Influence of Principals' Inspirational motivation on Students' Performance at Kenya Certificate of Secondary Education in Public Secondary Schools, Kenya

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ABSTRACT

Transformational leadership is an ideal attribute for principals in schools and the leadership dimension creates an environment in which learners can thrive academically and in all spheres of school life. The purpose of this study was to investigate the influence of principals' inspirational motivation on student academic performance in Kenya Certificate Secondary Examination (K.C.S.E) in Makueni County, Kenya. The objective that guided the study was to: establish how principals' inspirational motivation influences students' performance at K.C.S.E in Makueni with the hypothesis that there is no relationship between principals' inspirational motivation with students' mean scores at Kenya Certificate of Secondary Education Makueni County, Kenya. The study used transformational leadership theory by Burns (1978) which has four dimensions namely idealized influence, inspirational motivation, intellectual stimulation and individual consideration; all of which are critical in determining academic achievement. The conceptual framework of this study is based on the relationship between the independent variable (principal transformational leadership) with dependent variable (academic performance) as perceived by primary cluster schools' teachers.

The sample comprised of 111 principals, 729 teachers and 12 Ministry of Education officials drawn from 388 secondary schools. Questionnaires and interview guide were used to collect data. Validation of the questionnaires through test-re-test method and by use of expert judgment. . Reliability was computed using Cronbach's alpha method. The coefficient value was 0.85 at alpha = 0.05. Data was analyzed using both descriptive Pearson's correlation coefficient that test showed a strong correlation for Inspirational motivation and KCSE students' mean scores. The result indicated a negative and strong correlation between inspirational motivation and students' KCSE performance (r=-.217, p-value<0.05) respectively. It was concluded that principals' articulation of the vision and the spirit of encouragement increased performance. The following recommendations were made: KEMI to carry out transformational leadership seminars for the principals on inspirational practices.

The Ministry of Education Policy makers should establish policies on transformational leadership. Teacher trainers especially the universities ought to review curriculum to include analysis of school managers and also have simulated situations.

Key words: Inspirational motivation, Transformational, Leadership and Students' Academic Performance

1. INTRODUCTION

Leadership is an important aspect that cannot be separated from students' academic performance in public secondary schools. Therefore, school heads who are the key leaders in the schools are to emphasize on performance. The performance comes as a result of applying a certain leadership style. A study by Shadraconis (2013) defines a leadership style as a technique that offers motivates followers, aim in attaining goals as well as giving direction to the followers. The school leaders have remarkable effects on the administration of the school especially in academic performance. They lead the secondary schools and they are well known as the principals. They work hand in hand to improve the quality of the school by ensuring high academic performance. The type of leadership that the principals need to apply is effective transformational leadership.

In actual sense they are called transformers of the schools because their leadership behaviours affect the school performance. The leadership behavior of a leader in the entire organization is to increase awareness formation to the followers (Okibo & Shikanda, 2011). As a result performance also improves hence development and growth of the organization is realized.

According to Burns (1985), the role of transformational leaders is to perform beyond expectation. Empirical literature findings show that transformational leaders averagely foster their followers to perform well (Wang, Oh, Courtright, & Colbert 2011). They encourage the followers to be focused. In addition, studies by Khademfar & Idris, (2012) indicate that 60 percent of Malaysian people are found in leadership that is related to principal's transformational leadership style. The principals are the school administrators who are able manage diverse issues more effectively because of adopting transformational leadership behaviors (Veysel, 2014). Further, Quin, Deris, Bischoff, and Johnson, (2015) comment that they are called effective administrators because of the positive changes they make toward increasing and strengthening academic performance of the schools.

Tharnpas and Boon-itt (2015) and Hughes (2014) posit that transformational leadership is comprised of the ―Four I's‖ including: idealized influence, inspirational motivation, intellectual simulation, and individualized consideration. One of this behaviour is the inspirational motivation behavior which can cause dynamic changes to the school principals.

Inspirational motivation focuses on the follower's accomplishment of a vision and expectations. (Verissimo & Lacerda, 2015). As described by Doody and Doody (2012), inspirational motivation is where the leader encourages the followers in aligning own goals with the goals of the entire organization.

The principals who are the leaders of secondary schools have to make use of inspirational motivation behavior if performance of every school has to be improved. As a transformational leader the principal practices small but significantly influences the school climate, culture and academic performance (Sun & Leithwood, 2017; Wang et al., 2016). Ghasabeh et al. (2015) posits that the focus of transformational leadership is mainly on the followers' needs and satisfaction through inspiration in order to achieve desired goals. Moreover, most of the leaders do not even understand that how their subordinates perceive them affects academic performance (Mendez-Keegan, 2019). Therefore, the use of principal's inspirational motivation practice is relevant to this study.

Barine and Minja, 2014 describe inspirational motivation as creating awareness of the mission and vision of the organization through challenging,

communicating encouraging the followers. Further, inspirational motivation communicates the vision positively and confidently showing interest and energy in an appealing manner (Popa, 2012). In public secondary schools, it is the responsibility of the transformational principal to employ inspirational practices so as to increase academic performance. Table 1.1. KCSE mean score in Makueni, Machakos and Kitui Counties.

Table 1. 1: Makueni County KCSE mean score 2013-2017

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

Source: County Director of Education, Makueni County statistics and KNEC 2018

Makueni County schools have continued to maintain a mean score of 5 from 2013-2015 in the students' academic performance in public secondary with exception of 2016-2017 where the mean score slightly decreased.

This could be attributed to a gap in the transformational leadership behaviours among public secondary principals. Therefore, the solution to this problem can only be understood by establishing whether the practice of principals' inspirational motivation influence student academic performance in K.C.P.E. The null hypothesis of this study was: Principals' inspirational motivation and students' mean scores at Kenya Certificate of Secondary Education in Makueni County has no significant relationship.

2. LITERATURE REVIEW

Transformational leadership has remained the most popular and recognized leadership style that is used by most of the leaders globally because its application is permeating. The leadership style is common in both private and public institution (Kitur, Choge, and Tanui, 2020). Many areas addressed by transformational leadership style are welcoming. Some of them include change, envisioning the future and development (Sayadi, 2016). Therefore, the leader's transformational behaviors are key to the follower if performance has to be realized in an organization. According to Bush and Glover (2014), transformational leadership is about employing creativity skills that help increase the students' academic performance in the school.

Further in a study conducted by Aruzie, Adjei, Mensah, Irene & Anorkyewaa, (2018), they found out that school administrator who are the key factors provide the most valuable leadership by enhancing performance and student achievement. These leaders are knowledgeable, visionary and experts in their leadership. Consequently, the followers are deeply rooted to the leaders' behaviour even when they retire from the leadership position (Buenvinida & Ramos 2019). Transformational leadership has four key dimensions that help reveal the characteristics of a leader. Inspirational motivation which is the third dimension describes the leader as one who creates, communicates and stimulates shared concern in subordinates (Dartey-Baah, 2015).

Inspirational motivation refers to how followers are encouraged by transformational leaders to maximize their capacity and move on to perform beyond their own their potential encourage their followers to perform above their own predictions (Bass, 1985). Studies by Barling et al., 2011; Bass, 1985, Bass & Riggio (2006) assert that inspirational motivation is a practice where leaders help the followers to exceed their own expectations. In addition, the administrator can only increase intrinsic motivation with the teachers is by creating trust in the school.

This helps the teachers to have the desire to perform as they instruct the students hence increase the performance of the school (Mendez-Keegan, 2019).

Inspiration motivation of transformational leadership is an important component which can be used by the principals to bring about change in public secondary schools. Schools are important places which attract interpersonal relationships. The principal as key leader in the schools enables interpersonal relationship (Wasonga, Wanzare & Dawo 2015). The principals associated with both the teachers and students to improve performance in the organization. The principals are called to transform and influence teachers so that they can perform well through sharing the vision of the organization, motivating team members and creating confidence among the teachers hence improve learners performance (Thompson, Koys, Ungaretti, & Karl, 2014).

Inspirational motivation is a component of transformational leadership that incorporates those who talk optimistically about the future and articulate a compelling vision for that future. Chiaha (2009) postulates transformational leaders aim at inspiring followers to accept their vision hence creating a lot of trust to the followers.

In addition, Bass and Riggio (2006) posit that the leaders show a compelling vision which communicates expectations by demonstrating a commitment. These leaders as portrayed in this study are the principals of public secondary schools. The principals' role is to make sure that there is continuous performance happening in the schools by building trust to the followers (Kariuki, 2018). A person who uses inspirational motivation also creates an exciting image of what is essential to consider. This type of motivational behavior encourages a sense of team spirit, creating general enthusiasm especially towards difficult challenges.

Motivation comes from the willingness to learn or acquire new knowledge geared towards the construction of an authentic product for an appropriate audience, thus protecting the audience from being disappointed (Apolline, 2015). Differences in needs, goals and personalities make motivation not to be the same for everyone. This factor of transformational leadership is especially pertinent to the social sector because of the trying nature of the nonprofit world, where enthusiasm and motivation are needed in order to maintain optimism throughout all levels of the organization. Leithwood and Jantzi (2008) assert that school principals are positioned to providing inspiration motivation.

Through articulating a vision to their followers so as to improve performance. Belle (2013), makes it clear that it is the responsibility of leader to share the vision so that achievement can be realized in the school.

Importantly, study findings by Rutledge (2010) also show that inspirational motivation foster high level commitment by instilling trust to the followers and vision of the organization. Further it is important to note that school principals who use this component help their subordinates to be focus in their work (Khasanwneh, Omari and Abu-Tineh, 2012). This helps in improving performance in the schools. Another study by Saeed and Muneer (2012), assert that secondary schools administrators have in most cases made use of motivation in order to boost the morale of both staff and students in the teaching and learning process, thereby promoting high quality and output.

As cited by Sadeghi and Pihie (2012), the use of inspirational motivation behavior by the leaders is to inspire followers through preparing challenges and value for the followers. This means that the school leaders' work is to encourage the subordinates in accomplishing the work assigned to them. Importantly, the principal's transformational leadership considerably affect student performance directly (Buenvinida & Ramos, 2019).

Ndiga, *et al.* (2014) are of the view that, the first task of a manager is to find out what motivates his/her employees and make a balance between employee's needs and the offered reward. Carter, Armenakis, Field & Mosholder (2013) recognizes motivational strategy as very important, an intangible incentive that shows gratitude and offer praise though it has been underutilized by most managers in organization.

In a school set-up, these incentives are given to the teachers and students to encourage them to continue working hard hence improve performance and changes in all levels in the organization. Raman et al, (2015) carried out a study on the "Relationship between Principals' Transformational Leadership Style and Secondary School Teachers' Commitment" in southern zone of Sungai Petani district in Kedah and found that there was a significant relationship between principals' transformational leadership and teachers' commitment where principals' inspiring motivation dimension was the domain of transformational leadership style. In addition, Rawung, Wuryaningrat, and Elvinita (2015), says that the leader who exhibits inspirational motivation must be able to develop trust and satisfaction to the followers. This will result to a change leading to development in the organization.

According to Daft (2015) and Ndiga (2013) studies assert that there are different theories of leadership. Some of them include: visionary, charismatic, transactional, empowerment autocratic, and transformational are types of organization which are used to affect performance. This research is anchored on transformational leadership theory which was conceptualized by James MacGregor Burns in 1978 and was extended by (Bass & Riggio, 2006). Transformational leadership theory focuses on the leader's behaviours. Bass (1985) puts it clearly that transformational leadership has four dimensions namely, "the four I's": idealized influence (charisma), individualized consideration, intellectual stimulation, and inspirational motivation. These aspects are important to the transformational leader who in turn exhibits them through the followers for the purpose of bringing about desired outcomes (Bass &Riggio, 2006). The transformational leader shows self-determination, encouragement, and positive exchanges between administrators and teachers, followers perform beyond expectations (Liu, 2018; Mason, Griffin, & Parker, 2014). Based upon this theory, this study seeks to establish how principals' inspirational motivation influences students' performance at Kenya Certificate of Secondary Education in public schools Makueni County.

The main hypothesis was, 'principals' inspirational motivation and students' mean scores at Kenya Certificate of Secondary Education in Makueni County has no significant relationship'. Another theory that informed this study is path-goal theory which focuses on the using the leader's characteristics to motivate the followers (Ndiga, 2013). The strength of path-goal theory is that the students increase performance because teaching and learning processes are highly valued. Further, the path-goal theory engages directive, supportive and participative leadership practices which make the followers to be motivated and hence increase performance (Okumbe, 1998). For example, through, self-determination, encouragement, and positive exchanges between administrators and teachers, followers perform beyond expectations (Liu, 2015; Mason, Griffin, & Parker, 2014).

Scholars believe that inspiration motivation from leaders emanates from different angles. For instance, Ahmad, Ather & Hussain (2014) argue that teachers perform vital role in motivating learners and is made up of two beliefs; firstly, in their own teaching ability and secondly on their belief in the students' learning ability. As a principal, the ability to believe in their effectiveness to lead others should be reflected in their personal efforts to establish a rousing environment for all the followers.

3. RESEARCH METHODOLOGY

According to Kothari & Garg (2014), a design arranges data analysis in a conceptualized structure in research. This study adopted correlational method which examines a significant relationship between two or more variables that were obtained through a statistical procedure (Osebgo & Ifeakor, 2011). The total number of respondents was 111 principals, 12 Ministry of Education officials and 729 teachers. The researcher used purposive approach to select all the schools' heads and MoE officials. Simple random sampling method was applied to the teachers. A discussion by Elfil and Nageda, (2017) supports statement that in simple random each subject in the population gets unequal chance to be selected as respondents.

The data for the study was collected by using two types of instruments namely: questionnaires and interviews. O' Leary (2014) assert that a questionnaire uses survey method. Cohen, Manion, & Morrison, (2013) assert that a questionnaire instrument collects primary data. There were two types of questionnaires: principals' and teachers. Each questionnaire contained statements relating to the influence of the principals; transformational leadership on students' academic performance.

The analysis was done by descriptive statistics using Statistical Package for Social Sciences version 21.0. In addition, Pearson's correlation analysis and regression analysis were used to establish the relationship between the study variables. The study took place in Makueni County with a target population of 338 secondary schools and with Principals as the main respondents. Others were the teachers and key informants from the ministry of education at the county. A sample of 111 principals drawn from a population of 388, 729 teachers were sampled from 2121 and finally 12 respondents from the Ministry of Education participated in the study in Makueni County. The samples provided the data for analysis in order to determine the inspirational motivation practice of leadership.

Cronbach's alpha was utilized to measure the degree to which the set of variables measures evaluates a specific latent construct (Andrew, Pedersen, & McEvoy, 2011). Cronbach's alpha provides a correlation between the survey item and the construct that it intends to measure. Cronbach's alpha levels above 0.7 are desirable indicating that the measured results are indeed representative of the construct being measured (Andrew et al., 2011).

4.0 RESULTS AND DISCUSSION

4.1 Questionnaires Return Rate

The researcher sought to establish the rate of return for the questionnaires. The researcher distributed questionnaires to the principals and teachers respectively in the Makueni County. Microsoft excel sheet and SPSS 21.0 was used to analyze the results. Table 1 shows the questionnaire return rate of the principals and teachers.

Table 1: Questionnaires return rate of the principals and teachers

Respondents	Returned	Not Returned	% return rate
Principals	106	5	95.5%
Teachers	623	96	85.4%

Fryrear (2015) argues that a response rate of 80 percent and above is preferable and high enough from internally conducted surveys whereas external surveys may yield much less or higher depending on the method used. Therefore, out of the 111 questionnaires, 106 were fully answered representing a 95.5 percent response rate. The teachers who were given questionnaires were 729 and 633 teachers had completed filing at the time of collection thus representing an 86.8 percent response rate. According to Mbithi (2014), this response depicted a good enough response rate reliable for representing the population under study.

However, 25 items were not fully included because they had incomplete items thus a reduction of questionnaires.

4.2 Demographic Information

Demographic characteristics showed that majority of the principals were female with 57.7 percent while their male counterparts were 42.3 percent.

Similarly, female teachers were 63.0 percent more that the male teacher 37.0 percent. The results revealed that there was high gender disparity of the principals and teachers. The female principals and teachers results indicate that they had know-how of the leadership practices. Concerning the age of the respondents, the principals who were between 40-49 were the majority. The finding implied that the principals' maturity level of displaying transformational leadership practices was high hence improved academic performance of public secondary schools. On other hand, teachers below 30 years were the majority 44.4 percent with the highest frequency. This portrayed that many young teachers embraced the teaching profession. Academically, both the principals and the teachers had a bachelor degree. This implies that most of the principals and teachers were qualified in displaying leadership skills and decision making. Respondents experience confirmed that teachers who were between 6-15 years were 47.8 percent and the principals were 51.3 percent respectively.

This means that principals and teachers with longer experience were more likely to apply transformational leadership skills. Further, majority of the principals about 58.6 percent had worked at their current positions for more than four years while majority of the teachers below 2 years had 39.5 percent indicating the large number of young people joining the teaching profession.

4.3 K.C.S.E Performance Makueni County

The study also indicated that the mean score for the five years was 5.27 C-. There were 111 schools, 14 of which managed to attain C+ and above qualified to join university over the four years. This implied that quite a good number of students in the 14 schools joined universities. The performance was attributed to availability of facilities, lab equipment, appropriate resources and textbooks. The principals and MoE officials utilized transformational practices. 23 schools scored C Plain, 55 had C- and 19 schools scored D+. Majority of the schools (55) had a mean grade above C-. This implied that most students performed in K.C.S.E.

The subsequent analysis related idealized influence on academic performance.

4.4 Inspirational Motivation and Academic Performance

The researcher sought to find out principals' use of inspirational motivation dimension toward students KCSE performance.

Inspirational motivation (IM) practice helps the principals to use symbols to communicate with the teachers as well as the students, provide vision framework for the followers, stress goal achievement, the school principal build and share a school vision that generates enthusiasm and commitment of all teachers and students in the school. It is worth noting that, principal's vision provides framework, talk about needs to be completed and ensure that teachers complete the syllabus. The objective of this study was: To establish how principals' inspirational motivation influences students' performance at Kenya Certificate of Secondary Education in public schools Makueni County.

4.4.1 Principals Responses on The Use Of Inspirational Motivation And Academic Performance

The Principals were required to indicate the use of inspirational motivation and effect on K.C.S.E performance. The objective was to establish how principals' inspirational motivation influences students' performance at Kenya Certificate of Secondary Education in public schools Makueni County. The table 4.2 shows item i to xiii measuring inspirational motivation influence on academic performance in public schools. A five Likert scale where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = strongly Agree.

The items represent the inspirational motivation leadership behaviour of the principals in Makueni country.

Table 2: ***Principals responses on inspirational motivation* dimension and student performance at KCSE**

As a Principal I,	SD f %	D f %	N f %	A f %	SA f %
Articulate competing vision for the future of the organization	1 0.9	1 0.9	2 1.8	45 40.5	62 55.9
Use stories/symbols to communicate vision	1 0.9	0 0.0	7 6.3	45 40.5	58 52.3
Stress goal achievement	0 0.0	2 1.8	5 4.5	34 30.6	70 63.1
Talk about the most important beliefs	0 0.0	0 0.0	5 4.5	41 36.9	65 58.6
Always stimulate my vision before my followers	0 0.0	1 0.9	2 1.8	58 52.3	50 45.0
Have confidence in my own powers	0 0.0	1 0.9	2 1.8	52 46.8	56 50.5
Set high levels	0 0.0	0 0.0	0 0.0	57 51.4	54 48.6
Talk about needs to be accomplished	0 0.0	2 1.8	1 0.9	52 48.8	56 50.5
Express confidence that the goals will be achieved	0 0.0	2 1.8	2 1.8	51 45.9	56 50.5
Create an exciting image of what is essential to be considered	0 0.0	2 1.8	0 0.0	56 50.5	53 47.7
Help the followers feel appreciated	0 0.0	0 0.0	5 4.5	40 36.0	66 59.5
What sufficient resources do you provide to help teacher perform	0 0.0	1 0.9	6 5.4	41 36.9	63 56.8
Make sure that my teachers accomplish the syllabus	0 0.0	1 0.9	3 2.7	32 28.8	75 67.6

This table shows item i to xiii measuring presenting the statistics on objective two; to establish how principals' inspirational motivation influences students' performance at Kenya Certificate of secondary education in public schools Makueni County. As observed in table 2 the study found that principals' strongly agreed that they behaved in ways that helped the teachers and student be effective and hence improved academic performance. For instance, item (iii) showed that the principals stressed goal achievement to the teachers and students at 63.1 percent. In addition, the study showed that in item (ix) the principals expressed confidence that the goals will be achieved at 60.4 per cent. In item (xiii) the principals strongly agreed that their leadership was effective since they made sure that teachers accomplish the syllabus at the set time, hence the reason for the performance 2013-2017 at 67.6 percent. Teachers' perception on this item was very strong in the sense that it had a lot of influence at KCSE performance. Finally, it was noted that most of the teachers' response on the principals' was rated good. This is evident by the fact that the items had above 50 percent hence improvement in performance. This also means that the teachers' had an understanding of the principals' transformational leadership.

Below are the responses of the teachers' on how the principals' practiced inspirational motivation was practiced in Makueni County.

It is also observed that item ii, iv, and xi, the results show that there were also disagreements. The finding concurs with the finding of the Handford and Leithwood (2013) who found that most of the principals do not translate the inspirational aspect into practice. This shows that principals of county schools on average have an aspect of inspirational motivation.

4.4.2 Inspiration motivation of teachers on principal's performance

Inspirational motivation was summarized using mean and standard deviation as seen below. The table 3 shows that inspirational motivation mean score and standard deviations. The findings indicate the principals had an average mean of (4.49) and standard deviation of (0.37). There were thirteen items representing the characteristics of the principals.

Table 3 show item i to xiii measuring inspirational motivation of teacher on principals' performance on a five scale Likert scale. Key SD = Strongly Disagree 1, D= Disagree 2, N= Neutral 3, A=Agree 4, and SA = Strongly Agree 5. The items represent the leadership behaviour of the principals in Makueni County. Percent was worked out of 100 and N =729.

Table 3 shows teachers response on principals' inspirational motivation aspect on KCSE mean score

Table 3: Teachers' response on principals' inspirational motivation aspect on KCSE mean score

My principal	SD f %	D f %	N f %	A f %	SA f %
Inspires confidence in the teachers	20 2.7	45 6.2	84 11.5	225 30.9	355 48.7
Prepares and develops programs	12 1.6	18 2.5	160 21.9	255 35.0	284 39.0
Enhance broader personnel and resource allocation practices	8 1.1	27 3.7	143 19.6	268 36.8	283 38.8
Inspires team spirit with the teachers	7 1.0	46 6.3	114 15.6	204 28.0	358 49.1
Provides me with appropriate support	11 1.5	52 7.1	104 14.3	214 29.4	348 47.7
Ensures enough facilities in the classroom	4 0.5	57 7.8	113 15.5	222 30.5	333 45.7
Motivates a sense of purpose in teachers	10 1.4	46 6.3	121 16.6	239 32.8	131 42.9
Challenges teacher to internalize the desired goals	6 0.8	44 6.0	102 14.0	244 33.5	333 45.7
Articulates a clear vision for the future	11 1.5	40 5.5	78 10.7	254 34.8	346 47.5
Communicates expectations of me	14 1.9	38 5.2	115 15.8	243 33.3	319 43.8
Express important purpose	6 0.8	26 3.6	131 18.0	285 39.1	281 38.5
Encourages teachers to work hard	12 1.6	40 5.5	81 11.1	193 26.5	403 55.3
Handles teachers conflict with a lot of care	10 1.4	52 7.1	113 15.5	214 29.4	340 46.6

The table shows the mean for the principal inspirational concern range from 55.3 to 38.5 that translate to average. The table shows principals different variations. Item xii scored the highest. The teacher strongly agreed that the principals encouraged them to work hard at 55.3 percent. Also the principals strongly agreed that they inspired confidence (48.7) as well as team spirit (49.1 percent) in the teachers hence improvement. The teachers also said that the principals provided appropriate support. They also believed that the principals articulated a clear vision for the future at 47.5 percent. Importantly, the principals challenged teachers to internalize the desired goals 45.7 percent. The principals also handled teachers' conflict with a lot of care. These characteristics resulted to great influence on students' performance in KCSE 2013-2017. Unlike 0.7 percent who strongly disagreed that principals never expressed important purpose in their leadership. In addition, 0.8 percent strongly disagreed they the principals never challenged them to internalize the desired goals. The table shows that majority of the teachers comment on the principals was optimistic that is almost in 10 items they teachers strongly agreed that the principals used their inspirational motivation characteristics to increase students KCSE performance. In the remaining 3 items of inspirational motivation it is evident that the principals applied the practices sparingly.

The principals' had a high response of inspirational motivation behavior (M=4.15, SD= 0.83). On the other hand, the teachers' perception on principals' inspirational motivation also emerged to be high (M=4.49, SD=0.37). The study findings revealed that inspirational motivation was strongly perceived. This study concurs with the study by Muia (2018) established that inspirational motivation behavior was practiced by both teachers (M=4.01 and principals (M=4.27, SD=0.64) to increase performance in secondary schools. These findings also concur with the findings of Saxe (2011) which had (M=3.55, SD= 0.48). These findings show that the teachers mean results were strong and high hence KCSE performance was also influenced.

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

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

The MoE indicated that the principals who portrayed unethical issues were warned either verbally or in writing. Some of the unethical issues were misuse of resources, influence of budgets, making decision not based on the interests of students, holding vital information that should be made public, and mistreatment of teachers. If the behaviour persisted, they were interdicted, demoted, arraigned in court. The QASO Mbooni east sub-county had this to say,

Principals were not different in reportedly having some unacceptable ethical issues. Breach of contract and unorthodox methods in performance were dealt with. Principal A from school E received the resignation letter so as to be arraigned in court because of accountability issues.. These responses imply that principals inspired and motivated their followers through instilling core values. However, those who portrayed unethical issues were warned either verbally or in writing and if the behavior persisted, they were interdicted. This study indicates that the thirteen items extracted to investigate the use of inspirational motivation practice of the principals and students' academic performance was effective.

4.4.5 Hypothesis Testing

The null hypothesis was Principals' inspirational motivation and students mean scores at Kenya certificate of secondary education in Makueni County has no significant relationship. While the alternative was: Principals' inspirational motivation and students mean scores at Kenya certificate of secondary education in Makueni county has significant relationship. Pearson correlation was used to test the relationship between Principals inspirational motivation and student academic performance at an alpha value 0.05 level of significance. Table 4 provides an overview of the correlation analysis principals' inspirational motivation and performance measures that were tabulated for this investigation. The results indicate Pearson correlation between inspirational motivation and academic performance.

Table 4: Correlation between principals' inspirational motivation and student mean score at KCSE

	Performance		
Statement	**Pearson correlation**	**Sig.(2-tailed)**	**N**
Articulate competing vision for the future of the organization	.049	.608	111
Use stories/symbols to communicate vision	-.072	.455	111
Stress goal achievement	-.077	.419	111
Talk about the most important beliefs	-.133	.164	111
Always stimulate my vision before my followers	-.129	.176	111
Have confidence in my own powers	-.217[*]	.022	111
Set high standards	-.072	.451	111
Talk about needs to be accomplished	-.059	536	111
Express confidence that the goals will be achieved	.034	.726	111
Create an exciting image of what is essential to be considered	.012	.902	111
Help followers feel appreciated	.013	.889	111
What sufficient resources do you provide to help teacher perform	.059	.539	111
Make sure that my teachers accomplish the syllabus	.160	.093	111

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

The correlation results in Table 4.19 indicate a negative and strong significant coefficient between the indicators of principals' inspirational motivation and students means score at K.C.S.E. This implied the less principals were inspired the more students means score at K.C.S.E improved.

The indicators of principals inspirational motivation include (r=-.217, p-value<0.05) respectively. The null hypothesis states that there is no significant relationship between principals inspirational motivation and students' mean score at Kenya Certificate of Secondary Education would be accepted if p<0.05. The null hypothesis was rejected. Muia (2018) concurs with these findings that principals' inspirational motivation was associated with students' performance r = 0.194, p,0.05. According to the findings by Saxe (2011) that measured inspirational motivation behavior and student performance; students' performance is positively correlated with inspirational motivation. Ayacko (2016) correlation analysis found that leader's inspirational motivation showed a strong, positive and significant relationship to performance of judicial staff r=(312), p,0.05 at 0.449, 0.428, and 0.726.

A study by Nyokabi (2017), found that inspirational motivation had a significant role in determining performance. This would strengthen the relationship to a great level of improvement as indicated by the findings of the study (t 3.900, p<0.05). From these findings inspirational motivation is key in improving academic performance of the students in public secondary schools in Makueni County.

4.4.6 Regression analysis

This objective used regression analysis in order to realize which the factors mattered most and the magnitude of their impact on KCSE performance. Both the Poisson regression and the multi-linear regression were used to analyze the Principal's dataset and the teacher's dataset respectively. Poisson regression was used due to the existence of the sequential consecutive period of time factor in the dependent variable while the multi linear regression was used in the teachers' dataset due to the Likert nature of the dependent variable. Figure 1 summarizes their findings.
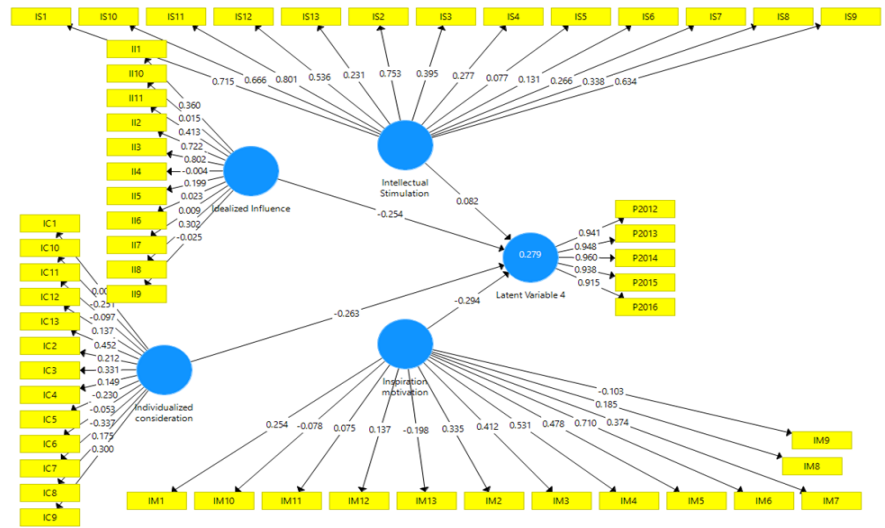

Figure 1. Regression output

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

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

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

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

Based on the study findings having confidence in power was the most impactful with a regression coefficient of 0.710 following by the effect of a leader talking about his/her believes which had a regression coefficient of 0.531. The ability to articulate organization's vision had a regression coefficient of 0.478. These findings support the earlier findings of Sosik and Jung (2010) who postulated that transformational leaders encourage followers to accept their vision by creating a lot of trust.

In addition, (2019) also stated similar findings through their research that the leaders compelling vision influence followers by arousing their emotions to demonstrate the same commitment. As Marshall (2011) states that the leader communicates the vision by motivating and inspiring the followers. It is therefore obligatory for the principals to embrace inspirational motivation practices so as to improve students' performance.

4.4.7 Percentage contribution of inspirational motivation

Inspirational motivation was calculated by the use of R squared and the Fishers test The findings are shown below.

1) **Table 4.49: R Square test statistics**

	R Square	R Square Adjusted
Performance	0.687	0.63

R squared is used to explain the percentage contribution of the independent variable to the dependent variable. The table above showed that inspirational motivation exhibited by principals contribute 68.7 percent of the academic performance of the students. This implied that the independent variable had significant relationship with students' mean scores at Kenya Certificate of Secondary Education Makueni County. Therefore, the null hypothesis for the independent variable was accepted based on R square test. This implied that the principal transformational leadership which led to student's academic performance in year 2013-2017. In addition, the F-test statistics also show how transformational leadership was statistically significant to performance.

The study by (Muia, 2018) show that there was a significant relationship between the inspirational motivation practice on student performance. This means that failure to practice the inspirational motivation may lead to poor academic performance. Consequently, this finding is similar to studies carried out by Too, Bekele, and Dashan (2011) which indicate that the independent variables significantly correlated with the satisfaction of the subordinates hence improvement on performance in the entire organization.

5. CONCLUSION

Transformational leadership behaviors are key and should be reflected by the principals in public secondary schools. Transformational leaders only purpose to transform their followers when they develop to practice the transformational skills hence improve academic performance. The purpose of the study was to investigate the influence of principals' of inspirational motivation practices on student academic performance in Kenya Certificate Secondary Examination (K.C.S.E) in Makueni County, Kenya. The main reason for the study was to establish how principals inspirational motivation influences students' performance at K.C.S..E in Makueni.

Inspirational motivation was seen to be the commonly used and possessed attribute by the principals in Makueni County. Inspirational motivation attribute directly contributed to the students' academic performance in the year 2013-2017 respectively.

Most of the teachers agreed that their principals inspired confidence, team work, hard work, sense of purpose, articulate vision to them as well as ensuring that there was adequate personnel and resources that could motivate them to achieve the desired performance with a negative and strong significant relationship. The indicators of principals inspirational motivation include (r=-.217, p-value<0.05) respectively. The null hypothesis states that there is no significant relationship between principals inspirational motivation and students' mean score at Kenya Certificate of Secondary Education would be accepted if p<0.05. The null hypothesis was rejected. Performing principals' and teachers' were either commented or awarded trophies and issuing of certificate of merit during principal's meetings. Kitur, Choge, and Tanui (2020) found that, inspirational motivation influenced academic performance. Inspirational motivation is seen as a significant predictor because of the coefficient results, t = 3.988, p = 0.043 < 0.05. Academic performance increases in inspirational motivation by 5.8 percent.

So growth and development was realized in the organization. The teachers who misbehaved were warned, given the examples of their predecessors and if worse they were interdicted by the employer for their offences. In addition, principals' who had many years in the leadership experience had an added advantage since they were used in to apply the attributes in their profession. On the other hand, teachers' also agreed that inspiration motivation was strongly practiced to improve students' performance in KCSE in public secondary school in Makueni county in the year 2013-2015 except in 2016 and 2017 when performance dropped due to strict guidelines and policies by the ministry of education.

6. RECOMMENDATIONS

Based on the findings of the study, a recommendation is for the principals to self-reflect about their leadership practices. They are the key leaders of the schools hence they should be well versed with transformational leadership skills so as to come up with a better performance. For example, inspirational motivation such as making sure that teachers accomplish the syllabus at the set time, principals stressed goal achievement to the teachers and students and talked about important beliefs.

Their intensified adoption and use of inspirational motivation dimension of transformational leadership by principals enhances academic performance in KCSE examinations.

Principals should attend academic training agencies like KEMI or directorate of quality assurance, where they get the quality transformational leadership skills. These trainings also help the principals to be well versed with the characteristics and responsibilities of a good teacher. This will result to positive academic performance because of the transformational leadership skills. KEMI should embrace on more of inspirational motivation attribute whereby their aim is to inspire and be role model to the followers. TSC should sponsor trainings on the teachers especially the principals on the skills outside academic phenomenon required for excellence running of school. Teacher training institutions are important avenues for equipping the teachers with such knowledge and skills important for learning not only to the teacher but also to students. the ministry of education to ensure that all the potential talents are tapped efficiently and the specific need of schools are addressed specifically to ensure that academic performance is achieved in the educational institutions.

MoE can get teacher trainers from Kenya Institute of management, universities and colleges to be encouraged to offer transformational leadership skills to the teachers. Further, policies on quality leadership should be laid down giving a good foundation for the teachers' service commission to promote teachers who have exhibited such qualities.

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