SD*	*D*	*N*	*A*	*SA*
i.	Rarely plays out the individual level					
ii.	Has increased use of teams					
iii.	Ensures innovation and adaptability.					
iv.	Involves teachers in the development process					

v.	Fosters trust and respect in teachers.
vi.	Utilizes diverse skills and expertise.
vii.	Addresses issues touching on ethical values.
viii.	Speaks and stands for his /her words.
ix.	Displays high morals and clear set of values.
x.	Has a strong relationship with the teachers.
xi.	Exercises high expectations.
xii.	Use symbols to encourage the followers.
xiii.	Confidently allows teacher to express their ideas.

xiv. Briefly explain how you displays high moral to your teachers?

_____

_____

xv. Explain how you foster trust and respect in teachers.

_____

_____

7. SECTION C: Inspiration motivation of teachers' on the principals' performance

Item	*My principal*	*SD 1*	*D 2*	*N 3*	*A 4*	*SA 5*
i.	Inspires confidence in the teachers.					
ii.	Prepares and develops programs					
iii.	Enhances broader personnel and resource allocation practices.					
iv.	Inspires team spirit with the teachers.					
v.	Provides me with appropriate support.					

vi.	Ensures enough facilities in the classroom.
vii.	Motivates a sense of purpose in teachers.
viii.	Challenges teachers to internalize the desired goals.
ix.	Articulates a clear vision for the future.
xi.	Express important purpose
xii.	Encourages teachers to work hard.
xiii.	Handles teachers conflict with a lot of care

xiv. Describe how you challenge teachers to internalize the desired goals.

_____

_____

xv. Discuss how you encourage your teachers' to work hard

_____

_____

8. Section D: Intellectual stimulation of teachers' on the principals' performance

Item	*My principal*	*SD*	*D*	*N*	*A*	*SA*
i.	Actively involve teachers in schools decision making.					
ii.	Leadership is distributed among many individuals.					
iii.	Has supportive forms of administrative leadership.					
iv.	Interacts with other members of staff free.					
v.	Has self-managing and self-leading skills.					
vi.	Has the capacity to solve problems.					
vii.	Is able to make decisions in the interests of the					

	school.
viii.	Stimulates ideas and creativity from teachers.
ix.	Creates a safe environment to challenge status quo
x.	Encourages teachers to be innovative and creative
xi.	Promotes intelligence.
xii.	Exercises rationality.
xiii.	Handles cases with the teachers.

xiv. List and briefly explain some cases that principals have handled with the teachers.

_____

_____

xv. Discuss the principals' capacity to solve problems

_____

_____

9. Section E: Individualized consideration of teacher's on the principals' performance

Indicate the frequency at which your principal performs the following tasks:

Key: VO= Very often 5 O-Often 4 S=Sometime 3 R= Rarely 2 N= Never 1

Item	*My principal*	*VO*	*O*	*S*	*R*	*N*
i.	Acts as an agent of change in helping the followers.					
ii.	Establishes a clear vision to both students and teachers.					
iii.	Has a motivating inspiring spirit.					
iv.	Appreciates the teachers for good work.					

v.	Is accountable for student achievement.
vi.	Recognizes what motivates the followers.
vii.	Provides for the teachers opportunities for training sessions.
viii.	Pays attention to teachers needs and assists them accordingly.
ix.	Listens to teachers' concerns.
x.	Empathizes with the needs of the teachers.
xi.	Treats each follower individually.
xii.	Coaches the followers.
xiii.	Creates new opportunities for the followers.
xiv.	Advice the followers.

xv. How does your principal appreciate teachers for hard work.

_____

_____

xvi. Would you say that your principal has contributed significantly toward helping students to perform? Explain briefly

_____

_____

10. Section F: Principals' tasks on academic performance KCSE 2013 – 2017

Indicate the frequency at which your principal performs the following tasks:

KEY: VO= Very often 5-often 4 S= Sometime 3 R=Rarely 2 N=Never 1

	My principal	*VO*	*O*	*S*	*R*	*N*
i.	Provides an enabling environment for symposiums.					

ii. Provides learning resources for effective teaching.

iii. Encourages students to aim high.

iv. Appreciate students and teachers when they perform.

v. Allows teachers to further their profession.

vi. Has set measures to discipline students.

vii. Involves fellow teachers in discussing new ideas.

viii. Monitors students' performance.

ix. Encourage teachers to use different methods.

x. Has an impressive and caring personality which makes me learn hard.

xi. Plans in advance every term.

xii. Encourages teachers to use different methods.

xiii. Has a caring personality which makes students' learn hard.

xiv. Appreciates teachers when they perform.

xv. Plans for teachers meeting to discuss about performance.

xvi. Encourages the heads of department to discuss on how to improve performance.

vii. List some of the issues you discuss during your meeting with teachers. How do they improve performance?

_____

_____

__

xviii. How do you encourage teachers to use different methods during learning.

_____

_____

Thank you for your willingness to participate

APPENDIX IV: Interview guide for the ministry of education officers

Name of the respondent_____

Section A

Demographic Data

1. What is your gender? Male ( ) Female ( )
2. Indicate the age bracket that applies to you.

Below 30 years ( ) 30 – 39 years ( ) 40 – 49 years ( ) Over 50 ( )

3. Indicate your academic qualification.

PhD ( ) Masters ( ) Bachelors ( ) Post Graduate Diploma in Education ( )

4. How many years have you served as an officer in the ministry of education in current situation (tick one)

1 – 5 years ( ) 6-10 years ( ) 11- 15 years ( ) Over 16 ( )

5. How long have you been an officer in the ministry of education in Makueni county? 0-2 years ( ) 2-4 years ( ) 4 and over ( )

Section B:

6. Idealized Influence Leadership Skills

i) How are your principals role model/ what can be emulated by the teachers in aid of increasing performance in your region?

_____

_____

ii) How do your principals convey academic performance vision to the teachers in your area?

_____

_____

iii) Do you involve the teachers in strategies governing K.C.S.E performance? If yes, how?

_____

_____

iv. What show that you have confidence with the teachers?

_____

_____

v. How do you appreciate teachers?

_____

_____

7. Inspirational Motivation Leadership Skills

i) What core values govern your principals in their daily work?

_____

_____

ii) What core values emanate from your employer (TSC)?

_____

_____

iii) How are strategies communicated to the teachers in your region?

_____

_____

iv) What ethical issues have you entered with the teachers in your region?_____

_____

v) What action has been taken regarding such issues?

_____

_____

8. Intellectual Stimulation Leadership Skills

i) How do your principals support creativity and innovations in schools?

_____

_____

ii) What is it that you have been able to achieve since you assumed this office towards bettering the K.C.S.E performance in your region?

_____

_____

iii) What do you do to the best performers in your area?

_____

_____

iv) What strategies have you employed to help the schools that do not perform well?

_____

_____

9. Individualized Consideration Leadership Skills

i) What methods of motivational methods do your principals employ in the region?

_____

_____

ii) What other methods do you think your principals can be employed in the region

_____

_____

iii) How have resources been distributed in your school?

_____

_____

iv). What are the setbacks towards the significant drop in the K.C.S.E performance in 2016 and 2017 in Makueni County_

_____

_____

v.) What needs to be done to have a significant consistent performance in this region?

_____

_____

Thank you for your participation

APPENDIX V: Academic performance in K.C.S.E (2013-2017)

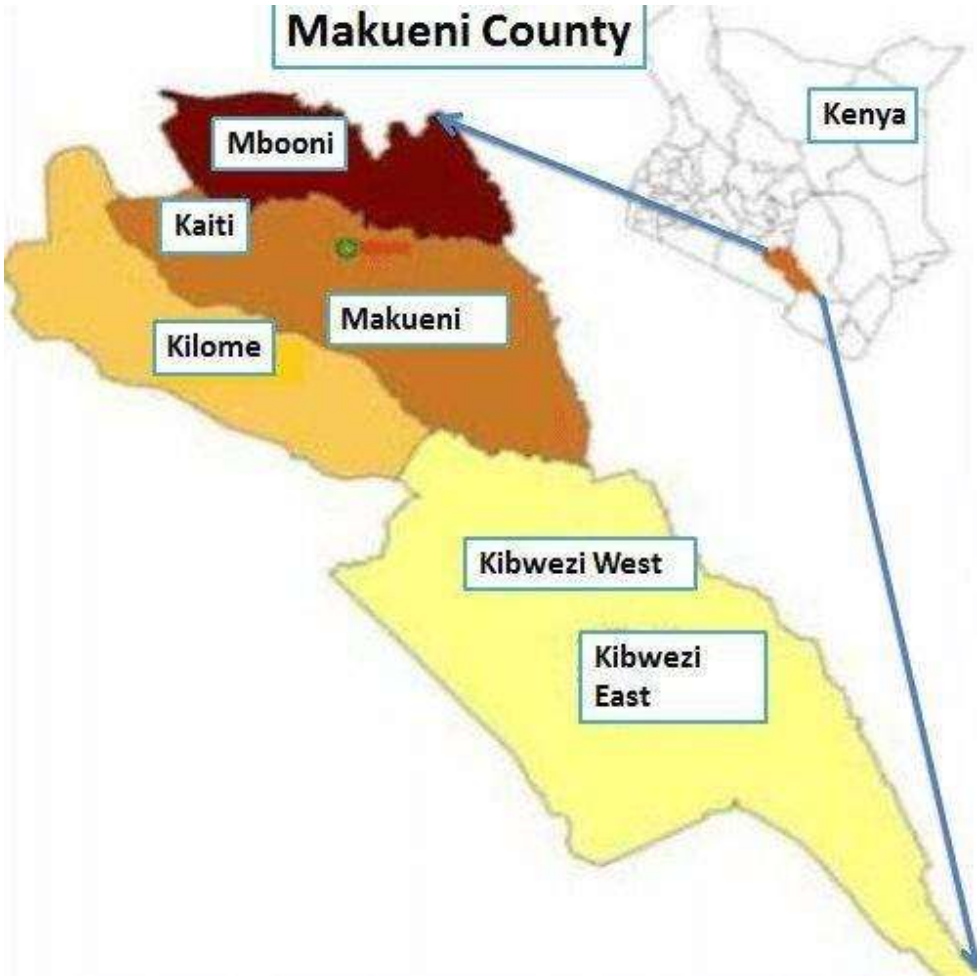
School's Serial Number	*2013*	*2014*	*2015*	*2016*	*2017*	*Total* Mean Score	*Mean* Grade	*Points*
1	8.47	9.43	9.58	8.31	7.83	8.524	9	B
2	2.8	9.24	9.34	8.07	7.55	7.4	7	C+
3	4.1	9.03	9.15	8	7.21	7.498	7	C+
4	3.28	9	9.12	7.96	7.17	7.306	7	C+
5	4.6	8.6	8.79	7.76	7.15	7.38	7	C+
6	3.15	8.49	8.68	7.7	7.04	7.012	7	C+
7	5.02	8.4	8.58	7.67	6.96	7.326	7	C+
8	6.03	8.18	8.44	7.56	6.86	7.414	7	C+
9	4.81	8.14	8.39	7.34	6.72	7.08	7	C+
10	5.4	8	8.38	7.25	6.64	7.134	7	C+
11	4.61	7.94	8.35	6.88	6.63	6.882	7	C+
12	4.19	7.83	8.31	6.83	6.51	6.734	7	C+
13	3.89	7.8	7.98	6.62	6.44	6.546	7	C+
14	5.13	7.76	7.89	6.56	6.39	6.746	7	C+
15	4.11	7.58	7.78	6.54	6.27	6.456	6	C
16	3.24	7.46	7.67	6.52	6.05	6.188	6	C
17	2.96	7.41	7.48	6.5	5.93	6.056	6	C
18	4.94	7.24	7.39	6.45	5.88	6.38	6	C
19	5.14	7.21	7.38	6.46	5.86	6.41	6	C
20	4.76	7.12	7.32	6.38	5.77	6.27	6	C
21	3.14	7.11	7.24	6.28	5.71	5.896	6	C
22	4.93	7.11	7.22	6.14	5.69	6.218	6	C
23	4.63	7.05	7.09	6.13	5.65	6.11	6	C
24	3.27	6.98	7.09	6.08	5.59	5.802	6	C
25	5.09	6.83	7.02	6.02	5.42	6.076	6	C
26	2.88	6.79	6.82	5.96	5.38	5.566	6	C
27	4.33	6.61	6.65	5.85	5.34	5.756	6	C
28	3.71	6.54	6.56	5.67	5.17	5.53	6	C
29	4.21	6.52	6.56	5.11	5.13	5.506	6	C
30	3.94	6.51	6.54	5.63	5.11	5.546	6	C
31	4.65	6.5	6.48	5.61	5	5.648	6	C
32	4.13	6.47	6.47	5.58	4.96	5.522	6	C

33	4	6.45	6.45	5.53	4.93	5.472	5	C-
34	3.45	6.43	6.45	5.48	4.93	5.348	5	C-
35	3.98	6.41	6.44	5.46	4.89	5.436	5	C-
36	5.39	6.38	6.37	5.39	4.89	5.684	6	C
37	5.67	6.33	6.36	5.38	4.83	5.714	6	C
38	4.34	6.16	6.32	5.33	4.76	5.382	5	C-
39	4.07	6.14	6.3	5.31	4.75	5.314	5	C-
40	3.57	6.11	6.17	5.16	4.75	5.152	5	C-
41	5.13	6.05	6.15	5.13	4.74	5.44	5	C-
42	3.5	6.02	6.11	5.1	4.74	5.094	5	C-
43	7.92	6	6.06	5.1	4.74	5.964	6	C
44	5	5.96	6.06	5.08	4.69	5.358	5	C-
45	3.94	5.94	6.04	5.03	4.69	5.128	5	C-
46	2.6	5.9	6	5	4.69	4.838	5	C-
47	4.1	5.89	5.96	4.99	4.66	5.12	5	C-
48	4.57	5.89	5.96	4.98	4.58	5.196	5	C-
49	4.43	5.88	5.93	4.88	4.52	5.128	5	C-
50	5.06	5.87	5.88	4.87	4.5	5.236	5	C-
51	3.44	5.81	5.87	4.87	4.49	4.896	5	C-
52	5.52	5.8	5.87	4.86	4.48	5.306	5	C-
53	3.5	5.8	5.85	4.8	4.44	4.878	5	C-
54	5.12	5.75	5.81	4.76	4.44	5.176	5	C-
55	5.46	5.7	5.79	4.75	4.44	5.228	5	C-

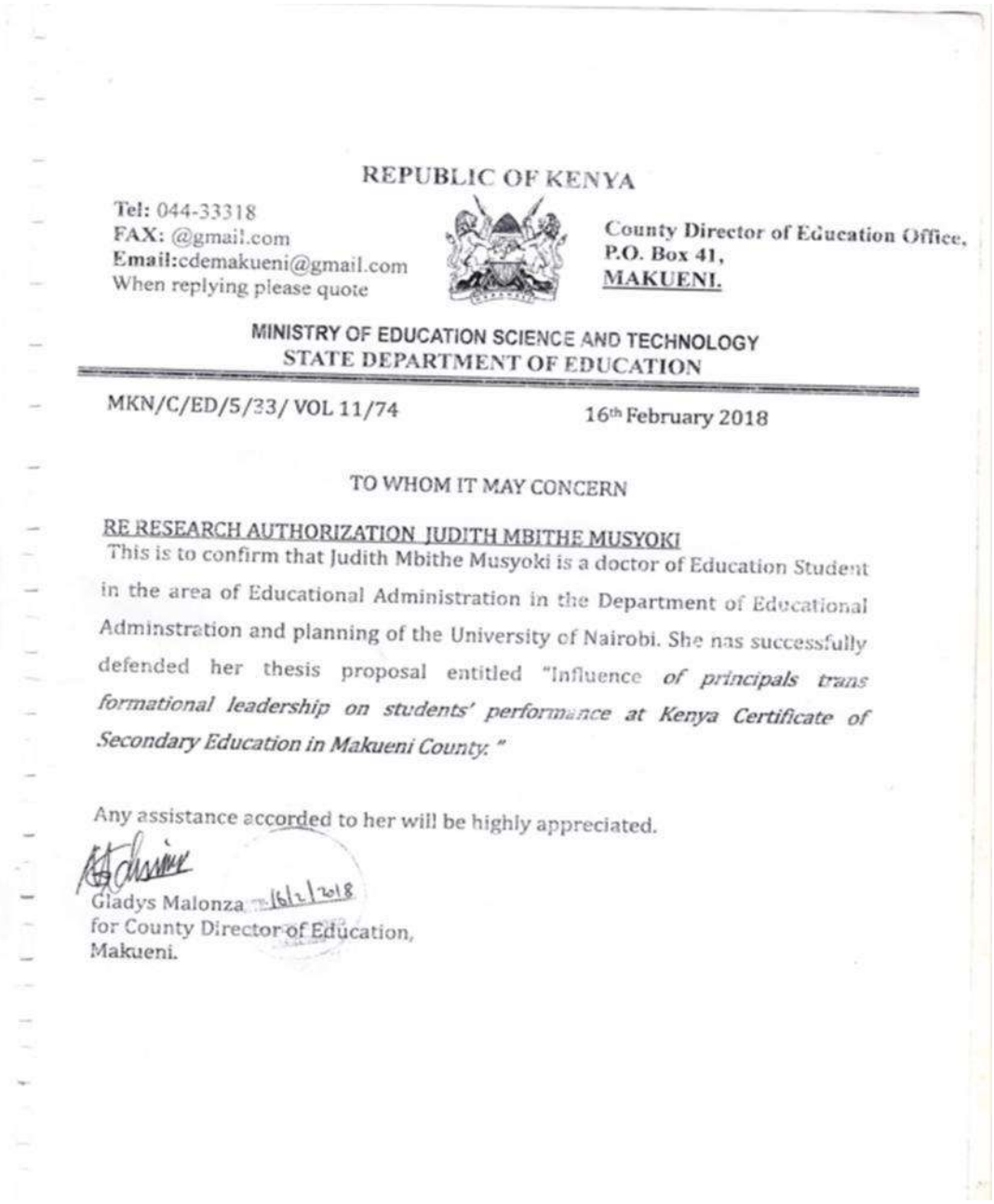
School's S/NO	2013	2014	2015	2016	2017	Total Mean Score	Mean Grade	Points
56	3.58	5.69	5.78	4.75	4.42	4.844	5	C-
57	7.2	5.66	5.73	4.75	4.42	5.552	6	C
58	3.34	5.63	5.68	4.66	4.42	4.746	5	C-
59	5.37	5.6	5.67	4.65	4.4	5.138	5	C-
60	3.83	5.59	5.57	4.63	4.4	4.804	5	C-
61	4.94	5.49	5.57	4.63	4.32	4.99	5	C-
62	3.96	5.47	5.54	4.63	4.31	4.782	5	C-
63	5.23	5.47	5.52	4.55	4.29	5.012	5	C-
64	3.58	5.47	5.47	4.52	4.22	4.652	5	C-
65	2.82	5.47	5.46	4.48	4.19	4.484	4	D+
66	3.5	5.41	5.42	4.46	4.19	4.596	5	C-
67	3.93	5.38	5.4	4.45	4.19	4.67	5	C-
68	4.27	5.36	5.35	4.45	4.19	4.724	5	C-
69	3.5	5.35	5.34	4.44	4.15	4.556	5	C-
70	6.79	5.35	5.32	4.43	4.14	5.206	5	C-
71	4.28	5.35	5.31	4.39	4.12	4.69	4	D+
72	3.67	5.34	5.31	4.35	4.11	4.556	5	C-
73	3.81	5.34	5.31	4.28	4.1	4.568	5	C-
74	3.46	5.34	5.3	4.21	4.04	4.47	4	D+
75	7.64	5.33	5.3	4.19	4.03	5.298	5	C-
76	2.89	5.33	5.29	4.19	3.99	4.338	4	D+
77	4.62	5.31	5.27	4.18	3.95	4.666	5	C-
78	4.45	5.31	5.27	4.17	3.94	4.628	5	C-
79	4.64	5.27	5.26	4.17	3.94	4.656	5	C-
80	4.24	5.27	5.25	4.16	3.89	4.562	5	C-
81	3.57	5.26	5.24	4.14	3.87	4.416	4	D+
82	4.68	5.25	5.19	4.11	3.84	4.614	5	C-
83	3.44	5.25	5.19	4.09	3.81	4.356	4	D+
84	6.86	5.21	5.18	4.09	3.77	5.022	5	C-
85	3.33	5.2	5.17	4.09	3.75	4.308	4	D+
86	4.53	5.18	5.15	4.07	3.73	4.532	5	C-
87	4.6	5.18	5.15	4.06	3.73	4.544	5	C-
88	4.54	5.16	5.15	4.05	3.72	4.524	5	C-
89	4.08	5.16	5.13	4.04	3.69	4.42	4	D+
90	3.45	5.16	5.13	4.03	3.69	4.292	4	D+

91	5.66	5.14	5.13	4.03	3.68	4.728	6	C
92	6	5.05	5.08	4.01	3.69	4.766	5	C+
93	5.39	5.03	5.07	4	3.67	4.632	5	C+
94	4.96	5.03	5.03	4	3.64	4.532	5	C+
95	3.66	5.02	5.02	4	3.63	4.266	4	D+
96	5.67	5.02	5.01	4	3.63	4.666	5	C-
97	3.22	5.01	5	3.93	3.62	4.156	4	D+
98	3.47	5	5	3.9	3.61	4.196	4	D+
99	3.79	5	4.97	3.89	3.6	4.25	4	D+
100	6.81	5	4.95	3.85	3.57	4.836	5	C_
101	9.82	5	4.95	3.83	3.56	5.432	5	C
102	2.63	4.97	4.94	3.82	3.55	3.982	4	D+
103	5.62	4.96	4.93	3.75	3.54	4.56	5	C-
104	4.6	4.96	4.86	3.73	3.53	4.336	0	D+
105	2.95	4.93	4.86	3.72	3.53	3.998	4	D+
106	6.77	4.92	4.84	3.71	3.52	4.752	5	C-
107	3.03	4.92	4.83	3.7	3.51	3.998	4	D+
108	2.4	4.91	4.79	3.7	3.5	3.86	4	D+
109	4.21	4.9	4.78	3.69	3.49	4.214	4	D+
110	3.61	9.43	4.77	3.68	3.48	4.994	5	C
111	4.93	9.24	4.76	3.67	3.47	5.214	5	C-
	2507.12	2696.58	2693.88	2578.81	2538.56	2602.99	5.27027	C-

Appendix VI: Map of makueni county



APPENDIX VII: Research authorization ministry of education science and technology state department of education makueni county



REPUBLIC OF KENYA

Tel: 044-33318
FAX: @gmail.com
Email:cdemakueni@gmail.com
When replying please quote

County Director of Education Office,
P.O. Box 41,
MAKUENI.

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

MKN/C/ED/5/33/ VOL 11/74 — 16th February 2018

TO WHOM IT MAY CONCERN

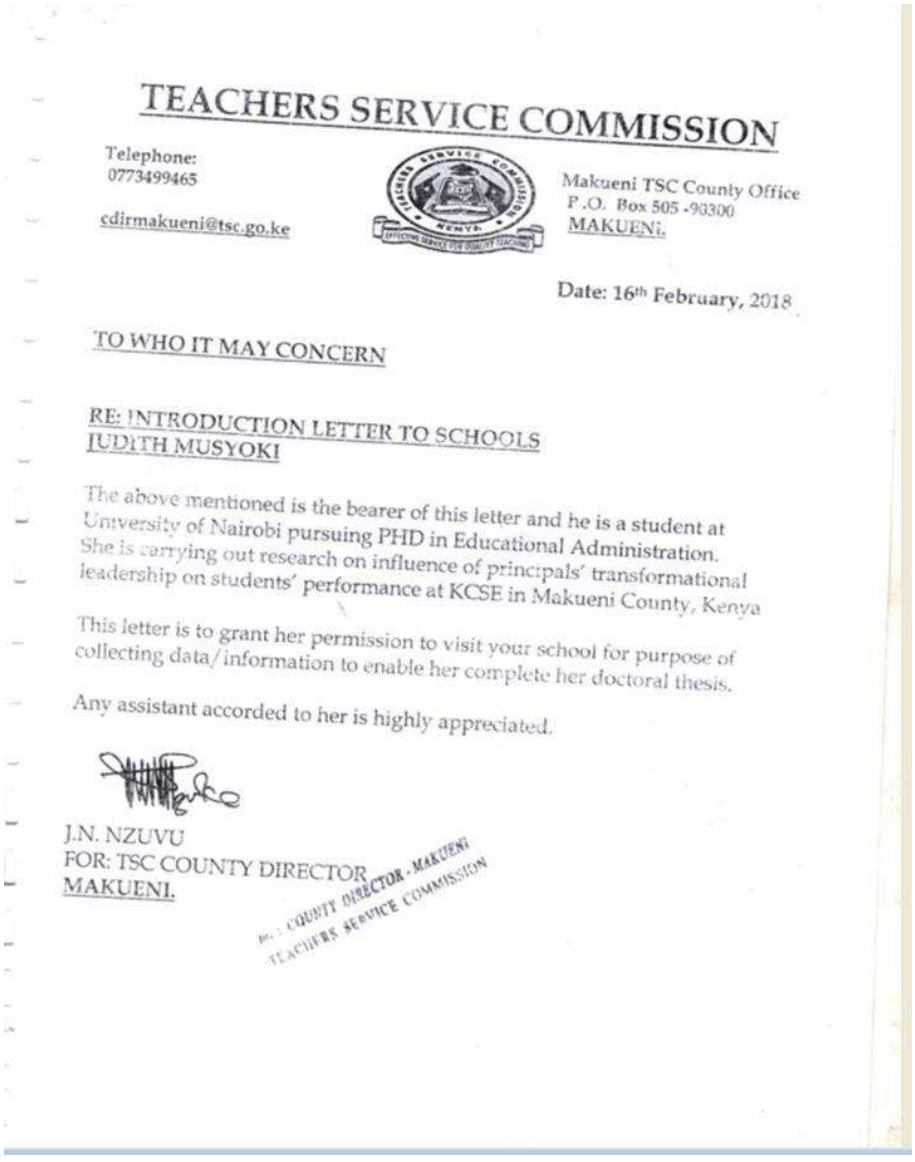
RE RESEARCH AUTHORIZATION JUDITH MBITHE MUSYOKI

This is to confirm that Judith Mbithe Musyoki is a doctor of Education Student in the area of Educational Administration in the Department of Educational Adminstration and planning of the University of Nairobi. She nas successfully defended her thesis proposal entitled "Influence *of principals trans formational leadership on students' performance at Kenya Certificate of Secondary Education in Makueni County.* "

Any assistance accorded to her will be highly appreciated.

Gladys Malonza 16/2/2018
for County Director of Education,
Makueni.

APPENDIX VIII: Teachers service commission



TEACHERS SERVICE COMMISSION

Telephone:
0773499465

cdirmakueni@tsc.go.ke

Makueni TSC County Office
P.O. Box 505 -90300
MAKUENI.

Date: 16th February, 2018

TO WHO IT MAY CONCERN

RE: INTRODUCTION LETTER TO SCHOOLS
JUDITH MUSYOKI

The above mentioned is the bearer of this letter and he is a student at University of Nairobi pursuing PHD in Educational Administration. She is carrying out research on influence of principals' transformational leadership on students' performance at KCSE in Makueni County, Kenya

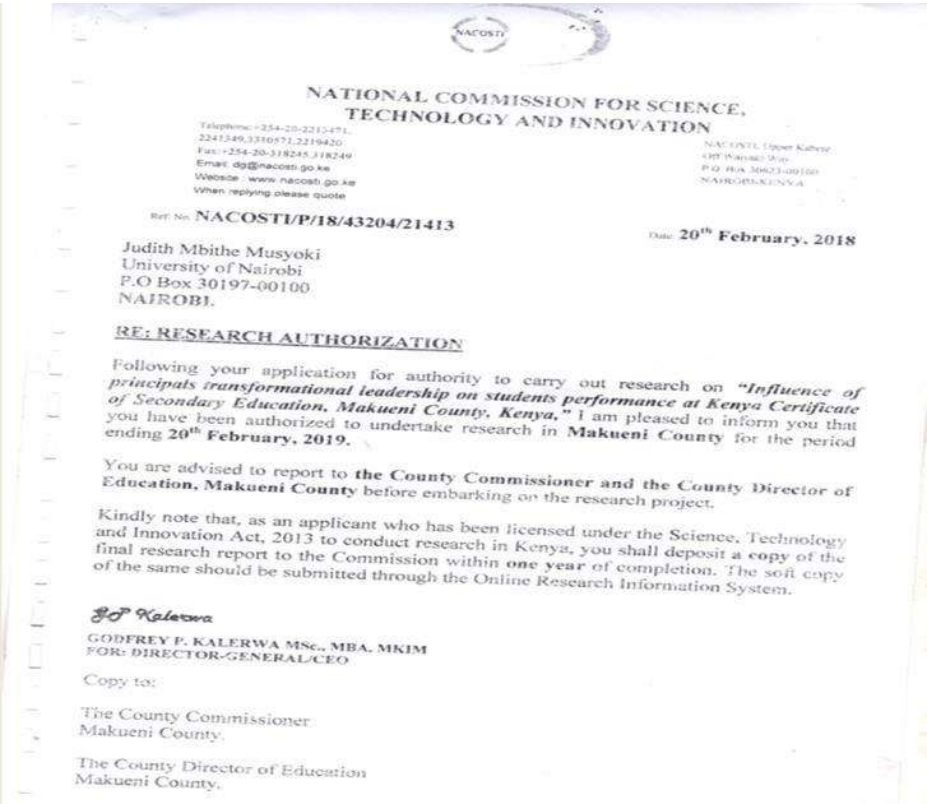
This letter is to grant her permission to visit your school for purpose of collecting data/information to enable her complete her doctoral thesis.

Any assistant accorded to her is highly appreciated.

J.N. NZUVU
FOR: TSC COUNTY DIRECTOR
MAKUENI.

COUNTY DIRECTOR - MAKUENI
TEACHERS SERVICE COMMISSION

APPENDIX X: National commission for science technology and innovation research authorization



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/18/43204/21413**

Date: **20th February, 2018**

Judith Mbithe Musyoki
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Influence of principals transformational leadership on students performance at Kenya Certificate of Secondary Education, Makueni County, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Makueni County** for the period ending **20th February, 2019.**

You are advised to report to **the County Commissioner and the County Director of Education, Makueni 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.

GP Kalerwa

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Makueni County.

The County Director of Education
Makueni County.

THIS IS TO CERTIFY THAT:
MS. JUDITH MBITHE MUSYOKI
of UNIVERSITY OF NAIROBI , 5636-100
Komarock, Nairobi,has been permitted
to conduct research in *Makueni County*

on the topic: ***INFLUENCE OF PRINCIPALS TRANSFORMATIONAL LEADERSHIP ON STUDENTS PERFORMANCE AT KENYA CERTIFICATE OF SECONDARY EDUCATION MAKUENI COUNTY KENYA***

for the period ending:
20th February,2019

.....
Applicant's
Signature

Permit No : NACOSTI/P/18/43204/21413
Date Of Issue : 20th February,2018
Fee Recieved :Ksh 2000

.....
Director General
National Commission for Science, Technology & Innovation