

**IMPACT OF PRINCIPALS' TRANSFORMATIONAL LEADERSHIP  
STYLE ON PUBLIC SECONDARY SCHOOL STUDENTS' ACADEMIC  
PERFORMANCE IN LARI SUB-COUNTY, KIAMBU COUNTY.**

**BY**

**PAUL KARIUKI NGUNYI**

**A Research Project Submitted in Partial Fulfilment of the Requirements  
for the Award of the Degree of Master of Psychology (Mpsych) in  
Organisational Psychology, University of Nairobi.**

**2018**

## **DECLARATION**

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

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**PAUL KARIUKI NGUNYI**

**REG. NO: C50/79768/2015**

This project has been submitted for defence with our approval as University Supervisors.

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**PROF. MICHAEL M. NDURUMO**

Associate Professor

Department of Psychology

University of Nairobi

## **DEDICATION**

To my daughters, Abigail Wahu & Esther Wambui who are at their prime stage of academic attainment at completion time of this project.

It is also dedicated to the education managers and professionals of Lari Sub County who at the time of this study were working hard on a strategic plan to help improve academic performance in Lari Sub County.

## **ACKNOWLEDGEMENTS**

The invaluable guidance and supervision of Prof. Michael M. Ndurumo towards successful completion of this study is highly appreciated. Your consistent demand for high standard work significantly helped improve the quality of this project. To Mr. Omari Borura, the SCDE, Lari and Mr. Peter Kangwana, TSC SD Lari, I really appreciate you gentlemen. Thank you for the authorization to conduct data collection in Lari sub-county public secondary schools and even more importantly you allowed data collection during a principals' and teachers', meeting making it very easy, time saving and cost effective for my data collection. Mr. George Muchiri, KESSHA Chairman, Lari; your great insights into data collection was quite helpful and much appreciated. To all the school principals and teachers who took part in data collection for this project, the contribution is acknowledged and highly appreciated. Mr. Leonard Waweru, I thank you for your insights and assistance in statistical data analysis. For efficient assistance and moral support in compilation of the final report, Irene Muchiri and Ann Kwevu are much appreciated.

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## **LIST OF ABBREVIATIONS**

ANOVA	Analysis of Variance
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KESSHA	Kenya Secondary School Heads Association
KEMI	Kenya Education Management Institute
KNEC	Kenya National Examinations Council
MOE	Ministry of Education
MLQ	Multifactor Leadership Questionnaire
MSS	Mean Standard Score
SCDE	Sub-County Director of Education
SLR	Simple Linear Regression
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
TSCSD	Teachers Service Commission Sub-County Director

## ABSTRACT

The aim of this project was to explore the significance of principal's transformational leadership style on student's academic performance in Lari Sub County. Transformational leadership is a theory of behaviours and traits focused on the interaction between leaders and followers of an organization (Avolio, 1999). It constitutes of four components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. In the corporate world, transformational leaders have been associated with high performance in the corporate world. Limited study has been done in Kenya on transformational leadership and academic performance and none in Lari Sub-county. This study sort to explore the impact of transformational leadership by the principal on academic performance. It also tested the impact of confounding variables including Principal's gender, age, education level and duration of stay at same school. The study was carried out in Lari sub-county. With a small homogeneous target population, purposive sampling was used. Characteristics of transformational leadership were measured on a sample of principals through self and others assessment using MLQ. Relationship of variables was tested using SPSS. Linear regression approach was used to determine whether principal's transformational leadership had a significant influence on academic performance. Principal's idealized influence was found to have a correlation of 31.7% with academic performance. The r-square value indicated that a principal's idealized influence explained 10.0% of the total variation in academic performance. The regression model was significant in explaining the relationship between the variables,  $F = 12.073$ ,  $p = 0.049 < 0.05$ . Principal's inspirational motivation had a correlation of 39.3% with academic performance. The r-square value indicated that a principal's inspirational motivation explained 15.5% of the total variation in academic performance. Regression model was significant in explaining the relationship between the variables,  $F = 10.411$ ,  $p = 0.043 < 0.05$ . Principal's intellectual stimulation had a correlation of 54.6% with academic performance. The r-square value indicated that a principal's intellectual stimulation explained 29.8% of the total variation in academic performance. The regression model was significant in explaining the relationship between the variables,  $F = 13.723$ ,  $p = 0.028 < 0.05$ . Principal's individualized consideration had a correlation of 45.6% with academic performance. The r-square value indicated that a principal's individualized consideration explained 20.7% of the total variation in academic performance. The regression model was significant in explaining the relationship between the variables,  $F = 11.171$ ,  $p = 0.041 < 0.05$ . The study revealed that the principal's transformational leadership had positive impacts on students' academic performance.

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Background to the Study**

The world is ruled by survival of-the-fittest principle. Ages past, the only tool available for human survival was war. Physical strength and war skill then was far more important than anything else for survival. Over time, survival tools and means have evolutionally changed. Times have changed from hunting & gathering to agrarian, from industrial age to information age where knowledge and digital competence reigns. To survive with dignity in the world today good education is indispensable. To position Lari people and community for the best in the world, Lari must get ready with the right tools to take on the world. A good education is the tool. Education informs, enlightens, liberates, exposes, empowers, emboldens, enriches and dignifies individuals and communities. For Lari Sub-county to produce a world class competitive workforce, a great academic performance in education is critical. The biggest influencers of academic performance in secondary schools are the school principals. Their style of management is a big factor determining student performance outcomes. A study into the effect of leadership style of the principal on student's academic performance is of great value to Lari sub-county secondary education.

According to Aikaman (2005) educating is the very basic strategy to inform the prosperity of any country of the world. Quality of living for communities improve through education. Education is empowering and multiplies the chances of getting gainful opportunities. In agreement with observation by Aikaman (2005) a study by Nsubuga (2008) outlined the purpose of education as not just imparting abilities and academic advancement but rather to empower individuals participate in social economic activities in their communities and countries. Education is also mean to impart ideas, values and attitudes essential for all round social economic development. Leadership philosophy of John Maxwell (2017), a renowned leadership coach and author summarize well the critical role of a leader. He says that everything falls or succeeds on leadership. Excellent performance forms a key objective of every organization whether for profit or not for profit. Performance of an entity is significantly a function owned by its leadership. Being a critical part of organizational success, scholars have put a lot of time and resources to study leadership and the most appropriate leadership style.

According to Waithiegeni (2013), secondary school performance in Kenya is dependent on various factors that differ in every school. These factors affect schools, teachers, students and therefore the final examination results. Coming top on the list is the leadership practiced by the principals in the various schools. The need for investigation of the style of management and leadership applied in the schools is of paramount importance. According to Nyaboga (2011) good performance in schools is highly correlated to good leadership and management of an institution. Eshiwani (1983) observes that, schools with good performance are also characterized by good and efficient administration. He also asserts that good institutional leadership and management is critical in the successful execution of school objectives chief of which is academic performance. In the recent years, leadership studies have intensified (Northouse, 2001). Many statistical enquiries into leadership have been carried out over the last century. Despite all the studies, there has not been agreed factors that single out leaders from non-leaders and neither has there been a clear definition of who an effective and capable leader is (Bennis & Nanus, 1997).

Yukl (1998) finds that, in modern organizations, transformational leadership has become an important element of performance to consider. He further observes that without transformational leadership in the modern organization, businesses find it difficult to compete in today's competitive environment. With this emphasis, transformational leadership has been studied extensively by many scholars who have looked into different elements of transformational leadership. Tonder (1998) for instance studied relationship between transformational leadership and organizational culture. Handford (1999) also studied the transformational leadership skills necessary for workforce mobilization while Rensburg & Crous (2000) studied transformational leadership as relates to personality dispositions. Exploration into the relationship between transformational leadership and centre of control and has also been done (Staden, 2000).

As defined by Bass & Avolio (1990) and Avolio (1999), transformational leadership is a theory of traits and behaviour focused on the leader-follower relationship in an entity. Four factors are defined to characterize transformational leadership. These are intellectual stimulation, individualized consideration, idealized influence and inspirational motivation. Development of leadership style now attributed to a transformational leader is credited to (Burns, 1978). Transformational leadership theory posits that, a leader guides the workforce or team with goals, values, capabilities and other resources acquired by the followers through the various developmental stages. Transformational leadership theory highly considers

fundamental and ultimate aim of leadership and the reason one need to become a leader. This differentiates transformational leadership theory from other theories that just describe qualities of leadership as evidenced by different researchers and theorists defining leadership differently. Leader-follower factor of leadership however, is almost universally agreed upon by many definitions. The follower is influenced by the leader into achieving a set goals and objectives. As observed by Rossmiller (2012) leadership style is a pattern of interactions between leaders and followers, a method of mobilizing people to achieve a common objective. Further, Schneider (2007) defined leadership as the inspiration and mobilization of people to carry out an action towards a common goal. The leader controls and directs all strategies to motivate followers to heed instructions. To influence people into achieving a common desired goal, a leader has to be methodical.

Like any other modern institution, a school requires effective leadership to achieve its objectives and goals (McCormick, 2001). Providing of direction, creativity and innovation is what a transformational principal avails to a school institution. Such a principal provides personalized support, intellectual stimulation and empowers teachers as decision making stakeholders (Goldman, 1994; Leithwood, 1994). Followers and in school case, teachers may be challenged by their transformational leader, the principal to re-look into their pre-conceptions about their work and teaching methodology. Such principals with transformational leadership attributes may set expectations for high quality teaching methods and set a functional support system for job performance of teachers and their own professional growth (Steinbach and Jantzi, 1998).

Acknowledging the place accorded to the style of leadership in accomplishing of goals and objectives, this study looks into the relationship between transformational style of leadership and student performance in Lari schools. It also examines the impact of confounding factors like duration of stay at same school by the principal, gender, age and principal's education level. Success of any organization is highly dependent on its leadership (Schultz, 2003) Good leadership is associated with good performance while bad leadership has been noted to result in undesirable outcomes. For secondary schools, principals' effective leadership is indispensable in aiding effective learning and academic performance of the students. In Kenya, ministry of education has implemented performance contracting for principals to guide and measure their performance against set goals. The leadership style of the principal heavily determines whether or not these goals are met. It informs how the principal mobilize the teachers, non-teaching staff and other school stakeholders like Board of Management,



parents and the community where the school is located. A study by Ndiritu (2012) on Nairobi county secondary schools revealed that principals that displayed transformational leadership had a positive relationship with student examination success. Student excellence was registered in institutions where transformational leadership was displayed by the principal. The study recommended replication of similar studies in other schools and counties to improve generalization of the results.

## **1.2 Statement of the Problem**

The poor performance on KCSE, 2017 caused quite an uproar from all education stakeholders in Kenya. Focus shifted to overall education management to strict measures against examination cheating, as explained by the then cabinet secretary (Matiang'i, 2017).

According to him, "these results are the true picture of the performance of our children and the debate should be about how to go about improving the situation, not changing what has happened". One of the measures deployed by the teachers' employment agency, TSC to improve performance was delocalization of the school principals. This was transfer of especially poor performing principals to other schools away from their local community. Familiarity and complacency was cited as a poor performance factor that would be addressed by delocalization. During the KCSE 2017 results release, TSC CEO, Macharia (2017) reported that "we have completed the process of reorganizing the headship of some schools in the country through staff redeployments in what we have come to refer to as delocalization. We hope this will renew teacher commitments and breathe of freshness within schools."

It is however noteworthy that there were many principals performing well in their local communities. There are also many others performing very poorly in non-local communities. The question then begs; is poor performance of schools due to principals' local extraction or due to ineffective leadership styles applied in running of schools? This study anticipates that school performance is more of a leadership issue than it is local extraction. Suffice to say that local environmental factors and station overstay could affect performance of principals in their local communities due to familiarity and dwindling motivation. However, good leadership principles well applied will yield good results, environment notwithstanding. It is not the environment that changes and motivates the leader, it is the leader that changes and motivates the environment. Strong leadership that stimulate the employee performance end up doing well while weak leadership lead to poor performance. Strategic interventions in effective leadership are essential in good performance for teachers and therefore student

academic performance in secondary schools. A study on how leadership impacts performance is therefore important, more so now that secondary school performance in Kenya has been on the decline. In Lari for instance, only 9% of candidates qualified to join university while only 11% made it at national level in 2016. In 2017 Lari produced only 5% university candidates compared to 10 % nationally.

Studying the impact of a transformational leader will also include exploration into the extent to which other intervening variables like principal's duration of stay in one school would affect a transformational leadership and therefore performance. Matiang'i (2016) emphasized on the great influence a head teacher has on the performance of a school. According to Wekesa (1993) enhanced school management and leadership was indispensable in the improvement of students' performance. In another study by Chitiavi (2002) it was observed that effective leadership by principals was a strong requisite to high academic performance of schools. These observations put high value on the school principal in offering effective leadership. He was noted as the main mobilizer and coordinator of school stakeholders and resources towards the school achievement of goal. Another study by Davis (1998) found that the style of leadership by the principal highly influenced school performance through sound instructional organization and school climate. This in turn affected student academic achievement. These studies did not indicate the particular leadership style was effective for school performance. There is particularly no study in Lari Sub County to explore the impact of transformational leadership in school academic performance. Teacher's performance in Lari public secondary schools is measured by particular teacher performance in their subject and overall class performance in national examinations. Motivation and commitment to productive teaching, class attendance and overall discipline at work depends on leadership of the principal. This study looks into the interaction between school leadership and student performance.

### **1.3 Purpose of the Study**

This purpose of the study was to examine the impact of public secondary school principal's transformational leadership on student academic success in Lari Sub-County.

#### **1.4 Objectives of the Study**

The objectives of the study were to:

1. Find the extent to which the principal's inspirational motivation influence student success in secondary schools in Lari Sub-County.
2. Explore the extent to which the principal's intellectual stimulation influence examination attainment at secondary schools in Lari Sub-County.
3. Examine the extent to which the principal's individualized consideration influence student excellence at secondary schools in Lari Sub-County.
4. Establish the extent to which the principal's idealized influence scoring at secondary schools in Lari Sub-County.

#### **1.5 Research Questions**

The study sought to answer the following:

1. To what extent does the principal's inspirational motivation influence good grade attainment of public secondary schools in Lari Sub-County?
2. To what level does the principal's intellectual stimulation influence student excellence at of secondary schools in Lari Sub-County?
3. To what magnitude does the principal's individualized consideration influence examination excellence at of secondary schools in Lari Sub-County?
4. To what degree does the principal's idealized influence examination achievement at public secondary schools in Lari Sub-County?

## **1.6 Hypotheses of the Study**

The study tested the following null hypotheses:

H<sub>0</sub>1: There is no noteworthy relationship between principal's inspirational motivation and student academic performance of secondary schools in Lari Sub County.

H<sub>0</sub>2: There is no major relationship between principal's intellectual stimulation and student academic performance of secondary schools in Lari Sub County.

H<sub>0</sub>3: There is no substantial relationship between principal's individualized consideration and student academic performance of secondary schools in Lari Sub County.

H<sub>0</sub>4: There is no weighty relationship between principal's idealized influence and student academic performance of secondary schools in Lari Sub County.

## **1.7 Justification of the study**

A good education is of great significance in today's knowledge economy. This is in agreement with Aikaman (2005) who posits that, education is the very basic strategy to inform the prosperity of any country of the world. Without good education, Lari sub-county risks being economically disadvantaged. The sub-county has been performing poorly in Kenya Certificate of Secondary Education (KCSE) which determines progression to the university. In the year 2016, only 9% of KCSE candidates made it to the university while only 5% made it in 2017. This is dismal performance compared to national tallies of 15% in 2016 and 11% in 2017. An enquiry into the downward performance was important in an endeavor to help reverse the negative trend. In the same environment, different schools performed differently. All factors being equal, organizational performance is highly influenced by its leadership. Davis (1998) found that the style of leadership by the principal highly influenced school performance through sound instructional organization and school climate. A look into the relationship between leadership styles of school principals and academic performance became a compelling path towards unravelling the poor performance. In the medium and long run, low educational performance will have a negative effect on social economic performance of Lari sub-county. Such a study into the role of style of leadership hasn't taken place in Lari sub-county. The findings of this study will be quite helpful in the improvement of educational performance in the community. This will by extension help improve the prospects of good social economic wellbeing of the community.

### **1.8 Significance of the Study**

This study was important in helping the improvement of educational performance in Lari sub-county. The study availed helpful insights into the principal's impact of transformational leadership in academic performance. If well utilized, the study is a great resource towards the improvement of the quality of leadership in Lari sub-county schools and schools across the country. The content and findings therein will inform education managers on leadership development for school principals. A lot of factors have been attributed to poor academic performance including poor infrastructural environment and lack of sufficient funds. Parents blame teachers while teachers blame parents. Principals blame low funding by the government while government blame poor commitment by principals and teachers. Finger pointing has characterized education sector. A methodical investigation needed to be put in place to help the poor performance situation in Lari. This study found leadership a key component of performance, poor infrastructure and other challenging conditions notwithstanding. Policy makers will benefit from this study in identifying the high yield areas to invest in for human capital development in schools. The study also identified other areas that need focused investigation as they could influence leadership outcomes in education sector. Educational levels and duration of stay in one school seemed to affect quality of leadership. Such provide further study opportunities for education, leadership and management researchers.

### **1.9 Scope and Delimitations of the Study**

Only the constituents of transformational leadership were studied. The four components of transformational leadership were used to formulate the hypotheses and research questions. The data collection instrument and data analysis focused on identification of transformational leadership and the impact on student academic performance. Inspirational motivation, idealized influence, intellectual stimulation and idealized consideration were the four components of transformational leadership studied. They formed the independent variables while the dependent variable was the student academic performance. The four elements of transformational leadership had to be studied in studying transformational leadership. Transformational leadership style is not complete without all the four components. The measure of academic performance used was the national secondary school exit exams, KCSE. The study looked into three most recent KCSE results including years 2005, 2006 and 2007. Demographic variables that were likely to confound the study were also included in the study. These were respondent's gender, age, educational and duration of stay at current

station. The study focused on Lari Sub-County only. School type studied was only public and only principals were assessed.

### **1.10 Assumptions of the Study**

The study assumes that principal's transformational leadership components exerts significant impact on the students' grade excellence in Lari public secondary schools. The four components of transformational leadership are Inspirational Motivation, Intellectual Stimulation, Idealized Influence and Individualized Consideration

### **1.11 Limitation of the Study**

Type of school in the study was limited to public secondary schools. Public secondary schools faced unique characteristics that are not shared with private schools. Findings of the study can be generalized to other public schools that share similar characteristics with Lari. Sub counties in Kiambu county could benefit from this study including Limuru, Thika, Kiambu, Gatundu and Kikuyu. Lari being a standard rural agricultural zone makes it a good sample for other rural zones in Kenya.

### **1.12 Operational Definition of Terms**

**Academic Performance** is the extent to which set goals and objectives are met (Avolio, 2002). In this study, it refers to the academic performance for secondary education as measured by results of Kenya Certificate of Secondary Education (KCSE) as published by Kenya National Examination Council (KNEC). The higher the comparative ranking, the better the performance.

**Idealised influence** occurs when a leaders is approved as role-model by followers by being trusted, respected and admired for who they are and how they carry out their tasks (Bass and Avolio, 1998).

**Individualized Consideration** is responsiveness to individual desires so as to have everyone on-board in the new journey. In addition to a clear and convinced understanding of the future of the organization, the transformational leader need to understand each follower individually (Simic, 1999).

**Inspiring Motivation** is the ability of the leader to clearly explain intentions of the company and the capacity to create a unified mind set on organizational ideals. Such a leader provide direction and inspire a sense of motivation (Bass, 1989)

**Intellectual Stimulation** is challenging followers to creative and innovative thinking. A leader enable followers to view problems differently, encouraging them to challenge traditions and values beliefs, when need be and such other practices that may be inappropriate in problem resolution (Bass and Avolio, 1997).

**Principals** is the chief accounting office of a public school. The officer is in charge of all administrative functions of a school including human resource, finance and secretary to the board of management (CIPFA, 2013)

**Secondary Schools** is the second level of basic education in Kenyan education system. The institution receives students from first level of basic education and prepares them for tertiary education level (MoE, 2018)

**Transformational Leadership** is a leadership style practised when a leaders focus on the good of followers, promote acceptance and ownership of purpose and vision of the organization. Transformational leadership is displayed through leader's inspirational motivation, intellectual stimulation, idealized influence and individualized consideration. They motivate and challenge followers to expand vision ahead of personal needs to benefit the organization (Bass, 1999).

## **CHAPTER TWO: REVIEW OF LITERATURE**

The concept of Leadership, Transformational Leadership and Transformational Leadership in School setup are discussed in this chapter.

### **2.1 Introduction**

Literature is here reviewed looking into the idea of transactional and transformational leadership in schools. Literature review on leadership in school is focused on with a deeper interest in the contribution of transformational leadership in academic achievement. In studying the literature on transformational leadership in schools, the review considers earlier studies done on the extent to which transformational leadership correlates with academic performance secondary schools.

### **2.2 The Concept of Leadership**

There exist very many definitions of leadership. Many scholars that have studied leadership have made an attempt to define the concept (Stogdill, 1973). Same observation was recorded by Bass (1981) that close to as many definitions as people who have studied leadership exist. In most definitions however, it is clear that leadership has the component of follower and leader. Traits, behaviours, relationships, and positions have been used to define leadership. According to Blanchard (1988) leadership is the process of mobilizing individuals to achieve a set of goals. As defined by Gibson (1985), leadership is defined as an attempt at mobilizing individuals, through a clear feedback mechanism, for the achievements of set goals and objectives. Cooper (1997) posit that, successful turn-around is 70% to 90% leadership and only 10% to 30% management. According to Kroontz (2005) leadership is the process of influencing individuals to voluntarily move towards the attainment of an objective. According to Koontz (2005) leadership defines the expectations of the future and aligns the workforce to vision, mission and objectives of the organization, challenges notwithstanding.

According to Cannice (2013), leading is influencing people so as to contribute to organizational goals and objectives. Leadership can also be defined as the interpersonal element of managing a group or followers. Leadership is the interaction of group members that most of time entails a reorganization of circumstances, expectations and viewpoints of the individuals (Bass, 1990). In any grouping, there is always need for a leader. Leaders will not be without followers. In meeting their needs and desires, followers will find a leader who can avail means and opportunities to meet them. The concepts, processes of motivation,



leadership styles and communication bring about leadership. Setting directions, exercising power and authority are core functions of leadership (Northouse 2007). Leadership determines the failures and success of an organization and therefore very crucial. According to Drucker (2007) a company's success is as a result of leader's success in achieving employee commitment and job satisfaction. Without the ability of a leader to promote innovation and creativity, a decrease on organizational performance is inevitable (Mohamed, 2015). He further asserts that stimulating the employee to high performance and challenging them to review their way of perceiving and interpreting situations often improve organizational performance

According to Shikada (2011) appropriate leadership disposition is important in the creation and improvement of awareness in organizations. The way a leader give support to organizational followers determines employee behaviour and job commitment levels. Leaders need to provide a clear direction in as far as organizational rules are concerned. He further assert that transformational leaders look out for the needs of the followers to address them. Understanding the motives and meeting the expectations of the followers is a critical element of a transformational leader. According to Indra (2013) staff perform significantly better with practice of transformational leadership. This was in agreement with Yukl (2006) who posit that deployment of transformational leadership style in an organization improves job performance. Agreeing that transformational leadership is give desirable organizational results, Edoka (2012) suggested the adoption transformational leadership in Africa to help improve performance of the civil servants as Ayo (2009) agreed transformational leadership is much needed at corporates in Africa.

Transformational leaders is majorly insistent of a vision and the dynamic engagement of the followers. Transformational leadership emphasizes follower intrinsic motivation and self-development. A quintessential transformational leaders aims at promoting the follower to a upper level of achievement and ideals with the aim of attaining a unified purpose (Hughes, 2016). Such is a leader that inspires commitment through vision sharing (Bass, 1999). This is a leader who guides and transforms the organization to their central mission Being heavily people oriented transformational leadership fits well in the education sector which is all about people.

### **2.3 Transformational Leadership**

Transforming leadership concept was conceived by (Burns, 1980). The concept has widely expanded in use to include industrial psychology. As Burns put it, transforming leadership occur when a leader and a follower assist one another to progress to a higher significance of motivation. Claiming that the differences are in characteristics and behaviours, Burns appreciated the complexity in differentiating leadership and management. He defined the ideas of transforming leadership, which later advanced to transformational leadership and transactional leadership which remains the same till today. In Burns' view, the transforming perspective brings about big alteration in the leader and follower relationship. It reviews perceptions and changes expectations and aspirations of the followers.

Different from transactional perspective, it is based on commitment to relationship and on the leader's disposition and capacity to make a change by influencing, narrating as well as clarifying of exiting and inspiring vision and giving stretching objectives. A leader that is transforming is admired in the sense that he is an ideal example of working to achieve a higher objective to benefit entire organization. Burns hypothesised that transactional and transforming leadership styles could not co-exist. Mostly, a transactional leader does not work towards changing organizational culture, rather, they are comfortable in existing culture, but transformational leaders challenge organizational culture, that are not helpful in realization of organizational goals. Bass (1985) further developed the work done by Burns (1977) by addressing specific psychological elements constituting transactional and transforming leadership. Transformational leadership terminology was first used by Bass in as shift from the earlier used terminology, transforming. He contributed to the earlier ideas of Burns (1978) in order expound on the measurement of transformational leadership. He also explored how transformational leadership impact employee motivation and performance.

Influence on the follower is the first to inform the extent to which a leader is transformational. Such a leader wins trust, admiration, loyalty and respect from the followers. For such influence by the transformational leader, the followers are ready to produce more than anticipated. With the work that Bass (2008), put in the development of transformational leadership four elements are found to characterize this leadership style. The four elements are Intellectual Stimulation, Inspirational Motivation, Idealized Influence and Individual Consideration. Transformational leadership is measured by the effect on their followers. The followers admire, trust and respect the leader and the follower is motivated to do more than asked to do. (Avolio, 1999). The four transformational leadership components are now

commonly known as the four “I” of a transformational leader (Avolio, 1998). According to Avolio (2002), Idealised influence is the charm that excites passion to admire and act like the transformational leader. This is due to the reason that such leaders provide a strong role models to the followers (Northouse, 2001). Transformational leaders exhibit quite high sense of responsibility and consider ethics at all times. They can be relied on to do right and provide best example (Northouse, 2001). Another element is inspirational motivation entails clear articulation of vision and mission (Avolio, 1995) to align the follower to the organizational objectives. Same is accompanied by leader actions that guide followers on what is important to do pursue (Yukl, 1998). Druker (2008) asserts that a company’s success is influenced by employee commitment and job influenced by leader’s motivation capability. Intellectual stimulation is another element that challenges the followers to widen view of situations and find new ways of getting solutions. With this attribute of a transformational leader, followers are encouraged to adopt and to perceive problems as surmountable challenges (Yukl, 1998).

For a leader to promote higher performance in an organizational they need to have the capability to influence follower creativity. They also need to stimulate the employees to challenge the values and beliefs achieve better individual performance (Mohamed, 2016). Encouraging followers to think broadly and re-examine stands frequently to relevance (Avolio, 1993; Bass, 1997). The forth component is individualised consideration which is all about providing advice, support, delegation and coaching (Yukl, 1998). This element also enables feedback to the followers to enhance personal development (Bass & Avolio, 1992). Juma (2011) explored the elements of transformational leadership at Safaricom Ltd. The findings revealed a positive correlation staff performance between employee performance and inspirational motivation. Activities like team-building, staff coaching and guidance in career and career served to boost motivation. Higher motivation was found to improve productivity at work for the employees. The enquiry found that employee performance is positively correlated with employee engagement. The study recommended more study into productivity and motivation of employee in both public and private corporates. Hayati (2014) conducted a study on hospital nurses to explore the impact of transformational leadership at the hospital. After a correlational analysis, the enquiry found a positive correlation between workforce engagement and transformational leader.

A study on transformational leadership for leaders in South Africa Higher Education by Celliers (2006) derived that, in institutions where effective change management was found,

all elements of a transformational leader were frequently exhibited. Idealised influence was the most exhibited behaviour was at 60% ahead of inspirational motivation at 58.5%. Intellectual stimulation followed third at 54.9% with individualised consideration coming forth at 46.0%. According to the study, an effective transformational leader exhibit a set of specified behaviours. Cognitive behaviour motivated subordinates to think widely in search of solutions to their challenges (Palladino, 1998). Challenging the mind causes for alternatives yields great organizational results (Towell, 2002). Leaders that practiced cognitive behaviour know how to challenge the followers to right actions for varied solutions. Affective behaviour of a transformational leader makes the followers feel at ease and valued at work. They feel appreciated and thus positive work performance (Gordon, 1995). Leader envision the right direction for the organisation and applies transformational leadership with good yields.

Transformational leaders also exhibited charisma, an important element in winning the support from the employees. Those that showed characteristics of a transformational leader also exhibited innovation and creativity, attributes that are helpful in handling difficult situations. They also displayed motivational behaviour that entail sharing the strategic direction of the institution to the followers. This attribute aid achievement of task and goals to success (Kreitener, 1998). Such a leaders were able to motivate their subordinates to align to the organizational strategy and the direction as envisioned by the leader. This behaviour is important in encouraging the followers to achieve the specific tasks assigned to them towards meeting the overall organizational objective. Relational or interpersonal behaviour entailed personalized understanding of each individual in the team. This gives the employee a sense of belonging and pride and it boosts performance (Gordon, 1995).

Transformational leader is a keen communicator with ability to share and give feedback to the followers for better performance. Empathy is a key element of the feedback, to ensure communication is well received and understood. Those found to be transformational leaders are therefore both people and result oriented. Different from transactional leaders who only aim at the transactional exchange between leader and follower, a transformational leader is captivating, a characteristic influencing followers to admire and emulate them. To achieve through charisma, transformational leaders examine the current state of the organization and followers, then formulate and articulate their vision in an inspirational manner. They then come up with a method to achieve their vision (Rabindra, 1998). According to Hughes (2014)

a transformational leader displays three types of intelligence a transformational leader must exhibit. These are social, emotional and cognitive intelligence.

A study by Huges (2014) on world's most impactful corporates concluded that effective strategic deployment was well likely with transformational leaders in place. Public school institutions are highly social and non-profit in nature. Findings from the study will draw helpful parallels in this study. Hughes (2015) also conducted case studies on several social corporates. He selected them from a group of beneficiaries of Kravis award in leadership, promotes sound governance in non-governmental entities. Out of five leaders he interviewed, three of them exhibited all the four characteristics of a transformational leader. Two however did not exhibit all the qualities but displayed at least one of the qualities. The conclusion therefore was that, entity with good leadership and governance was likely to achieve more success than with a transactional leader without a strategic vision for the corporate. The study recommended more study into transformational Leadership in not for profit organizations for wider findings.

### **2.3.1 Inspirational Motivation**

Inspiring motivation is the ability to communicate a strategy and the future of the organization. The level at which the leader appeals to the minds and hearts of the employees. The ability to mobilize a group of people to achieve a specific objective constitutes motivation and inspiration. They promote healthy expectations regarding the task at hand. (Bass, 1989). Articulating a clear view of the future is motivation and resulting in high achievement of purpose and on time (Yukl, 1990). With such attributes, a transformational leader will encourage and challenge their follower to think and contribute to the achievement of a desirable future (Jung and Berson, 2005). Superior standards characterize leaders of inspirational motivation. A clear messaging on the desires of the organization is a strength. People yearn for a good sense of purpose and direction for them to move in the direction. The lack of it results in apathy which is not good for progress.

Resolution and significance avail the thrust needed to propel an organization forward. Communication prowess of leader with vision supported by clarity, precision and strong engagement will take a corporate to any height. With optimism and encouragement to take advantage of their strengths, followers will make great achievements. According to Matthew Schultz (2019), Inspirational motivation is the leader's ability to inspire assurance, enthusiasm and a sense of purpose to the group members. A leader that is transformational

has to communicate a vivid direction for the days ahead. A leader that uses inspirational motivation is more often able to create an inspiring picture of the anticipated achievement. Such promotes unity and optimism even in times of challenges. The element of inspirational motivation is particularly important to an organization getting out of a crisis and need to move forward amidst economic or social challenges. A study by Farad (2016) in Punjab telecommunication sector found a significant correlation between workforce motivation and transformational leadership. Transformational and charismatic leadership were found to be quite an essential component of leadership strongly associated with personal and group performance. Helpfulness of a leader is measured by the ability to excite group members to a unifying objective. Scholars that have explored transformational leadership have had to incorporate motivational effect (Shama and Arthu 1990). The ability of a leader communicate organizational objectives in a clear matter wins in a big way. Unifying the mind and purpose of all to one goal is a critical element of transformational leadership.

### **2.3.2 Intellectual Stimulation**

This is the extent to which the leader challenges beliefs, and collects feedback from followers. It is about creativity and innovation. Through intellectual stimulation, transformational leaders aids followers to look at problems in new ways. They encourage followers to re-evaluate their own traditions and values and even those of leaders if not helping in the meeting of goals and objectives (Avolio, 2002). This helps followers learn to exercise creativity in resolving problems. Such leader inspires confidence and challenges followers to face their fears in pursuit of a goal (Patterson, 2005). A transformational leader is able to observe the followers and tell what fears or challenged they could be encountering. When such happen, the leader knows how to stimulate the follower to confidence again. Such discernment is critical for a leader. It is through questioning that unproductive situations are challenged and progress possible (Bass, 1987)

It is with intellectual stimulation that creativity is nurtured and possibility to find new ways of doing things is developed. The leader involves the followers in decision making and every contribution counts. No one is intimidated for their way of thinking. Unique way of thinking for each member brings diversity into the organization. If followers are unable to perceive progress, the leader is always available to provide alternatives (Schultz, 2018).

Intellectual stimulation according to Hughes (2012) occurs when a leader challenge the follower to adopt a wider view of possibilities. No one way of seeing life.

### **2.3.3 Individual Consideration**

This defines the way a leader attends to the needs of the followers. It means the leader is able to make every member feel included as part of the team but still having their individual needs met (Simac, 1999). The leader is able to identify the unique elements of each individual as every member has areas of strength and areas of weakness. Award and rewards are performance based and everyone is treated equally. If an individual struggles in their individual tasks, the leader is quick to note and offer assistance. The organizational culture supports personal development as the organization grows. This is an important aspect of Individual consideration. Recognition at individual levels are achieved in various ways including rewarding and verbal appreciations. Riggio (2008) Training and learning opportunities could also be used to promote individual growth. Freedom and autonomy to make decisions also goes to support individual growth. A leader must in tandem with growing the organization, endeavour to grow individual team members (Simac, 1995).

Empathy constitutes individual consideration. Followers need to be encouraged when in personal issues and congratulated when they make personal achievements. According to Schultz (2016), each member has a specific need and desire that need to be met for optimal performance. These activities allow team members to grow and become fulfilled in their positions. According to Hughes (2015) transformational leaders spend time coaching, training and inspiring others for personal, career and organizational success.

### **2.3.4 Idealized Influence**

Idealised influence defines a leader that is seen as role-models by followers. By influence, the leader is esteemed, cherished and trusted by the group members. They inspire courage and self-pride in their by taking care of them beyond self-interest (Avolio, 1997). Followers are inspired to emulate the actions of a leader. These actions are seen as ideal and every follower want to adopt them. Such leaders are consistent while at the same taking risks for the good of the organization. They are excellent in living by example and high in ethical practices (Riggio, 2009). Observing ethical considerations, a transformational leader demonstrates resilience, thoughtfulness, skill and even risk taking to achieve the targeted organizational goal (Gomes, 2018). This is admired and emulated by followers who end up with great organizational performance by following the leader.

Idealized influence is therefore a form of learning by example. The follower gets influenced by the leader's admirable behaviour which gets repeated by the follower at will and with

impressive culture change in the organization. By performing as they would want to see followers perform, leaders become positive influencers of the kind of culture and atmosphere the corporate should adopt. This way, both the leader and the employee subscribe to a set of ideals that guide the direction of the organization. Leadership by example already proves that what the leader is doing is doable and has already been done. The leader-follower modelling grows to a stronger social interaction in the direction influenced by the leader (Simola, 2014). By influencing the right behaviour, transformational leaders form the right atmosphere for high performance (Moynian, 2014). Transformational leaders are charismatic, easy to approach and supportive. (Schieltz, 2016). According to Hughes (2015), idealized influence entails a sense of pride and confidence while at the same time taking care of every detail of the organization and team members. According to Hugo (2016) focuses on the big picture of the organization and influences the team to follow with passion, pride and courage.

#### **2.4 Inspirational Motivation and Performance**

Excellent performance is not possible without the right understanding of the direction of the organization. The clearer the big picture, the better the performance is likely to be (Schultz, 2015). To achieve inspirational motivation, a good communication skill is important. The style and the tone adopted in communication of the vision and mission of the organization matter. Transformational leaders adopt by nature or training to exercise the art of communication. Inspiring motivation is important behavior in communicating high expectations by the leader to the followers. With this trait, the leader articulates a shared vision that should guide the organization. The transformational leader communicates in such a way that the vision becomes so clear to all the followers who desire and are proud to be part of it. It is so done to communicate value for each of the follower and they all see what is in it for them and what their role is in aiding the achievement of the vision. Through inspirational motivation, the followers are challenged to align to the shared organizational vision. (Bass, 1994).

By aligning personal and organizational objectives, the transformational leader convinces the followers that by meeting organizational goals, the individual goals will equally be met. Inspirational motivation therefore offers meaning to the work and a challenge that is surmountable (Cleskey, 2015). The meaning and the challenge motivates the workforce to pursue and achieve the set out goals and objectives. Through vision sharing, transformational leaders inspire teamwork and high spirit in the organization. (Gomes, 2014). It is strategic for an inspirational leader to align individual and organizational objectives in the inspirational



motivation communication. Employees work better and more effectively with a clarity of the way ahead and being able to link it to their personal goals. The clarification by the transformational leaders of the vision, mission and strategic objectives of the company brings unity of purpose and clear sense of direction (Renjitha 2016). The confidence, the energy, the conviction and enthusiasm sets apart the transformational leader from the transactional leader (Papa, 2012). A transformational leader is therefore inspiring and motivating to the followers unto great organizational performance (Sunda, 2015). Avolio (1994) and McCleskey (2014) are agreeable to the fact that an inspirational leader will effectively communicate the alignment of both the organization and individual goals and objectives to the followers and this keep the followers well on course that is clear and promising. Confidence and clarity are important while communicating this. Findings of a study by Kamola (2017) reveal that, inspirational motivation practices by school principal correlates positively with teachers' job performance. In Matinyani sub-county, correlation was positive between inspirational motivation and teachers' job commitment ( $r = .774$ ,  $N = 160$ ).

## **2.5 Intellectual Stimulation and Performance**

Creativity and innovation is a significant indicator of transformational leadership. The leader challenges the follower to think creatively and find solutions. The leader shows transformational leadership by allowing freedom to the followers to face situations and make independent decisions. The leader does not have to be reached for every small decision, the subordinates are well empowered to think on their own and come up with innovative solutions. Even where the leader could make a decision by themselves, they still involve the team members exploring the best ideas from the team. The leader at his level appreciates that while they are the leader, they have no monopoly of knowledge and that members have a great contribution.

The challenge by the leader to the followers to creatively find solutions makes the followers feel valuable and empowered. In that kind of environment creativity and innovation thrives and people perform extraordinarily better than when they are pushed to. Transformational leader does not feel threatened when employees or subordinates are empowered, they instead prefer empowerment as the easiest way to achieve the goals and objectives of the organization. Without criticism, transformational leaders listen to the ideas of the followers and all as a team brainstorm for the best idea. The leader challenges the followers to think broadly and not to be limited by usual ways of doing things. Innovation is the only way to find new solutions. This freedom to independently think and seek for solutions unlock the

great potential in the followers to achieve the set goals and objectives. The task of ensuring all goals are met is no longer that of the leader but rather for the entire team. In such transformational atmosphere, leaders help followers adopt a different view of problems. Problems are no longer seen as stumbling blocks but operational challenges to be tackled with creativity. High productivity characterizes teams lead by transformational leaders that stimulate intellectual component of followers (Schultz, 2016). Transformational leaders are always in a constant state of encouraging their followers to challenge situations, traditions, cultures and the usual adopted view to approach issues. (Patterson, 2003). The dynamic environment created by transformational leader by stimulating followers to think, enables the followers to generate new solutions every so often.

A high performance culture is the ultimate result making the organization a dynamic body full of energy, purpose and solutions (Avolio, 2002). In his enquiry, Allen (1995) found that the stimulating atmosphere created by the transformational leader result in highly motivated employees and always seeking ways and means of achieving organizational objectives. Avolio (2009) defined leader that stimulates subordinates to high performance as one that is able to look out, understand and mobilize the rest of the team towards seeing the opportunity and the possible situation of the team and the organization. Such leader understands the strengths and weaknesses of the team. Taking advantage of the strength, and mitigating the risks the transformational leader steer the organization to prosperity.

Ishan (2006) described an intellectually stimulating leader as one that encourages creativity by way of seeing old problems in a new way. Questioning of processes and traditions is an ever recurring process in trying to always get better and achieve superior solutions. In Pakistan, Nasir (2018) investigated the relationship between the intellectual stimulation, and SMEs performance. The study upheld intellectual stimulation as a performance enhancing tool for small businesses. Kamola (2017) concluded that, there existed a significant positive correlation between intellectual stimulation and teacher's job commitment. Job commitment by teacher will inevitably result in good student performance. A study by Ngaithe, K'Aol, Lewa and Ndwiga (2016) also concluded that intellectual stimulation was positively and significantly related with staff performance. The study found that intellectual stimulation had a positive and substantial contribution to performance of employees. The result agreed with Akeel (2016) who as well concluded that intellectual stimulation elicited positive response to the staff. These findings however contradicted Normijati (2013) who reached a conclusion that intellectual stimulation did not bear substantial effect on the employee performance. A

similar study by (Ismail, 2004) however concluded that empowerment such as one that comes with intellectual stimulation yielded positive & significant relationship with quality of service employees offered. Lange (2015) equally showed that intellectual stimulation yielded a positively & significantly high correlation with better employee performance.

## **2.6 Individual Consideration and Performance**

Human beings are unique and each with a unique set of needs and wants. While some are motivated by monetary gains, others are inspired by experiences and belonging. A transformational leader practicing individual consideration ensures to give special attention to each follower to understand the unique elements of each. Through observation or other means a sharp transformational leader will accurately pick the unique aspects of each individual in the team. A leader practicing individual consideration always creates time for each team member for a discussion on individual matters, coaching and reassurance. Such gestures create confidence and a feel of belonging to the team members. This increases employee satisfaction level and improve productivity (Schertz, 2014). Individualized consideration of teachers by the school head positively correlated with employee job commitment, according to (Kamola, 2007).

Findings by Damaris (2006) from a study in Machakos, indicated a positive correlation with individualized consideration. Elements characterizing individual consideration are mentorship, training and personalized coaching. Show of reasonable concern for individual members of the team through meetings, idea sifting and just checking on individuals indicate individual consideration. Positive contribution of good performance with practice of individual consideration was supported by Pradeep (2011) who found that individual consideration increased employee effectiveness and satisfaction. Bello (2014) however contradicted the position with his study indicating individual consideration did not affect employee effectiveness. Jiang, Zhao and Jiongbin (2017) concluded that transformational leadership had a positive outcome on employee performance and that use of emotional methods such as individual consideration improved employee pride of belonging and hence job performance. Another study by Ndiga, Mumukha, Fedha, Ngugi, and Mwalwa (2014) on effect of principals transformational leadership skills in school, observed that, individual consideration was a valuable practice that helped the enhancement workplace culture and eventually good student performance.

## **2.7 Idealized Influence and Performance**

Modelling is a key element of transformational leadership. Followers find such a leader admirable and worth modelling after in deeds. Charisma is the magic wand to this element of a transformational leader. A leader is able to influence the followers through leading by example and display a behavior or a set of behaviors that are admired by the subordinates. Such a leader goes ahead of the team and shows how things need to be done. The followers end up performing much better to be like the leader. A transformational leader that takes risks voluntarily and on behalf of the organization and the followers demonstrates idealized influence. Such a leader builds trust with the subordinates while followers develop confidence in their leader (Schieltz, 2018). Followers easily follow where a leader emulates. Groot (2008) agrees that idealized influence is a significant promoter of employee belonging. Cheung (2009) termed charisma as the most important element influencing employee satisfaction. It is further noted that a project managers who exercises transformational leadership and particularly idealized influence enjoys better project implementation (Pinto & Slevin, 2008).

## **2.8 Transformational Leadership in School Setup**

Success in policy implementation in organizations including schools is highly dependent on leadership (Mahar, & Mills, 2002). Heck (1998) observed that school principals affected student performance directly and indirectly. Hallinger (2000) further concluded that, school managers, even though not directly involved in student teaching affected the student performance through policies and their decision making. It is the responsibility of the management to exercise the right leadership in schools to create a conducive environment for good student performance (Heck 1996). Leadership has significant effect on the follower's emotional state. Teachers for instance are prone to emotional boost or breakdown depending on school leadership (Ashkanasy & Tse, 2000). Emotional element of followers is emphasized in transformational leadership theory through individual consideration element. McColl-Kennedy and Anderson (2002) observe that, teachers who receive support from their principals in form of individual consideration and assistance in exploration of alternatives in resolving issues at work are more productive and have a higher job satisfaction. Transformational leadership supports teacher needs directly and indirectly thus leading to good performance. A correlational study by Ayiro (2014) involving HODs and deputy principals perceived emotional support by the principals showed a positive correlation between principal's effectiveness and teacher's effectiveness. The leader affects the work

atmosphere directly and the work atmosphere affects worker performance. The study concluded that transformational leadership is a strong predictor of effectiveness of a leader. Effectiveness of a leader translates to effectiveness of the workforce. In relating with other people, emotional intelligence was found to be of great influence. School leaders of low emotional intelligence were found to experience difficulty to relate well with others while those of high emotional intelligence easily related with the workers and improved teachers' affective state and job satisfaction. This in turn made a difference in performance of teachers in class. High emotional intelligence was advised as a selection factor for school principals. This is the individual consideration element of transformational leadership.

Another study by Malela (2016) in Kitui found a positive correlation between job commitment and transformational leadership. Inspirational motivation was tested and the more the teachers understood the intended direction of the school from the principal, the more they got committed to the course and the better the performance returned. The inspirational component of transformational leadership set the teachers on a performance path having received inspiration from a transformational principal. All components of transformational leadership were found to play part in the improvement of academic performance. Having been done in Kitui, wider study recommendation to cover more geographies in Kenya was recommended.

Ndiritu (2012) found a strong relationship between academic performance and transformational leadership. Sampling 43 schools in Nairobi, her study concluded that both private and public schools returned good performance where transformational leadership was practiced. Mean and standard deviation analysis of leadership inventory measured showed higher scores for schools that had an MSS of C+ and above and low score for the schools that had MSS below C+. The more the principals exercised transformational leadership therefore, the better the performance of the students. It is expected that transformational leaders in well performing schools influence the work atmosphere for teachers as well as motivating the teachers to good performance. Leading by example is a great component of the same. Findings by Kelly (2005) corroborated these findings having concluded that atmosphere at work was greatly improved by the practice of transformational leadership by school head. Transformational leadership by the leader lead to improved performance of the teachers who in turn influenced good performance of the students. Having done the study in Nairobi county only, Ndiritu (2012) recommended replication of the study in a larger number of schools and counties so as to enhance generalizability of the findings. The study also recommended

consideration of other variables that could produce different results when enquiring on their relationship with the interaction of leadership practices of principals and student achievement. A variable that may affect the practise of transformational leadership is length of stay of a principal in one school. In 2018, TSC embarked in an exercise known as “delocalization of teachers” in endeavour to improve performance in school which returned poor results across Kenya. A component of duration at one school is therefore important to incorporate in this study.

## **2.9 Transformational Leadership and Duration at School**

In 2018, the Teacher’s Service Commission (TSC) in Kenya transferred many Principals in a campaign dubbed delocalization of school principals. This is premised on the assumption that a principal may be transformational in practice when new but lose vigour as they get familiar to their work stations. On a leadership enquiry at Zenith Bank, Koch (1999) observes that making a decision to leave a leadership position after one’s time is over is important in checking degraded performance by the executive. Leaving a management position on time eliminates unhealthy familiarity that may lead to misuse of position and influence that comes with corporate leadership positions.

Long duration in one position was associated with underperformance and to be discouraged. This may be addressed by changing positions or workstations. In school setup, this is to be addressed by transfer of school heads after a number of years in one school. A study by Iravo (2002) in Vihiga County found that one of the leading reasons of poor school leadership is principal overstay. Principal overstaying in one school for too long loses trust from teachers, students, non-teaching staff, BOM and the school community at large. The study recommended discouragement of principals overstay in one school for more than five years. The transfers from one school to another, such as one witnessed in 2017 and 2018 by the TSC could be of good effect. Another study by Ibrahim and Orodho (2014) on methods adopted by school managers to address underperformance in secondary schools, concluded that, school heads who had been at one station for long had become lethargic and too familiar with the environment resulting in poor academic performance in schools. This was observed in Mandera and many other regions. In some extreme cases, parents were found to carry out demonstrations to eject out the overstayed school heads that were deemed to have been the cause of poor performance in transitional exams. According to the stakeholders interviewed in the study, principals should not stay in one school for more than five years. Similar observation was made by Barasa (2017) on a study on succession of principals and its

influence on secondary schools performance in Trans Nzoia County. Familiarity came with reduced practice of transformational leadership principals. The observation was also supported by Mwika (1996), in a research study which established the causes of students' indiscipline in Kangundo division in Eastern Province as incompetent head teachers, misappropriation of school funds and long stay of head teachers on the same station. The study recommended that principals should not overstay in one station. Most principals practiced transformational leadership while new but slacken with time.

## **2.10 Transformational Leadership and Gender**

Comparing with a number of years back, it is evident that the market place has significantly changed in as far as gender configuration is concerned. This applies to leadership positions in corporate world and across the market strata. The question of leadership capabilities for women has been there all along but even more intense in today market place. Looking into how gender interacts with transformational leadership is therefore an interesting subject that adds to knowledge on leadership. Characterised by leadership by example, genuine care for the followers, inspiring and igniting interest by passionately sharing the dreams of the organization and challenging the follower to independent thinking in problem resolution, transformational leadership style has generated great interest in leadership discourse in the market place and in research.

It is now a preferred leadership style in the world of business and even in government entities. The application of transformational leadership by gender has excited interest in leadership research. In a number of studies done by leadership scholars, there is no compelling conclusion that gender plays a significant role in enabling or inhibiting transformational leadership (Bass & Avolio, 1994). According to Still (1997) skill in leadership by women continues being questioned with some casting doubts into the capacity of women to lead, notwithstanding the fact that there are more women in leadership today and numbers keep rising. Many women in leadership positions have done very well and in a number of cases exceeded expectations. Male dominance however continues being overbearing in defining leadership and skewing it in favour of male gender (Schue & Mueller, 1992). In a study carried out by Reichanadter (2008) on perceptions and transformational leadership there was insignificant variations in how men and women viewed attributes of a transformational leader in school heads. Gender lacked substantial effect in the execution of set out goals and objectives to be achieved in a learning institutions as viewed by both men and women.

Other studies however have indicated that there exist variations in leadership by male and females. A study by Johnson (1990) on gender variations in leadership concluded that female leaders have the tendency to be less authoritarian than their men counterparts. Limerick and Anderson (2000) found female leaders as more relational in leadership style compared to their male counterparts in school leadership. Male leaders were found to be more domineering than democratic. Several studies on full range leadership have shown that female leaders are more likely to become transformational leaders than male leaders. Eagly (2004) for instance concluded that women in leadership scored higher as evaluated by their subordinates than their men counterparts. The study perceived women better in display of transformational leadership elements. Due to their relational nature, women exercised individualized consideration better than men. Concerned that subordinates need to be encouraged in their work, they lead by example and therefore idealized influence and communicated to them with clarity thus practising inspirational motivation. Limerick and Anderson (2000) and Eagly (2004) were corroborated by Carles (1998) who reached the conclusion that female leaders were rated higher on transformational leadership than male leaders. Variations were not big though, but transformational leadership being a big contributor to result, a unit difference could make a significant difference (Blatt, 2003).

A study by Carless (2016) to examine gender difference in business management, women managers were voted by their senior executives higher in transformational leadership than men managers. Women were found to deploy characteristics of a transformational leader more than men. In agreement with their seniors, some women leaders voted themselves higher as transformational leaders than their men colleagues. The study noted that the subordinates voted both genders equally save for the affective components of leadership. Women leaders were more relational than men counterparts. In agreement with observations of the senior executives, globally, female managers voted themselves as more transformational than their male counterparts. However, at the more specific behavioural level of analysis, significant gender differences were noted only for those subscales which are more relational. Subordinates evaluated men and women leaders equally.

## **2.11 Transformational Leadership and Age**

Leadership and age has not been extensively studied. Electronic search of the subject will confirm this. Age however influences the way people perceive leadership competence or lack of it. Vugt (2014) conducted a study on people's preference for a leader in terms of age. The study found that people preferred the younger leader for change and the older looking leader



for stability. Youthful population is currently higher in Africa compared to the aging population. In Europe and other developed countries, the population of aged workers is higher than youthful workers. The phenomenon attracts enquiries into how organizational leadership performance relates with age. (Feldman, 2008; Shultz & Adams, 2007). Not much study has been done to investigate age and leadership performance. The interaction of leadership performance and age associated considerations like leaving a good name and serving future generation has not been extensively researched on (McAdams, 1994) Leadership has largely been taken to develop in tandem with age. The older one is, the better the leadership qualities due to maturation and experience. Lack of significant studies on age and leadership poses a vacuum on an important aspect of leadership in today world (Gibbons, 1988)

Youthful or aged leaders could turn transformational or transactional leaders based on their convictions about their influence for the future. Those that are of conviction that they can and need to influence the future may practice transformational leadership at their old age. Leaders with little care for the future are likely to turn out transactional leaders. Youthful leaders may have their concern more at the present than in future and could exercise transactional leadership. Such may be more concerned with task achievement than relationship building. In his theory of human development, Erikson (1950) emphasized on the need for legacy as people age. Partaking work that will positively influence succeeding generation is a perspective emphasized on by Erikson, and accords individuals a sense of living even after death (Hunter & Rowles, 2005). The theory of management of terror by (Solomon & Greenberg, 1991), posit that convictions on personal contribution to the future generation helps manage the fears associated with imminent death due to age. Corroborating with this argument, Grant (2018) posit that the desire to leave a lasting legacy after death has the capacity to influence the leadership style one adopts.

According to Zacher, Rosing, and Frese (2018) transformational leadership is more likely to be adopted by aged leaders with high legacy inclinations. Aged individuals with low legacy considerations are likely to adopt transactional leadership. Youthful leaders are to a large extent influenced by other performance factors like shinning on the role and career growth and future career development. Career development motivation dwindle as age progress therefore being overtaken by other considerations for leadership performance. As such studies have validated the proposition that leadership style is related to future life influence inclinations. Age then, has positively been associated with the components of

transformational leadership like individual consideration and inspirational motivation. Substantial relationship between age and leadership excellence was however not shown in an enquiry by (Boerrigter, 2015).

### **2.12 Transformational Leadership and Principal's Education Level**

It is a general expectation that the higher the level of education of a leader, the better the leadership performance. A study by Khalid (2015) however showed that there is no significant relationship between principal's level of education and principal's transformational leadership styles. The result corroborated finding in the study carried out by (Othman, 2004) and (Robinson, 1997). They concluded that a principal's level of education did not influence their practice of leadership.

### **2.13 Criticism of Transformational Leadership**

Transformational leadership has been credited for desirable productivity in many studies. The style of leadership has also attracted criticism from a number of studies. In a study by Barnett (2001) it is contested that, school teachers could easily get distracted from teaching by spending time on other activities other than teaching depending on the emphasis of the influential transformational leader. If a transformational leader misses the right focus or lacks in morality, they could easily lead loyal followers in the wrong direction. Kepner (2002) criticized transformational leadership indicating it has potential for the abuse of power if in the wrong hands. He warned that, transformational leaders motivate followers by appealing to strong emotions regardless of the ultimate effect on subordinates that did not necessarily consider moral values. Some scholars have argued out that Hiltler was a negatively influencing transformational leader while others argue that he was not as transformational leadership give emphasis to molarity. Russell (2003) notes that, transformational leaders have powerful influence over followers who accord them full trust and respect. This can be dangerous to the followers and the organization at large.

Bass (1997) cautioned that, transformational leadership could precipitate dictatorship and oppression of a minority by a majority. In the absence of moral rectitude, it is self-evident then that transformational leadership might be applied for less-than-desirable social ends. Transformational leadership may also resort to unethical self-promotion by leaders as it makes use of impression management (Bass, 1997). He reports that it persuades followers to go beyond own self-interests for the good of the organization and may emotionally engage followers in pursuit of evil ends. White and Wooten (1986) also argue that a transformational

leader challenges followers to go beyond their own self-interests for the good of the organization through manipulation which could end up with followers losing more than they gain. Same argument is corroborated by Carlson (1995) who view that a group culture socializes individuals into its culture which could be positive or negative.

Another concern of transformational leadership is the resilience and persistence. According to (Collins, 2001) it is observed that groups led by transformational leaders register success as long as the leader is present. As soon as circumstances change or the leader vacates the group, morale and performance declines. Another contestation on transformational leadership is that it is not relevant in a stable organization. Montagno (2004) hypothesized that, as a group moves to a state of stability, the less it requires a transformational leader. Lashway (2006) proposed that some actions could be taken by effective leaders so as to sustain transformational leadership. He advocated for role modelling and continuous intellectual stimulation. Hallinger (2003) points out that, transformational leaders could be ambiguous in delegating power to others. It is therefore suggested that there is need for continued training leaders to foster a stable environment in the school (Clinesmith, 2007).

#### **2.14 Theoretical Framework - Transformational Leadership**

Burns' (1978) work on leadership study and development has been the most impactful according to Ciulla (1995) and Smith (1995). Burns (1978), started the development of transformational leadership using the term 'transforming leadership'. He proposed that transforming leadership takes place when leaders interlock with followers to lift each other to an elevated level of motivation and morality. A crucial element of transformational leadership therefore is raising the alertness of the followers to conform to heightened levels of morality. Studies have been done with a clear indicator of desirable organizational results with the practice of transformational leadership. In Kenya for instance a few studies have been done to search on transformational leadership and school performance. Ndiritu (2012); Ayiro (2014) and Kamola (2016) have studied the influence of transformational leadership on academic performance. According to Bass (2008), transformational leadership introduces four elements; the individual consideration, inspirational motivation, intellectual stimulation and idealized influence.

Team work and inclusive involvement are key components of transformational leadership which has become a desired style of leadership in the corporate and business world today (Spears, 1997). Unlike other leadership theories, transformational leadership theory goes

beyond individual benefits for both the leader and the follower. It transcends to higher moral and conviction commitment (Bums, 1978; Colvin, 2002). Self-motivation by teachers for instance, to work without being followed cannot be but by inspirational motivation from a transformational leader. A transformational leader is one that has the capacity to conjure a vivid view of the future and offer value to the work being done at the present (Yukl, 1989). By appealing to the minds and feeling of the followers a transformational leader invite their followers to see the big picture of the great possibilities ahead and challenge them to contribute to a much better future (Bass, Avolio, Jung and Berson, 2003). Such leaders will inspire the followers, challenging them to higher performance through positive outlook to the days ahead through excellent achievement of task at the present. To move them to action, follower would need to be purposeful and of high conviction. A commitment to course and strong conviction keeps a group on the move. This is the hallmark of transformational leadership, to motivate, challenge and inspire followers to superior performance.

In school setup, teachers may not perform optimally by constant follow up by the school principal. Instead of performance, teachers will drop commitment to teaching and get detached. It brings about growth, self-confidence and high performance leaving and challenging followers to think and creatively find solutions to daily work challenges (Avolio and Bass, 2004). According to Ishaq (2006) intellectually stimulating leader is one that encourages his subordinate to innovate and find new solutions to long standing issues. The leader assures every member of support and everyone's opinion counts. Every member is appreciated as an important component of the team. The leader challenges the followers to question beliefs and cultures and come up with better and new way of doing things.

Through individual consideration element of transformational leadership, members gain a sense of belonging. Every individual team member is treated uniquely. This is in appreciation that every individual in a group is different and with specific needs and competencies. Everyone is accorded tasks according to ability. Transformational leader focuses not only on the organizational development goals and objectives, but also on the individual's personal development. Making individuals belong takes many shapes including verbal appreciation, a performance reward system for individual considerations, personal and professional development opportunities. A feel good factor of team members is a predictor of good performance. Leading by example has always been associated with supportive workforce in the spirit of following the set footsteps. A transformational leader provides a model for high performance, trust and respect. Elements of transformational leadership are measured using

the Multifactor Leadership Questionnaire (MLQ) developed by Bass (1985) Traits of a transformational leader are rated on a Likert scale on a scale of 0 to 4.

### 2.15 Transformational Leadership Model

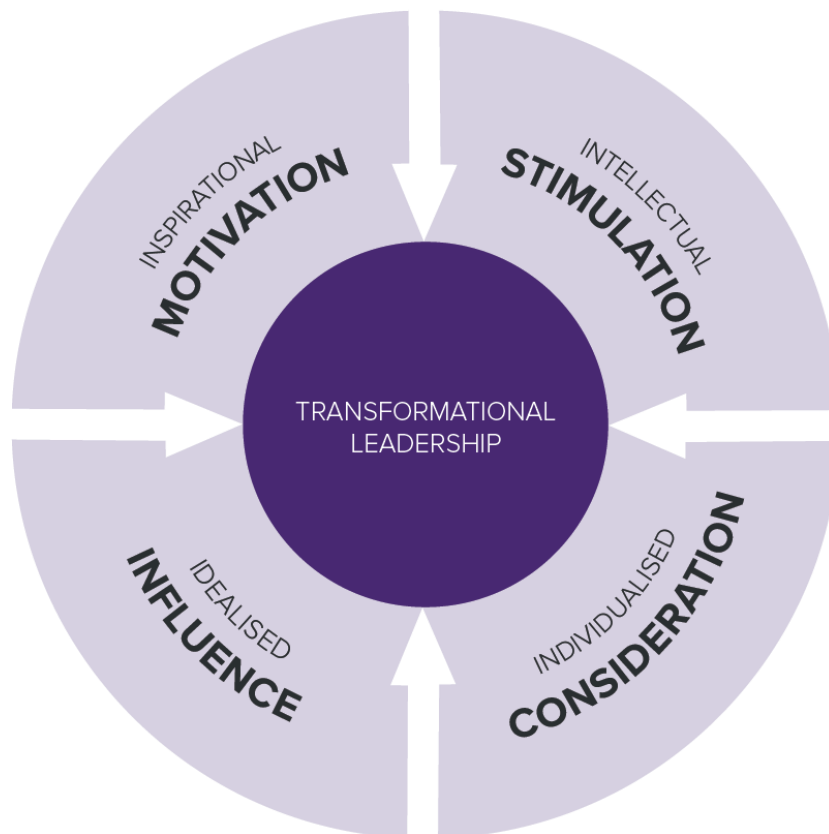


Figure 2.1: Transformational Leadership Model

Source: [www.codeburst.io/To-Be-a-Transformational-Leader-You-Don't-Always-Need-To-Be-Innovative-You-Just-Need-To-Be-Emotionally-Intelligent!](http://www.codeburst.io/To-Be-a-Transformational-Leader-You-Don't-Always-Need-To-Be-Innovative-You-Just-Need-To-Be-Emotionally-Intelligent!)

## 2.16 Study Conceptual Framework

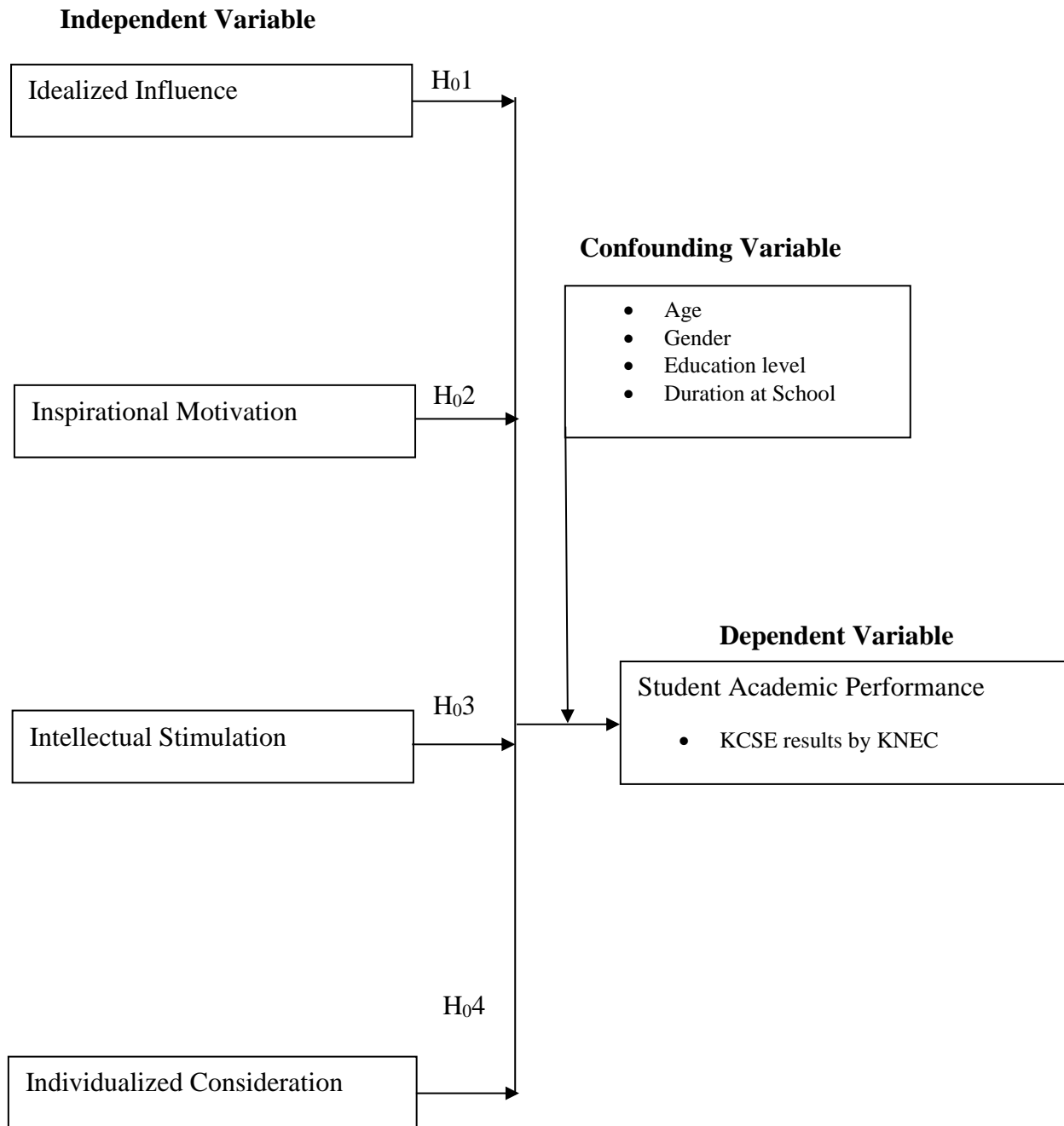


Figure 2.2: Study Conceptual Framework

## **2.17 Conclusion**

The main discussion in the chapter focused on productivity of transformational leadership in organizations and groups. In particular the review of literature focused on school setup. As Bass (1981) observed, there exist many varied definitions of leadership. This is due to the fact that leadership has been vastly studied by many scholars. Most definitions however, it is clear that leadership has the component of an influencer and a follower. How a leader impacts on followers to bring about respect, trust and admiration defines transformational leadership. For such superior treatment by the leader, the follower end up performing more beyond expectation (Avolio, 1999; Bass, 1985). According to Bass (2008), a transformational leader displays the various elements that characterize the superior leadership. The element that a leader uses to motivate followers to action is inspirational motivation while they use intellectual stimulation to challenge followers to creativity. They use individual consideration to give personalized support to the follower and idealized influence to lead by example to be emulated.

According to Matthew Schieltz (2018), a leader's capacity to inspire mission and vision is inspiration motivation. This instils direction and vision to the followers. The leader, communicates vision and direction with clarity. Clear communication inspires higher commitment from the followers. To increase the organizational performance a leader must have the ability to promote creative thinking and forsake unproductive culture and beliefs (Bustamam & Mohamed, 2015). A leader practicing intellectual stimulation challenges the followers to apply creativity and innovation in finding solutions to problems. (Stone, Russell & Patterson, 2003). Personal and professional development is usually a focus of transformational leader. Individualized attention to every group member make members belong thereby increasing commitment essential to high performance (Schieltz, 2018). Being led by example, followers toe behind the leader to success. Researchers including Vinger and Celliers (2006) concluded that, in institutions where effective change management was notable, elements of a transformational leader are evident and frequently practiced. Like any other organization, a school needs a transformational leader to achieve its aim and objectives (Barnett, McCormick & Conners, 2001). Emotional intelligence is a key element of a leader that is to handle and understand many people of different extractions. It is a characteristic of a transformational leader. Studies in Kenya have demonstrated high correlation between transformational leadership and desirable organizational outcomes. Ndiritu, 2012; Ayiro, 2014; Kamola, 2016 are examples of researchers into leadership in education sector. Further study on the impact of a transformational leader in academic performance was recommended

to help generalize findings. Most findings found a strong correlation between student academic performance and transformational leadership.

Principal's overstay in one school has also been associated with poor academic performance. Iravo (2002) in Vihiga County found that one of the leading reasons of poor school leadership is principal overstay. Principal overstaying in one school for too long loses trust by the school community. The study recommended that Principals should not overstay in one school for more than five years. Some researchers have found women more transformational than men, while others have found no significant difference. On gender consideration, Reichanadter (2005) did not find significant difference between men and women in as far as exercise of transformational leadership is regarded. Eagly and Johnson (1990), however found a contrary conclusion that female leaders registered a higher tendency in adopting transformational leadership than their male counterparts. On age and leadership, Erikson, (1950) observed that aged leaders with heavy inclination to legacy were likely to demonstrate transformational leadership. Young leaders would have different motivation to perform in leadership. Career progression and growth chances would be more motivating.



## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

Research design and sampling procedure are discussed in this chapter. Research instruments, data collection and data analysis procedures are also discussed.

### **3.2 Research Design**

The study employed a descriptive survey research based on the perceptions of teachers and school heads in public secondary schools in Lari-sub County. This survey design was fitting for this kind of study as it provided a quantitative description of perceptions of the sample population on a Likert scale. Descriptive research method was selected as it would help describe principal's qualities as perceived by self and others without making accurate prediction of the outcome or determination of cause and effect. Descriptive data collection method could be observational, case-study or survey (Jackson, 2009). This study used survey method that utilized Likert scale to have the respondents describe leadership attributes of the principal on a quantitative five point scale. This method was found appropriate as it was both cost and time efficient. Using a structured questionnaire, it made data analysis more accurate from the respondent and less subjective from survey administrator. Data collected on Likert scale was easier to digitize and analyse statistically using MS Excel and SPSS. For data gathering, the study deployed a Multifactor Leadership Questionnaire (MLQ) developed by Burns (1985) and updated by Bass (2002). MLQ was adopted and modified to include respondents' demographics for study analysis. Correlational analysis was done to measure the relationship between components of Principal's transformational leadership traits and behaviours, academic performance and other confounding variables.

### **3.3 Sampling Procedure**

Purposive sampling procedure was used in the study as the target population was small and well defined. Principals of public secondary schools in a sub-county was the focus of the study. Purposive homogeneous sampling focuses on candidates who share similar traits or specific characteristics like similar job type (Etikan, Musa & Alkassim, 2016). In this study, the respondents were either principals or teachers from a small population of 42 schools and were all eligible for sampling. Purposive sampling was also used in the study due to its efficiency in time and resource. Purposive sampling is useful when the sample pool is small

(Etikan, Musa & Alkassim, 2016). Forty two public secondary schools principals in Lari Sub-county constituted the total population in the study. From 42 possible schools, a sample of 17 principals and 57 teachers was used. Purposive sampling was done in a gathering of Lari Sub-county secondary school principals and teachers. 28 Principals were present at the time of data collection. Eleven returned forms were rejected due to ineligible or incomplete filling while 17 were accepted for data analysis having been properly completed and eligible. Questionnaires that were properly completed by teachers whose principals did not fill up or whose questionnaires were rejected were disqualified.

### **3.4 Research Instruments**

This is the Multifactor Leadership Questionnaire (MLQ). It measured all twenty one components of full range leadership, as developed by Bass (1985) and revised by Bass and Avolio (1997) to measure transformational leadership. Two questionnaires were used. One for principals and the other for teachers. Principal's questionnaire was named "Form A-Principal" while teacher's questionnaire was named "Form B – Teacher". The questionnaire was adopted from MLQ developed by Burns (1985) and updated by Bass (2002), for measuring transformational leadership. It was modified to include respondents' demographics for this study analysis. The validity of the MLQ was not affected by the demographic adjustments as the core attribute measurement items were not altered. The questionnaire provided a description of leadership style in twenty-one descriptive statements. The respondent was asked to rate subjects on a Likert scale of 0 to 4 with 0 being the least descriptive and 4 being most descriptive of the subject.

### **3.5 Validity and Reliability**

A reliability test by Armstrong (2008) showed that MLQ yielded results that it was designed for. The Cronbach alpha resulted into to Alpha = 0.86 for the original form. The reliability values exceeded 0.70 showing acceptable statistical test level (Nunnally, 1967). In the new leadership arena, the MLQ is the most widely used instrument to gauge transformational, transactional, and non-leadership behavior (Hunt, 1999; Lowe, 1996; Yukl, 1999)

Armstrong (2008) carried out confirmatory factor analysis for construct validity. The chi-square of the nine-factor model was statistically significant ( $\chi^2 = 540.18$ ;  $df = 474$ ;  $p < .01$ ), the ratio of the chi-square to the degrees of freedom ( $\chi^2/df$ ) was 1.14, the root mean square error of approximation (RMSEA) was 0.03, the goodness of fit index (GFI) was .84, and the adjusted goodness of fit index (AGFI) was .78. Results indicated that (a) the nine -actor

model seemed the best theoretical construct representing the latest form of the MLQ whether tested with the large sample in the Bass and Avolio study (n = 1,394) or small sample in the current study (n = 138); and (b) though some elements of leadership were had strong relationship with each other, these elements still uniquely measured their own leadership constructs.

### **3.6 Administration of Research Instrument**

The purpose of the questionnaire was explained to the gathering of principals and teachers who agreed to fill the questionnaires for the study. The questionnaires had clear instruction to the respondents. There were twenty one items to be completed, each on a Likert scale of 0 to 4, zero being the least descriptive of the subject and four being the most descriptive of the subject. The MLQ measured subject's leadership on seven factors related to transformational leadership. Score for each factor was determined by summing three specified items on the questionnaire. To determine score for Factor 1, Idealized Influence, for instance, the sum of response for items 1, 8, and 15 was computed. Same was repeated for all the seven factors as below.

- Factor1: Idealized influence is measured by items 1, 8, and 15.
- Factor2: Inspirational motivation is measured by items 2, 9, and 16.
- Factor3: Intellectual stimulation is measured by items 3, 10, and 17.
- Factor4: Individualized consideration is measured by items 4, 11, and 18.
- Factor5: Contingent reward is measured by items 5, 12, and 19.
- Factor6: Management-by-exception is measured by items 6, 13, and 20.
- Factor7: Laissez-faire Leadership is measured by items 7, 14, and 21.

Score strength was such that, range 9-12 was designated a "High", 5-8 as "Moderate" and 0-4 as "Low"

### **3.7 Scoring Interpretation**

**Factor1 - Idealized Influence** indicated whether the principal held teacher's' trust, maintained their faith and respect, showed dedication to them, appealed to their hopes and dreams, and whether acted as their role model.

**Factor2 - Inspirational Motivation** measured the degree to which the principal provided a clear vision, used appropriate symbols and images to help others focus on their work, and effort in making teachers feel their contribution as significant.

**Factor3 - Intellectual Stimulation** showed the degree to which the principal encouraged the teachers to be creative in looking at old problems in new ways, creating an environment that was tolerant of seemingly extreme positions, and nurtured people to question their own values and beliefs and those of the school.

**Factor4 - Individualized Consideration** indicated the degree to which the principal showed interest in teachers' well-being, assigning projects individually, and payed attention to those who seemed less involved in the team.

**Factor5 - Contingent reward** showed the degree to which the principal told teachers what to do in order to be rewarded, emphasized what the principal expect from them, and recognized their accomplishments.

**Factor6 - Management-by-exception** assessed whether the principal told teachers the job requirements, were content with standard performance and believer in "if it ain't broke, don't fix it."

**Factor 7 - Laissez-faire** measures whether the principal required little of teachers, content to let things ride, and let teachers do their own things.

### **3.8 Data Collection**

Primary data was harvested from 17 secondary school principals and 57 teachers in Lari Sub-county. Convenient sampling was used to collect data in a meeting of Lari Sub-county secondary school principals and teachers, conducted at the SCDE's office on 24<sup>th</sup> Oct 2018. Permission to collect data at the meeting was sort and granted by both SCDE and TSCD. Principals' questionnaires (Form A) were distributed to principals first. Twenty eight forms were completed and returned. Upon sorting of the forms, eleven returned forms were rejected for incomplete filling while 17 were accepted for data analysis having been properly completed. Total number of principals in the sub-county are 42. Teachers' questionnaires (Form B) we then distributed. 91 forms were returned, 34 of which were rejected for incompleteness or unusable, while 57 questionnaires were accepted for analysis. KCSE performance data was sourced from KNEC. Three year KCSE results (2015, 2016, and 2017) were used to measure performance for this study.

### **3.9 Data Analysis**

The analysis tools used were Microsoft Excel and Statistical Package for Social Sciences (SPSS). MS Excel was used for data capture and raw data presentation. SPSS was used to compute linear regression (correlation and r-square), test significance of regression model used and eventually test the significance of independent variables on performance. Simple Linear

Regression and ANOVA were employed in the determination of the relationship between dependent and independent variable. Each independent variable was analyzed to test how they related with academic performance for all the 17 respondents. Confounding variables were also tested to determine if any significant relationship with academic performance existed.

### **3.10 Ethical Considerations**

The considerations for ethics is critical in a research process. In this study, measures were put to ensure the study was ethical. Permission to conduct research was first sort with National Commission for Science, Technology and Innovation, having been introduced to the commission as a bonafide student by the university. Authorization to collect data in secondary schools in Lari Sub-County was also obtained from Ministry of Education through the Sub-county Director of Education. Consent by the principals and teachers to participate in the study was also obtained before survey was conducted. The participants were well informed of the purpose of data collection and willingly agreed to voluntarily participate. Voluntary consent requires that the respondents are not forced to participate in a research (Hannan, 2006). Anonymity and privacy was also assured. Data analysis was presented in coded format to keep the participants anonymous. Both individual and institutional participants were kept anonymous. Confidentiality of information was also ensured to all participants. All data obtained was used for study purpose only.

### **3.11 Conclusion**

Descriptive research was deployed and data collected using MLQ. Purposive data collection method was used as the population was small and method was time efficient. Data was analysed using MS Excel and SPSS. Correlational analysis was done to determine the relationship between variables. Linear regression and ANOVA approach was used.

## **CHAPTER FOUR: DATA ANALYSIS**

### **4.1 Introduction**

This chapter look into data analysis with the aim to study the interaction between principal's transformational leadership characteristics and student academic performance. The chapter considers the demographic data of respondents, self-assessment, others assessment, confounding variables and hypotheses test. The aim of the study was to determine the extent to which transformational leadership attributes of public secondary school principals influence students' academic performance in Lari sub-county. KCSE performance data for each school for most resent three years were collected from the Kenya National Examinations Council through the SCDE. Respondents data was collected using MLQ self-assessment and others assessment forms. The data is here analysed.

### **4.2 Demographic Characteristics**

This section presents the characteristics of the respondents. These are gender, age, education level and duration of stay in same school. These were the intervening variables in this study.

#### **4.2.1 Gender of the Respondents**

Table 4.1 presents the gender of the respondents. As the table shows, 76.5% of the principals were males, while 23.5% of them were females. Therefore, majority of the sampled respondents were males.

Table 4.1: Gender of respondents

Gender	Frequency	Percent
Male	13	76.5
Female	4	23.5
Total	17	100.0

#### **4.2.2 Age of the Respondents**

Table 4.2 shows age of the respondents. As indicated in the table, the majority of the principals (47.1%) were 46 to 50 years old, 41.2% were 51 to 55 years old, 5.9% were 56 to 60 years old and another 5.9% were 41 to 45 years old. Majority of the principals were between 46 and 55 years.

Table 4.2: Age of respondents

Age	Frequency	Percent
41-45 years	1	5.9
46-50 years	8	47.1
51-55 years	7	41.2
56-60 years	1	5.9
Total	17	100.0

#### 4.2.3 Education Level

The results in table 4.3 above show that 76.5% of the principals had Bachelor's degrees, while 23.5% of them had Master's degrees. A majority of the principals hold a Bachelor's degree.

Table 4.3: Education Level

Education level	Frequency	Percent
Bachelor	13	76.5
Master	4	23.5
Total	17	100.0

#### 4.2.4 Duration in the Present School

From the results in table 4.4 below 29.4% of the principals spent 0-2 years, 3-5 years or 6-8 years in their current schools, while 11.8% of them had spent more than 10 years in their schools. Therefore, majority of the principals had been zero to eight years in their current schools.

Table 4.4: Duration at School

Duration	Frequency	Percent
0-2 years	5	29.4
3-5 years	5	29.4
6-8 years	5	29.4
Above 10 years	2	11.8
Total	17	100.0

### 4.3 Three Year Performance of Schools Studied

Table 4.5 below, shows the Kenya Certificate of Primary Education (KCSE) scores which measure the student academic performance in this study. The table carries data for three most recent years under study. The Mean Standard Score (MSS) show a downward trend in performance for all the schools sampled. This data was obtained from Kenya National Examination Council (KNEC) through the office of Lari SCDE. The schools/principals names are coded for data confidentiality. Actual names of schools involved in the study are enlisted on appendix G. KCSE MSS is the student academic performance measure in the study.

Table 4.5: School Performance for Three Years

<b>School Performance - KCSE</b>					
<b>No.</b>	<b>School Code</b>	<b>2017 MSS</b>	<b>2016 MSS</b>	<b>2015 MSS</b>	<b>Average MSS</b>
1	A	4.848	5.561	7.569	<b>5.993</b>
2	B	2.163	1.921	3.179	<b>2.421</b>
3	C	3.147	3.000	4.081	<b>3.409</b>
4	D	1.800	2.000	2.500	<b>2.100</b>
5	E	2.171	2.414	3.861	<b>2.815</b>
6	F	3.400	2.860	4.214	<b>3.491</b>
7	G	2.186	2.451	3.968	<b>2.868</b>
8	H	4.087	5.076	4.321	<b>4.495</b>
9	I	1.900	2.425	3.029	<b>2.451</b>
10	J	3.014	3.122	3.575	<b>3.237</b>
11	K	2.342	2.191	3.000	<b>2.511</b>
12	L	1.222	1.636	2.171	<b>1.676</b>
13	M	1.435	1.692	2.055	<b>1.727</b>
14	N	1.974	2.185	2.920	<b>2.360</b>
15	O	2.227	2.483	2.862	<b>2.524</b>
16	P	3.294	2.277	2.478	<b>2.683</b>
17	Q	3.486	3.250	4.333	<b>3.690</b>

**Data Source:** Kenya National Examination Council



#### 4.4 Transformational Leadership Scores and KCPE Score (Performance)

Table 4.6 below show both transformational leadership factors and student academic performance. This is the core data that is later subjected to SPSS to determine the relationship between transformational leadership characteristics of school principal and student performance. The principal and school names are coded for confidentiality reasons. Transformational leadership characteristic is rated “High” if value is 9 – 12, “Medium” if value is 5 to 8 and “Low” if value is 0 to 4. In this study, only characteristics scoring 9 and above are considered transformational.

Table 4.6: Transformational Leadership and Performance

No.	Principal / School	Factor 1 - Idealized Influence	Factor 2 - Inspirational Motivation	Factor 3 - Intellectual Stimulation	Factor 4- Individual Consideration	Mean Score- Factor 1 to 4	KCPE MSS
1	A	7	10	10	10	9.3	5.993
2	B	9	11	6	9	8.8	2.421
3	C	9	11	10	6	9.0	3.409
4	D	8	9	8	9	8.5	2.100
5	E	11	9	9	10	9.8	2.815
6	F	10	10	7	9	9.0	3.491
7	G	10	9	11	11	10.3	2.868
8	H	9	9	9	11	9.5	4.495
9	I	12	12	11	11	11.5	2.451
10	J	9	10	11	9	9.8	3.237
11	K	11	11	10	11	10.8	2.511
12	L	5	6	5	5	5.3	1.676
13	M	6	7	7	7	6.8	1.727
14	N	8	7	6	8	7.3	2.360
15	O	8	8	7	10	8.3	2.524
16	P	10	10	8	10	9.5	2.683
17	Q	9	8	9	10	9.0	3.690

#### 4.5 Self-Assessment of Leadership Style

The table 4.7 below shows frequencies in leadership styles as reported by the principals. At 64.7% more principals considered themselves as transformational in leadership as compared to 35.3% do not consider themselves transformational.

Table 4.7: Self-Assessment of Leadership Style

Leadership style	Frequency	Percent
Non-transformational	6	35.3
Transformational	11	64.7
Total	17	100.0

#### 4.6 Others' Assessment of Leadership Style

Results in table 4.8 revealed that according to others' (teachers') assessment, 54.4% of the principals were rated as transformational while 45.6% of them are rated as non-transformational. Comparing table 4.7 and table 4.8 results, it is evident that more principals rated themselves better than they were rated by teachers. Teachers' rating however still agree with principals' rating that more principals were transformational than those that are non-transformational.

Table 4.8: Others' Assessment of the Leadership Styles

Leadership style	Frequency	Percent
Not transformational	26	45.6
Transformational	31	54.4
Total	57	100.0

#### 4.7 Leadership Style by Confounding Variables

This section compares leadership style with the confounding variables in the study. Each of the confounding variables are compared on percentage basis to determine how they interact with transformational leadership characteristics.

##### 4.7.1 Leadership Style by Gender

Figure 4.1 results indicate that 74% ( $17.6 / (17.6 + 5.9)$ ) of female principals sampled were rated as transformational compared to 62% ( $47.1 / (47.1 + 29.4)$ ) of their male counterpart. According to the study therefore, female principals were more likely to practice transformational leadership more than male principals.

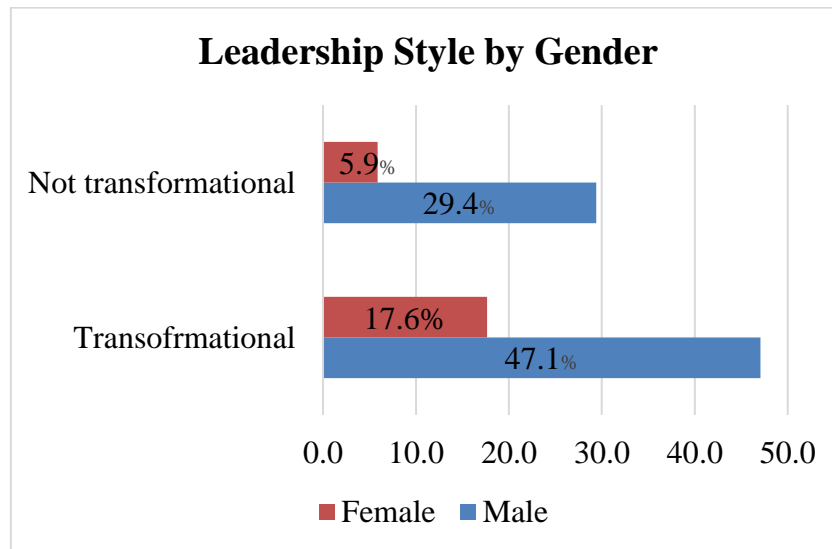


Figure 4.3: Leadership styles by gender

##### 4.7.2 Leadership Style by Age

From figure 4.2 below, 100% of principals aged 41-45 years and 100% of those aged 56-60 were scored as transformational. 63% in age 46-50 and 57% in age 51-55 were scored as transformational. These numbers indicate that, age does not predict transformational leadership according to this study.

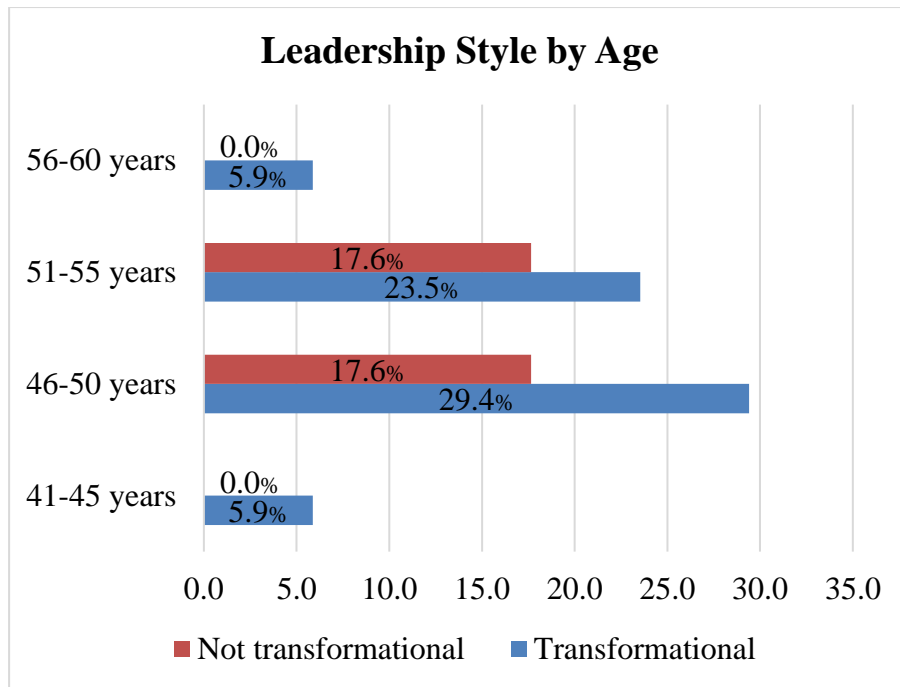


Figure 4.4: Leadership styles by age

#### 4.7.3 Leadership Style by Education Level

Results as per Fig 4.3 indicate that 75% ( $17.6/(17.6+5.9)$ ) of principals that had Master's degree were scored as transformational while 62% ( $47.1/(47.1+29.4)$ ) of those with bachelor's degree were scored as transformational. The figures deduce that master's education level has significant impact of student educational performance.

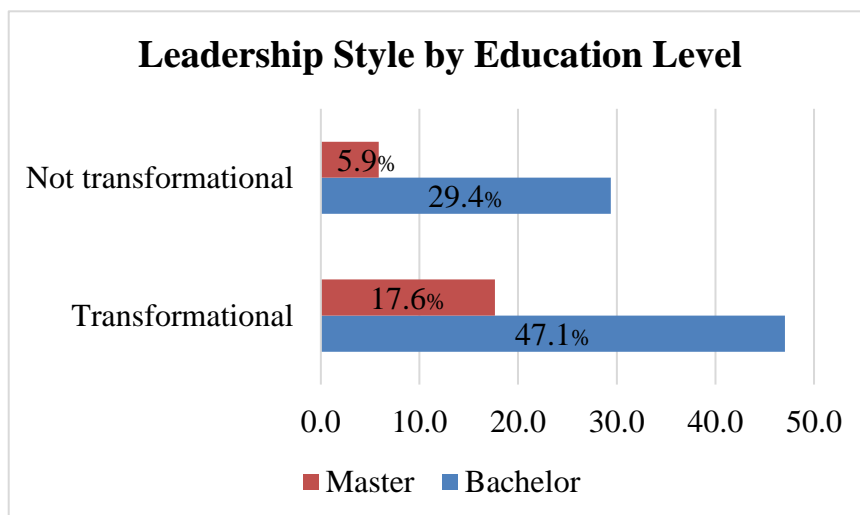


Figure 4.5: Leadership styles by educational level

#### 4.7.4 Leadership Style by Duration at a School

The results of fig 4.4 show that 100% of principals who had stayed at their schools for 0-2 years were rated more transformational than those who had stayed for more years. This is to mean that the longer stay in one station would dampen the practice of transformational leadership.

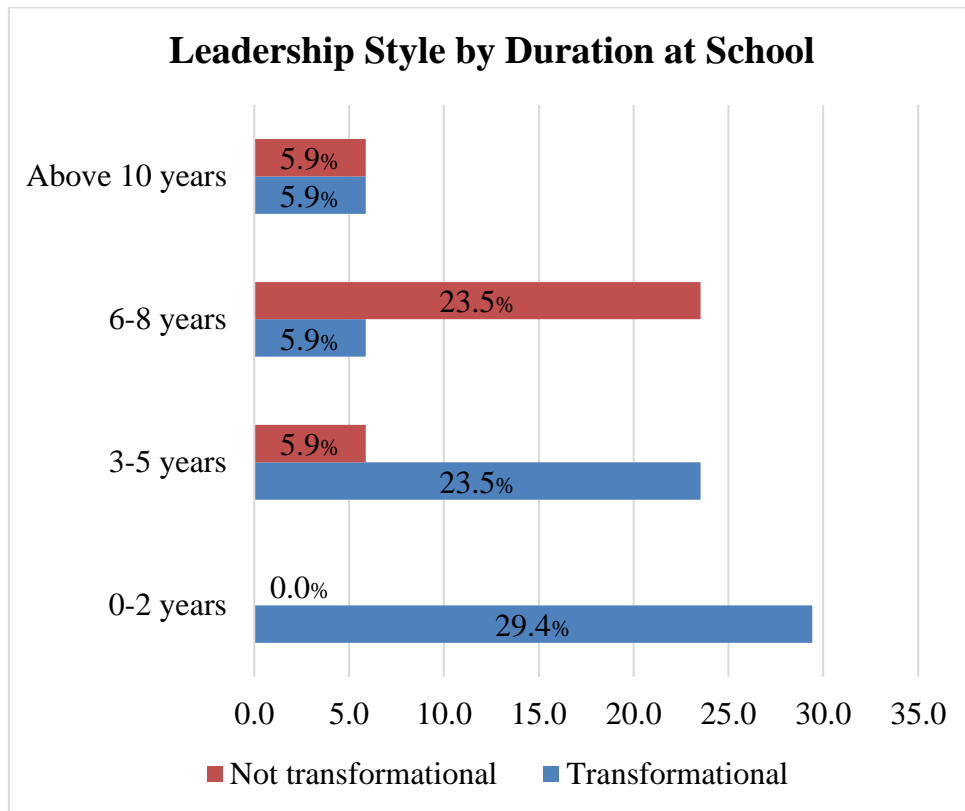


Figure 4.6: Leadership styles by duration at school

#### 4.8 Hypotheses Testing

This section considers testing outcome of the four hypotheses in this study to either validate or invalidate each of them. Linear regression and ANOVA has been used to test variable relationship, significance of the model and significance of the independent variables on the dependent variable.

**Hypothesis H<sub>01</sub>: There is no noteworthy relationship between principal’s idealized influence and student academic performance of secondary schools in Lari Sub County.**

Linear regression analysis approach was used to test the hypothesis that principal’s idealized influence has a significant influence on academic performance. The results are as shown in Table 4.9.

Table 4.9: Hypothesis 1 model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.317 <sup>a</sup>	.100	-.061	1.0915239

a. Predictors: (Constant), Factor 1 - Idealized Influence

The model summary results above revealed that a principal’s idealized influence has a correlation of 31.7% with academic performance. Additionally, the r-square value indicated that a principal’s idealized influence explained 10.0% of the total variation in academic performance.

Table 4.10: Hypothesis 1 analysis of variance (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.379	1	14.379	12.073	.049 <sup>a</sup>
	Residual	17.871	15	1.191		
	Total	17.959	16			

a. Predictors: (Constant), Factor 1 - Idealized Influence

b. Dependent Variable: Average MSS

The analysis of variance test above was carried out with a principal’s idealized influence as the independent variable and academic performance as the dependent variable. From the results, the regression model was significant in explaining the relationship between the variables,  $F = 12.073$ ,  $p = 0.049 < 0.05$ .

Table 4.11: Hypothesis 1 model coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.603	1.373		1.895	.048
Factor 1 - Idealized Influence	.061	.152	.070	3.271	.049

a. Dependent Variable: Average MSS

The results above show the model coefficient results. From the results, idealized influence is a significant predictor of academic performance,  $t = 3.271$ ,  $p = 0.049 < 0.05$ . In addition, a unit increase in idealized influence increases academic performance by 6.1%. The regression equation is as given below:

$$\text{Academic performance} = 2.603 + 0.061 (\text{Idealized influence})$$

**Hypothesis H<sub>0</sub>2: There is no major relationship between principal’s inspirational motivation and student academic performance of secondary schools in Lari Sub County**

In order to determine whether a principal’s inspirational motivation has significant influence on academic performance, linear regression analysis was utilized. The results are as given below:

Table 4.12: Hypothesis 2 model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.393 <sup>a</sup>	.155	.025	1.0461095

a. Predictors: (Constant), Factor 2 - Inspirational Motivation

The model summary results above revealed that a principal’s inspirational motivation has a correlation of 39.3% with academic performance. Additionally, the r-square value indicated

that a principal's inspirational motivation explained 15.5% of the total variation in academic performance.

Table 4.13: Hypothesis 2 analysis of variance (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.390	1	11.390	10.411	.043 <sup>a</sup>
	Residual	16.415	15	1.094		
	Total	17.959	16			

a. Predictors: (Constant), Factor 2 - Inspirational Motivation

b. Dependent Variable: Average MSS

The analysis of variance test above was carried out with a principal's inspirational motivation as the independent variable and academic performance as the dependent variable. From the results, the regression model was significant in explaining the relationship between the variables,  $F = 10.411$ ,  $p = 0.043 < 0.05$ .

Table 4.14: Hypothesis 2 model coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.219	1.494		.816	.047
	Factor 2 - Inspirational Motivation	.058	.159	.293	3.988	.043

a. Dependent Variable: Average MSS

The results above show the model coefficient results. From the results, inspirational motivation is a significant predictor of academic performance,  $t = 3.988$ ,  $p = 0.043 < 0.05$ . In addition, a unit increase in inspirational motivation increases academic performance by 5.8%. The regression equation is as given below:

$$\text{Academic performance} = 1.219 + 0.058 (\text{Inspirational motivation})$$



**Hypothesis H<sub>3</sub>: There is no major relationship between principal’s intellectual stimulation influence and academic performance of secondary schools in Lari Sub County**

A linear regression analysis was used to determine whether a principal’s intellectual stimulation have significant effects on academic performance. The results are as given below:

Table 4.15: Hypothesis 3 model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.546 <sup>a</sup>	.298	.145	.9793873

a. Predictors: (Constant), Factor 3 - Intellectual Stimulation

The model summary results above revealed that a principal’s intellectual stimulation has a correlation of 54.6% with academic performance. Additionally, the r-square value indicated that a principal’s intellectual stimulation explained 29.8% of the total variation in academic performance.

Table 4.16: Hypothesis 3 analysis of variance (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.160	1	13.160	13.723	.028 <sup>a</sup>
	Residual	14.388	15	.959		
	Total	17.959	16			

a. Predictors: (Constant), Factor 3 - Intellectual Stimulation

b. Dependent Variable: Average MSS

The analysis of variance test above was carried out with a principal’s intellectual stimulation as the independent variable and academic performance as the dependent variable. From the results, the regression model was significant in explaining the relationship between the variables,  $F = 13.723, p = 0.028 < 0.05$ .

Table 4.17: Hypothesis 3 model coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.870	1.113		.782	.036
Factor 3 - Intellectual Stimulation	.115	.128	.446	4.929	.028

a. Dependent Variable: Average MSS

The results above show the model coefficient results. From the results, intellectual stimulation is a significant predictor of academic performance,  $t = 4.929$ ,  $p = 0.028 < 0.05$ . In addition, a unit increase in intellectual stimulation increases academic performance by 11.5%. The regression equation is as given below:

$$\text{Academic performance} = 0.870 + 0.115 (\text{Intellectual stimulation})$$

**Hypothesis H<sub>04</sub>: There is no major relationship between principal’s individualized consideration and student academic performance of secondary schools in Lari Sub County**

A linear regression analysis approach was used to determine whether a principal’s individualized consideration has a significant influence on academic performance. The results are as shown below:

Table 4.18: Hypothesis 4 model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.456 <sup>a</sup>	.207	.068	1.0226953

a. Predictors: (Constant), Factor 4- Individual Consideration

The model summary results above revealed that a principal’s individualized consideration has a correlation of 45.6% with academic performance. Additionally, the r-square value indicated

that a principal's individualized consideration explained 20.7% of the total variation in academic performance.

Table 4.19: Hypothesis 4 analysis of variance (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.685	1	11.685	11.171	.041 <sup>a</sup>
	Residual	15.689	15	1.046		
	Total	17.959	16			

a. Predictors: (Constant), Factor 4- Individual Consideration

b. Dependent Variable: Average MSS

The analysis of variance test above was carried out with a principal's individualized consideration as the independent variable and academic performance as the dependent variable. From the results, the regression model was significant in explaining the relationship between the variables,  $F = 11.171$ ,  $p = 0.041 < 0.05$ .

Table 4.20: Hypothesis 4 model coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.022	1.344		.760	.049
	Factor 4- Individual Consideration	.051	.144	.356	4.173	.041

a. Dependent Variable: Average MSS

The results above show the model coefficient results. From the results, individualized consideration is a significant predictor of academic performance,  $t = 4.173$ ,  $p = 0.041 < 0.05$ . In addition, a unit increase in individualized consideration increases academic performance by 5.1%. The regression equation is as given below:

$$\text{Academic performance} = 1.022 + 0.051 (\text{Individualized consideration})$$

#### 4.9 Impact of Confounding Variables on Academic Performance

On this section, analysis of variance (ANOVA) test was used to check the impact of the confounding variables (gender, age, education and duration at a school) on academic performance. The results are as given below.

##### 4.9.1 Impact of Gender on Academic Performance

This is analysis of student academic performance by principals' gender which is one of the confounding variables in the study.

Table 4.21: Analysis of variance (ANOVA) for gender

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.779	1	4.779	5.439	.034 <sup>a</sup>
	Residual	13.180	15	.879		
	Total	17.959	16			

a. Predictors: (Constant), Gender

b. Dependent Variable: Average MSS

The analysis of variance test above was carried out between gender and academic performance. From the results, it was evident that the gender of principals had a significant impact on the academic performance of students,  $F = 5.439$ ,  $p = 0.034 < 0.05$ .

##### 4.9.2 Impact of Age on Academic Performance

This is analysis of student academic performance by principals' age which is one of the confounding variables in the study.

Table 4.22: Analysis of variance (ANOVA) for age

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.094	1	1.094	.973	.340 <sup>a</sup>
	Residual	16.865	15	1.124		
	Total	17.959	16			

a. Predictors: (Constant), Age

b. Dependent Variable: Average MSS

The analysis of variance test above was carried out between age and academic performance. From the results, it was evident that the age of principals did not have a significant impact on the academic performance of students,  $F = 0.973$ ,  $p = 0.340 > 0.05$ .

#### 4.9.3 Impact of Education Level on Academic Performance.

This is analysis of student academic performance by principals' educational level which is one of the confounding variables in the study.

Table 4.23: Analysis of variance (ANOVA) for education level

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.325	1	3.325	3.408	.0085 <sup>a</sup>
	Residual	14.634	15	.976		
	Total	17.959	16			

a. Predictors: (Constant), Education Level

b. Dependent Variable: Average MSS

The analysis of variance test above was carried out between education level and academic performance. From the results, it was evident that the education level of principals exerted a significant impact on the academic performance of students,  $F = 3.408$ ,  $p = 0.0085 < 0.05$ .

#### 4.9.4 Impact of Duration at School on Academic Performance

This is analysis of student academic performance by principals' duration at same school which is one of the confounding variables in the study.

Table 4.24: Analysis of variance (ANOVA) for duration of stay at a school

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.916	1	6.916	9.394	.008 <sup>a</sup>
	Residual	11.043	15	.736		
	Total	17.959	16			

a. Predictors: (Constant), Duration at School

b. Dependent Variable: Average MSS

The analysis of variance test above was carried out between duration of a principal at a school and academic performance. From the results, it was evident that the duration of a principal at a school had a significant impact on the academic performance of students,  $F = 9.394$ ,  $p < 0.008 < 0.05$ .

#### 4.10 Impact Ranking of Independent Variables on Academic Performance

This section looks into the strength of each of the independent variables and their contribution to student academic performance. Each of the variables contribute differently to performance.

Table 4.25: Ranking of Independent Variables by Contribution on Academic Performance

Rank	Factor (IV)	Rel	Var	Coeff	Weight
1	Intellectual Stimulation	54.6%	0.028	0.446	29.8%
2	Individual Consideration	45.5%	0.041	0.356	20.7%
3	Inspirational Motivation	39.3%	0.043	0.293	15.0%
4	Idealized Influence	31.7%	0.049	0.070	10.0%

Table 4.25 show that different components of transformational leadership affect academic performance differently. According to the study results, intellectual stimulation has the highest contribution to academic performance while Idealized influence is the least contributing to academic performance. Individual consideration ranks second while inspirational motivation ranks third.

#### 4.11 School Performance Compared to Computed Leadership Style

Table 4.26 show student academic performance trend and associated transformational leadership as computed using MS Excel. The table is sorted by performance to relate performance and leadership style.

Table 4.26: Academic Performance and Leadership Style

No.	School Code	2017 MSS	2016 MSS	2015 MSS	Average MSS	Leadership Style
1	A	4.848	5.561	7.569	5.993	Transformational
2	H	4.087	5.076	4.321	4.495	Transformational
3	Q	3.486	3.250	4.333	3.690	Transformational
4	F	3.400	2.860	4.214	3.491	Transformational
5	C	3.147	3.000	4.081	3.409	Transformational
6	J	3.014	3.122	3.575	3.237	Transformational
7	G	2.186	2.451	3.968	2.868	Transformational
8	E	2.171	2.414	3.861	2.815	Transformational
9	P	3.294	2.277	2.478	2.683	Transformational
10	O	2.227	2.483	2.862	2.524	Non-Transformational
11	K	2.342	2.191	3.000	2.511	Transformational
12	I	1.900	2.425	3.029	2.451	Transformational
13	B	2.163	1.921	3.179	2.421	Non-Transformational
14	N	1.974	2.185	2.920	2.360	Non-Transformational
15	D	1.800	2.000	2.500	2.100	Non-Transformational
16	M	1.435	1.692	2.055	1.727	Non-Transformational
17	L	1.222	1.636	2.171	1.676	Non-Transformational

#### **4.12 Conclusion**

Data analysis was done using MS Excel and SPSS. The four hypotheses in the study were tested and deductions made. Relationships, significance and coefficients were used to test the hypotheses. The impact of intervening variables was also tested with varying outcomes.

Hypothesis H<sub>01</sub> stating there is no noteworthy relationship between principal's idealized influence and student academic performance of secondary schools in Lari Sub County was contradicted. Regression analysis of data revealed that a principal's idealized influence had a positive correlation of 31.7% with student academic performance. Principal's idealized influence explained 10.0% of the total variation in student academic performance. Idealized influence characteristic of the principal is therefore a predictor of student academic performance.

Hypothesis H<sub>02</sub> stating there is no major relationship between principal's inspirational motivation and student academic performance of secondary schools in Lari Sub County was also refuted. Data analysis revealed that a principal's inspirational motivation had a positive correlation of 39.3% with student academic performance. Principal's inspirational motivation explained 15.5% of the total variation in academic performance. Inspirational motivation characteristic of the principal is therefore a predictor of student academic performance.

Hypothesis H<sub>03</sub> stating that there is no major relationship between principal's intellectual stimulation influence and academic performance of secondary schools in Lari Sub County was repudiated. Principal's intellectual stimulation had a positive correlation of 54.6% with student academic performance as per data analysed. Principal's intellectual stimulation explained 29.8% of the total variation in academic performance. Intellectual stimulation characteristic of the principal is therefore a predictor of student academic performance.

Hypothesis H<sub>04</sub> that stated there is no major relationship between principal's individualized consideration and student academic performance of secondary schools in Lari Sub County was rejected. Data analysis revealed that principal's individualized consideration had a positive correlation of 45.6% with student academic performance. Principal's individualized consideration explained 20.7% of the total variation in academic performance. Individualized consideration characteristic of the principal is therefore a predictor of student academic performance.



The analysis of variance on confounding variables was also done with varying results. Data analysis indicated that, the gender and duration of stay of principals had a significant impact on the academic performance of students. Age and educational level of the principal however did not have a significant impact on the academic performance of students

According to the study, the four components of transformational leadership impacted on student academic performance differently. Intellectual stimulation had the highest contribution to student academic performance while idealized influence had the least contribution to student academic performance. Individual consideration ranked second while inspirational motivation ranked third.

## **CHAPTER FIVE: DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Discussions**

This research study aimed at checking the impact of principals' transformational leadership style on secondary school students' academic performance in Lari Sub-county, Kiambu County, Kenya. The study had four research objectives, aligned to answer the research question. The demographic characteristics revealed that majority of the principals were male, most of whom were forty six to fifty years of age. Most of the principals had a bachelor's degree compared to those who had master's degree. Majority of them had stayed in their respective schools between zero to eight years.

#### **5.1.1 Idealized Influence on Academic Performance**

The first objective aimed at determining the extent to which principal's idealized influence affect academic performance of secondary schools in Lari Sub County. Linear regression data analysis results revealed that idealized influence produced significant effect on student performance of students. Idealized influence yielded a correlation of 31.7% with academic performance. Additionally, the r-square value indicated that a principal's idealized influence explained 10.0% of the total variation in academic performance. The regression model was significant in explaining the relationship between the variables,  $F = 12.073$ ,  $p = 0.049 < 0.05$ . A unit increase in principal's idealized influence led to an increase in the academic performance of students by 6.1%. From these results, leading by example is evidently a positive predictor of good academic performance. A leader with idealized influence builds trust with the subordinates while followers develop confidence in their leader (Schieltz, 2018). Followers easily follow where an exemplary leader emulates. These findings agree with (Groot, 2008) who observed that idealized influence is a significant promoter of employee belonging and performance. Although (Cheung, 2009) termed charisma as the most important element influencing employee satisfaction, this study finds idealized influence as the least contributor to positive academic performance with an increase of 10% for each unit increase. Same applies to Pinto & Slevin (2008) who noted that a project managers who exercises transformational leadership and particularly idealized influence enjoys better project implementation and completion.

### **5.1.2 Inspirational Motivation on Academic Performance**

The second objective aimed at determining the extent to which principal's inspirational motivation affect academic performance of secondary schools in Lari Sub County. The data analysis results revealed that inspirational motivation resulted in significant impact on the academic performance of students with a correlation of 39.3%. The r-square value indicated that a principal's inspirational motivation explained 15.5% of the total variation in academic performance. Regression model was significant in explaining the relationship between the variables,  $F = 10.411$ ,  $p = 0.043 < 0.05$ . A unit increase in principal's inspirational motivation led to an increase in the academic performance of students by 5.8%. The study found inspirational motivation as the third most influential component on academic performance compared to other components of transformational leadership. The findings are in agreement with Cleskey (2015) who found that inspirational motivation offers meaning to the work resulting in workers meeting their goals and objectives. This corroborates the findings by Gomes (2014) that vision sharing, transformational leaders inspire teamwork, high spirit and performance in the organization. As Bass (1994) observed, inspirational motivation, challenges followers to align to the shared organizational vision leading to achievement of set goals and objectives. The study agrees with Sunda (2015) who pointed out that a transformational leader is inspiring and motivating to the followers unto great organizational performance. The findings also agree with Kamola (2017) who found that inspirational motivation practices by school principal correlated positively with teachers' job performance.

### **5.1.3 Intellectual Stimulation on Academic Performance**

The third objective aimed at determining the extent to which principal's intellectual stimulation affect academic performance of secondary schools in Lari Sub County. The data analysis in this study revealed intellectual stimulation as having the strongest contribution on the academic performance of students at 54.6% correlation. The r-square value indicated that a principal's intellectual stimulation explained 29.8% of the total variation in academic performance. The regression model was significant in explaining the relationship between the variables,  $F = 13.723$ ,  $p = 0.028 < 0.05$ . A unit increase in principals' intellectual stimulation led to an increase in the academic performance of students by 11.5%. These findings agree with Avolio (2002) who observed that a high performance culture is the ultimate result of challenging the workforce to creativity and innovation. The study findings agreed with findings by Allen (1995) who found that the stimulating atmosphere created by the transformational leader result in highly motivated employees and always seeking ways and

means of achieving organizational objectives. Intellectual stimulation involve questioning of processes and traditions is an ever recurring process trying to always get better and achieve superior solutions. This study findings agree with an investigation by Nasir (2018) that found intellectual stimulation as a performance enhancing tool for small businesses and a study by Kamola (2017) concluded on existence of significant positive correlation between intellectual stimulation and teacher's job commitment, resulting in good student performance. Same conclusion was reached by Ngaithe, K'Aol, Lewa and Ndwiga (2016) also concluded that intellectual stimulation was positively and significantly related with staff performance. The study found that intellectual stimulation had a positive and substantial contribution to performance of employees. The result agreed with Akeel (2016) who as well concluded that intellectual stimulation elicited positive response to the staff. These findings however contradicted Normijati (2013) who reached a conclusion that intellectual stimulation did not bear substantial effect on the employee performance.

#### **5.1.4 Individualized Consideration on Academic Performance**

The fourth objective aimed at determining the extent to which principal's individualized consideration affect academic performance of secondary schools in Lari Sub County. The data analysis results revealed that individualized consideration had significant effect on the performance of students at 45.6% correlation. The r-square value indicated that a principal's individualized consideration explained 20.7% of the total variation in academic performance. The regression model was significant in explaining the relationship between the variables,  $F = 11.171, p = 0.041 < 0.05$ . A unit increase in individualized consideration increases academic performance by 5.1%. The findings confirm that gestures of individual attention, coaching and development create confidence and a feel of belonging to the team members, thereby increasing employee satisfaction level and therefore improved productivity as discussed by (Schertz, 2014). The findings corroborate Kamola (2007) who found that individualized consideration of teachers by the school head positively correlated with employee job commitment. Similar findings by Damaris (2006) in Machakos, indicated a positive correlation with individualized consideration. The study noted that, elements characterizing individual consideration are mentorship, training and personalized coaching and that show of reasonable concern for individual members of the team through meetings, idea sifting and just checking on individuals indicate individual consideration. Positive contribution of good performance with practice of individual consideration was supported by Pradeep (2011) who found that individual consideration increased employee effectiveness

and satisfaction. Bello (2014) however contradicted the position with his study indicating individual consideration did not affect employee effectiveness. Jiang, Zhao and Jiongbin (2017) concluded that transformational leadership had a positive outcome on employee performance and that use of emotional methods such as individual consideration improved employee pride of belonging and hence job performance. Another study by Ndiga, Mumuikha, Fedha, Ngugi, and Mwalwa (2014) on effect of principals transformational leadership skills in school, observed that, individual consideration was a valuable practice that helped the enhancement workplace culture and eventually good student performance.

### **5.1.5 Strength of the Factors on Academic Performance**

Though this was not a major objective, the study also looked into the correlational strength of each of the factors of transformational leadership. According to this study, intellectual stimulation was the highest contributor to performance at 54.6% correlation. Idealized consideration was second at 45.6% while inspirational motivation came second last at 39.3%, and lastly idealized influence with 31.7% correlation.

### **5.1.6 Confounding Variables and Academic Performance**

Data analysis was also performed to determine whether the confounding variables (gender, age, education level and duration of stay at a school) had significant impacts on academic performance. From the results, gender, education level and duration of stay at a school were significant predictors of academic performance. However, age was not significant predictors of performance according to the results.

**Age** - This study findings are in line with findings of Boerrigter (2015) who did not find substantial relationship between age and leadership excellence was however not shown in an enquiry. Other studies show age as not being a definite predictor of transformational performance. Some studies pointed to idealized influence as people aged while others showed young leaders as more transformational due to need for achievement. Erikson (1950) emphasized on the need for legacy as people age. The theory of management of terror by (Solomon & Greenberg, 1991), posit that convictions on personal contribution to the future generation helps manage the fears associated with imminent death due to age. Corroborating with this argument, Grant (2018) posit that the desire to leave a lasting legacy after death has the capacity to influence the leadership style one adopts. A study focused on age would help unravel the age factor.

**Gender** - was found to correlate positively with transformational leadership in this study. Female respondents in the study rated 74% of female principals transformational compared to 62% of their male counterpart. This agrees with study by Johnson (1990) on gender variations in leadership concluded that female leaders have the tendency be less authoritarian than their men counterparts. Limerick and Anderson (2000) found female leaders as more relational in leadership style compared to their male counterparts in school leadership. Male leaders were found to be more domineering than democratic. Several studies on full range leadership have shown that female leaders are more likely to become transformational leaders than male leaders.

**Duration at same school** - results revealed that 100% of principals who had stayed at their schools for 0-2 years were rated more transformational than those who had stayed for more years. This agrees with a study by Ibrahim and Orodho (2014) on methods adopted by school managers to address underperformance in secondary schools, concluded that, school heads who had been at one station for long had become lethargic and too familiar with the environment resulting in poor academic performance in schools. Similar observation was made by Barasa (2017) on a study on succession of principals and its influence on secondary schools performance in Trans Nzoia County. Familiarity came with reduced practice of transformational leadership principals. The observation was also supported by (Mwika, 1996).

**Educational Level** – results of this study indicated that 75% of principals that had Master's degree were scored as transformational while 62% of those with bachelor's degree were scored as transformational. The figures deduce that master's education level is a predictor of practice of transformational leadership. This contradicts a study by Khalid (2015) that showed that there is no significant relationship between principal's level of education and principal's transformational leadership styles. The result also contradicted finding in the study carried out by (Othman, 2004) and (Robinson, 1997). They concluded that a principal's level of education did not influence their practice of leadership.

## **5.2 Conclusions**

The study concludes that principals' idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration had positive impacts on the academic performance of students. Transformational leadership therefore was found to positively impact performance of the students in secondary schools.

The study also revealed that principal's gender and duration of stay at a school had significant impacts on the academic performance of students. Age and educational level were not significant factor of student performance.

Findings also revealed that the most of the schools in Lari Sub County were sub-county schools. Most of the principles were male while majority were aged between forty six and fifty years. Majority of the principals in Lari Sub County had a Bachelor's degree and most of them had stayed in their respective schools for between zero to eight years.

### **5.3 Recommendations**

From the study findings and conclusions, the following recommendations were made:

1. Principals should be encouraged to practice transformational leadership, so as to improve academic performance of students.
2. Educational learning and development agencies should consider developing a training curriculum to train principals on Transformational Leadership.
3. Consideration of transformational leadership characteristics on candidates due for promotion to principal level. Significant weight should be accorded to those with high rating on transformational leadership characteristics.

### **5.4 Suggestions for Further Study**

1. Further study with higher controls on confounding variables is recommended. Study of transformational leadership and performance within same gender, age, education level, duration of stay and school type will yield less confounded results.
2. Further study in more sub-counties should be considered in order to get a national picture on the impact of principal's transformational leadership styles on student's academic performance.

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## APPENDICES

### Appendix A: Research Letter from Department of Psychology, UON.

  
**UNIVERSITY OF NAIROBI**  
FACULTY OF ARTS  
DEPARTMENT OF PSYCHOLOGY

Telegrams: Varsity Nairobi  
Telephone: 3318262 ext.28439  
Telex: 22095

P.O. BOX 30197  
NAIROBI  
KENYA

1/10/2018,


NACOSTI  
P.O. Box 30623 – 00100  
NAIROBI

**RE: PAUL KARIUKI NGUNYI – C50/79768/2015**


The above named is a student in the Department of Psychology undertaking a Masters degree in Industrial and Organizational Psychology at the University of Nairobi. He is doing a project on ***"Impact of principals' Transformational Leadership style on Secondary School Students' Academic performance in Lari Sub-County, Kiambu County, Kenya***  
The requirement of this course is that the student must conduct research project in the field and write a Project.

In order to fulfill this requirement, I am introducing to you the above named student for you to kindly grant him permission to collect data for his Masters Degree Project.

Yours Sincerely,

 1/10/2018

**Dr. Geoffrey Wango**  
A.G Chairman,  
Department of Psychology





## Appendix B: NACOSTI Research Permit



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref. No **NACOSTI/P/18/62480/26047**

Date: **6<sup>th</sup> November, 2018**

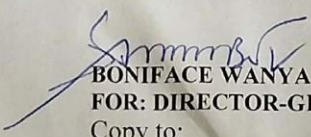
Paul Kariuki Ngunyi  
University of Nairobi  
Po Box 30197-00100  
**NAIROBI.**

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

Following your application for authority to carry out research on *“Impact of principals’ transformational leadership style on secondary school students’ academic performance in Lari Sub-County, Kiambu County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for the period ending **6<sup>th</sup> November, 2019.**

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

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

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

The County Commissioner  
Kiambu County

The County Director of Education  
Kiambu County

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

## Appendix C: MLQ Form A for Principals

**MLQ Form A – Principal** – Adopted from MLQ developed by Burns (1985) and updated by Bass (2002), for measuring transformational leadership and modified to include respondents' demographics for this study analysis.

**INSTRUCTIONS:** This questionnaire provides a description of leadership style. Twenty-one descriptive statements are listed below. Please mark the rate that best describes you as Principal.

**School Name:** \_\_\_\_\_

**School Type:**       Extra-County       County       Sub County

**Gender:**             Male                       Female

**Principal's Age:**     <35    36 – 40       41 – 45       46 – 50       50 – 55       56 – 60       >60

**Principal's Education Level:**     Certificate    Diploma       Bachelor       Master       PHD

**Duration at School:**  0 – 2years     3 – 5years    6 – 8 years    9 – 10 years    Above 10 years

**KEY:** 0 - Not at all 1 - Once in a while 2 = Sometimes 3 = Fairly often 4 = Frequently, if not always

- |   |  |
|---|--|
| 1. I make teachers feel good to be around me.....                                 | 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> |
| 2. I express with a few simple words what we could and should do.....             | 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> |
| 3. I enable teachers to think about old problems in new ways.....                 | 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> |
| 4. I help teachers develop themselves.....  | 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> |
| 5. I tell teachers what to do if they want to be rewarded for their work. ....    | 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> |
| 6. I am satisfied when teachers meet agreed-upon standards.....                   | 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> |
| 7. I am content to let teachers continue working in the same ways always. ....    | 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> |
| 8. Teachers have complete faith in me.....  | 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> |
| 9. I provide appealing images about what we can do.....                           | 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> |
| 10. I provide teachers with new ways of looking at puzzling things. ....          | 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> |
| 11. I let teachers know how I think they are doing. ....                          | 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> |
| 12. I provide recognition/rewards when teachers reach their goals.....            | 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> |
| 13. As long as things are working, I do not try to change anything. ....          | 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> |
| 14. Whatever teachers want to do is OK with me .....                              | 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> |
| 15. Teachers are proud to be associated with me. ....                             | 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> |
| 16. I help teachers find meaning in their work. ....                              | 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> |
| 17. I get teachers to rethink ideas that they had never questioned before.....    | 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> |
| 18. I give personal attention to teachers who seem rejected.....                  | 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> |
| 19. I call attention to what teachers can get for what they accomplish.....       | 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> |
| 20. I tell teachers the standards they have to know to carry out their work. .... | 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> |
| 21. I ask no more of teachers than what is absolutely essential.....              | 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> |

**END**

## Appendix D: MLQ Form B for Teachers

**MLQ Form B - Teacher**— Adopted from MLQ developed by Burns (1985) and updated by Bass (2002), for measuring transformational leadership and modified to include respondents' demographics for this study analysis.

**INSTRUCTIONS:** This questionnaire provides a description of Principal's leadership style. Twenty-one descriptive statements are listed below. Please mark the rate that best describes your Principal.

**School Name:** \_\_\_\_\_

**School Type:**       Extra-County       County       Sub County

**Gender:**             Male                     Female

**Principal's Age:**     <35     36 – 40       41 – 45       46 – 50       50 – 55       56 – 60       >60

**Principal's Education Level:**  Certificate     Diploma     Bachelor     Master     PHD

**Duration at School:**     0 – 2years     3 – 5years     6 – 8 years     9 – 10 years     Above 10 years

**KEY:** 0 - Not at all 1 - Once in a while 2 = Sometimes 3 = Fairly often 4 = Frequently, if not always

1. The Principal make teachers feel good to be around him/her..... 0  1  2  3  4
2. The Principal express with a few simple words what we could and should do... 0  1  2  3  4
3. The Principal enable teachers to think about old problems in new ways..... 0  1  2  3  4
4. The Principal help teachers develop themselves..... 0  1  2  3  4
5. The Principal tell teachers what to do if they want to be rewarded for their work... 0  1  2  3  4
6. The Principal is satisfied when teachers meet agreed-upon standards..... 0  1  2  3  4
7. The Principal is content to let teachers continue working in the same ways always. 0  1  2  3  4
8. Teachers have complete faith in The Principal..... 0  1  2  3  4
9. The Principal provide appealing images about what we can do..... 0  1  2  3  4
10. The Principal provide teachers with new ways of looking at puzzling things..... 0  1  2  3  4
11. The Principal let teachers know how I think they are doing..... 0  1  2  3  4
12. The Principal provide recognition/rewards when teachers reach their goals..... 0  1  2  3  4
13. As long as things are working, the Principal does not try to change anything..... 0  1  2  3  4
14. Whatever teachers want to do is OK with the Principal..... 0  1  2  3  4
15. Teachers are proud to be associated with the Principal..... 0  1  2  3  4
16. The Principal help teachers find meaning in their work..... 0  1  2  3  4
17. The Principal get teachers to rethink ideas that they had never questioned before. 0  1  2  3  4
18. The Principal give personal attention to teachers who seem rejected..... 0  1  2  3  4
19. The Principal call attention to what teachers can get for what they accomplish..... 0  1  2  3  4
20. The Principal tell teachers the standards they have to know to carry out their work 0  1  2  3  4
21. The Principal ask no more of teachers than what is absolutely essential..... 0  1  2  3  4

**END**

## Appendix E: Data Collection Authorization by SCDE, Lari



**REPUBLIC OF KENYA**  
**MINISTRY OF EDUCATION**  
**STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION**

Telephone: Lari (office)  
Email: deolari@yahoo.com  
Fax:

SUBCOUNTY EDUCATION OFFICE  
LARI  
P.O. BOX 235 - 00221  
MATATHIA

While replying please quote  
LAR/GE/43/32

23<sup>RD</sup> OCTOBER 2018

**ALL PRINCIPALS**  
**LARI SUBCOUNTY**

**RE: RESEARCH AUTHORIZATION FOR PAUL KARIUKI NGUNYI - C50/79768/2015**

The above named who is undertaking studies in Nairobi University is hereby given authority to collect data from secondary schools in our Subcounty.

His study is titled "*impact of principals' transformational leadership style on secondary school students' Academic performance in Lari Sub-County, Kiambu County, Kenya*"

Kindly give him the necessary assistance he may need.

Ensure normal teaching and learning activities are not affected during the study.

Thank you.


**OMARI BORURA**  
**SUBCOUNTY DIRECTOR OF EDUCATION**  
**LARI**

## Appendix F: Self-Assessment Raw Data

		<b>School Type</b>	1=Extra County, 2=County, 3=Sub County											
		<b>Gender</b>	1=Male, 2=Female					Sample size						
		<b>Age</b>	1=(Below 35), 2=(36-40), 3=(41-45), 4=(46-50), 5=(51-55), 6=(56-60), 7					40%						
		<b>Education</b>	1=Certificate, 2=Diploma, 3=Bachelor, 4=Master, 5=PhD											
		<b>Duration</b>	1=(0-2yr), 2=(3-5yr), 3=(6-8yr), 4=(9-10yr), 5=(Above 10)											
<b>No.</b>	<b>School Code</b>	<b>School Type</b>	<b>Gender</b>	<b>Age</b>	<b>Edu Level</b>	<b>Duration at School</b>	<b>Factor 1 - Idealized Influence</b>	<b>Factor 2 - Inspirational Motivation</b>	<b>Factor 3 - Intellectual Stimulation</b>	<b>Factor 4 - Individual Consideration</b>	<b>Factor 5 - Contingent Reward</b>	<b>Factor 6 - Management-by-exception</b>	<b>Factor 7 - Laissez-faire leadership</b>	
1	A	1	2	5	4	1	7	10	10	10	10	10	2	
2	H	2	2	6	3	1	9	9	9	11	9	9	6	
3	Q	3	1	4	3	2	9	8	9	10	6	8	5	
4	F	3	1	5	3	1	10	10	7	9	9	9	3	
5	C	3	1	3	4	2	9	11	10	6	11	10	4	
6	J	3	1	4	4	1	9	10	11	9	10	6	5	
7	G	3	1	5	3	1	10	9	11	11	11	10	3	
8	E	3	1	4	3	3	11	9	9	10	11	11	7	
9	P	3	2	4	3	2	10	10	8	10	8	7	4	
10	O	3	2	5	3	3	8	8	7	10	8	9	1	
11	K	3	1	5	3	5	11	11	10	11	11	10	4	
12	I	3	1	4	3	2	12	12	11	11	7	8	6	
13	B	3	1	4	4	3	9	11	6	9	9	9	3	
14	N	3	1	4	3	3	8	7	6	8	7	9	6	
15	D	3	1	5	3	2	8	9	8	9	8	7	3	
16	M	3	1	4	3	5	6	7	7	7	8	8	7	
17	L	3	1	5	3	3	5	6	5	5	6	5	6	

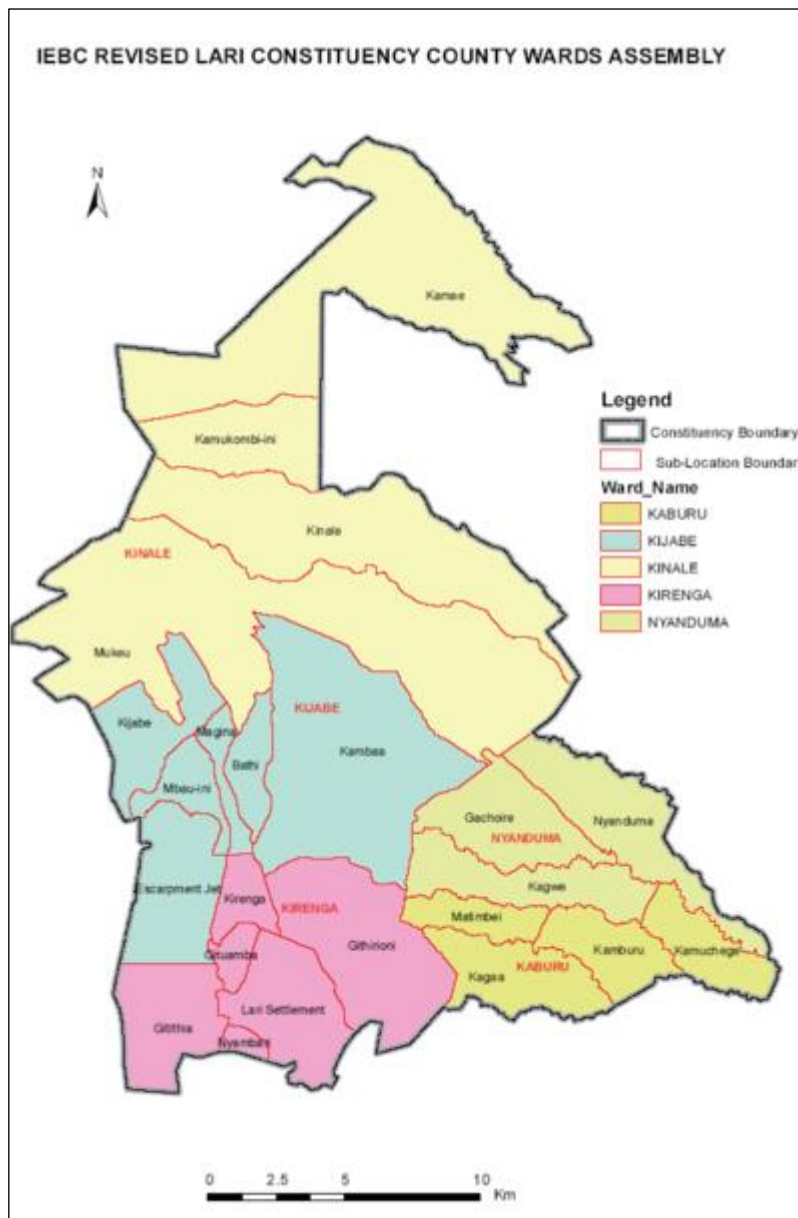
## Appendix G: Others Assessment Raw Data

		School												
		1-Extra County, 2-County, 3-Sub County												
		Gender												
		1-Male, 2-Female												
		Age												
		1-(Below 35), 2-(36-40), 3-(41-45), 4-(46-50), 5-(51-55), 6-(56-60), 7-(Above 60)												
		Education												
		1-Certificate, 2-Diploma, 3-Bachelor, 4-Master, 5-PhD												
		Duration												
		1-(0-2yr), 2-(3-5yr), 3-(6-8yr), 4-(9-10yr), 5-(Above 10)												
N n.	School Code	School Type	Gender	Age	Education Level	Duration at School	Factor 1 - Idealiz	Factor 2 - Inspiratin al	Factor 3 - Intellectu al	Factor 4 - Individual Consider	Factor 5 - Conting ent	Factor 6 - Managemen t-by-except	Factor 7 - Laissez-f aire	
1	A	1	2	5	4	1	7	10	10	10	10	10	2	
2	A	1	2	5	4	1	9	9	10	8	9	8	3	
3	A	1	2	5	4	1	10	12	10	10	10	8	3	
4	A	1	2	5	4	1	8	8	9	7	8	7	2	
5	A	1	2	5	4	1	9	11	10	8	8	8	4	
6	H	2	2	6	3	1	9	11	9	11	9	9	5	
7	H	2	2	6	3	1	11	9	9	10	6	8	4	
8	H	2	2	6	3	1	10	9	9	9	4	9	4	
9	H	2	2	6	3	1	10	10	9	9	5	8	3	
10	H	2	2	6	3	1	9	11	9	10	5	8	5	
11	Q	3	1	4	3	2	4	7	6	4	9	7	8	
12	Q	3	1	4	3	2	11	10	11	11	12	11	4	
13	Q	3	1	4	3	2	10	11	8	9	12	10	7	
14	Q	3	1	4	3	2	10	9	10	11	10	11	5	
15	F	3	1	5	3	1	10	10	8	9	8	9	2	
16	F	3	1	5	3	1	11	11	8	11	9	9	3	
17	F	3	1	5	3	1	10	10	9	8	11	9	5	
18	C	3	1	3	4	2	9	9	10	6	9	10	5	
19	C	3	1	3	4	2	9	9	10	10	8	8	5	
20	C	3	1	3	4	2	10	12	10	6	11	10	3	
21	C	3	1	3	4	2	11	9	10	10	10	9	5	
22	J	3	1	4	4	1	12	10	11	9	9	11	8	
23	J	3	1	4	4	1	12	11	12	11	12	11	4	
24	J	3	1	4	4	1	12	11	12	11	12	11	3	
25	J	3	1	4	4	1	8	8	7	11	7	10	8	
26	J	3	1	4	4	1	12	11	12	12	12	11	3	
27	G	3	1	5	3	1	10	10	11	11	11	11	3	
28	G	3	1	5	3	1	10	10	12	12	11	10	3	
29	G	3	1	5	3	1	8	8	7	10	8	10	6	
30	E	3	1	4	3	3	11	9	9	10	10	11	7	
31	P	3	2	4	3	2	10	10	8	10	8	7	4	
32	P	3	2	4	3	2	12	12	12	12	11	11	4	
33	O	3	2	5	3	3	8	8	7	9	8	9	4	
34	O	3	2	5	3	3	8	8	6	9	7	9	5	
35	O	3	2	5	3	3	7	11	8	10	10	8	5	
36	K	3	1	5	3	5	11	11	10	10	10	9	5	
37	K	3	1	5	3	5	8	7	9	7	9	7	8	
38	K	3	1	5	3	5	8	8	8	8	7	8	8	
39	I	3	1	4	3	2	8	8	8	7	7	5	9	
40	I	3	1	4	3	2	10	10	9	7	8	7	7	
41	I	3	1	4	3	2	8	8	8	7	7	5	9	
42	B	3	1	4	4	3	9	10	6	9	9	8	8	
43	B	3	1	4	4	3	8	11	5	8	8	9	6	
44	B	3	1	4	4	3	11	11	8	9	9	9	6	
45	B	3	1	4	4	3	9	9	7	8	8	9	7	
46	N	3	1	4	3	3	7	8	6	7	8	8	9	
47	N	3	1	4	3	3	7	7	7	8	7	9	7	
48	N	3	1	4	3	3	8	7	10	9	9	9	8	
49	D	3	1	5	3	2	8	9	7	9	8	7	6	
50	D	3	1	5	3	2	8	9	7	8	7	5	7	
51	M	3	1	4	3	5	6	7	7	6	7	7	8	
52	M	3	1	4	3	5	7	8	9	5	9	7	8	
53	M	3	1	4	3	5	6	5	8	6	7	7	7	
54	M	3	1	4	3	5	6	6	7	6	9	6	8	
55	L	3	2	5	3	3	6	7	4	6	5	11		
56	L	3	2	5	3	3	5	7	5	6	8	7	10	
57	L	3	2	5	3	3	6	5	5	4	7	6	11	

## Appendix H: MLQ Form A - Principal Scoring

		MLQ Form A - Principal Scoring																				School Performance - KCSE						
School No.	Code	Leadership Type	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Item 16	Item 17	Item 18	Item 19	Item 20	Item 21	2017 MSS	2016 MSS	2015 MSS	Average MSS	
1	A	Transformational	1	3	4	3	2	3	0	3	3	2	3	4	3	0	3	4	4	4	4	4	4	2	4.848	5.561	7.569	5.998
2	H	Transformational	3	3	3	4	3	4	1	3	3	3	4	3	2	2	3	3	3	3	3	3	3	3	4.087	5.076	4.321	4.495
3	Q	Transformational	3	3	3	4	2	3	1	3	2	3	3	2	3	1	3	3	3	3	3	2	2	3	3.486	3.25	4.333	3.690
4	F	Transformational	3	3	2	3	3	4	0	3	3	3	3	3	2	0	4	4	2	3	3	3	3	3	3.4	2.86	4.214	3.491
5	C	Transformational	3	3	3	2	4	4	2	3	4	3	2	4	2	1	3	4	4	2	3	4	1	3.147	3	4.081	3.405	
6	J	Transformational	3	2	4	3	3	4	4	3	4	3	3	4	0	1	3	4	4	3	3	2	0	3.014	3.122	3.575	3.237	
7	G	Transformational	4	3	4	4	4	4	2	4	3	4	3	4	3	0	2	3	3	4	3	3	1	2.186	2.451	3.968	2.868	
8	E	Transformational	4	3	3	4	4	4	3	4	3	3	3	3	3	2	3	3	3	3	4	4	2	2.171	2.414	3.861	2.815	
9	P	Transformational	3	3	3	2	3	4	1	4	4	2	4	2	0	1	3	3	3	4	3	3	2	3.294	2.277	2.478	2.683	
10	O	Not Transformational	3	3	2	4	3	4	1	2	3	2	3	2	2	0	3	2	3	3	3	3	0	2.227	2.483	2.862	2.524	
11	K	Transformational	3	3	4	4	4	4	2	4	4	3	4	4	2	0	4	4	3	3	3	4	2	2.342	2.191	3	2.511	
12	I	Transformational	4	4	4	4	2	4	3	4	4	4	3	2	0	0	4	4	3	4	3	4	3	1.9	2.425	3.029	2.451	
13	B	Not Transformational	3	4	2	4	3	4	0	3	4	3	3	3	2	1	3	3	1	2	3	3	2	2.163	1.921	3.179	2.421	
14	N	Not Transformational	2	3	2	2	3	4	2	3	2	2	3	2	3	1	3	2	2	3	2	2	3	1.974	2.185	2.92	2.360	
15	D	Not Transformational	3	3	3	3	4	3	1	2	3	3	3	2	0	2	3	3	2	3	2	4	0	1.8	2	2.5	2.100	
16	M	Not Transformational	2	1	3	4	3	4	3	2	2	1	2	2	2	2	2	4	3	1	3	2	2	1.435	1.692	2.055	1.727	
17	L	Not Transformational	2	3	1	2	3	1	2	1	2	1	2	1	3	1	2	1	3	1	2	1	3	1.222	1.636	2.171	1.676	

## Appendix I: Map of Lari Sub-County



**Source:** Independent Electoral and Boundaries Commission



# Appendix J: Similarity Index Report – Turnitin

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