INFLUENCE OF PRINCIPALS' TRANSFORMATIONAL LEADERSHIP PRACTICES ON ACADEMIC PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY EDUCATION IN MBOONI WEST SUB- COUNTY, KENYA

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A Thesis Submitted in Partial Fulfillment of the Requirements for the Award of the Degree of Doctor of Education in Educational Administration

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DECLARATION

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

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DEDICATION

This thesis is dedicated to my beloved husband Joseph Mutua, my children, Brian Mwendwa, Jeniffer Ndanu, Mercy Kithia, Mary Mueni, and my daughter in law Imelda Ndinda, my grandchildren Gladys Nthoki, Randy Mutua and Reagan Nzeki and all scholars who will have time to read it.

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ABBREVIATIONS AND ACRONYMS

MCED Makueni County Education Director

MCQASO Makueni County Quality Assurance and Standards Officer

GSAP Good Students' Academic Performance

II Idealized Influence

IC Individual Consideration

IM Inspirational Motivation

IS Intellectual Stimulation

KNEC Kenya National Examination council

KCSE Kenya Certificate of Secondary Education

MLQ Multifactor Leadership Questionnaire

MoE Ministry of Education

MWSED Mbooni West Sub-county Education Director

MWSQASO Mbooni West Sub-county Quality Assurance and Standards Officer

FGD Focus Groups Discussion

TL Transformational Leadership

TLP Transformational Leadership Practices

TSP Transformational School Principal

UNESCO United Nations Educational, Scientific and Cultural Organization

USA United States of America

ABSTRACT

There is widespread recognition education is the key to the well-being of any society. Therefore, transforming schools is critical for sustained growth and success to both the individuals and countries. This study was motivated by the need to improve academic performance in Kenya Certificate of Secondary Education (KCSE) examinations in Mbooni West Sub-county, Kenya. The study examined influence of principals' transformational leadership practices (TLP) on academic performance in KCSE. This study was guided by six objectives thus, to examine the extent to which principals' TLP in public secondary schools influence performance in KCSE. To identify the best TLP predictor that impacts performance in KCSE, and examine the extent to which demographic variables influence their leadership practices. The Path-Goal Theory guided this study. Descriptive survey design was used. The dependent variable was academic performance in KCSE while the independent variables were principals' transformational leadership practices. The 42 public secondary schools were target population. Then 266 teachers, principal inclusion were selected by use of simple random technique. Instruments used were questionnaires, focus groups discussion guide, interview guides, and documentary analyses. Data was analyzed using descriptive and inferential statistics. In descriptive statistics analysis frequencies, means, standard deviations and percentages were calculated and presented in tables. Descriptive analyses on TLP responses (4 scores and above indicated high, between 3 to 3.99 scores moderate, and below 3 scores indicated low) TLP. Results shown that, majority74 per cent of the schools' principals in Mbooni West Sub-County had moderate level (3-3.99 scores) of TLP and the rest 26 per cent had low (below 3 scores) level of TLP. Further, Pearson's Product Moment Correlation Coefficient were computed to test if relationships exist or does not exist between TLP and KCSE performance tested at alpha value 0.01 or 0.05 levels of significance. The findings shown that, TLP have positive significant influence on academic performance in KCSE with Inspirational Motivation 0.194^{**}; Intellectual Stimulation 0.198^{**} and Idealized Influence 0.178^{*} at alpha value 0.01 level of significance (2-tailed). Then, Individual Consideration had 0.168^{*} at alpha value 0.05 level of significance (2-tailed). The null hypotheses were rejected and the alternative hypotheses adopted. The best transformational leadership practice predicator for KCSE examinations was Intellectual Stimulation (IS) with 0.198^{**}. T-test was used to determine whether principals' demographic characteristics influence their leadership practices. No major significant influences found except on age that influences the choice of idealized influence. Future research may focus on influence of principals' TLP on school culture. Influence of principals' TLP on collective teachers' efficacy. Influence of principals' TLP on teachers' commitment in public secondary schools. This study recommends higher learning institutions to restructure comprehensive courses on TLP for teacher trainees to enhance establishment of effective schools' leadership. Also, Kenya Education Management Institute to organize capacity building programs on TLP to empower practicing principals.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

There is widespread recognition that education is the key to the well-being of any society. Therefore, transforming schools and school systems is critical for sustained growth and success to both the individuals and countries (Mascal, 2007). United Nations Educational, Scientific and Cultural Organization (UNESCO) (2013) highlights that, treaties and laws worldwide acknowledge education is a fundamental human right and indispensable role is imparting desired knowledge, skills and attitudes. These enable learners realize their full potentials for individuals' and countries' growth and success. However, Khine and Saleh (2009) emphasize that, leading schools for educational excellence is a complex work in times of constant technological and global changes.

A study by Liu (2013) in Chinese urban upper secondary schools shows that, national education systems are scrambling to respond to these global changes which are likely to increase within learning environments in future. Then, Selamat and Nordin (2014) study findings in Malaysia show that, schools' leadership positions require competitive transformational leadership practices (TLP) as a hallmark of good students' academic performance (GSAP) in national examinations. Consequently, a study by Balyer (2012) advocates that, the more complex society gets the more sophisticated leadership practices must become and schools are not exempted need transformational leadership

practices (TLP) for greater heights of students' achievements in state examinations. This was the main focus of this study.

Scholars such as Abu-Tineh (2003); Giddens (2003); Munyoki (2007); Khasawneh, Omari and Abu-Tineh (2012) expressed that, globalization, new technology, and changing social patterns in the 21st century have significantly disrupted leadership in the education sector. However, Cole (2004) and Avolio, Walumbwa, Weber (2009) underscore that, systematic scientific research on how organizations can be best lead with new approaches suggested with research support continues to evolve. This allows progressive better understanding on what a leader is supposed to practice to bring success to the individuals and the organization at large. This was the main interest of this study in public secondary schools in Mbooni West Sub-county, Kenya.

Then, findings by Lorgwell-Mckean, (2012) in United States of America (USA) stipulates that, transformational leadership practices have emerged at the right time when schools' principals are faced with higher student expectations from the public and enormous decisions that determine the effectiveness of the 21st century schools towards desired good academic performance in state examinations. Hence, Lam and Pang (2003) and Williamson (2014) coincide that, transformational leadership practices are trusted to play a significant role within organizations to successfully navigate the success of school learners in the 21st century. Therefore, this study was inspired and attempted to investigate whether Principals' transformational

leadership practices influence academic performance in Kenya Certificate of Secondary Education (KCSE) in Mbooni West Sub-County, Kenya.

The concept of transformational leadership (TL) was first introduced and defined by Burns in 1978. According to Burns (1978) and Bass (1985), transformational leadership is a kind of leadership that involves changes as contrasted with leadership that retains the status quo. Burns and Bass underline that, transformational leadership is a process of inspiring change and empowering followers to achieve greater heights of organizations' success that result into increased productivity. Therefore, according to Burns and Bass, transformational leadership (TL) stimulates motivation and commitment of followers in organizations resulting into enhanced organizations' performance. This is done through a variety of approaches thus transformational leadership practices (TLP). Further Bass and Avolio (1994) advocate that transformational leadership is highly effective in producing positive effects for individuals, groups and organizational performance.

Hopkins (2006) emphasizes that, there is need for a manpower that is highly committed such as transformational schools leaders to support the development of an efficient and responsive education and training systems. According to Bass and Riggio (2006), transformational leadership is realized when leaders develop their followers' full potentials. This increases motivation and productivity in followers' work. A study by Ismail, Abidin and Tudin (2009) in Malaysia shows that, the ability of organizations' leaders to

properly use transformational leadership practices positively affect followers' performance resulting into increased organizational efficiency.

Subsequently, a study by Lam (2002) advocates that effective leadership is an important part of individuals' and organizations' life and success across all human civilization, education inclusion. That is why, Moore (2009a) emphasizes that, the success or failure of schools and their students often hinges on the effectiveness of leadership. Hence, Bass (1990) advocates that, in spite of leadership practices changing considerably over time within organizations, the need for proactive leadership practices from effective leadership has not.

Further, Leithwood and Jantz (2006) findings advocate that, transformational leadership practices in schools lift up of persons' visions to higher sights; the raising of persons' performances to higher standards, and building of personalities beyond normal limitations. This influences followers both direct and indirect to enhance the organization's bottom line performance. Then, Mascal (2007) and Ghamrawi (2011) are in agreement that, motivating people and building up their capacity is what makes transformational leaders effective within the field of education sector. This is not only top-down but also bottom-up approach. This implies that, transformational leaders' bottom line goal is to bring followers up to the level of confidently and successfully accomplish organizational goals.

Notably, Kouzes and Posner (2002); Moore and Rudd (2006) proclaim that, specific patterns of leadership practices vary over time and across culture. This poses the question and debate about the best leadership practices that can bring about positive and significant changes in the schools' learning environments. However, Khasawneh, Omari, and Abu-Tineh (2009); Gupta and Gehlawat (2013); Veysel (2014) maintain that, transformational leadership practices are required to successfully navigate diversity in terms of transformation and development of high-quality schools for the production of competent social capital in the 21st century global market.

Subsequently, UNESCO (2005) emphasizes that, the ultimate goal of any school is the education and success of its students. In addition to that, UNESCO (2009) specifies that, high student achievement in education depend on the central role of effective schools' leadership practices that can create revolutionary changes within educational institutions. According to UNESCO, the progress towards better quality education is constantly assessed by examining trends of schools' leadership practices on students' learning outcomes as measured by the students' achievement in national examinations scores. Therefore, this study was impressed to examine and provide a report on "influence of principals' transformational leadership practices (TLP) on academic performance in Kenya Certificate of Secondary Education (KCSE) examinations in public secondary schools in Mbooni West Sub-county, Kenya".

Ross and Gray (2006), Leithwood and Jantz (2008) and Khine and Saleh (2009) concur that, transformational leadership practices are associated with successful schools in developed countries. That is why, Mascal (2003) and Convey (2007) maintain that, transformational leaders are believed to transform people and organizations; in literal sense to change them in mind and heart; enlarge their vision, sight, and understanding; clarity of purpose; make behavior congruent with beliefs, values; and bring about positive changes that are permanent, self-perpetuating, and momentum building. This is believed to increase organizations' bottom line performances. This was the main purpose of this study on academic performance in public secondary schools in Mbooni West sub-county, Kenya.

Consequently, Khasawneh, Omari and Abu-Tineh (2012); Lorgwell- Mckean (2012); Ling and Ibraim (2013) and Mbithi (2014) are among many scholars interested on schools' leadership and students' performance who advocate that, transformational school principal (TSP) provides first, inspirational motivation (IM), where by the school principal builds a mental picture and starts with the development of a vision and shares school way of life with followers. Further, the school principal sells the vision immediately and continually. This brings about collaborative partnership learning in the school that enhances overall student academic performance.

Second, intellectual stimulation (IS) whereby the school principal challenges both teachers and students by holding high expectation performances from

them. Besides, the principal challenges organizational members to reexamine some of the assumptions about their work and rethink how can be performed better. Therefore, the principal establishes expectations for excellence, quality, and high performance on the part of the organization's members and guides along the course. This makes teachers strive hard to teach effectively leading to overall GSAP in schools.

Third, idealize influence (II), whereby the school principal models professional ethical practices that teachers and students emulate. Further, the principal sets personal example for the organizational members to follow consistent with the values the principal espouses. Transformational School principal displays attitudes and actions on how everyone else should behave. This implies that, transformational school principals are always visible and will stand up to be counted rather than hide behind the followers. This fosters commitment and consensus of all followers towards group goals achievement as a team to ensure good students' outcomes in national examinations.

Fourth, on individual consideration (IC), the school principal offers individual support to ensure the teaching staff and students are motivated in different productive ways leading to overall GSAP in the school. Further, the principal demonstrates respect and concern for organizational members' personal feelings and professional needs that respond to desired students' academic performance in the school. The school principal makes continued efforts to motivate and rally followers, constantly doing the rounds, listening, soothing

and energizing. This unswerving commitment keeps followers going; particularly through the darker times hence creates significant progress in the schools. This study's drive was to examine the extent to which these TLP influence academic performance in Kenya Certificate of Secondary Education (KCSE) examinations in Mbooni West Sub-county, Kenya. Additionally, Pounder (2003); Barnett and McCormick (2004); Hallinger (2005); Leithwood and Jantz (2005) are among many scholars who concur that, transformational leadership practices (TLP) of inspirational motivation (IM) is used by the school principal to communicates a vision that is appealing and inspiring and uses symbols to focus both teachers' and students' efforts. This is done to both teachers and students with precision and power, in compelling and persuasive way. Therefore, provides meaning for the work at hand and challenges both teachers and students with high standards of performance in the whole school.

On intellectual stimulation (IS), the school principal stimulates both teachers and students to rethink old ways of doing their work and reassess their old values and beliefs. The school principal provides framework and see how both teachers and students are connected to each other, to the organization, and the goals. Therefore, this challenges assumptions and solicits teachers and students ideas. The principal also encourages teachers and students to take risks and experiments and take mistakes as an opportunity for learning. This fosters commitment and provides good framework that leads to collaborative learning partnership environment in the school that enhances overall students' academic performance.

Further, on idealized influence (II), the school principal acts as a role model by demonstrating professional ethical practices in the school for teachers and students to reciprocate as well. This translates that, the principal walks the talk, and aligns deeds with words so that teachers and students perceive a high degree of congruence between principal's words expressed through actions hence leads to effective collaborative learning in the school.

On individual consideration (IC), the school principal prepares to care for the teachers, students and all support staff, and desires for general good for the entire school community. This implies that, the school principal genuinely cares for all followers as people rather than mere instruments for the realization of the school's vision and mission. These scholars expressed that, transformational leadership practices not only affects teachers' capacities and perceptions positively but ultimately improve students' academic performance, since teachers' capacities and perception too affects students' achievement in schools.

According to these scholars, transformational leadership practices increase commitment and efforts towards wide school's improvements hence more superior and important in the school change context. This is due to their transforming approaches on increasing teachers' capacities and perception to teach effectively leading to overall good students' outcomes in state examinations. Therefore, this study found it necessary to investigate and give a comprehensive report on influence of principals' TLP on academic

performance in KCSE examinations in public secondary schools in Mbooni West Sub-county in Makueni County, Kenya.

Research evidence by Hay (2007); Mees (2008); Leithwood and Jantz (2008); Khine and Saleh (2009) are in agreement that, transformational leadership practices are more superior to the conventional transactional leadership practices, and play an important role in achieving academic excellent results in national examinations in this fast-changing global learning environment. These researchers stipulate that, TLP in schools lead to educational excellence in western societies and have spread already in all government institutions including education sector. According to the opinion of these scholars, transformational schools' leaders are people-oriented and play a vital role in creating competitive and productive societies in the global market.

A study by Saxe (2011) advocates sustainable school reforms is necessary towards the achievement of all learners. Further, this scholar stresses that, schools' reform in the 21st century requires transformational leadership practices to transform schools into autonomous, systems-thinking organizations, revolving around professional learning communities. This embraces change and creates a high performing learning environment for students and teachers. Therefore, this study was interested to examine if transformational leadership practices within the Kenyan secondary schools impact academic performance at KCSE examinations.

Ross and Gray (2006) findings in United States of America (USA) show that, successful schools are often associated with the kind of strong leadership practices exercised in such schools. These researchers argue that, transformational leadership practices in schools enable teachers to develop collective teachers' efficacy which is concerned with the entire school improvement on students' core academic subjects. Likewise, study results by Rutledge (2010) in USA found that, transformational leadership practices in schools foster higher level of teachers' commitment in quality teaching leading to GSAP in state examinations.

According to Rose and Gray, and Rutledge findings, transformational leadership practices helped the realization and fulfillment of the USA education policy "No Child Left Behind". Besides, Adams (2015) findings in Oregon in USA points out that, high academic performance is within the reach of all children in high poverty schools due to principals use of transformational leadership practices. Therefore, the researcher of this study hopefully believes that, transformational leadership practices can as well be applied within Kenyan public secondary schools to enhance academic performance for all learners.

Studies by Hallinger (2003); Ross and Gray (2003); Leithwood, Patten and Jantzi (2010) maintain that, TLP encourage teachers to perform more than what they originally thought possible. This increases their effectiveness which in turn positively impacts students' and schools' bottom line performance.

According to these scholars, effectiveness of schools and improvement of students' performance depend on the effectiveness of the schools' leaders. In addition to that, effective schools' leaders motivate teachers and build up their capacities to engage in quality instructional services that lead to high students' achievement in national examinations. Therefore, reverse of these researchers show that, low students' academic performance in national examinations is mainly caused by lack of commitment by schools' principals in their work. This in return negatively impacts learners' results in state examinations, the validity of which this study attempted to examine.

Lorgwell-Mckean (2012) findings in California show that, todays' schools need transformational leadership practices that are invested in the forward movement of the entire schools' performance. According to this researcher, development of collective responsibility in the school result into continuous wide school improvement particularly that of students' achievement in state examinations. Consequently, Hallinger (2003) highlights that; the emergence of transformational school leadership addresses the recent demand in schools' change of theory and practice to enhance both individuals' and organizations' performance.

Further, a study by Yu, Leithwood, and Jantz, (2002) in Hong Kong advance that, transformational school leadership has significant effects on the teachers' commitment to change the school learning environment. This leads to desired students' results in national examinations. Then, a study by Khasawneh, omari

and Abu-Tineh (2012) in Jordan found that, the relationship between each component of TLP was moderate, and has positive significant influence on students' out comes. Therefore, this researcher suggested more workshops and training courses for school principals on TLP which are vital for organizations seeking to retain their top performers amongst their students.

Eyal and Roth (2011) research results in Israel show that, transformational leadership practices in schools ensure every teacher autonomously motivated and engage in various teaching tasks that lead to good students' performance in schools. Whereas, Robison, Lloyd and Rowe (2008) findings in New Zealand found that, effective school principals specifically support academic learning and share leadership responsibilities with teachers. Ghamrawi (2011) specifies that, school principals should establish trust through shared leadership and supportive learning environments that inspire teachers and students to strive hard to excel. These researchers emphasize that; schools' principals should ensure that, every teacher progresses towards positive impact on students' achievement in the school.

Further, studies by Hoy and Miskel (2001) declares that, proactive leadership practices are perceived by followers through leaders demonstrate professional ethical practices desired for good students' results in state examinations. Additionally, Bellé (2013) study outcomes advocate that, transformational leadership is often believed to have the most powerful kind of leadership

practices for motivating purposeful actions towards high public employees' performance.

A study by Ling and Ibraim (2013) in Malaysian secondary schools found that, transformational leadership practices have great impact on teachers' attitudes and commitment towards promotion of change and improvement of schools' performance. Similarly, Selamat and Nordin (2014) findings show that, transformational leadership practices enable teachers in Malaysian schools have high level of commitment to deliver quality services. According to these researchers, transformational leadership practices are crucial in the production of first class human capital in the 21st century competitive global market. Additionally, Wahab, Mohd Fuad, Ismail and Majid (2014) research outcomes in Malaysia show that, the success of a school and its students is heavily influenced by the headmaster's effective leadership practices.

According to these findings in Malaysia, educational plans and policies are implemented by school teachers therefore; need proactive leadership practices that bring about quality instructive services which are very vital in any educational arena for students' success. Moreover, these scholars advocate that, excellence and high performance of a school is determined by the ability of the head teacher in mobilizing the staff efficiently. This leads to achievement of the education goals in any country.

However, Robison, Lloyd and Rowe (2008) expressed that, the effects of transformational leadership in schools is mixed, and in some contexts not that effective. Therefore, suggest more research on transformational leadership practices in schools to explore this phenomenon in depth. Therefore, this study was meant to meet this need, and was impressed upon to investigate if principals in public secondary schools use transformational leadership practices and to what extent influence academic performance in KCSE examinations in Mbooni West Sub-county in the years (2011-2015) which had unsatisfactory results.

In the opinion of Marks and Printy (2003), initially principals were viewed as primary sources of educational expertise but with time teachers have gained greater legitimacy as leaders in delivery of quality educational services that bring about good students' performance in schools. However, Harris (2002) points out that, when schools are not performing well the blame is usually put on the principals. Then, Leithwood and Rievil (2003) brought forward the notion that, enter into a failing school and you will find weak leadership and scratch the surface of an excellent school and you are likely to find an excellent head teacher.

Further, a study by Moore (2009b) brought forth that, leadership is expected to combine skills and knowledge of diverse work force in education sector to achieve educational goals. In addition to that, a study by Moore (2009a) emphasizes that, schools' principals are key players towards successful and

effective implementation of school curriculum that leads to students' success in national examinations. Then, according to the views of Harris, Leithwood and Rievil, and Moore, schools' principals are believed to be the most influential persons in schools who affect the degree of efficiency in school functionality, the quality of teachers' educational services and the heights of students' academic performance in state examinations.

The findings by Akomolafe (2014) in Nigeria indicate that, schools' leadership requires competitive leadership practices that can best use the maximization of schools' resources to create the long-term capacity of teachers. This leads to continuous improvement on students' academic performance in national examinations in schools. Further, Modebelu (2014) research outcomes advocate that, teachers' commitment is very vital in achieving high academic performance amongst Nigerian students in state examinations. According to Akomolafe and Modebelu findings in Nigeria, effective schools' leadership is believed to play an important role to make schools and students successful in the 21st century.

Research evidence by Bekele and Dashan (2011) in Ethiopia confirms that, transformational leadership practices are important to increase followers' satisfaction and at the same time increases organization's productivity. While, Englelbrecht, Oswald and Forin (2006) in South Africa found that, working social patterns in every school is influenced by the style of leadership provided by the head teacher. According to Englelbrecht, Oswald and Forin, the head

teacher should aim at value addition in education and be committed in doing the work required for high levels of teachers' and students' performance.

Then, studies by Otiato (2009); Oketch and Mutisya (2013) and United Nations (2013) are in agreement that, quality education is the strongest weapon of tackling poverty and prevents the transmission of poverty between generations in all societies. These researchers advocate that, well-educated citizens increase individuals and nations economic competitiveness for economic growth and development. Therefore, quality education that leads to success of students in schools is assumed to enhance production of competent future social capital in all fields of work in Kenya for the realization of the Kenya vision 2030 and beyond.

Notably the Kenya vision 2030 places great emphasis on the link between education and production of competitive social capital in both national and world market (Republic of Kenya (GOK) (2007). That is why the government of Kenya singled out education as one of the most important levers that will create Kenya a globally competitive nation. This helps transformation of Kenya into a newly industrialized middle income country that provides quality life to all citizens by year 2030 and beyond. Ministry of Education (MoE) (2014) emphasizes that, leadership is the most important aspects of management and contributes immensely to the general well-being of organizations' and nation's success.

Further, Ministry of Education Science and Technology (MOEST) (2005) specify that, schools' head teachers are focal points and compasses of the schools therefore shoulder the greatest burden to lead schools achieve educational goals. Additionally, MoE (2012) alleged that, education and training are central towards the height of transformation required in Kenya to be globally competitive. Therefore, the underlying reasons for this study assumes that, during this era of transformation needed in Kenya, transformational leadership practices (TLP) in public secondary schools will lead to desired good students' academic performance in KCSE examinations. This is believed to make Kenyan youth increase their economic competitiveness within Kenya and in the global world market.

However, Nderitu (2012) findings in Nairobi County found that, secondary schools have not been doing well in Kenya Certificate of Secondary Education (KCSE) examinations due to ineffective leadership practices. Besides, a study by Chemobo, Musiego, Kimani and Willy (2014) in Kakamega Central Sub-county shows that, reduced institutional productivity is due to low level of teachers' commitment towards good student academic performance. This implies that, ineffective schools' leadership and low level of teachers' commitment contribute towards low academic performance amongst students in public secondary schools.

Hence, Wainaina, Kipchumba and Kombo (2014) findings in Nakuru North District indicate that, public secondary schools in Kenya are undergoing

transformation to reverse the falling trend in service delivery. That is why; this study posits that, to turnaround public secondary schools is necessary and need proactive leadership practices for long-term continuous improvement on students' performance in KCSE examinations. Notably, reviewed studies in education have given good evidence that, transformational leadership practices in schools lead students to educational excellence. Thus, learners are made fully prepared to pursue college and career training courses in order to live a successful life. Therefore, this study was aroused to investigate whether these leadership practices are used in public secondary schools in Mbooni West Sub-county and to what extent influence academic performance in KCSE examinations in the years (2011-2015) which had inconsistency and were unsatisfactory.

According to Ministry of Education (MoE) (2012), secondary education is very crucial education level design for students who complete their primary education and a channel to higher education and training in Kenya. Then, Mbooni West Sub-county Education Director (MWSCED) and Mbooni West Sub-county Quality Assurance and Standards Officer (MWSCQASO) (2016) reported the Kenya National Examination Council (KNEC) is in charge of basic national examinations, secondary examinations included. The mean grades in KCSE examinations are awarding as follows:- A plain 12 points; A minus 11 points; B plus 10 points; B plain 9 points; B minus 8 points; C plus 7 points, C plain 6 points; C minus 5 points; D plus 4 points; D plain 3 points; D

minus 2 points; E 1 point. The minimum university entry requirement in Kenya is C+ (plus) and above.

Statistics from Makueni County Education Director (MCED) and the Makueni County Quality Assurance and Standards Officer (MCQASO) (2016) reported on KCSE mean scores analyses (2011-2015) years. This displayed Mbooni West Sub-County KCSE Mean Scores Compared to Makueni County KCSE Mean Scores as shown in Table 1.1.

Table 1.1: Mbooni West Sub-County KCSE Mean Scores Compared to Makueni County KCSE Mean Scores, Results Analysis (2011-2015)

Years	2011	2012	2013	2014	2015
Makueni County	4.95	5.00	5.03	5.16	5.07
Mbooni West Sub-county	4.07	4.09	4.16	4.02	4.06

Sources: MCED and the MCQASO Documentary analysis (2016) Makueni County

Table 1.1 shows that, Mbooni West Sub-county is below Makueni County with a mean score of D plus 4 points throughout the years (2011-2015). Further, an interview reports from Mbooni West Sub-county Teachers Service Commission (TSC) Director and the Education Director show that, Mbooni West Sub-county was among the bottom two sub-counties in Makueni County for the five consecutive years (2011-2015). This implies that, academic achievements of students from this Sub-county were still lagging behind. In

addition, statistics from Mbooni West Sub-county Education Director (MWSCED) and Mbooni West Sub-county Quality Assurance and Standards Officer (MWSCQASO) (2016) reported on Mbooni west Sub-County public Secondary Schools' KCSE analyses of percentages of C+ and above in the years (2011-2015) as shown in Table 1.2.

Table 1.2: Mbooni West Sub-County KCSE Results Compared to National KCSE Results, Analysis (2011-2015) percentages of C+ and above

Years	2011	2012	2013	2014	2015
National index	29.12	28.36	27.46	30.78	31.52
Mbooni West Sub-county	20.42	21.84	24.85	19.31	17.83

Sources: MWSCED and the MWSCQASO Documentary analysis (2016) Mbooni West Sub-county

Statistics in Table 1.2 show unsatisfactory results on academic performance in KCSE examinations in public secondary schools in Mbooni West. Why? Majority, over 75 percent of the students who sat for KCSE examinations for the five consecutive years were not able to obtain mean grade of C+ and above which is the minimum university entry requirement in Kenya. Therefore, the researcher anticipated that, classroom instructions were not adequate in most of the public secondary schools in Mbooni West Sub-county to make Kenyan youth globally competitive. The reasons for low students' academic

performance at KCSE examinations in public secondary schools throughout this period are varied and not yet clear. These could be leadership practices, commitment and motivation levels of teachers, and instructional materials among others. That is why a study by Chemobo, Musiego, Kimani and Willy (2014) shows that, the reasons that reduce institutional success and productivity is the low level of teachers' commitment towards high students' achievement leading to low academic performance amongst their students.

Then, a study finding by Muricho and Changach (2013) advocate that, revolutionary schools' leadership is central in education and training in all learning institutions. This enhances the production of quality social capital for all fields of work in Kenya to enhance the development of the county's economy. Therefore, continued low students' performance in KCSE examinations in public secondary schools in Mbooni West Sub-county provoked this study to carry further investigation on some of the underlying causes such as principals' leadership practices.

Then, according to (2011-2015) years' KCSE results analyses, Mbooni West sub-county public secondary schools require sustainable schools' improvement efforts on existing leadership practices to enhance students' achievements in KCSE examinations. Research evidence show relationships exist between schools' leadership styles and academic performance nevertheless provide inadequate information on TLP on academic performance in KCSE examinations. Therefore, this study found it necessary

to investigate and provide comprehensive report in Mbooni West Sub-county in Makueni County, Kenya.

1.2 Statement of the Problem

Education is widely held to be crucial for the survival and the well-being of individuals and countries. Therefore, transforming schools and school systems is critical to sustained growth and success to both the individuals and countries. Ministry of Education Science and Technology (2012) emphasizes that, schools' head teachers shoulders the greatest burden to lead schools to achieve educational goals. Notably, the government of Kenya immensely invests in training educationalists to enhance establishment of effective leadership practices among teacher trainees and provision of quality education for all schools to enable learners achieve good results in national examinations.

However, statistics show in both Tables 1.1 and 1.2 that Mbooni West Sub-county public secondary schools consistently posted low Kenya Certificate of Secondary Education (KCSE) mean grades compared to the Makueni County and National KCSE results analyses in the years (2011-2015) and marked unsatisfactory results. This was a real problem and caused a lot of concern to the Sub-county Education Director, the Teachers Service Commission Director, and the public at large, why less than 25 percent of the students who sat for the KCSE examinations attained mean grade of C+ and above which is the minimum university entry requirement in Kenya and majority 75 percent

did not qualify. Many scholars in Kenya interested in schools' and students' performance show relationships exist between school leadership and students' performance nevertheless provide inadequate information on influence of principals' transformational leadership practices (TLP) which are associated with successful schools in developed countries. Therefore, this study found it necessary to investigate and provided comprehensive report on influence of principals' transformational leadership practices on academic performance in KCSE examinations in Mbooni West Sub-county, Kenya.

1.3 Purpose of the Study

The purpose of the study was to examine influence of principals' transformational leadership practices (TLP) on students' academic performance in Kenya Certificate of Secondary Education (KCSE) in Mbooni west sub- county, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives:

i. Examine the extent to which principals' transformational leadership practice of 'inspirational motivation' in public secondary schools influence academic performance in Kenya certificate of secondary education in Mbooni West Sub- county.
ii. Establish the extent to which principals' transformational leadership practice of 'intellectual stimulation' in public secondary schools

influence academic performance in Kenya certificate of secondary education in Mbooni West Sub- county.

iii. Establish the degree to which principals' transformational leadership practice of 'idealized influence' in public secondary schools influence academic performance in Kenya certificate of secondary education in Mbooni West Sub- county.

iv. Assess the extent to which principals' transformational leadership practice of 'individual consideration' in public secondary schools influence academic performance in Kenya certificate of secondary education in Mbooni West Sub- county.

v. Establish which principals' transformational leadership practice best predictor academic performance in KCSE in Mbooni West Sub- county.

vi. Examine the extent to which principals' demographic characteristics influence choice of transformational leadership practices in public secondary schools in Mbooni West Sub- County.

1.5 Research Hypotheses

The study addressed the following null hypotheses in tune with the above stated objectives:

H_{01}. No significant influence between principals' transformational leadership practice of inspirational motivation in public secondary schools and academic performance in Kenya certificate of secondary education.

H_{02}. No significant influence between principals' transformational leadership practice of intellectual stimulation in public secondary schools and academic performance in Kenya certificate of secondary education.

H_{03}. No significant influence between principals' transformational leadership practice of idealized influence in public secondary schools and academic performance in Kenya certificate of secondary education.

H_{04}. There is no significant influence between principals' transformational leadership practice of individual consideration in public secondary schools and students' performance in Kenya certificate of secondary education.

$H_{05.}$ There is no significant difference between principals' leadership practices predictor on academic performance in Kenya certificate of secondary education.

$H_{06.}$ There is no significant difference between principals' demographic characteristics and choice of transformational leadership practices in public secondary schools.

1.6 Significance of the Study

The study was essential as it sought to fill the gap on transformational leadership practices (TLP) within education sector in public secondary schools, Kenya. This enhances growth and development of schools' leadership for educational excellence in Kenya. Therefore, the study found it necessary to understand, investigate, and analyze the backgrounds of transformational leadership practices on academic performance in Kenya Certificate of

Secondary Education (KCSE) examinations, Kenya. The study results may benefit ministry of education to develop educational policies that tie leadership with satisfactory academic performance in national examinations in public secondary schools. Further, the study may be beneficial to the practicing principals about what they need to practice in schools as schools' leaders; re-examine their leadership practices and improve on their weak areas. This leads to individuals' professional growth and development. Further, teachers aspiring to be schools' heads may benefit as a group to develop leadership practices from new shared knowledge on transformational leadership practices. This translates that, teachers emulate schools' principals who are believed to be the most influential persons in schools. Therefore, the study findings hopefully contribute to leadership development for future schools' leaders in Kenya.

The findings may have direct benefits to the Government of Kenya due to immensely investments in education and training therefore, in return Kenya will be able to produce competent social labor for all fields of work in Kenya. This may lead the country achieve The Kenya Vision 2030. Besides, the study results may benefit the Kenya teachers' trainers at different levels such as (Kenya Education Management Institute, Colleges, and Universities) to plan, restructure, construct, organize and coordinate training curriculum that includes comprehensive transformational leadership practices. This may help transformation of public schools in Kenya to be centers of educational excellence like those in western societies.

The findings may be used by the Directorate of Quality Assurance to check on areas of assessment and improvement. Therefore, curriculum support officers may advice schools' principals accordingly on their key role on supervision of curriculum implementation for desired KCSE results in Kenya. Also, the results may be used by the Teachers Service Commission on teachers' appraisal and development tool for assessment, evaluation and consideration for promotion to schools' principals. Therefore, this study strongly supports the inclusion of transformational leadership practices (TLP) in public secondary schools. Hopefully, this may benefit students on quality teaching services to enhance performance in Kenya Certificate of Secondary Education (KCSE) examinations. This is believed to influence social capital development to meet the county's realization of the Kenya Vision 2030 and beyond.

1.7 Limitations of the Study

Although the current study conveyed important information in terms of principals' transformational leadership practices in secondary schools, there were several limitations encountered. Majority of the participants had insufficient knowledge about the title under investigation. Therefore, the researcher took some time to explain the meaning of transformational leadership practices of: - inspirational motivation, intellectual stimulation, idealized influence and individual stimulation to able participants give responses. The researcher was not in control over the participants' feelings and attitudes when giving socially acceptable answers on the survey items.

Also, some participants were not willing to participate and open up to share true information on transformational leadership practices of schools' principals. However, the researcher assured participants that, the study was purely for academic purposes and their identities were to remain anonymous. Also, a standardized questionnaire for principals, teachers and focus groups discussion guide was used. Then, interview guides for the Sub-county education director, quality assurance and standards offices and teachers service commission director was self- administered to collect data from the Sub-county.

1.8 Delimitations of the Study

This study was carried out in Mbooni West Sub-County in Makueni County, Kenya. Since principals' transformational leadership has many areas of research, this study was delimited to influence of principals' transformational leadership practices (inspirational motivation, intellectual stimulation, idealized influence and individual stimulation) on students' academic performance in KCSE examinations in public secondary schools in Mbooni West Sub-County. Therefore, Makueni County education office, Mbooni Sub-county education office, the Sub-county teachers' service commission director, principals, teachers, and students participated to provide required information.

1.9 Basic Assumptions of the Study

The following were the basic assumptions of the study:

i. The participants had familiarity on filling in the research instruments used in this study.

ii. Principals in public secondary schools had variation on how to practice transformational leadership practices due to prior training and diverse competencies they have towards schools' leadership.

iii. The study assumed transformational leadership has potential to influence students' academic performance in national examinations such as Kenya Certificate of Education in Kenya.

1.10 Definition of the Significant Terms

The following were operational terms as defined below:

Idealized influence refers to how school principal models personal integrity and professional ethical practices then works in a collaborative manner for teachers and students to reciprocate as well.

Individual consideration refers to the school principal's ability to pay special attention to each individual teacher's needs, acts as a mentor, coach and provide collegial support that leads to professional growth and development. This lead to effective quality teaching that leads to desired academic performance in schools.

Inspirational motivation refers to the school principal's ability to create and share a compelling vision and goals that generate enthusiasm, optimism and commitment of all teachers and students in the school leading to overall good academic performance in national examinations.

Intellectual stimulation refers to the ability of the school principal to stimulate creativity and innovation of teachers and students by challenging assumptions and status quo, then providing good work framework, and holding high performance expectation for the teachers and students to strive hard to excel.

Academic performance refers to Kenya Certificate of Secondary Education (KCSE) examinations mean grades that indicate the extent to which students have achieved at the end of secondary education, and used for selection and placement for higher learning and training institutions in Kenya.

Transformational leadership refers to leadership style that involves transforming individuals, groups and organizations through inspiring and stimulating followers to perform beyond normal expectations to achieve goals beyond those originally set.

Transformational leadership practices refers to leadership engagements that are believed in lifting up of persons' visions to higher sights, the raising of persons' performances to higher standards, therefore creating real substantive change to both the individuals and the organizational systems towards good students' academic performance in national examinations.

1.11 Organization of the Study

This study is organized into five chapters. Chapter One deals with introduction and consists the background to the study, statement of the problem, purpose of the study, objectives of the study, research hypotheses, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definition of significant terms.

Chapter two covers review of related literature with subtopics; introduction, transformational school leadership and academic performance, transformational leadership practices of inspirational motivation and academic performance, intellectual stimulation and academic performance, idealized influence and academic performance, individual consideration and academic performance, students' performance in schools, conclusion, other leadership practices, principal characteristics, summary review of related literature, theoretical framework and analysis of conceptual framework.

Chapter three comprises research methodology, and focuses on research design, target population, sample size and sampling procedures, research instruments, pilot study, validity of the instruments, and reliability of the instruments, data collecting procedures, data analysis techniques and ethical considerations. Chapter four focuses on data analysis, presentations and interpretation. Chapter five has summary, conclusions, recommendations, and suggestions for further studies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The chapter represents a review of literature covering transformational school leadership and academic performance, transformational leadership practices of inspirational motivation and academic performance, intellectual stimulation and academic performance, idealized influence and academic performance, individual consideration and academic performance, students' performance in schools, conclusion, other leadership practices, principal demographic variables, summary review of related literature, theoretical framework and analysis of conceptual framework.

2.2 Transformational School Leadership and Academic Performance

Originally, Burns (1978) introduced the concept of transforming leadership in his descriptive research on political leaders. However this term is currently well used in organizational psychology. Bass (1998) and Morgan (2006) point out that, since the publication of Burns' original work, the interest in transforming leadership in many fields of work remains high even in education sector.

According to Burns, transforming approaches creates significant change in the life of people and organizations. Therefore, transformational leadership (TL) has been explicitly defined around the concept of change (Bass, 1985). Therefore according to Bass and Morgan, changing organization involves

creating new system and institutionalizing new approaches as a way of life within the organization. Therefore, transformational school leaders use certain leadership practices as approaches which are very important within educational institutions especially when schools are challenged by higher students' academic performance from the public and constant technological and global changes.

Further, Bass (1997) defined transformational leadership as leadership that goes beyond normal expectations by inspiring new ways of thinking and causing significant changes in individuals and social systems. Bass points out that, in ideal form a transformational leader creates valuable and positive change in the followers with the end goal of developing followers into leaders. Therefore, Burns and Bass concur with Morgan that, in its authentic form, transformational leadership stimulates motivation, morale and commitment of followers in an organization resulting into enhanced performance through a variety of approaches thus transformational leadership practices (TLP).

Therefore, these scholars emphasize that, transforming leadership is a process in which leaders and followers help each other to advance to a higher level of morale and motivation resulting into increased organizational productivity. This was the main drive of this study focusing on the 'influence of principals' transformational leadership practices on students' academic Performance in Kenya Certificate of Secondary Education Examinations in Mbooni West Sub-

County Kenya, where the performance was unsatisfactory and need to be improved.

Kouzes and Posner (2002) point out that leading by example is a visible management style. This enhances accessibility and promotes the values and principles advocated by the leader. Consequently, the need to transform school leadership has been ascertained by several research studies such as (Mascall, 2003; Leithwood & Jantzi, 2006; Khasawneh, Omari, & Abu-Tineh, 2012; Nderitu, 2012; Ling & Ibraim, 2013; and Mbithi, 2014). These scholars concur that, there is significant relationship between transformational leadership practices (TLP) and students' performance. This implies that, if only schools' principals can apply TLP, teachers are likely to be more satisfied, motivated and committed to enhance students' academic performance in schools. Therefore, the current researcher advocates transformation of schools' leadership in support of enhancing students' performance in national examinations.

A study by Leithwood (1994) points out that, schools' restructuring have been cited as reasons for advocating a move from instructional to transformational forms of school leadership. This scholar highlights that, among many today's challenges there is high degrees of uncertainty about educational ends and changes in the core technology of schooling. According to Leithwood, Transformational Leadership is well suited to such challenges because of its potential for building high levels of commitment amongst the followers. This

increases productivity in a complex and uncertain working environment. Further, this is believed to foster growth in the capacities of the schools' staffs toward students' success in academics. Therefore, the current study focused on influence of principals' transformational leadership practices on academic performance in Kenya Certificate of Secondary Education examinations in public secondary schools in Mbooni West Sub-county, Kenya.

Leithwood and Jantzi (1997) findings in USA show that, leadership is a process of influencing others; therefore school principal should be quite self-conscious about doing good work on behalf of the entire school community. This translates that, effective school leadership is the most powerful approach to positively influence teachers' perceptions towards good students' academic performance. This is the backbone for teachers' and students' success in schools. Further, Leithwood and Jantzi emphasize that, what school principal do (actions and perceived effects) is significant to teachers and how schools operate towards students' success.

Bass (1998) points out that, leadership can simultaneously display both transformational and transactional leadership, and these two types of leaders are sometimes called super leaders. Therefore, Bass advocates that, transformational leadership is significant when an organization faces challenges in times of constant change. Then Williamson (2014) concur with Bass (1998) that transformational leadership competencies are required in today's schools to constantly scan the learning environment. This is due to the

forces of change coming by wave after wave and need transformational leaders to successfully navigate the future.

McGuire and Hutchings (2007) and Roger and Givens (2008) are in agreement that in the educational organizations, transformational leaders lead by examples and serve as visible models for the followers to emulate. Besides, Saxe (2011) emphasizes that, transformational leadership is required to uplift learning institutions towards acceptable standards for the achievement of all learners. Morgan (2006) advocates that, schools' reform need transformational leadership to change schools into autonomous, systems-thinking organizations.

Studies by Hallinger (2005) and Hatala and Hatala (2003) highlight that, effective school principals are expected to perform a variety of roles and approaches ranging from managerial, transforming, and instructional. Ling and Ibrahim (2013) study results show that, schools' principals who practice transformational leadership practices are considered to be highly significant in influencing teachers' levels of commitments as a hallmark of students' success.

Leithwood and Jantzi (1999) findings show that, transformational leadership enable followers to be vested members of the community, and become motivated to expend greater efforts than they would otherwise. While, Hattie (2009) argues that instructional leadership has a greater impact on student

outcomes than transformational leadership. However, Griffith (2004) and MoE (2014) emphasize that, transformational leaders have high concern for tasks and people. This leads to collective group efficacy leading to good results in a complex changing learning environment.

According to Leithwood and Jantzi (2005), transformational schools' principals are regarded as central to the task of creating and building good positive schools' cultures. This promotes powerful teaching and learning for all students with main focus to raise students' achievement in studies. Bass, Avolio, Jung and Berson (2003) point out that, transformational leadership is basically believed to inspire greater performance in group members and involves changes as contrasted with leadership that retains the status quo.

Demir (2008) findings show that, in developing countries transformational leadership plays a key role in promoting and managing schools' development and change. According to Demir, transformational leadership brings about transformation and development of schools as effective communities for learners. Research evidence by Bass and Avolio (1990); Bass (1990); Leithwood, Patten and Jantzi (2010) show that, the roles of the school principal have been in a state of transition progressing from the principal as an instructional leader, to the principal as transactional leader, and most recent principal as a transformational leader. Therefore, a study by Hopkins (2006) supports that, transformative school leaders are required to design and manage

competitive learning schools organizations that can sustain global competition for the bright future generations.

Khine and Saleh (2009) advocate that, transformational leadership is critical in both managing the transformation and creating academic excellence as educational organizations move from position-based responsibilities to task-based responsibilities. Whereas, Pounder (2003) findings indicate that, transformational leadership is a superior type of leadership that is believed its practices are like a mountaineer helping another climber. This motivates teachers positively leading to good students' academic performance in state examinations.

Scholars such as Barnett and McCormick (2004); Leithwood and Jantz (2006); Mbithi (2014) agree with Jantz and Leithwood (1996); Pounder (2003) that, transformational leadership (TL) evolved in practices which satisfy teachers more hence creates high performing team committed to enhance students' academic performance in schools. This implies that, transformational leaders gained popularity largely because of their proactive leadership practices which helps followers achieve extraordinary goals. Therefore, there is adequate research evidence that, TL in schools lead to positive schools' cultures which enhances quality and effective teaching services and learning environments. This promotes students' academic achievement in national examinations. However, Marks and Printy (2003); Robison, Lloyd and Rowe (2008) and Hattie (2012) disagree with researchers such as Barnett and McCormick

(2004); Leithwood and Jantz (2006) and Mbithi (2014) by arguing that, transformational leadership is necessary but insufficient for instructional leadership in schools towards good students' academic performance in state examinations.

Northouse (2004) add to the number of many scholars who support that, transformational leaders use leadership practices which influence positively followers' values and aspirations. This in turn positively affects the followers' abilities to achieve organizations' goals. Therefore, the main focus of this study was to investigate if transformational leadership practices of *inspirational motivation, intellectual stimulation, idealized influence and, individual consideration* influence students' academic results in Kenya Certificate of Secondary Education in Mbooni West Sub-county, Kenya.

Conclusion on Transformational School Leadership and Academic Performance

Literature reviewed in the studies by Mascall (2003), Leithwood and Jantz (2006), Lorgwell-Mckean (2012), NASSP (2013), Mbithi (2014), and Adams (2015) are among many scholars who expressed that, transformational schools' leaders are integrated human beings, and are capable to create spirited work places that are characterized by the constructive use of all four sources / domain, thus the body, mind, heart and soul to enhance students' performance in schools.

Further, Saxe (2011), Khasawneh, Omari and Abu-Tineh (2012); Ling and Ibraim (2013 too advocate that transformational school leaders are believed to be: ***Physically intelligent-*** this translates that, the leaders know the right use of competition, cooperation and collaboration in an organization. ***Mentally intelligent –*** this implies that, these leaders perform work higher level than average in organizations with heightened awareness, clarity of thought and mindfulness. ***Emotionally intelligent*** **-** this means that, transformational leaders have the ability to understand their feelings and those of the followers and consider when making organizational decisions. ***Spiritually intelligent*** – it is interpreted that, transformational school leaders have the ability to create positive significant changes in organizations that inspires performance by releasing the inner power of the followers to increase their productivity. Therefore, this study investigated the following transformational leadership practices that are trusted to energize followers in educational institutions to enhance students' academic performance in state examinations.

2.3 Inspirational Motivation and Academic Performance

Inspirational motivation refers to the ability of the school principal to create and share a compelling vision and goals that generate enthusiasm, optimism and commitment of all teachers and students to strive hard to excel in national examinations. This transformational leadership practice is discussed below:-

Lorgwell- Mckean (2012) conducted a study on restructuring leadership for 21st Century schools in United States of America (USA). The objective of this

study was to explore the connections between the practices of transformational leadership and the presence of quality relationships and its impact in schools. Both qualitative and quantitative data yielded interesting results from teachers who were interviewed and filled questionnaires. The study results show that, inspirational motivation (IM) enables schools' principals to build a school vision and goals that lead to effectiveness of the 21st century schools towards good students' academic performance (GSAP). Also, this researcher advocates that, the practice of inspirational motivation leads to the development of collective teachers' efficacy hence positively influence students' academic performance in state examinations.

Further, Demir (2008) study findings in USA found that, transformational leadership practices play a key role in promoting and managing schools' development as effective communities of learners. This researcher advocates that, principals' professional qualification enhances the practice of *inspirational motivation* (IM) in connecting subordinates to the meaningful work they do. This enhances collective teachers' commitment leading to teachers' professional growth and students' improved academic performance in schools.

Leithwood and Jantzi, (1997) conducted a study on teachers' perceptions of principals' leadership in schools in USA. The study used sampling plan matrix and analyzed six dimension of transformational leadership. Study results show that, the school leader's behavior on fostering development of vision and goals

is demonstrated by identifying new opportunities for the school; developing, articulating, and inspiring others with a vision of the future; and building consensus on school goals and priorities. This leads to school's improvement on students' performance in national examinations.

Hay (2007) emphasizes that, the ultimate goal of any school is the education and success of its students. Further, this scholar stresses that, today schools need leaders who inspire followers towards the forward movement of the entire schools success. This is realized through collective teachers' teaching responsibilities resulting into continuous school wide improvement on students' achievement. Further, a study by Avolio, Jung, and Berson (2003) found that, it is important for the schools' principals to be professionally qualified and experienced in their work so as to communicate positively the school vision to both teachers and students. Too, Bass and Avolio (1990) pointed out that, the practice of IM inspires both teachers and students hence positively influence the school learning environment.

Khasawneh, Omari and Abu-Tineh, (2009) study findings on transformational leadership model in practice in Jordanian schools shows that, by sharing school's goals and expectations with followers strengthens team work to realize organization's success. This provides meaning and challenge followers' work which lead to good students' academic performance. Findings by Leithwood and Jantzi (2008) indicate that, transformational school principal (TSP) provides inspirational motivation whereby, the school

principal articulates a vision that is appealing and inspiring to both teachers and students to strive hard to excel. Additionally, Bellé (2013) emphasize that, by use of inspirational motivation, the school leader communicates the organization's vision, high expectations and standards to followers to strive hard to accomplish.

Khasawneh, Omari and Abu-Tineh (2012) study results on relationship between transformational leadership and organizational commitment in Jordan show that, school principals who practice inspirational motivation help followers to focus on their work and try to make them feel their work is significant. Further a study by Mascall (2007) on shifting sands of leadership in theory and practice support that, schools' principals should precisely communicates a vision in a persuasive manner, and use symbols to focus efforts of teachers to strive hard towards good students' academic performance in national examinations.

Leithwood (2006) study findings on understanding successful principal leadership show that, transformational school principal develops a school vision and collaborative school culture in the school to enhance school performance in state examinations. This too enhance partnership learning environment resulting to improved students' academic performance in the school. Further, a study by Ergeneli, Gohar and Temirbekova (2007) show that, leaders who use inspirational motivation inspire shared vision, model the

way, and encourage followers to be committed towards the achievement of organizational goals.

Leithwood and Jantz (2006) carried out a study in USA and found out that, school principals use IM to motivate and inspire teachers by providing meaning and challenging their work for better students' performance in the schools. While, Bass and Rigglo (2006) advocate that, IM enable principals promote consistent vision, mission and a set of goals and values of the organization to the members that increase school's performance. Hence, Kouzes and Posner (2007) point out that, a leader inspires and shares vision with group members to ensure interests and aspirations of the followers are aligned with the vision of the organization for the purpose of members' and organization's success.

Rutledge (2010) study results on the effects of transformational leadership on academic optimism within elementary schools in the United States found that, transformational leadership practice of IM enable schools' leaders to foster higher level of motivation and commitment to organizational members by developing organizational vision, and trust among employees. A report on transformational leadership by Convey (2007) highlights that, inspirational motivation (IM) deals with articulation of a vision that is appealing and inspiring to teachers to be committed towards improved students' academic performance. According to the opinion of this scholar, a good vision provides

good framework and challenge teachers with high standards, communicate optimism about future goals, and provide meaning for the task at hand.

A study by Ling (2013) on exploring the relationship between transformational leadership, teacher efficacy and teacher commitment in Malaysian secondary schools found that, transformational leadership practice of IM have great impact on personnel attitudes and commitment towards promotion of change and improvement on students' academic performance in state exams. This scholar points out that, in any educational arena, teachers are very vital for implementation of educational plans and policies. He further indicated that, gender and professional qualification have influence on transformational leaders' competence on reliability and capability to generate commitment from followers. This brings about a sense of shared purpose and work to bring about human and economic transformation.

Nderitu (2012) carried out a study on effects of principals' transformational leadership characteristics on students' performance in secondary schools in Nairobi County, Kenya. The study used correlational research design. Results indicated a positive correlation of 'Inspiring a shared vision' and students' academic performance. In addition to that, this scholar found that, in many schools students fail due to ineffective leadership practices. The study by Nderitu advocates that, in order realize an exciting big dream of the school vision, school principals should appeal and share with followers. According to this researcher, age and working experience makes school principal work

enthusiastically and optimistically to foster the spirit of teamwork commitment to greater heights of good students' academic performance.

This study expanded Nderitu's study by using transformational leadership practices rather than characteristics and different methodology hence generated more findings. Therefore, the study used descriptive research design instead of correlational research design. Further, this study used simple random sampling procedure while Nderitu's study used stratified sampling process. Furthermore, this study adopted items from Multifactor Leadership questionnaires (MLQ Form 5X) to measure transformational leadership practices while in Nderitu's study measured leadership behavior using the Leadership Practices Inventory. Besides that, focus groups discussion guides, interview guides, and documentary analyses guide were used to enhance confidence in research findings by triangulation of sources and instruments. Too, the study was conducted in rural area Mbooni West Sub-county in Makueni County while Nderitu's study was carried out in urban area in Nairobi County, Kenya.

However, a study by Marks and Printy (2003) on principal leadership and school performance stipulates that, school principal act as an agent of change when substantially shares both instructional and transformational leadership practices to enhance students' academic performance. Therefore, Marks and Printy dispute that, transformational leadership practices are necessary but insufficient for instructional leadership in schools towards good students'

academic performance. According to the previous research findings, the current researcher predicted that, the unsatisfactory and discrepancy on learners' academic achievement in KCSE in (2011-2015) years in Mbooni West Sub-county might have resulted from insufficient and ineffective leadership practices across many public secondary schools. Therefore, this study suggests sustainable schools' improvement efforts on existing leadership practices in Mbooni west Sub County, Kenya.

2.4 Intellectual Stimulation and Academic Performance

Intellectual stimulation refers to the ability of the school principal to stimulate creativity and innovation of teachers and students by challenging assumptions and status quo and holding high performance expectation to enhance students' performance in national examinations. This transformational leadership practice is discussed below: -

A study by Lorgwell- Mckean (2012) on restructuring leadership for 21st Century schools in USA shows that, creating opportunities for teachers to grow in their ethical professional practices cannot be overlooked if today's schools are to produce tomorrow's competitive schools' leaders. While, Hay (2007) study outcomes show that, the practice of *intellectual stimulation* (IS) provides an opportunity for schools' leaders and followers to propose better ways of moving the organizations forward. This is made possible by sharing and expressing new ideas in an open and acceptable forum for the advancement of the organization at large.

Therefore, Bellé (2013) research work on leading to make a difference shows that the practice of intellectual stimulation enables transformational leaders to challenge followers' beliefs and values to break away from old ways of thinking. Demir (2008) findngs highlights that, transformational leaders stimulate followers to be creative, innovative, and systematic thinkers. According to Demir, followers' suggestions should be considered in decision making and mistakes not criticized publicly.

A study by Robinson, Lloyd and Rowe (2008) on impact of leadership on school outcomes disagree with Demir's findings by pointing out that, transformational leadership practices are not effective toward good students' academic performance in schools. Hence, a study by Marks and Printy (2003) on principal leadership and school performance advocate the importance of integrated approaches to leadership based on transformational and instructional models which lead enhanced students' academic performance in schools.

Study results by Leithwood and Jantz (2006) on transformational school leadership for large-scale reform disagree with study outcomes by Marks and Printy (2003) and Robinson, Lloyd and Rowe (2008) and argue that, principals who practice intellectual stimulation encourage teachers to be innovative and creative in their work and approach old situations in new ways. This implies that, through questioning assumptions followers are helped to solve problems

using new approaches hence enhances students' academic performance in schools.

A study results by Leithwood and Jantzi (2008) concur with Leithwood and Jantz (2006) by underlining that, school principal who provides intellectual stimulation challenges assumptions, takes risks and solicits teachers' ideas and hold high standards expectations performance for followers. This implies that, teachers strive to teach effectively leading to overall GSAP. Mascall (2003) conducted a study on leaders helping teachers helping students in USA and found that, school's principal who displays intellectual stimulation challenges teacher to rethink old ways of doing things. These enable teachers reassess their old values and beliefs for better way of performing their teaching tasks to bring about GSAP in the school.

A report by Convey (2007) on transformational leadership emphasizes that, intellectual stimulation enables TSP challenges assumptions and encourages creativity of followers' work. Therefore, this improves students' performance in national examinations. Khasawneh, Omari and Abu-Tineh (2012 study results on the relationship between transformational leadership and organizational performance in Jordan show that, school principals who practice intellectual stimulation encourage teachers to have creative thinking in teaching. This involves looking at own values and those of the system in new ways which help teachers to be more effective leading to enhanced student' outcomes in state examinations. Then, a study by Liu (2013) on

transformational school leadership model in Chinese Urban upper secondary schools found that, the practice of intellectual stimulation provides an important force in the school change context. Thus it enables employee to have new ways of thinking and encouraged to explore new issues in their organization.

Bass and Rigglo (2006) point out that, transformational leaders who exhibit intellectual stimulation do not criticize followers when they commit mistakes but encourage followers to be innovative and use new ideas and approaches in their work. Therefore, mistakes are treated as a learning opportunity hence increases self-esteem and commitment towards good students' academic performance. Whereas Parale (2002) study results show that the key factors determining school effectiveness is the nature and quality of management provided by the school head. Further, Nderitu (2012) findings in Nairobi County show that, secondary schools have not been doing well in Kenya Certificate of Secondary Education examinations due to ineffective leadership practices. Therefore, suggests training schools' principals on transformational leadership characteristic of *challenging the process* which have positive relationship on students' academic performance.

Ergeneli, Gohar and Temirbekova (2007) findings support that, transformational school principals who practice intellectual stimulation search outside the formal boundaries of the school for innovative ways to enhance what is currently done by teachers and learners. This brings about desired

changes that result into improved students' academic performance in national examinations. Therefore, the current researcher hopes the same thing can happen in Mbooni West Sub-county, where there was unsatisfactory and inconsistency on students' academic performance in KCSE examinations for five consecutive years, thus (2011-2015).

2.5 Idealized Influence and Academic Performance

Idealized influence refers to how the school principal models both personal integrity and professional ethical practices for teachers and students to reciprocate. This leads to ideal collaborative community of learners that enhance students' performance in state examinations. This transformational leadership practice is discussed below:-

A study by Lorgwell- Mckean (2012) on restructuring leadership for 21st Century schools in USA show that, schools' principals who exemplify dynamic transformational leadership practices inspire teachers to work at their highest performance level resulting into good students' academic performance (GSAP). This researcher advocates that, when schools' leaders practice idealized influence (II), they inspire followers to follow the vision set for both the individuals' and the organization's success. This creates opportunities for followers' professional growth and development and consequently enhances learners' performance in state examinations.

A study by Demir (2008) on transformational leadership and collective efficacy found that, schools' leaders who practice idealized influence serve as role models that are admired, respected, and trusted by followers. This excite, arouse and inspire followers such that the relationship between the leaders and followers are based on personal understanding as opposed to formal, institutional rules, regulations, rewards and punishments. Then, Leithwood (2006) results advocate that, creating an environment of shared leadership throughout the school has the potential to promote group efficacy. This brings about cohesion among the entire teaching staff leading to overall good students' academic performance in the school.

A study by Khasawneh, Omari and Abu-Tineh (2012) found that, school principals who practice idealized influence demonstrate high personal integrity and share common ethical values and norms with teachers and students. By doing so, the schools' principals win teachers' and students' love, trust, respect, and total support on values and set standards instituted in the organization. This leads to wide schools' improvement in terms of students' academic performance in state exams. Then, Veysel (2014) study results stipulate that, schools' principals who establish collaborative working environments make ideal and healthy learning environments that promote learners' performance in schools.

Further, a study by Mascall (2003) on leaders helping teachers helping students maintains that, transformational school principal should express confidence in the vision, instills pride, gains respect and trust of teachers. This increases optimism on teachers' work at hand leading to GSAP in the school. Leithwood and Jantzi (2008) findings advocate that, schools' principals who demonstrate idealized influence (II) are conscious professional role models who put in place high standards of ethical conduct to win the trust, respect and commitment of all teachers and students. This leads to achievement of team goals towards self-actualization and high students' academic performance in national examinations.

Hattie (2009) findings on students' academic achievement argue that, instructional leadership has a greater impact on student outcomes than transformational leadership. A study by Leithwood and Jantz (2006) on transformational school leadership for large- scale reform and effects on students', teachers' and their classroom practices disagree with Hattie and maintain that, school principal who uses idealized influence acts as personal and professional role models for teachers and students to reciprocate as well. This leads to collaborative community of learning towards better students' academic performance in national examinations.

Nderitu (2012) findings on effects of principals' transformational leadership characteristics on students' performance found that, *modeling the way* had no

statistically significant relationship on students' academic performance. This scholar advocates that schools' principals should set up a personal example of what is expected from teachers and ensures all teachers adhere to the agreed standards. According to Bass and Rigglo (2006), school's principal who uses idealized influence, influences followers only when he/she practices what he/she preaches. This implies that, when principal act as professional role model in the school, teachers and students observe and emulate resulting into school community partnerships learning hence enhance school's performance.

2.6 Individual Consideration and Academic Performance

Individual consideration refers to the ability of the school principal to pay special attention to each individual teacher's both personal and work related needs then acts as a mentor and provide collegial support that leads to professional growth. This leads to effective quality teaching that lead to good students' performance in national examinations. This transformational leadership practice is discussed below:-

According to Lorgwell- Mckean (2012) results on restructuring leadership for 21st Century schools in USA show that, the most valued asset of the educational institution recently called human/social capital need transformational school principal (TSP) to work properly side-by-side. This enhances students' success in state examinations desperately needed for the 21st century schools. Further, Demir (2008) results on transformational leadership and collective efficacy in USA support that; transformational

leaders who practice individual consideration (IC) provide a supportive teaching and learning environment. This translates that; the school principal listens attentively to the individual teacher's professional and personal needs, and provide collegial support. These increases personal effectiveness and efficiency towards good students' academic performance in national exams

Bellé (2013) results stipulate that, transformational leaders empower employees to accomplish more than usually expected from them. This helps employees transcend self-interests for the good of the organization. Also, Griffin (2004) findings advocates that, the practice of individual consideration (IC) enables the school principal recognize the unique gifts of other teachers' talents. Therefore, make proper utilization and maximization of the talents in the school learning environment to enhance students' academic performance.

Bass, Avolio, Jung, and Berson (2003) uphold that, school principals should create an atmosphere in which followers are compelled to be more productive. This gives meaning to life and the success of both the followers and the organization. Then, Bass and Rigglo (2006) advocate that, the practice of individual consideration enable transformational leader acts as a mentor to the followers thereafter, reward them for their creativity, innovation and knowledge contribution towards the organization's success.

Leithwood and Jantzi (2008) study results on linking leadership to student learning found that, transformational school principal provides individual

consideration whereby the principal coaches, mentors, and provides continuous feedback and links organizational members' needs to the organization's mission. This increases motivation of the followers leading to individuals and institutional success. Study findings by Khasawneh, Omari and Abu-Tineh (2012 in Jordan show that, school principals who practice individual consideration show interest in followers' well-being. Therefore, assign projects individually and pay attention to those who seem less involved in the group. Further, advices teachers on how to tackle challenging tasks at hand leading to team's success towards good students' results in national examinations.

According to Mascall (2007) study on shifting sands of leadership in theory and practice exposed that, school principal practices individual consideration by attending each teacher's needs, mentors, and offers collegial support. This ensures that, the teaching staff is motivated in different productive ways to respond to the desired good students' results in national examinations. Leithwood (2006) stipulates that, transformational school principal recognizes and appreciates individual's contribution each teacher makes to the team's success, thus it is the diversity of the team that gives its true strength.

A report by Convey (2007) emphasizes that, the school principals who practice individual consideration, motivate and encourage teachers to further achievement on students' success. Whereas Leithwood and Jantz (2006) assert that, the practice of individual consideration enables the school principal

to pay special attention to each individual teacher's needs. This results into more satisfied, motivated and committed teachers towards effective quality teaching that brings about GSAP in schools.

Kouzes and Posner (2007) note that, leadership challenge serves as a resource for any leader at any level of organization. These authors were interested in finding out what people did when they were at their personal best in leading others. According to these authors, leaders should engage into exemplary practices of leadership in order to strengthen their leadership skills and abilities in leading followers to achieve teams' and organizational goals. These scholars stipulate that, *encouraging the heart* and *enabling others to act* are practices described as most exceptional in leadership that enhance organizational productivity.

Further, research evidence by Ergeneli, Gohar and Temirbekova (2007; Truesdell (2011) support that transformational school principal uses exemplary leadership practices to enable teachers increase their individual's self-esteem, self-confidence, self-fulfillment, and self-actualization. This enhances teachers' commitment to effective quality teaching that lead to overall GSAP in schools. Nderitu (2012) findings on principals' characteristic of *Encouraging the heart* in secondary schools in Nairobi County found has a positive correlation on students' academic performance. Then, Veysel (2014) carried out a study on relationship between secondary school administrators to diversity management in the school and found that, school principals who

practice individual consideration spend more time with teachers, strive to orientate, coach, and develop strong professional practices that lead to desired students' results in schools.

However, a few studies such as Marks and Printy (2003); Robinson, Lloyd, and Rowe, (2008) and Hattie (2012) expressed the ineffectiveness of transformational leadership and its transforming approaches in schools towards good student' academic performance. Hence, due to disagreements on study findings and differences on variety and number of transformational leadership practices (TLP) previously studied, this study attempted to investigate and provide comprehensive report on the extent to which principals' transformational leadership practices of inspirational motivation, intellectual stimulation, idealized influence, and individual consideration influenced students' academic performance in KCSE examinations in Mbooni West Sub-County, Kenya.

2.7 Students' Academic Performance in Schools

Education is considered not only as human right (UNECSO, 2011; United Nations, 2012), but the engine of national growth for all societies (United Nations, 2013; UNESCO, 2013). This implies that a population of well-educated citizens increases national and global economic competitiveness. Researchers such as Darling-Hammond, Meyerson, Orr and Cohen (2007); Oketch & Mutisya (2013) stipulate that, quality education in any country results into many intangible benefits such as political stability, social-

economic well-being and a more innovative approach to solve problems in this challenging global environment. Further, these scholars are among many who found that, a nation's underperforming schools and students are unlikely to succeed in both individuals and national growth and development.

A study by Parale (2002) found that, the head teacher is exclusively held responsible for good or bad academic results in national examinations in schools. Therefore, the principals in Mbooni West Sub-county public secondary schools should make efforts to ensure quality teaching services spread to all classes in the schools to enhance students' performance in Kenya Certificate of Secondary Education examinations.

According to the Ministry of Education (2012), Kenya Certificate of Secondary Education (KCSE) is done after completion of four years course in secondary school in Kenya. The Kenya National Examination Council (KNEC) is in charge of basic national examinations, secondary examinations included. Mean grades in KCSE are awarded as follows:- A plain 12 points; A minus 11 points; B plus 10 points; B plain 9 points; B minus 8 points; C plus 7 points, C plain 6 points; C minus 5 points; D plus 4 points; D plain 3 points; D minus 2 points; E 1 point. The KCSE examination determines students who qualify to university and middle colleges. The minimum university entry requirement in Kenya is C+ (plus) (MWSCQASO, 2016).

According to Kellaghan and Grisay (2001), assessment of students' learning achievement is inevitable to monitor learners' progress in education. This was the focus of this study in public secondary schools in Mbooni West Sub-county, Kenya. Gupta and Gehlawat (2012) emphasize that educational organizations such as schools need committed effective leadership to lead schools to achieve educational goals. According to Gupta and Gehlawat, students may not be successful in studies without teachers' commitments in effective quality teaching. Selamat and Nordin (2014) findings show that, teachers are the key players to make a positive difference in student capital development. This translates that, the responsibilities to lift the quality standards falls squarely on proactive school leadership and committed teachers. This is reflected in students' academic performance in national examinations.

Waters and Marzarno (2006) point out that, School leadership is made to enlist and guide the talents and energies of teachers, students and parents towards high level of students' academic achievement in schools. Further Waters and Marzano highlight that, the concept of school leadership in the United States of America (USA) is referred to as educational leadership while in the United Kingdom (UK) is called educational management. Then, according to these scholars, all times both in USA and UK, schools' reform efforts are carried out on schools' leadership to ensure quality teaching services and effective learning lead to good students' academic performance in national examinations. The current study focused on transformational leadership

practices (TLP) that are trusted in western countries to lead schools' learners to educational excellence. The main drive was to attempt to investigate how these TLP were practiced in public secondary schools in Mbooni West Sub-County and provide a comprehensive report that can help to transform all learning institutions in Kenya to be centers of academic excellence in national examinations like those in the developed countries.

Study results by Hanushek and Woessmann (2008) advocate that, effective leadership, quality teaching and learning processes contribute positively towards students' intellectual, social and economic growth. Mascall (2003) underscore that, quality educational services that improve learning outcomes hold high expectations from students to enhance performance outcomes in state exams. Further, according to Mascall, teaching and learning process is very complicated and its peak performance has strong relationship between Learners, teachers and effective school leadership. Therefore, Hanushek, woessmann and mascall are in agreement that, effective supervision by the school principal on curriculum implementation, frequent assessment, feedback and evaluation by the teaching staff lead to leaners' success in studies.

Macbeath and Myers (1999) emphasize that, head teachers are the foundation of the students' and schools' success therefore, are supposed to exhibit total commitment to the school. This implies that, they should be in and around the school to monitor everyday activities to ensure the school is a nice place for teachers to work in and leaners to study and perform excellently. In addition to

that, Firestone and Rosenblum (1998) advocate that, teachers' commitment towards good students' academic performance (GSAP) focuses on the degree in which teachers are dedicated to students' learning and academic achievement in national examinations.

Further, Kearney (2010) points out that, to prepare students well for success in higher quality education, all available resources must be brought into well-coordinated smart ways through effective school leadership. Besides, National Association of Secondary Schools' Principals (NASSP) (2013) report agree with study findings by Mascall (2003; Hanushek and Woessmann (2008; Kearney (2010) that, successful schools in academics have high levels of teaching and learning commitment and it is neither teachers alone nor principals alone who improve students' academic performance but teachers and principal working together.

A study by Ifamuyiwa (2008) in Nigeria show that, supportive leadership is important to enable students performs well in Mathematics. Further, Modebelu (2014) findings point out that, teachers in Nigerian secondary schools are expected to be good models, well groomed, well-disciplined with good sense to commitment to duty. This is believed to automatically prompt students to good behavior and responsiveness to both academic and moral values. This implies that, students' success in studies depend greatly on effective school's leadership and teacher' commitment in their profession.

A study by Kiplagat, Role and Makewa (2012) found that, principals' commitment is crucial towards good students' performance in Mathematics and Science subjects. These scholars advocate that, teachers who demonstrate high level commitment in their profession teach effectively bringing good performances amongst their students. According to Chemobo, Musiego, Kimani and Willy (2014) study results, the reasons that reduce institutional success and productivity is the low level of principals' commitment in schools which result to low students' academic performance. This implies that, principals' commitment is central to the work of teaching and functionality of successful education systems in any country.

Study findings by Amutabi (2003), Otiato (2009) and United Nations (2013) show that, education is a vital tool that contributes towards individual and national growth and development. Moreover, it results into accelerated economic growth, more wealth and income distribution, greater quality of opportunity, availability of skilled man power, and decline in population growth, long life, better wealth outcomes, low crime rates, national unity and political stability among others. Then, Wango (2010) and MoE (2014) are in agreement that, educational achievement has to be accounted for and assessment of learners' performance in any educational level is inevitable. Therefore, this study had great interest on how students perform in KCSE exams in public secondary schools in Mbooni West Sub-County, Kenya.

Conclusion

Many Studies reviewed such as Mascall, (2003); Leithwood and Jantzi, (2006); Mees, (2008); Lorgwell-Mckean, (2012); Mbithi, (2014) and Adams, (2015) are among who advocate that, schools' principals who utilize maximally transformational leadership practices in schools lead education institutions to be centers of educational excellence. Therefore, this study anticipates that by use of transformational leadership practices in public secondary schools in Kenya may enable schools' Principals to:

1. Foster innovative school environments by setting clear vision, mission and goals.
2. Focus first on organizational goals rather than personal interests and get people go beyond their self-interest by modeling professional ethical practices.
3. Encourage new teaching strategies that can be collectively developed and achieved.
4. Support and recognizing new shared knowledge that emerges from the group members.
5. Increase awareness of task importance and value by inspiring to reach for the improbable.
6. Activate higher order work performance thus high expectations for teachers and students to work hard to excel.
7. Lead public secondary schools to be centers of educational excellence for all schools' learners.

2.8 Other Leadership practices in schools

Kouzes and Posner (2006) in their book wrote about the Leader's Legacy. These authors emphasize that, leaders should engage in the best leadership practices in order to strengthen their leadership services to the followers. Further, the authors expressed the importance of honesty, competence, and the ability to be forward-looking in achieving both individuals' and organizational goals. Besides, Kouzes and Posner noted two laws in leadership that can help a leader get extraordinary things done by followers. Therefore, the first law of leadership states 'if you don't believe in the messenger, you won't believe the message'. Then, the second law of Leadership states 'DWYSYWD' thus, Do What You Say You Will Do (p. 38). According to these authors, leadership is not comprised of innate behaviors and skills but instead skills set that can be learned and improved upon.

Kouzes and Posner emphasize that, the two laws concerning leadership model good ethical practices within organizations. This enhances teachers' commitment towards good students' results in national examinations. Similarly, Barasa (2007) in his book on educational organization and management points out that, different approaches of leadership are applied by schools' leaders to motivate followers to achieve the objectives of both the individuals and the organizations. Therefore, Kouzes and Posner, and Barasa advocate that, effective leadership of the head teachers in schools have been widely noted as a crucial factor that determines the height of students'

academic performance in national examinations. This makes the difference between achievers and non-achievers in educational goals.

That is why; Bowring-Carr and West-Burnham (1999) advocated that, effective learning in schools need effective leadership for good students' outcomes in national examinations. These authors stipulate that, knowledge grows out of the curiosity and active involvement of the head teacher, teachers and learners. Bowring-Carr and West-Burnham maintain that, good leadership that is tough enough to demand a great deal from everybody and tender enough to encourage the heart of everybody is the key to success on students' academic performance in national examinations.

However, Marks and Printy (2003); Robinson, Lloyd, and Rowe, (2008) and Hattie (2012) advocate the importance of integrated approaches to leadership based on transformational and instructional models. These scholars maintain that, instructional leadership is often focused on the individual leader and transformational leadership is focused on leadership for organizational change. The opinion of these researchers remain that, transformational leadership is important but insufficient for instructional leadership in schools.

Kendra (2011) notes that, Lewin and his associates of the University of Iowa conducted a study on three leadership styles and their influence on learners' achievement and outcomes. These scholars suggest that, Democratic Leadership style offers guidance to group members and allow input from other

group members. According to these scholars, Democratic Leadership emerged the most effective leadership style. Further, Authoritative Leadership style was found to provide clear expectation for what needs to be done, when it should be done and how it should be done. Then, this was found to be the best applied on emergency issues where quick decisions are necessary. Then, Laissez-Faire leadership style offers little or no guidance to group members on decision making. This was the least productive of all the three groups.

According to Lewin's, school children respond differently to different leadership styles. This translates that, effective leadership styles should be encouraged in educational institutions to enhance quality teaching and learning processes that lead to desired students' academic performance (GSAP) in national examinations such as Kenya Certificate of Secondary Education (KCSE) examinations. Therefore, many scholars interested on students' performance in state examinations gave good evidence in their findings that, schools' principals who utilize transformational leadership practices (TLP) lead schools' to be centers of educational excellence. Therefore, this study focused on transformational leadership practices that uplift schools' performances in state examinations such as Kenya Certificate of Secondary Education (KCSE) examinations.

2.9 Principals' Demographic Characteristics

According to Northouse (2004), principal's position power empowers the mandate to exercise positive influence over parents, teachers and students towards desired students' results in national examinations. Further, Barasa (2007) emphasizes that the principal is in charge of the school therefore, the key leader of the school. Further, Barasa suggests that, the head of a school must possess certain qualities that enable to do professional work and execute duties effectively. Therefore, this study focuses some of these essential characteristics such as gender, age, working experience/ administrative experience, and professional/academic qualifications in relationship to their influence on principals' transformational leadership practices in public secondary schools in Mbooni West Sub-county, Kenya.

Marks and Printy (2003) advocates that, school principal becomes an agent of change when professionally competent to set a good example to the followers. Also, Avolio, Jung, and Berson (2003) study results concur with the study by Marks and Printy (2003) to support the importance of the schools' principals to be professionally qualified and experienced in their work. This helps them communicate the school vision to both teachers and students with passion and purpose.

Khasawneh, Omari and Abu-Tineh (2009) conducted a study on transformational leadership model in practice in Jordanian schools and found that, there is no significant difference between male and female principal

teachers. However, findings by Leilthwood (1996) in the Province of Canada, in British Columbia and Liu (2013) findings in Chinese urban upper secondary schools concur that, a significant difference exists therefore disagree with Khasawneh, Omari and Abu-Tineh findings.

A study by Ling (2013) on exploring the relationship among transformational leadership, teacher efficacy and teacher commitment in Malaysian secondary schools found that, gender and professional qualification have influence on transformational leaders' competence on reliability and capability to generate commitment from followers. Therefore, Ling concur with the findings by Leilthwood (1996) and Liu (2013) on gender but, disagree with Khasawneh, Omari and Abu-Tineh findings on the same.

A study by Nderitu (2012) on effects of principals' transformational leadership characteristics on students' performance in secondary schools in Nairobi County show that, age and administrative experience makes the school principal works enthusiastically and optimistically in the school. Further, it fosters the spirit of teamwork commitment in the school towards the success of students in KCSE examinations. Besides, study findings by Kuria (2013) in Kangema District agree with Nderitu (2012) findings that, principals' age, and administrative experience has positive influence on students' performance but gender and academic /professional qualification has no influence.

Okari (2011) study results in Masaba South District show that age, gender, academic qualification and working experience of head teachers' do not influence students' performance. But, Mugo (2014) study results disagree with Okari study findings (2011) and advocate that, majority of the head teachers' education level, professional qualification, and administrative experience influence human resource management in education.

Subsequently, findings by Jantzi and Leilthwood (1996); Kuria (2013); Ling (2013), and Liu (2013) concur that, gender has a positive and significant influence on transformational leadership in schools. Then, findings by Nderitu (2012) found that, age has influence on transformational leadership. Whereas, findings by Avolio, Jung, and Berson (2003); Kuria (2013); Ling (2013), and Marks and Printy (2003) shown that, age has influence on transformational leadership. While, findings by Avolio, Jung, and Berson (2003) and Nderitu (2012) agreed that working experience has influence on transformational leadership in schools.

2.10 Summary Review of Related Literature

Past studies reviewed revealed that, transformational leaders are integrated human beings and are physically intelligent, mentally intelligent, emotionally intelligent and spiritually intelligent (Mascall, 2003; Leithwood & Jantz, 2006; Saxe, 2011; Lorgwell-Mckean, 2012; NASSP,2013; Mbithi,2014, and Adams, (2015). Therefore, these researchers advocate that, transformational leadership practices in organizations directly or indirectly influences followers' attitudes

and behaviors positively therefore, increases organizational productivity. Hence study findings by Burns (1978), Bass (1985), Bass and Avolio (1995) stipulate that transformational leadership practices increases satisfaction, motivation, and organizational productivity beyond normal expectations.

Further, research evidence shows that, education is the engine of national growth and development in both developed and developing countries (UNESCO, 2013; Oketch & Mutisya, 2013). Therefore, Darling-Hammond, Meyerson, Orr and Cohen (2007) high light that, a population of well-educated citizens increases national economic competitiveness, and results into intangible benefits, such as political stability and social-economic well-being of both individuals and countries. Amutabi (2003) and Otiato (2009) findings emphasize that, a nation's underperforming schools and students are unlikely to succeed in both individual and national growth and development.

Subsequently, a study by Parale (2002) found that, the school head is entirely held accountable for good or bad results in particular students' academic performance in national examinations. Whereas, Moore (2009a) and Saxe (2011) stipulate that the progress in learning standards in any school depends on effective leadership and affects learners' results in state exams. Then, Selamat and Nordin (2014) study results show that, through transformational leadership practices teachers are enabled to be key players to make a difference in students' capital development. This translates that, the

responsibilities to lift the quality standards in education falls on teachers and reflected in students' performance in national examinations.

Further, Hanushek and Woessmann (2008) findings show that, effective leadership, quality teaching and learning processes contribute positively towards students' intellectual, social and economic growth. But, Kearney (2010) points out that, to prepare students well for success in higher quality education all available resources must be brought into well-coordinated smart ways through effective school leadership. Hence, National Association of Secondary Schools' Principals (NASSP) (2013) report support that, successful schools in academics have high levels of teaching and learning commitment and it is neither teachers alone nor principals alone who improve students' academic performance but teachers and principal working together.

Saxe (2011) emphasizes that, transformational leadership (TL) is required to shift learning institutions to great heights of success for all learners. Study results by Leithwood and Jantz (2006) show that, TLP are superior and produces more desirable outcomes due to their beneficial effects which increases teachers' perception, capacities, satisfaction, motivation and commitment. This leads to increased commitment to teach effectively towards good students' academic performance in national examinations.

Further, scholars such as Lorgwell-Mckean, (2012); Mbithi, (2014) and Adams, (2015) are among many scholars who support schools' principals to

use transformational leadership practice for educational excellence. Further, Barasa (2007) emphasizes that; schools' leaders should apply different approaches of leadership to motivate the followers to achieve the objectives of both the individuals and the organizations. This makes difference between achievers and non-achievers in educational goals. However, studies by Marks and Printy (2003); Robison, Lloyd and Rowe (2008); Hattie (2012) disagree that, TLP are necessary but insufficient for instructional schools' leadership.

Besides, Okari (2011) findings show that age, gender, academic qualification and working experience of head teachers' do not influence students' academic performance. Then, Mugo (2014) study results disagree with Okari study findings (2011) and support that, majority of the head teachers' education level, professional qualification and administrative experience influence human resource management in education. These studies are among those which confirm relationship exists between school leadership and students' academic performance nevertheless not conclusive on whether or not transformational leadership practices (TLP) of 'inspirational motivational (IM), intellectual stimulation (IS), idealized influence (II), and individual consideration(IC), in schools influence overall GSAP in national examinations.

Besides, these studies are not conclusive whether principals' characteristics of gender, age, working experience, and academic qualification influence principals' leadership practice in schools. Therefore, the current researcher

found it necessary to investigate the extent to which TLP influenced students' academic performance in Kenya Certificate of Secondary Education (KCSE) examinations and provide comprehensive report in Mbooni West Sub-County in Makueni County, Kenya.

2.11 Theoretical Framework

Theoretically, when individuals communicate and interact as members of a team, they can play a boundary spanning role by assimilating diverse knowledge (Un & Cuervo-Cazurra, 2004). However, Burt (2001) points out that, knowledge creation process is often hampered by lack of interpersonal trust and lack of open knowledge-sharing routines.

This study was guided by The Path-Goal Theory of leadership by Robert House in 1971. The Path-Goal Theory centers on how leaders motivate followers to accomplish designated goals. Therefore, this theory is suitable to be used in public secondary schools in Kenya where by Schools' Principals play a key role to enable teachers implement school curriculum. This is very crucial and highly valued in teaching and learning processes to lead students achieve good results in Kenya Certificate of Secondary Education (KCSE) examinations.

The Path-Goal Theory

Okumbe (1998) notes that, The Path-Goal Theory also known as The Path-Goal Theory of leader effectiveness was inspired by Martin Evans in 1970. Then, it was developed by Robert House in 1971 and further revised by Robert House in 1996. Okumbe (1998) highlights that, leaders engage in different types of leadership practices depending on the nature and the demands of a particular situation. Further, Okumbe points out that, The Path-Goal Theory argues that, leadership practices are contingent for the satisfaction, motivation and performance of the followers therefore compliment followers' abilities and compensate deficiencies. According to Northouse (2013), The Path-Goal Theory argues that, employees work hard if realize desired outcomes are highly valued in the society. Therefore, The Path-Goal Theory guided this study to examine transformational leadership practices on students' achievement in KCSE examinations in Mbooni West Sub-County, Kenya.

The Path Goal Theory shows the leader behaviors, follower characteristics and task characteristics as illustrated in figure 2.1.

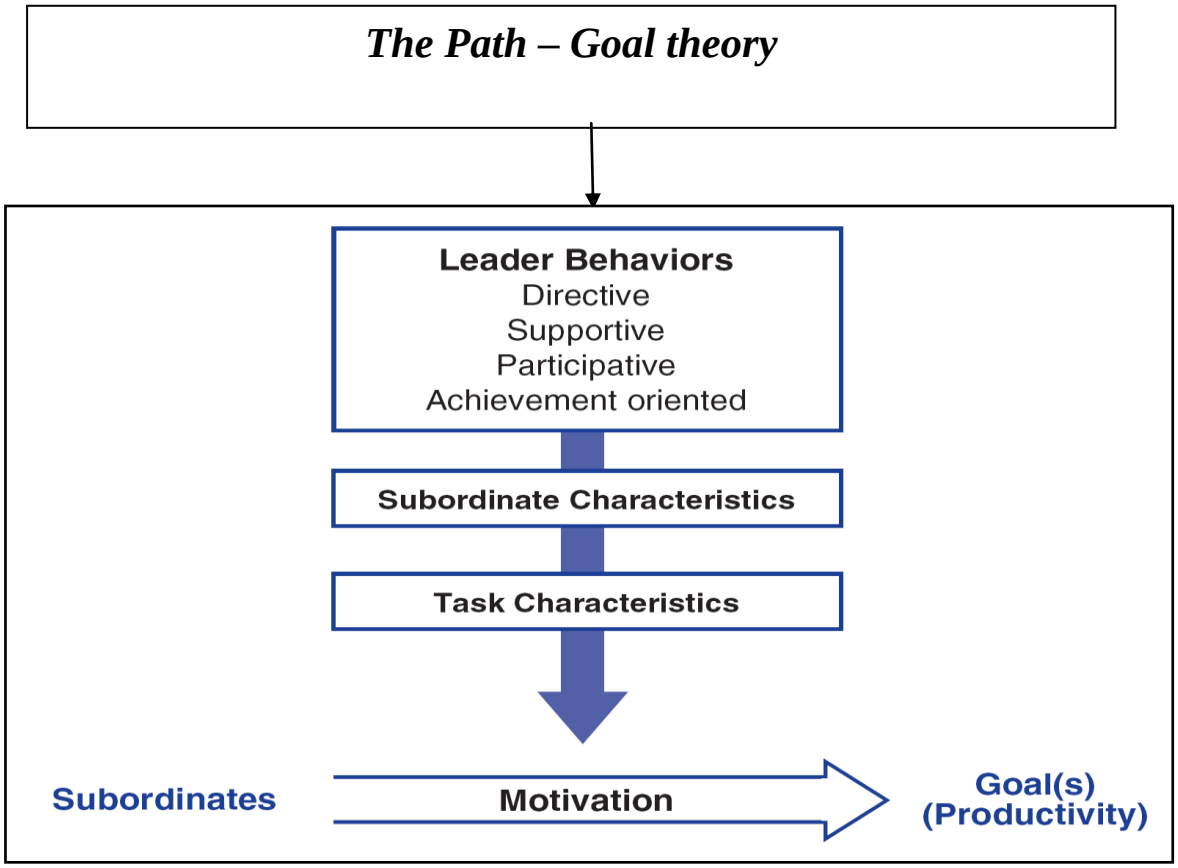

Figure 2.1: The Path-Goal Theory

Figure 2.1 illustrates that, the leader's job is to motivate followers in attaining goals, by providing direction and support needed to ensure their goals are compatible with the organization's goals (Okumbe, 1998; Northouse, 2004; Northouse, 2013).

According to The Path Goal Theory, leaders first *provide directive leadership practice*. Therefore, Leadership is meant to provide psychological structure, task clarity and greater sense of certainty in work setting that lead to desired

leadership outcomes. Further, it involves continuous coaching and letting followers know what is expected of them and telling them how to perform their tasks at their highest level best.

Northouse (2013) argues that, in a school setting, transformational school principal plays a vital role in setting the right direction by creating and building school's vision. This offers inspiration, motivation and energize followers achieve good academic results. By doing so, it affects level of teachers' commitments as a hallmark of both students' and school's success. This translates that, the school principal should employ proactive leadership practices to lead the entire school achieve educational goals. This is considered to be highly significant in influencing teachers' level of commitment towards good academic performance (GSAP) in national examinations.

Further, Northouse (2004) notes that, *the supportive leadership practice*. The Path- Goal Theory of leadership argues that, friendly and concerned leadership is a source of satisfaction and motivation of the followers. This leadership practice involves considering the needs of followers regularly and creating a friendly learning atmosphere to work in. In a school setting, a transformational school leader offers individual consideration. Northouse (2013) advocates that the practice of *supportive leadership* propels teachers towards professional growth resulting to enhanced students' performance in national examinations. Supportive leadership practice not only educates and creates knowledge for

the next generation of school leaders, but also fulfills the individual's teacher's and student's requirements for self-actualization, self-fulfillment, and self-worth. In its ideal form, this leadership practice creates valuable and positive changes in in a school setting leading to overall good students' academic performance in schools.

Third, *the participative leadership practice.* According to the Path Goal Theory, Leaders who invite followers to share in the decision-making have to: consistently consult with followers and taking account of their ideas and opinions in order to integrate their inputs into organizational decisions. Further, Okumbe (1998) argues that, the Path Goal Theory of effective leadership enables followers to feel in charge of their work. This makes them an integral part of the decision-making process hence increases organizational bottom line productivity. In a school learning environment, transformational school principal creates a collaborative school culture to benefit from the diversity of the school work force. This translates that; effective school principal has the potential to raise the heights of teachers' commitment by empowering and supporting their decisions that lead to overall GSAP in the school.

Fourth, *achievement oriented leadership practice.* Significantly, The Path-Goal Theory advocates that a leader should challenge followers to perform work at the highest level possible. This is done by setting high performance expectations and standards for excellent work. Besides, the leader

demonstrates a high degree of confidence in followers' ability to achieve challenging goals. Northouse (2013) stipulates that, in a school setting transformational school principal offers intellectual stimulation and work side-by-side with teachers and students to perform beyond their level of expectations. This implies that, when school principal considerably set good and high challenging goals and performance targets, this challenges both teachers and students to perform at their highest best level leading to overall GSAP in the school.

According to Okumbe (1998), and Northouse (2004), the strength of The Path-Goal Theory provides a practical model that underscores and highlights important ways leaders can help followers in order to be successful in their work. It is a useful theoretical framework for understanding how various leadership practices affect the satisfaction of followers and their work productivity. Also, The Path-Goal Theory highlights the relationship between the leadership practices, the followers, and the work setting in an organization. The Path-goal theory attempts to integrate the motivation principles of expectancy theory into a theory of leadership.

Northouse (2013) stresses that, the Path-goal theory deals with direct motivation to followers, thus it is a very practical model -make a clear path and follow it. This implies that, the school principal's main task is to work side by side with teachers and students, setting good achievable goals, and demonstrating professional ethical practices those teachers and students seek

to emulate. The principles of the Path-goal theory are widely employed by leaders at all organizational levels and for all types of tasks such as in Military, Sports, Health, and in Education among others.

According to Okumbe and Northouse, the weakness of the Path-goal theory is challenging as it requires a leader to adopt multiple leadership practices that complement and compensate what is missing in the work setting environment for instance schools. Further, the leader must evaluate tasks and followers' characteristics hence adapt the most appropriate leadership practices for specific characteristics. This is suitable in a school learning environment which comprises diverse work force of teaching staff who perform variety of teaching activities and students who perform variety of learning activities. This translates that, to evaluate and apply appropriate leadership practice for every individual's need may not suit incompetent schools' leaders.

2.12 Conceptual framework

Figure 2.2 shows relationship between principals' transformational leadership practices and academic performance in KCSE examinations.

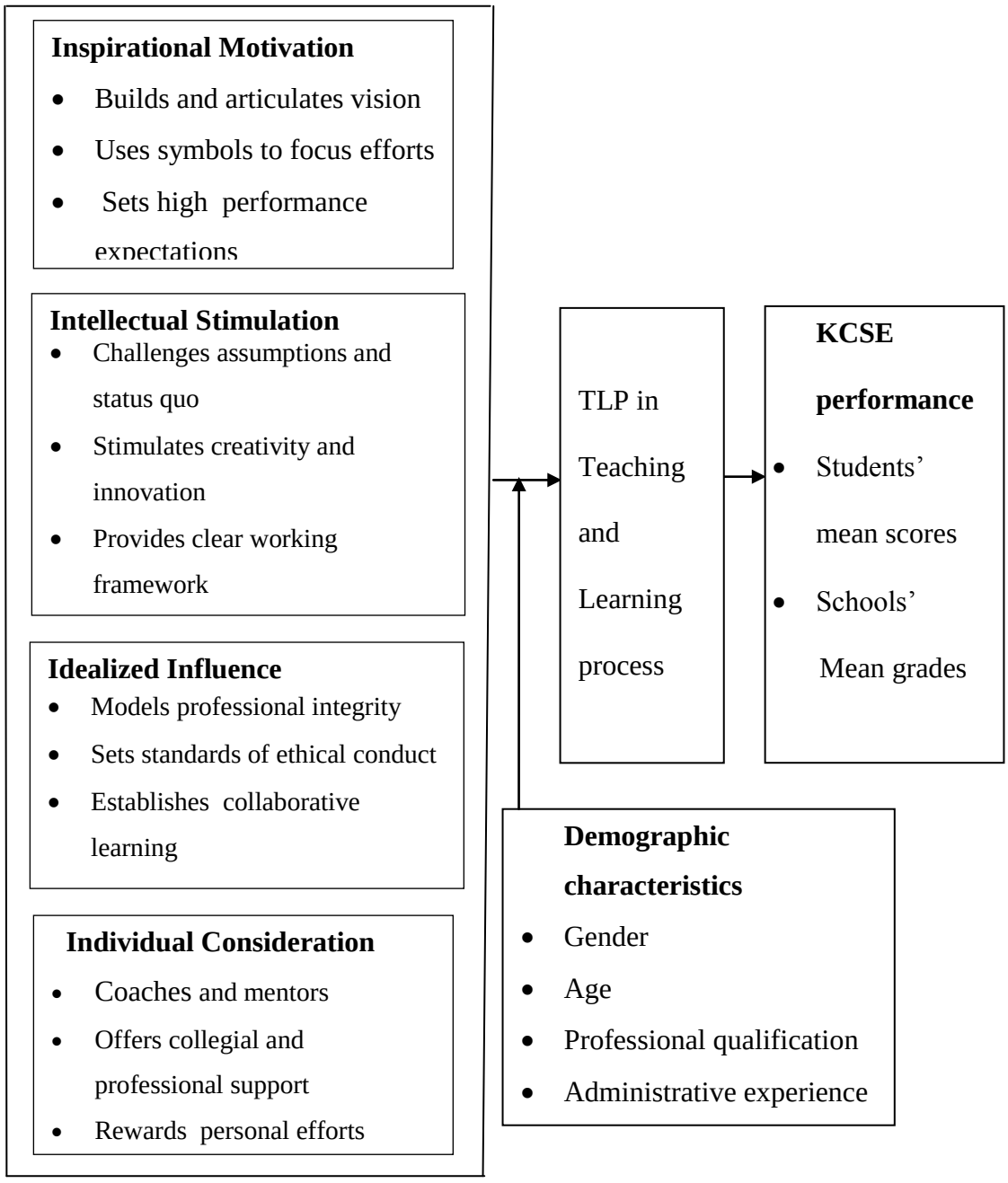

Figure 2.2: Relationship between principals' transformational leadership practices and academic performance in KCSE examinations

Figure 2.2 illustrates that, School principals who exemplify dynamic transformational leadership practices of inspirational motivation, intellectual stimulation, idealized influence, and individual consideration inspire teachers to work hard towards good academic performance. Therefore, *Inspirational motivation* enables principal to articulate an appealing vision that challenges teachers and students with high performance expectations to strive hard to excel. *Intellectual stimulation* helps the school principal challenge status quo, and stimulates innovative ways of teaching and learning processes that result to enhanced academic performance in KCSE examinations.

Further, *Idealized influence* enables the school principal demonstrates professional ethical practices for teachers and students to emulate. Then, *Individual consideration* enables the school principal to mentors and encourages teachers and students with intention to advance to greater heights of students' and school's success. The Path- Goal Theory advocates that, a leader's actions are contingent to the satisfaction, motivation, and performance of the followers. This supports the purpose of this study towards the need to improve academic performance in Kenya Certificate of Secondary Education, in Mbooni West Sub-county in Makueni County, Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with research design, the target population, the sample size and sampling procedures, the research instruments, validity of the instruments, and reliability of the instruments, data collecting procedures, data analysis techniques and ethical considerations.

3.2 Research Design

Research design is the overall plan reflecting the purpose of the investigation. This study used descriptive survey design which involves observing and accurately describing the behaviors of individuals in a certain situation without influencing them in any way (Oso & Onen, 2009). Further, descriptive research design was appropriate to be used in this study to enable researcher provide detailed summaries on relevant variables in this study. These variables are principals' transformational leadership practices (TLP) as independent variables while academic performances in Kenya Certificate of Secondary Education (KCSE) results of (2011-2015) years were dependent variables (Orodho, Khatete & Mugiraneza, 2016).

Additionally, the main aim of descriptive research design was to provide representation summary of variables relevant to research objectives (Mugenda & Mugenda, 2003). Therefore, this research design helped the researcher to collect data, describe and document aspects of the principals' transformational

leadership practices (TLP) on academic performance in Kenya Certificate of Secondary Education (KCSE) examinations in Mbooni West Sub-county (2011-1015) years.

During data collection, the principals explained how they practice transformational leadership in public secondary schools. Teachers also expressed how principals exercise TLP in schools, and too students were held in groups' discussion to present their views. Further Teachers Service Commission (TSC) Sub-county Director was interviewed to elaborate on criteria used to employ and appoint schools' principals, staffing of schools and how principals practice leadership in public secondary schools. Besides, The Sub-county Education Director was interviewed to comment on how principals practice leadership in public secondary schools. Further, the Quality Assurance and Standards Officer was interviewed whether he visits schools regularly to discuss with the schools' principals and teachers on KCSE performances over the years (2011- 2015).

Therefore, descriptive design was appropriate for use and helped the researcher describe the sample population and influence of principals' TLP in public secondary schools on students' performance in KCSE examinations in Mbooni West Sub-County. This design has been used in variety of research by (Munyoki, 2007; Nderitu, 2012; Monari, 2013; Mbthi, 2014) with success.

3.3 Target Population

Target population is a group of subjects /individuals with common observable characteristics from which the researcher is interested to conduct a study (Mugenda & Mugenda, 2003; Orodho, Khatete & Mugiraneza, 2016). The target population for this study constituted 42 public secondary schools in Mbooni West Sub-county with a total of 595 (TSC and BoM) teachers (Mbooni West Sub-county, Education Director, 2016).

3.4 Sample Size and Sampling Procedures

This study used simple random sampling to select schools and teachers sample sizes. Pagano and Gauvreau (2000) indicate that, a sample size is a smaller group obtained from target population for study purposes. According to Orodho, Khatete and Mugiraneza (2016), a sampling procedure is a process of selecting a number of individuals for a study in such a way that, the individuals selected represent the larger group from which they were selected. Therefore this study used selection without replacement.

Selection of Schools

To compute sample size for the schools, the researcher found it suitable to use Pagano and Gauvreau (2000) formula and obtained 38 schools. This formula is defined as:

$$n = \frac{Z^2 pqN}{E^2(N-1) + Z^2 pq}$$

$p = 0.5$

$q = 0.5$

$Z = 1.96$

$E = 0.05$

Whereby, n= Sample Size.

N=Entire population.

E= Expected Error.

P= Probability of success.

Q= Probability of failure.

Z= the Z score corresponding to $\alpha = 0.05$ level of significance.

Source: Pagano and Gauvreau (2000).

The researcher randomly selected a sample of 38 schools representing 90 per cent of the 42 public secondary schools target population. It is worthy noted that, a large representative sample gives a study external validity (Pagano & Gauvreau, 2000). To select the schools, the researcher wrote down names of all the 42 public secondary schools on small pieces of paper and gave numbers, folded and put in a box. After shaking thoroughly picked one paper and the paper was not returned. Therefore, the school's name written on the paper was selected. This is sampling without replacement (Orodho, Khatete and Mugiraneza, 2016). Thereafter, the researcher shook thoroughly the box and the process was repeated until 38 schools were randomly selected.

Selection of Principals

Principals from randomly selected schools automatically qualified to participate in this study. Therefore, there were 38 principals representing 90 per cent of the 42 principals target population. According to Pagano and Gauvreau (2000), a large representative sample gives a study external validity.

Selection of Teachers

Further, this study used the Pagano and Gauvreau (2000) formula to compute the sample of teachers and obtained 266 teachers. However, 38 principals who automatically qualified to participate in this study were among the 266 teachers. Therefore, 228 teachers remained were shared among 38 schools giving six teachers per school. When selecting teachers in the schools, the researcher assigned numbers to teachers who were present and wrote on small pieces of papers, folded and put in a box and shook thoroughly before allowing teachers to pick. The pieces of paper were given numbers from one up to the number of teachers present. The teacher who picked the piece of paper written one was selected and did not participate again, and the number was not returned in the box. This is random sampling without replacement (Orodho, Khatete and Mugiraneza, 2016). The researcher shook thoroughly the box before allowing teachers to pick again. Then, the process was repeated to pick numbers 2 up to 6 until the six teachers were randomly selected.

Selection of Students

Krueger and Casey (2009) advocate students' focus group discussion to range between six to ten students. The researcher preferred to use six students per focus group discussion in one school. Therefore, there was 38 students' focus groups discussion who participated in this study. The researcher picked two students per class using class register starting from form two to form four. Therefore, selection of students was done using convenient sampling (Mugenda & Mugenda, 2003; Orodho, 2005). Consideration was made in mixed schools to have gender equity, thus a boy and a girl per class.

Selection of Sub-county Education Director

The Sub-county education director is the most senior officer in the ministry of education in the Sub-county. Therefore, the researcher used purposive sampling (Mugenda & Mugenda, 2003; Orodho, 2005).

Selection of Sub-county Quality Assurance and Standards Officer

The Sub-county quality assurance and standards officer is the most senior officer in the ministry of education in charge of examinations in the Sub-county. Therefore, the researcher used purposive sampling (Mugenda & Mugenda, 2003; Orodho, 2005).

Selection of Teachers Service Commission Sub-county Director

The TSC Sub-county director is the most senior officer of the employer of teachers in the Sub-county level. Therefore, the researcher used purposive sampling (Mugenda & Mugenda, 2003; Orodho, 2005).

3.5 Research Instruments

Using specific tools to measure the effectiveness of organizational leaders is an important aspect of today's leadership (Mugenda & Mugenda, 2003). Therefore, this study used questionnaires, focus groups discussion guides, interview guides, and documentary analyses guide to enhance confidence in research findings by triangulation of sources and instruments.

3.5.1 Questionnaires

A questionnaire is a collection of items to which a participant is expected to answer usually in writing (Mugenda & Mugenda, 2003; Oso & Onen, 2009). Questionnaires enabled the researcher to obtain detailed written information from the participants. Besides, the information obtained from the participants was thoughtful and had been given attention in writing. Further, this enabled the researcher collect data from large population within limited time. Hence, there were two types of questionnaires one for the principals and the other for the teachers.

The questionnaire for the principals consisted two sections. Section A provided background information and schools' performances in KCSE examinations from 2011 to 2015. Section B comprised transformational leadership practices (TLP) whereby principals' rated themselves. Specifically, this study adopted items from Multifactor Leadership questionnaires (MLQ Form 5X). The MLQ plays a vital role in identifying the presence or absence of TLP (IM; IS; II; IC), and provides an accurate and unbiased measurement.

Further, Multifactor Leadership questionnaire is broadly applicable to a wide range of organizational leadership situations where there is responsibility to influence the actions of others (Bass & Avolio, 1995). The adopted modified items were made to measure inspirational motivation (IM) five items, intellectual stimulation (IS) five items, idealized influence (II) five items and individual consideration (IC) five items. This took approximately 30 minutes to fill.

The questionnaire for the teachers consisted part one background information of the teacher and part two transformational leadership practices presented by the school principal therefore, teachers rated principals using the same Multifactor Leadership questionnaire. In addition to that, open ended questions were included to investigate other leadership behaviors' by principals in schools to enhance student academic performance in KCSE examination. This took approximately 45 minutes to fill.

3.5.2 Interview Guides

According to Mugenda and Mugenda (2003) and Oso and Onen (2009), an interview is a person to person(s) verbal communication in which one person asks the other person(s) questions intended to elicit information or opinion under investigation. Therefore, the researcher found it necessary to interview students, the Sub-county Education Director and the quality assurance and standards officer and the Sub-county Teachers' Service Commission (TSC) Director to hear their views on variables under investigation. The interview guide enabled the researcher have control over the line of questioning. Further, the interview guide helped the researcher obtain information that could not be directly observed and could not be put forth in written form.

The Sub-county Education Director interview guide

The Sub-county Education Director is the most senior officer in the Ministry of Education in the Sub-county (MoE, 2014). Structured questions were used to enable the researcher obtain in depth information (Mugenda & Mugenda, 2003; Oso & Onen, 2009) on transformational leadership practices in public secondary schools and KCSE performance in Mbooni West Sub-county.

The Sub-county quality assurance and standards officer interview guide

The Sub-county quality assurance and standards officer is the most senior officer in the Ministry of Education in the Sub-county concerned with students' performance in schools (MoE, 2014). Structured questions were

used to enable the researcher obtain Kenya National Examination Council (KNEC) report (Mugenda & Mugenda, 2003; Oso & Onen, 2009) on students' and schools' performance in KCSE examination in Mbooni West Sub-county in (2011-2015) years.

The Sub-county Teachers Service Commission director interview guide

The Sub-county Teachers Service Commission Director is the most senior officer of the employer of teachers in the Sub-county (MoE, 2014). Structured questions based on transformational leadership practices and students' performance were used to enable the researcher explore and get reliable information on variables under investigation (Mugenda & Mugenda, 2003; Oso & Onen, 2009). The researcher sought to find out whether transformational leadership practices are considered during assessment, promotion and appointment of schools' principals in public secondary schools, and generally the performance of KCSE examinations in public secondary schools in Mbooni West Sub-county.

3.5.3 Focus groups discussion guide

This interview guide was used to enable the researcher gain control over the line of questioning and discussion (Krueger & Casey, 2009; ETR, 2013). The discussions were structured from transformational leadership items. It also contained questions on students' performance. The reason for having this students' focus group discussion was to enable the researcher to hear and get

meaningful information beyond words put down in writing (Mugenda & Mugenda, 2003; Oso & Onen, 2009) about principals' transformational leadership practices in public secondary schools and students' performance across Mbooni West Sub-county. Therefore, each student's focus group had six participants (Krueger & Casey, 2009) starting from Form two to form four who had been in the schools for not less than one year. In mixed schools, consideration was made to cater for gender equity, thus a boy and a girl in each class.

The researcher involved students and shared freely to get honest inputs. Students showed great interest and actively participated in the discussions which impressed the researcher as well. It is worth noting that, students' experiences and opinions were very important in this study since their KCSE results analyses were among the major variables and helped the researcher get true information across Mbooni West Sub-County.

3.5.4 Documentary Analysis

A documentary analysis is a written record showing critical analysis of public information related to the issue under investigation. This was printed by the Kenya National Examination Council (KNEC) which is in charge of national examinations secondary schools inclusion. The researcher obtained this from the Quality Assurance and Standards Officer (2016) showing Mbooni West Sub-County for all secondary schools. This enabled the researcher obtain unobtrusive printed results (Mugenda & Mugenda, 2003; Oso & Onen, 2009)

on students' performance in KCSE examinations (2011-2015) years in public secondary schools. There results were used to measure students' performance in KCSE examinations in Mbooni West Sub-County.

3.6 Pilot Study

Orodho (2005) advocates the pre-testing of the research instruments once constructed using selected sample similar to the actual sample. Thomas and Nelson (1996) also point out that, the function of the questionnaires, focus group discussion guides and interview guides to be tried in the field after construction using Pilot study. According to Orodho (2005), the practice of pre-testing the research instruments enable the researcher to identify deficiencies and correct before use in the main study. Further, piloting is done to check validity and reliability of the research instruments before final use in the main study thus vague questions are identified and corrected to give clear meaning and direction.

Hertzog (2008) recommends a pilot study sample ranging in size from10 to 40 participants per group as evaluated for their adequacy. Therefore, this study used Hertzog's recommendation of a sample ranging in size from 10 to 40 participants. Therefore 21 participants thus, 3 principals and 18 teachers were used to pre-test transformational leadership questionnaire; 18 students to pre-test focus groups discussion guides and 15 documentary analyses were pre-tested. These participants were obtained from public secondary schools which were not involved in the main study. To check the internal consistency of the

research items, Cronbach and Richard (2004) recommend the Cronbach's alpha's formula may be used and defined as:

$$\alpha = \frac{K}{K-1}\left(1 - \frac{\sum_{i=1}^{K} \sigma_{Y_i}^2}{\sigma_X^2}\right)$$

Whereby, K is the number of components, (*K-items* or *test lets*).

= variance of the observed total test scores.

$\sigma_{Y_i}^2$ = variance of component *i* for the current sample of persons.

Source: Cronbach and Richard (2004).

The results from the pilot study are shown in Table 3.1.

Table 3.1: Results of Pilot Study for Tests of Internal Consistency and reliability of Research Instruments

Research Instruments	**Transformational leadership questionnaire**	**Focus groups discussion Guide**	**Documentary Analysis**
Number of Items	21	18	15
Cronbach's Alpha	.95	.88	.85

Table 3.1 shows pilot study results which tested internal consistency and reliability of the research instruments which were found ranging 0.85 to 0.95**.** Further, a correlated factor of the Cronbach's alpha was applied to describe internal consistency as shown in Table 3.2.

Table 3.2: Cronbach's Alpha Internal Consistency Coefficients

Cronbach's Alpha	Implication
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq o.5$	Poor
$0.5 > \alpha$	Unacceptable

Source: Cronbach and Richard (2004)

Table 3.2 interprets that; correlation coefficients between 0.70 and 1.0 are termed to be sufficient to show that the research items are reliable and acceptable for use in the study. Pilot study was done to test internal consistency and reliability of the research instruments which was found ranging 0.85 to 0.95. This translates that, transformational leadership questionnaire was $\alpha \geq 0.9$ which is excellent and both focus groups guide and documentary analysis were $0.9 > \alpha \geq 0.8$ which is good therefore, the research items were reliable and acceptable for use in the study (Cronbach & Richard, 2004).

The reliability of the MLQ had been established before by scholars such as Bass and Avolio (1995); Avolio, Bass, and Jung (1999); Antonakis, Avolio, and Sivasubramaniam (2003); Bono and Judge (2003); Kark, Shamir, and Chen (2003), and obtained the reliability coefficient ranged from 0.81 to 0.94.

Besides, results for internal consistency and reliability of transformational leadership questionnaire by researchers such as Bekele and Darshan (2011); Mbithi (2014), and Wahab, Mohd Fuad, Ismail, and Majid (2014), ranged from 0.81 to 0.94. Then, the reliability coefficient results ranged from 0.85 to 0.95. This translates that, the research instruments were found to be within the same range with the previous studies hence found suitable and reliable to be used in this study (Orodho, 2005).

3.7 Validity of the Instruments

According to Gaur and Gaur (2006) instrument validity refers to the degree to which research instrument actually measures the concept or property it is supposed to measure. Both construct and content validities were established by scholars such as Bass and Avolio (1995); Avolio, Bass, and Jung (1999); Antonakis, Avolio, and Sivasubramani (2003); Bono and Judge (2003); Kark, Shamir, and Chen (2003). Further, the researcher requested two qualified researchers of long standing experience from the Department of Administration and Planning of the University of Nairobi to validated further face, construct and content validities. The instruments were critiqued and all suggestions were incorporated before use (Orodho, 2005).

3.8 Reliability of the Instruments

According to Gaur and Gaur (2006) reliability of an instrument refers to the confidence we can place on the measuring instrument to give the same numeric value when measurement is repeated on the same object. Therefore, a

pilot study was done to check internal consistency of the research instruments of the present study results found to range 0.85 to 0.95 which interprets good to excellent according to Cronbach and Richard (2004).

3.9 Data Collecting Procedures

The researcher obtained research authorization letter from the Department of Administration and Planning of the University of Nairobi. This letter enabled the researcher to obtain research permit from the National Commission for Science, Technology and Innovation in November, 2016. The researcher further got permission from the County Commissioner and the Education Director in Makueni County who further instructed the Deputy County Commissioner and the Sub-County Education Director in Mbooni West Sub-County to allow the researcher conduct research in the Sub-County. Finally, permission was granted and the researcher visited the selected schools to get into contact with the principals and booked appointment when to visit schools to collect data (Oso & Onen, 2009).

Data collection of this study was carried out between the months of November 2016 as per research permit from the National Commission for Science, Technology and Innovation to the month of February 2017. There was a break period in the month of December holiday. On data collecting day the researcher explained to the participants the nature and purpose of the research which was for academic purpose only. All participants were free to decide to participate or not to participate. Then, the researcher read through the

questionnaires for clarification and requested selected teachers to fill immediately and collected the same day. When the principals and teachers were filling their questionnaires, the researcher conducted focus groups discussion with students to investigate further the variables under investigation.

Further, the researcher visited the Sub-county headquarters to book appointment with the TSC Director, the Education Director and the Quality Assurance and Standards Officer to conduct interviews. The interviews were done as agreed to obtain information on variables under study thus principals' TLP on academic performance in KCSE examinations in public secondary schools in Mbooni West Sub-county in Makueni County, Kenya.

3.10 Data Analysis Techniques

Oso and Onen (2009) define data analysis as the organization, interpretation and presentation of collected data. Both quantitative and qualitative approaches were used for data analysis. Quantitative data from the questionnaires was coded and entered into the computer using the Statistical Package for Social Sciences (SPSS version 21.0) program. The descriptive statistical analysis on leadership practices was done by calculating frequencies, percentages, Means, and Standard deviations of the data, and results were presented in form of tables' interpretation.

Further, in this study qualitative approach was used to explore, examine and describe the phenomenon in-depth by understanding the experiences of principals, teachers, students, the Sub-county Education director, the Sub-county Quality Assurance and Standards Officer and the Sub-county TSC director on objectives one, two, three and four on transformational leadership practices (TLP) of inspirational motivation (IM), intellectual stimulation (IS), idealized influence (II) and individual consideration (IC) exercised by the school principals in public secondary schools.

Pearson Product Moment Correlation Coefficient (PPMC) referred to as Pearson R test was used to test if relationships exist or not exist between independent variables thus TLP and dependent variables thus students' performance in KCSE examinations in the years (2011-2015). Further, Pearson R was used to test the strength and direction of the relationship between independent and dependent variables. This was tested at alpha value 0.05 or 0.01 levels of significance (Orodho, 2005; Goodman, 2008; Orodho, Khatete & Mugiraneza, 2016). Objective six used descriptive analysis of variance (ANOVA) t-test to test if selected principals' characteristics influence principals' choice of TLP in public secondary schools.

Besides, null hypotheses testing were done thus, $H_{01,}$ H_{02}, H_{03} and H_{04} tested at significance level 0.01 or 0.05 to accept or reject. Whereas, H_{05} used null hypotheses one to four results to establish the best transformational leadership practice predictor for KCSE examinations by comparing results. H_{06} was

tested using ANOVA t-test to establish whether differences exist or not exist on principals' characteristicson choice of TLP in public secondary schools.

3.11 Ethical Considerations

Ethical considerations are issues of voluntariness, informed consent, Anonymity, confidentiality and data protection among others (American psychological association, 2010; Oso & Onen, 2009; Orodho, 2005). These researchers advocate that, despite of the high value of knowledge gained through research, knowledge cannot be pursued at the expense of human dignity. Therefore, the researcher secured permission to collect data from the National Commission for Science, Technology and Innovation who further directed the County Commissioner and the Education Director in Makueni County to do the same. Thereafter, Makueni County Commissioner directed the Deputy Commissioner and the Sub-county Education Director in Mbooni West to do the same before conducting research in education.

During data collecting time, the researcher informed participations that, one is free to choose to participate or not to participate and was purely on one's agreement without being forced. Further, the researcher informed the participants their names and identities were not to appear anywhere in this study and were to remain anonymous. Too, the researcher informed the participants the information provided was for academic purpose only and no unauthorized person would access it.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATATION AND INTERPRETATION

4.1 Introduction

This chapter deals with data analysis, presentation and interpretation of the study findings.

4.2 Return Rate of Respondents

The researcher sought to obtain the rate of return of the research instrument from the participants and the findings are shown in Table 4.1.

Table 4.1: Return Rate of Respondents

	Targeted	**Actual**	**Return**
	Frequency	Frequency	Per cent
Principals	38	38	100
Teachers	228	211	93
Total	**266**	**249**	**94**

Table 4.1 shows that the study sample size targeted was 266 comprising 38 principals and 228 teachers. However, 38 principals thus 100 per cent participated but 211 teachers thus 93 per cent participated in this study giving a total of 249 participants which represents 100 per cent in terms of participation. According to Pagano and Gauvreau (2000), a large representative sample gives a study external validity therefore this study deemed sufficient for inference. Mugenda and Mugenda (2003) indicate that, a response rate of 50 per cent and above are considered appropriate for inference

purposes. This study's response rate is further supported by Busienei (2012) who got 69 per cent and Monari (2013) who got 80 per cent which were considered to be high response rates. Therefore, the questionnaire return rate for this study was considered to be high and very good.

4.3 Principals' and Teachers' Background Information

The study established the demographic characteristics in terms of gender, age, work experience, and highest professional qualifications. Therefore, the section provides general descriptive analyses of the sample size population and the findings are presented in tables and discussed thereafter.

4.3.1 Gender of Principals and Teachers

The researcher pursued to identify the gender of principals and teachers that formed the sample size both male and female and the findings are shown in Table 4.2.

Table 4.2: Distribution of Respondents by Gender

		Principals			**Teachers**	
		Frequency	Percent		Frequency	percent
Gender	Male	30	78.9	Male	147	69.7
	Female	8	21.1	Female	64	30.3
Total		**38**	**100**		**211**	**100**

Table 4.2 shows the sample's population demographic information. According to the demographic information given, it is clear that, most of the principals'

participants 78.9 per cent were male and 21.1 per cent were female. Therefore, these study findings depicts a high gender disparity in public secondary schools' leadership in Mbooni West Sub-county, Kenya. On the side of teachers' participation, majority, 69.7 per cent were male and 30.3 per cent were female. Again this portrays a high gender disparity of the teaching staff in public secondary schools in Mbooni West Sub-county, Kenya.

4.3.2 Age of Principals and Teachers

The researcher sought to get the age of principals and teachers that formed the sample size and the findings are shown in Table 4.3.

Table 4.3: Distribution of Respondents by Age

		Principals		**Teachers**	
		Frequency	percent	Frequency	percent
Age	Below 30	0	0	83	39.3
(Years)	30-40	17	44.7	109	51.7
	41-50	21	55.3	18	8.5
	51+	0	0	1	0.5
Total		**38**	**100**	**211**	**100**

Table 4.3 shows that, most of the principals 55.3 per cent are aged between 41-50 years. This translate that, most of the principals in Mbooni West Sub-county are professionally quite mature to manage public secondary schools. The rest of the principals 44.7 per cent are aged between 30-40 years and still professionally mature as well.

On the teachers' side, majority of the participants 51.7 per cent are aged 30-40 years. Therefore, most of the teaching staff in Mbooni West Sub-county is professionally mature enough to carry out quality teaching services in the public secondary schools.

4.3.3 Work Experience in Years of Principals and Teachers

The researcher sought to know the work experience in years of principals and teachers that formed the sample size both male and female and the findings are shown in Table 4.4.

Table 4.4: Distribution of Respondents by Work Experience in Years

		Principals		**Teachers**	
		Frequency	percent	Frequency	**per**cent
Work	1-4	1	2.6	0	0
Experience	5-10	15	39.5	57	27
in years	11-15	12	31.6	105	49.8
	16+	10	26.3	49	23.2
Total		**38**	**100**	**211**	**100**

Data in table 4.4 indicate that 57.9 per cent of the principals have over 11 years of administering public secondary schools. This denotes that, most of the principals have adequate experience on schools' leadership and have adequate knowledge on what they should do as public secondary schools' leaders. The rest 39.5 per cent have over 5 years of leadership experience. Therefore, 97.4

per cent of the principals were in leadership position during the period (2011-2015) years of this study's KCSE was done. Further, majority of the teachers 73 per cent as part of the key participants of the have long teaching experience of over 11 years and have adequate knowledge to describe their Principals' leadership practices in their schools.

These study findings reveal that majority of the school principals and teachers had a relatively long teaching experience in public secondary schools longer than the period between (2011- 2015) years. This implies that, most of the principals and majority of the teachers formed the sample population contributed towards the students' performance in KCSE examinations in Mbooni West Sub-county between (2011-2015) years.

4.3.4 Highest Professional Qualifications of Principals and Teachers

The researcher wanted to find out the highest professional qualifications of Principals and teachers that formed the sample both male and female. The findings are shown in Table 4.5.

Table 4.5: Distribution of principals and teachers by highest academic / professional qualification

		Principals		Teachers	
		Frequency	percent	Frequency	percent
Professional	Diploma	1	2.6	31	14.7
Qualification	B.ED	24	63.2	164	77.7
	M.ED	13	34.2	15	7.1
	Ph.D.	0	0	1	0.5
Total		**38**	**100**	**211**	**100**

Table 4.5 findings indicate that, most of the principals 63.2 per cent have Bachelors of art degree in education. This implies that most of the schools principals 65.8 per cent have not acquired their Master's degree in education and may be challenged with enormous decisions that determine the effectiveness of the 21st century schools towards good students' academic performance (Lorgwell- Mckean, 2012).

Also the findings has shown that, majority of the teachers 77.3 per cent have Bachelor of art or science degree in education. According to these findings, majority of the teaching staff in Mbooni West Sub-county have adequate knowledge as professionals currently known as intellectual social capital for the delivery of quality educational services (Williamson, 2014) towards good students' academic performance in public secondary schools.

4.4 Academic Performance in KCSE in public secondary Schools in Mbooni West Sub-county in the years (2011-2015)

The researcher sought to investigate how students performed in Kenya Certificate of Secondary Education examinations (KCSE) in Public Secondary Schools in Mbooni West Sub-county. Documentary Analyses printed by the Kenya National Examination Council (KNEC) for five consecutive years (2011-2015) of the sampled schools was obtained from the Quality Assurance and Standards Officer, Mbooni West Sub-county (2016). This was used to analyze the Sub-county public secondary schools' performance and the study findings are illustrated in Table 4.6.

Table 4.6: Academic Performance in KCSE examinations in Mbooni West Sub-county in the years (2011-2015)

Schools' serial No	Average Mean (5years)	Mean Grade	Schools' serial No	Average Mean (5years)	Mean Grade
1.	2.38	D	20	3.94	D+
2.	2.67	D	21	4.00	D+
3.	2.70	D	22.	4.04	D+
4.	2.70	D	23.	4.16	D+
5.	2.83	D	24.	4.19	D+
6.	2.85	D	25.	4.20	D+
7.	2.99	D	26.	4.24	D+
8.	2.99	D	27.	4.31	D+
9.	3.10	D	28.	4.35	D+
10.	3.13	D	29.	4.36	D+
11.	3.30	D	30.	4.46	D+
12.	3.33	D	31.	4.65	D+
13.	3.40	D	32.	4.69	C-
14.	3.40	D	33.	4.79	C-
15.	3.51	D+	34.	5.29	C-
16.	3.52	D+	35.	5.34	C-
17.	3.52	D+	36.	5.80	C
18.	3.68	D+	37.	6.40	C
19.	3.80	D+	38.	8.74	B

Source: MWSQASO (2016)

Mean grades in KCSE examinations are awarded by the KNEC :- A 12 points; A- 11 points; B + 10 points; B 9 points; B- 8 points; C+ 7 points, C 6 points; C- 5 points; D + 4 points; D 3 points; D- 2 points; E 1 point.

Table 4.6 shows that, majority (37) of the schools were not able to produce most students with a mean grade of C+ (plus) to qualify to university over the five years. According to these findings, only (1) school managed to have a mean grade of B (plain) translating that, almost all students in this school joined university while majority (31) schools had D to D+ (plus) which is far below minimum university entry requirement C+ (plus) therefore, majority of the students in these schools could not qualify to university. Therefore, the searcher found it necessary to investigate the unsatisfactory low academic performance in this Sub-county

The Quality Assurance and Standards Officer, Mbooni West Sub-county (2016) reported that public secondary schools had not been doing well in Kenya Certificate of Secondary Education examinations for many years. Further, reports from majority 79 per cent of the students' focus group discussion across selected public secondary schools in Mbooni West Sub-county expressed dissatisfaction on low students' academic performances in KCSE examinations in the previous years and desired for improvement.

Further, a report from the Sub-county Education Director (2016) indicates that, most of the schools are understaffed and students lack proper preparation for KCSE examinations. According to the Sub-county Education Director, this might have contributed to most of the public secondary schools perform below average for the last five years. Hence, there is need to employ adequate teachers to provide quality educational services to students to enhance KCSE

academic performance. Moreover, principals had been noted not in school for many hours to supervise implementation of school curriculum and the completion of syllabuses in all classes.

Further, the Teachers Service Commission (TSC) Director reported that, most of the school principals lack knowledge professional leadership practices therefore; there is need for principals' seminars / workshops concerning learner's social, psychological development on guidance and counselling to enhance students' academic performance in Mbooni West Sub-county. Additionally, the TSC Director suggested effective supervision of curriculum implementation by the schools' principals to improve KSCE academic performance in public secondary schools.

A study by Nderitu (2012) shown that, many secondary schools had not been doing well in KCSE) Examinations due to ineffective leadership practices. Also, Hay (2006) found out that, leadership styles can facilitate or hinder successful staff cooperation leading to ineffective teaching, and may negatively affect students' academic performance in national examinations. Further, a study by Moore (2009a) shows that the success or failure of schools and their students often hinges on the effectiveness of leadership. Williams (1999) stresses that, students are priceless assets and most essential elements in any educational system, and there is need to have effective school head teachers to raise the standards of students' academic performance in the schools.

Therefore, findings of this study in Mbooni West Sub-county concur with Nderitu's results in Nairobi County that, ineffective leadership practices in public secondary schools contribute to low mean grades in KCSE examinations. Therefore, this study suggests that, schools principals to adapt transformational leadership practices which are associated with successful schools to change public secondary schools to be centers of educational excellence.

A study by Lorgwell- Mckean (2012) on restructuring leadership for 21st Century schools in USA indicate that, the most valued asset of the educational institution recently called social capital, unless transformational schools' principals works properly side-by-side, students' success may not be realistic in the desperately needed for the 21st century schools. Saxe (2011) study results advocate that, schools' reform in the 21st century requires TLP to transform schools into autonomous, systems-thinking organizations, revolving around professional learning communities that can embrace change and create a high performing learning environment for students and teachers.

Further, Hopkins (2006) stipulates that, globally there is need for a manpower that is highly committed to support the development of an efficient and responsive education and training systems, and Mbooni West Sub-county public secondary schools are not exempted. Scholars such as Amutabi (2003); Darling-Hammond, Meyerson, Orr and Cohen (2007); Hanushek and Woessmann (2008); Otiato (2009) maintain that, education is the engine of

national growth therefore, a nation's underperforming schools and students are unlikely to succeed in both individuals' and national growth and development.

That is why, Akomolafe (2014) study findings in Nigeria indicate that, schools' leadership requires competitive leadership practices that can best use the maximization of resources to create the long-term capacity of teachers for continuous improvement on students' academic performance in national examinations, and more so in Mbooni West Sub-county. Therefore, sustainable schools' reform efforts are needed to move public secondary schools in Mbooni West- Sub-county towards the success for every student in KCSE examinations.

Transformational Leadership Practices

In this study, transformational leadership practices (TLP) are considered under inspirational motivation (IM), intellectual stimulation (IS), idealised influence (II), and individual consideration (IC). These leadership actions are believed in lifting up of persons' visions to higher sights, rising of persons' performances to higher standards and building of personalities beyond normal limitations. This creates real and substantive change to both the individuals and the organizational systems towards good students' academic performance in national examinations. All the four TLP were measured using 5 scores Likert type scale.

According to this scale, 4 to 5 scores means high and strong transformational leadership practice, 3 to 3.9 scores implies moderate transformational leadership practice and 1 to 2.9 scores indicates low and weak transformational leadership practice. Research evidence shows that TLP are more superior and important in the school change context due to their transforming approaches that ultimately improve students' academic performance in state examinations. Therefore, the current researcher anticipates that, academic performance in public secondary schools in Mbooni West Sub-county can as well improve greatly as a result of school principals using transformational leadership practices.

4.5 Inspirational Motivation on Academic Performance in KCSE Examinations

Inspirational motivation (IM) enables 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, and challenge teachers and students with high standards. Therefore, the school principal communicates optimism about future goals, and provides meaning for the task at hand. This develops a collaborative school culture that enhance partnership learning environment towards good students' performance in all classes in the school.

Objective one

Examine the extent to which principals' transformational leadership practice of 'inspirational motivation' in public secondary schools influence academic performance in Kenya certificate of secondary education in Mbooni West Sub-County.

This practice had 5- items to measure using the scale: 5 points- strongly agree, 4 points -agree, 3 points -Not decided, 2 points -disagree, 1 point -strongly disagree. Both principals and teachers used the same items and scale. Table 4.7 shows principals responses on transformational leadership practice of inspirational motivation in public secondary schools.

Table 4.7: Principals' Responses on Inspirational Motivation

	As a principal I:-		5	4	3	2	1	Total
i.	Provide school vision that has a lot of influence on syllabus coverage resulting to good students' academic performance.	f	13	24	1	-	-	38
		%	34.2	63.2	2.6	-	-	100
ii.	Provide meaning for the tasks at hand focusing on what teachers should be doing for students' improved performance.	f	13	24	1	-	-	38
		%	34.2	63.2	2.6	-	-	100
iii.	Encourage teachers to work as a team to improve students' academic standards in the school.	f	26	10	1	-	-	37
		%	70.3	27.0	2.7	-	-	100
iv.	Demonstrate optimism which encourages teachers to be optimistic in teaching processes.	f	14	16	7	-	-	37
		%	37.8	43.2	18.9	-	-	100
v.	Symbolize success within the teaching career.	f	11	13	12	1	-	37
		%	29.7	35.1	32.4	2.7	-	100

NB: f stands for frequency and % stands for per cent.

Table 4.7 shows item i to v measuring inspirational motivation. It was noted that in items iii to v one principal did not rate therefore percentage was worked out of those participated 37. On item i, majority 63.2 per cent of the principals agreed that, they had provided school visions that has a lot of influence on syllabus to enhance students' academic performance in KCSE examinations

in schools although 2.6 of the principals were not sure whether the schools have vision or not. On item ii, majority 63.2 per cent of the principals stated that, they provide meaning for the tasks at hand focusing on what teachers should do towards good students' academic performance in schools but 2.6 per cent were not able to do so.

Considering item iii, majority 70.3 per cent of the principals strongly agreed that, they had been encouraging teachers to work as a team to improve students' academic standards in the schools; however 2.7 per cent were not sure whether they do so or not. After principals rated item four, 43.2 per cent accepted that, they demonstrate optimism in schools which encourages teachers to be optimistic in teaching processes to improve students' performance in KCSE examinations.

Item iv measuring inspirational motivation shows that, 35.1 per cent of the principals agreed to be a symbol of success within the teaching career while 2.7% were not sure whether they symbolize success in their schools or not.
Table 4.8 gives mean summaries of principals' responses on inspirational motivation.

Table 4.8: Principals' means on Inspirational Motivation

	As a principal I :-	N	M	SD	AM
i.	Provide school vision that has a lot of influence on syllabus coverage resulting to good students' academic performance.	38	4.32	.53	
ii.	Provide meaning for the tasks at hand focusing on what teachers should be doing for students' improved performance.	38	4.32	.53	
iii.	Encourage teachers to work as a team to improve students' academic standards in the school.	37	4.68	.53	
iv.	Demonstrate optimism which encourages teachers to be optimistic in teaching processes.	37	4.19	.74	
v.	Symbolize success within the teaching career	37	3.92	.86	4.27

NB: N denotes number of participants

M denotes mean

SD denotes standard deviations.

AM denotes average mean

Higher scores of 4 to 5 indicate high and strong inspirational motivation by the school principal, whereas 3 to 3.99 scores indicate moderate, and below 3 scores indicate low and weak.

Table 4.8 shows how principals perceived practice of inspirational motivation in schools. Therefore, principals specified that, inspirational motivation was

well exhibited in schools with most of its items with a mean above 4 scores thus, 4.32; 4.32; 4.68; 4.19, and 3.92. The standard deviations were .53; .53; .53; .74, and .86 respectively giving an average mean of 4.27 and standard deviation of 0.64. These findings indicate that, principals enormously perceived inspirational motivation in schools was high and strong with an overall mean of 4.27 scores. According to these findings, principals had mostly encouraged teachers to work as a team to improve students' academic standards in schools. Further, teachers' had their own views on how principals practice inspirational motivational in public secondary schools which is shown in Table 4.9

Table 4.9: Teachers' Responses on Inspirational Motivation

	The principal :-		5	4	3	2	1	Total
i	Provides school vision that has a lot of influence on syllabus coverage resulting to good students' academic performance.	f	102	80	16	11	2	211
		%	47.7	37.4	7.5	5.6	1..8	100
ii	Provides meaning for the tasks at hand focusing on what teachers should be doing for students' improved performance.	f	59	113	27	11	-	210
		%	27.7	54.0	12.7	5.7	-	100
iii	Encourages teachers to work as a team to improve students' academic standards in the school.	f	56	115	23	10	7	211
		%	26.2	55.1	10.7	4.7	3.3	100
iv	Demonstrates optimism which encourages teachers to be optimistic in teaching processes.	f	58	102	34	11	6	211
		%	27.6	47.7	16.4	5.6	2.8	100
v	Symbolizes success within the teaching career.	f	56	95	32	12	12	207
		%	26.7	45.7	15.3	6.2	6.2	100

NB: f stands for frequency and % stands for per cent

Table 4.9 shows that in item one, teachers had variation from strongly agree to strongly disagree which differ from principals' perception. It was noted that in item ii one teacher did note rate and in item v four teachers did not rate as well therefore percentage was done out of those participated. Majority 47.7 per cent of teachers strongly agreed that principals had provided school visions in

schools which had a lot of influence on syllabus coverage resulting to good students' academic performance in KCSE examination, whereas 1.8 per cent strongly disagreed to have school visions.

On item two, majority 54.0 per cent of the teachers agreed that, principal provides meaning for the tasks at hand focusing on what teachers should be doing for students' improved performance but, 5.7 per cent disagreed. When teachers rated item three, there was spread variation whereby majority 55.1 per cent of teachers agreed that, principals encourage teachers to work as a team to improve students' academic standards in the schools and 3.3 per cent strongly disagreed.

Item four shows that majority 47.7 per cent of the teachers agreed that, principals demonstrate optimism which encourages teachers to be optimistic in teaching processes toward good students' KCSE performance and 2.8 per cent strongly disagreed. Considering item five, majority of the teachers 45.7 per cent of the teachers agreed that, principals symbolize success within the teaching career which enhances students' performance in KCSE examinations though 6.2 per cent strongly disagreed. Table 4.10 shows teachers mean summaries on inspirational motivation.

Table 4.10: Teachers' means on Inspirational Motivation

The principal : -	N	M	SD	AM
i. Provides school vision that has a lot of influence on syllabus coverage resulting to good students' academic performance.	211	3.96	93	
ii. Provides meaning for the tasks at hand focusing on what teachers should be doing for students' improved performance.	210	4.05	.78	
iii. Encourages teachers to work as a team to improve students' academic standards in the school.	211	4.28	.89	
iv. Demonstrates optimism which encourages teachers to be optimistic in teaching processes.	211	3.93	.95	
v. Symbolizes success within the teaching career	207	3.84	1.08	4.01

Table 4.10 shows there is considerable variation between teachers' perceptions on how Principals practice inspirational motivation in public secondary schools. The means for the five items were 3.96; 4.05; 4.28; 3.93 and 3.84. The standard deviations were .93; .78; .89 and 1.80 respectively. Therefore, inspirational motivation had an average mean of 4.01 indicating high and strong leadership practice by the schools' principals. Under inspirational motivation, teachers mostly indicated that, school principals had mostly encouraged teachers to work as a team to improve students' academic standards in public secondary schools.

Reports from the majority 63.2 per cent of the students' focus groups indicated that, inspirational motivation was moderately practised in public secondary schools. This was mostly done by the schools' principals encouraging students to be focused and have good vision on what to do at school in order to be successful in their studies.

The TSC director indicated that, schools' principals lack knowledge on how to practice inspirational motivation at schools. Further, he stated that all public secondary schools in the Sub-county had good visions but majority of schools' KCSE performances of (2011-2015) years were low compared to Makueni County and the National KCSE index. The Sub-county education director stated that, although schools' principals had established schools visions but students' KCSE performance was low compared to National and County KCSE results analyses (2011-2015) years. This implies that, they were not effective in their work to inspire and lead both teachers and students towards good students' performance at national examinations.

In these findings, both principals and teachers had the same range with Mbithi's (2014) findings with overall mean over 4 scores indicating high and strong inspirational motivation. The study results by Mbithi (2014) on IM found an average mean of 4.76 and SD 0.34. According to Mbithi's results, the participants perceived top leadership in Kenyan universities as leaders who talk optimistically about the future of their universities. This results into

increased individuals' motivation and consequently increased organizational performance.

These findings were different from: Saxe (2011) findings who found moderate inspirational motivation. Saxe (2011) results indicate that, IM has a mean of 3.55 and SD of 0.48, and advocate that, the ability of the school leader to manage and recognize bigger picture can lead to meaningful reforms efforts and positive school outcomes. Also, Bekele and Darshan (2011) findings found moderate practice of inspirational motivation. Bekele and Darshan (2011) findings reflected moderate IM with overall mean of 3.65 and SD of 0.84, and support that, leaders who practice IM communicate a vision with fluency and confidence, increasing optimism and enthusiasm, and giving interesting talks that energize subordinates. Further, Khasawneh, Omari and Abu-Tineh (2009) results show that, IM is moderately practiced and applied by Jordanian schools' principals.

Hypothesis one

H_0. There is no significant relationship between principals' transformational leadership practice of 'inspirational motivation' in public secondary schools and academic performance in Kenya certificate of secondary education.

HA. There is significant relationship between principals' transformational leadership practice of 'inspirational motivation' in public secondary schools and academic performance in Kenya certificate of secondary education.

Pearson Product Moment Correlation Coefficient (PPMC) referred to as Pearson R test was used for testing whether relationship exist or does not exist and the strength of the relationship between principals' transformational leadership practice of *idealized influence* in public secondary schools and acdemic performance in KCSE at alpha value 0.01/0.05 level of significance (Orodho, 2005; Orodho, Khatete & Mugiraneza, 2016). The outcomes are shown in Table 4.11.

Table 4.11: Hypothesis testing on inspirational motivation and academic performance in KCSE examinations

		Average mean	Principals' Inspirational Motivation Mean
Cumulative mean	Pearson Correlation		.194**
	Sig. (2-tailed)		.005

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

N=206

According to Table 4.11, a positive and significant relationship was found ($r(204) = 0.194$, $P<0.05$). Therefore a high score in the principals' inspirational motivation was associated with high overall mean scores for the schools. The null hypothesis was rejected and alternative hypothesis adopted (Goodman, 2008; Orodho, Khatete & Mugiraneza, 2016). This translates that, the practice of inspirational motivation by principals in public secondary schools leads to improved academic performance in KCSE examinations.

These findings concur with study findings by Khasawneh, Omari and Abu-Tineh (2009) who found that IM had a positive and significant relationship in secondary schools in Jordan. Further, these findings are supported by findings by Mascall (2007) and Lorgwell- Mckean (2012) who found that, the practice of IM assist schools' leaders in connecting subordinates to the meaningful work. This leads to the teachers' growth and improved students' performance.

4.6 Intellectual Stimulation on Academic Performance in KCSE Examinations

Intellectual stimulation (IS) enables the school principal conduct internal analysis of the organizational performance. The principal challenges teachers' teaching and students' learning processes to break away from old ways of thinking, thus status quo. The school principal stimulates creativity, innovation and hold high performance expectations for both teachers and students to strive hard to excel. This increases organizational commitment resulting to desired good academic performance in KCSE examinations.

Objective two

Establish the extent to which principals' transformational leadership practice of 'intellectual stimulation' in public secondary schools influence academic performance in Kenya certificate of secondary education in Mbooni West Sub-County.

Intellectual stimulation had 5- items to measure using the scale: 5- strongly agree, 4-agree, 3-Not decided, 2-disagree, 1-strongly disagree. Higher scores of 4 to 5 indicate high and strong intellectual stimulation leadership practice by the school principal. Whereas 3 to 3.99 indicate moderate and below 3 scores indicated low and weak IS leadership practice by the school principal. Principals rated themselves, and teachers also rated their Principals as well. The findings from the principals are shown in Table 4.12.

Table 4.12: Principals' Responses on Intellectual Stimulation

	As a principal I: -		5	4	3	2	1	Total
i	Encourage teachers to evaluate their practices, refine them in light of new understandings to improve academic performance.	f	14	19	5	-	-	38
		%	36.8	50.0	13.2	-	-	100
ii	Work toward consensus with teachers in determining which initiatives can be implemented.	f	13	15	9	-	-	37
		%	35.1	40.5	24.3	-	-	100
iii	Regularly lead teachers review school performance, holding high performance expectations as professionals.	f	16	17	5	-	-	38
		%	42.1	44.7	13.2	-	-	100
iv	Help teachers learn new teaching techniques for student success.	f	8	18	11	-	-	37
		%	21.6	48.6	29.7	-	-	100
v	Include teachers to participate in school decision-making to enhance team's achievement towards good students' performance.	f	16	20	1	1	-	38
		%	42.1	52.6	2.6	2.6	-	100

NB: f stands for frequency and % stands for per cent

Table 4.12 shows principals responses on how they practice intellectual stimulation in public secondary schools however, in item ii and iv one principal did not rate therefore percentage was calculated out of 37 those participated. According to item one, majority 50.02 per cent of the principals agreed to practice IC in schools by encouraging teachers to evaluate their

practices, refine them in light of new understandings to improve academic performance however, 13.2 per cent of the principals did not know.

After rating item two for measuring intellectual stimulation, majority 40.52 per cent of the principals accepted that, they work with teachers in determining which initiatives can be implemented to enhance students' performance in schools, while 24.32 per cent of the principals did not know. On item three, majority 44.72 per cent of the principal concurred that, the practiced of IS in schools is done by leading teachers regularly review school performance and holding high levels performance expectations, but 13.22 per cent of the principals did not know.

Considering item four, most 48.6 2 per cent of the principals agreed that, they practice intellectual stimulation in schools by helping teachers learn new teaching techniques for student success, although 29.72 per cent noted not to do. On item five majority 52.62 per cent of the principals agreed that, they practice intellectual stimulation in schools by involving teachers in school decision-making towards good students' performance, while a few 2.62 per cent disagreed that. Therefore, principals' mean summaries on IS are shown in Table 4.13

Table 4.13: Principals' means on Intellectual Stimulation

As a principal I: -	N	M	SD	AM
i. Encourage teachers to evaluate their practices, refine them in light of new understandings to improve academic performance.	38	4.24	.68	
ii. Work toward consensus with teachers in determining which initiatives can be implemented.	37	4.11	.77	
iii. Regularly lead teachers review school performance, holding high performance expectations as professionals.	38	4.29	.69	
iv. Help teachers learn new teaching techniques for student success.	37	3.92	.72	
v. Include teachers to participate in school decision-making to enhance team's achievement towards good students' performance.	38	4.34	6.9	4.14

Table 4.13 shows how principal perceived themselves practicing intellectual stimulation (IS) in public secondary schools. According to these results, items had 4.24; 4.11; 4.29; 3.92, and 4.34 giving an average mean of 4.14. The standard deviations were .68; .77; .69; .72, and .69 respectively giving an overall SD 0.71. Therefore, the average mean was 4.14 indicating high and strong leadership practice of intellectual stimulation by the school principals. Mostly Principals indicated that, they practice intellectual stimulation in

schools by involving teachers in school decision-making to enhance good students' performance in schools.

Further, teachers rated principals on how they practice intellectual stimulation in schools and their responses are shown in Table 4.14.

Table 4.14: Teachers' Responses on Intellectual Stimulation

	The principal :-		5	4	3	2	1	Total
i	Encourages teachers to evaluate their practices, refine them in light of new understandings to improve academic performance.	f	63	108	20	11	4	209
		%	31.1	50.9	9.4	5.2	1.6	100
ii	Works toward consensus with teachers in determining which initiatives can be implemented.	f	49	105	36	11	10	211
		%	22.9	49.1	18.2	5.1	4.7	100
iii	Regularly leads teachers review school performance, holding high performance expectations as professionals.	f	60	96	30	16	7	209
		%	29.7	45.3	14.2	7.5	3.3	100
iv	Helps teachers learn new teaching techniques for student success.	f	35	104	37	16	14	206
		%	18.2	49.8	17.7	7.7	6.7	100
v	Includes teachers to participate in school decision-making to enhance team's achievement towards good students' performance.	f	46	99	29	22	15	211
		%	22.9	46.3	13.6	10.3	7.0	100

NB: f stands for frequency and % stands for per cent

Table 4.14 shows teachers' perception on how principals practice intellectual stimulation in schools. Notably, this leadership practice in items i and iii two teachers did not rate and in item iv five teachers did not rate hence percentage was computed out of those participated. The results show wide range of variation on how principals practice intellectual stimulation in schools ranging from strongly agree to strongly disagree in all the five items measuring the practice of intellectual stimulation in public secondary schools. On item one, teachers had the same perception with principals, but differed with a few 1.62 per cent who strongly disagree that, principals practice intellectual stimulation in schools. Again, second item majority 49.12 per cent of the teachers had the same perception as principals' results, thus agree but differed in a few 4.72 per cent who strongly disagreed that principals in public secondary schools practice IS.

Considering all the other items three, four and five majority of the teachers had the same perception as principals, thus they agree that, intellectual stimulation is practiced in schools but differ in a few who strongly disagree the practice of IS in public secondary schools. Table 4.15 show teachers' means summaries on intellectual stimulation.

Table 4.15: Teachers' means on Intellectual Stimulation

The principal : -	N	M	SD	AM
i. Encourages teachers to evaluate their practices, refine them in light of new understandings to improve academic performance.	209	4.31	3.64	
ii. Works toward consensus with teachers in determining which initiatives can be implemented.	211	3.81	1.00	
iii. Regularly leads teachers review school performance holding high performance expectations as professionals.	209	3.92	1.00	
iv. Helps teachers learn new teaching techniques for student success.	206	3.66	1.06	
v. Includes teachers to participate in school decision-making to enhance team's achievement towards good students' performance.	211	3.69	1.13	3.88

Table 4.15 shows the five items measuring the practice of intellectual stimulation had means of 4.31; 3.81; 3.92; 3.66 and 3.69. The standard deviations (SD) were 3.64; 1.0; 1.0; 1.06 and 1.13 respectively. Overall, the teachers perceived that intellectual stimulation was moderately practiced with an average mean of 3.88 and SD of 1.57 which is different from principals who perceived high and strong leadership practice.

Further, the teachers' results were different from the principals that, mostly principals encourage teachers to evaluate their teaching approaches, refine them in light of new understandings to improve students' academic performance in schools. Majority 39.52 per cent of the students' focus groups rated principal to have moderate practice of intellectual stimulation. Students noted that, principals challenge their results after examinations which are held termly. Besides, they encouraged them to evaluate their learning outcomes always in order to enhance their academic performance in national examination.

The TSC director noted that, school principals lack knowledge in legal professional practices in spite of 752 per cent qualify basic degree and are within (M – N) job groups but this is not equitable to the professional knowledge on how to practice intellectual stimulation in schools. The Sub-county education director pointed out that, the practice of intellectual stimulation is not instituted by the ministry but a few principals might be aware of it, therefore difficult to be practiced by all.

The principals overall mean score of 4.14 and SD of 0.71concured with the Mbithi (2014) findings on transformational leadership of the universities in Kenya which revealed that, intellectual stimulation to be high and strong with an average mean of 4.25 and SD of 0.58. According to Mbithi's study results, the participants mostly perceived top leadership in Kenyan universities as

leaders who re-examines critical assumptions to question whether they are appropriate or not.

However, principals' results disagreed with: findings of Saxe (2011) which shown IS as a moderate with an average mean of 3.41 and SD of 0.44, and advocated that, transformational leadership behaviors of the school principal should be flexible in the face of change. Also, principals' results differed with Khasawneh, Omari and Abu-Tineh (2009) who found that IS was moderately practiced and applied by Jordanian principals. Further, principals' findings disagreed with Bekele and Darshan (2011) findings which reflected moderate practice of IS with an overall mean of 3.54 and SD of 0.82.

Bekele and Darshan advocate that, leaders who use this practice continuously generate the highest levels of creativity from the diversity of the subordinates, and integrating a diverse range of perspectives, are able to create genuinely new ideas and initiatives in the organization. Then, Khasawneh, Omari and Abu-Tineh, Saxe and, Bekele and Darshan findings concurred with both teachers' and students' results which shown moderate practice of intellectual stimulation in public secondary schools in Mbooni West Sub-county, Kenya.

Hypothesis two

H_0. There is no significant relationship between principals' transformational leadership practice of *intellectual stimulation* in public secondary schools and academic performance in Kenya certificate of secondary education.

HA. There is significant relationship between principals' transformational leadership practice of *intellectual stimulation* in public secondary schools and academic performance in Kenya certificate of secondary education.

Pearson Product Moment Correlation Coefficient (PPMC) referred to as Pearson R test was used for testing whether relationship exist or does not exist and the strength of the relationship between principals' transformational leadership practice of *idealized influence* in public secondary schools and students' performance in KCSE at alpha value 0.01/0.05 level of significance (Orodho, 2005; Orodho, Khatete & Mugiraneza, 2016). The findings are shown in Table 4.16.

Table 4.16: Hypothesis testing on intellectual stimulation and academic performance in KCSE examinations

		Average Mean	Principals' Intellectual Stimulation Mean
Cumulative mean	Pearson Correlation		.198**
	Sig. (2-tailed)		.005

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

N=202

According to Table 4.16, a positive and significant relationship was found ($r(200) = 0.198$, $P<0.05$). Therefore a high score in the principals' intellectual stimulation was associated with high overall mean scores for the schools. The

null hypothesis was rejected and alternative hypothesis accepted (Orodho, Khatete & Mugiraneza, 2016). This implies that, the practice of intellectual stimulation by the principals in public secondary schools lead to enhanced academic performance in KCSE examinations.

These findings concur with findings by Khasawneh, Omari and Abu-Tineh (2009) who found that intellectual stimulation has a positive and significant relationship on secondary schools' performances in Jordan. Also the current study results are supported by findings by convey (2007); Mbthi (2014) which indicate that, the practice of intellectual stimulation enables schools' principals challenge assumptions, and hold high standards expectations performance for both teachers and students leading to improved students' and schools' performances.

4.7 Idealized influence on Academic Performance in KCSE Examinations

The practices of idealized influence (II) enable school principals to model both personal and professional ethical practices in the schools for teachers and students to emulate. As professional role models, principals do what they expect teachers to do so as to promote group efficacy that result to school community partnerships learning. The practice of idealized influence enable principals win the trust, respect and commitment of all teachers and students' towards high students' academic performance.

Objective three

Establish the degree to which principals' transformational leadership practice of 'idealized influence' in public secondary schools influence academic performance in Kenya certificate of secondary education in Mbooni West Sub-County.

This leadership practice was measured by 5- items using a scale: 5- strongly agree, 4-agree, 3-Not decided, 2-disagree, 1-strongly disagree. Higher scores of 4 to 5 indicated high and strong practice of idealized influence in the he school by principals, whereas 3 to 3.99 indicated moderate leadership practice, and below 3 scores indicate low and weak practice of II. Both principals and teachers rated this practice. Findings from the principals are tabulated in Table 4.17

Table 4.17: Principals' Responses on Idealized Influence

	As a principal I:-		5	4	3	2	1	Total
i	Demonstrate impressive management for the general good of the students' success.	F	8	23	27	-	-	38
		%	21.1	60.5	18.4	-	-	100
ii	Promote an atmosphere of caring and trust among staff members to enhance group efficacy.	F	13	19	4	1	-	37
		%	35.1	51.4	10.8	2.7	-	100
iii	Model high integrity of professional practices that promotes good moral values in the school learning environment.	F	10	24	4	-	-	38
		%	26.3	63.2	10.5	-	-	100
iv	Provide an atmosphere for collaborative learning that encourages teachers to share ideas with their colleagues and students.	F	15	17	5	1	-	38
		%	39.5	44.7	13.2	2.6	-	100
v	Model problem-solving techniques to teachers and students that can be readily adapted in school problem solving when need arise.	F	12	19	5	1	-	37
		%	32.4	51.4	13.5	2.7	-	100

NB: f stands for frequency and % stands for per cent

Table 4.17 illustrates how principals perceived they practice idealized influence in the schools. Rating on item one, majority 60.5 per cent of the principals agreed that the practice of idealized influence is done in public secondary schools by demonstrating impressive management for the general good of the students' success but a few 18.4 per cent of the principals were

not sure whether they practice or not. Considering item two, most 51.4 per cent of the principals pointed out that, II is practiced in schools by promoting an atmosphere of caring and trust among staff members to enhance group efficacy towards desired students' results however, a few 2.7 per cent of the principals disagreed with that.

The results for item three show that, majority 63.2 per cent of the principals agreed that, the practice of idealized influence is done in schools by modeling high integrity of professional practices that promotes good moral values in the school learning environment whereas a few 10.5 per cent of the principals were not sure whether they practice idealized influence in schools or not. On item four, most 44.7 per cent of the principals accepted that II is shown in schools by providing an atmosphere for collaborative learning that encourages teachers to share ideas with their colleagues and students however, a few 2.6 per cent of the principals disagreed that II is practiced in schools. The last item measuring II show that, majority 51.4 per cent of the principals agreed that, idealized influence is done in schools by modeling problem-solving techniques to teachers and students that can be readily adapted in school problem solving when need arise but a few 2.7 per cent of the principals disagreed. These responses were summarized using means and standard deviations in Table 4.18

Table 4.18: Principals' means summaries on Idealized Influence

	As a principal I: -	N	M	SD	AM
I	Demonstrate impressive management for the general good of the students' success.	38	4.03	.64	
Ii	Promote an atmosphere of caring and trust among staff members to enhance group efficacy.	37	4.19	.74	
iii	Model high integrity of professional practices that promotes good moral values in the school learning environment.	38	4.21	.78	
Iv	Provide an atmosphere for collaborative learning that encourages teachers to share ideas with their colleagues and students.	38	4.16	.59	
V	Model problem-solving techniques to teachers and students that can be readily adapted in school problem solving when need arise.	37	4.14	.75	4.15

Table 4.18 reveals how principals perceived themselves practicing idealized influence (II) in schools. It was noted that in items ii and v one principal did not rate hence percentage was computed out of 37. From these findings, most principals agreed that, II is well demonstrated in schools with all of its items with a mean above 4 scores thus, 4.03; 4.19; 4.21; 4.16, and 4.14 giving an average mean of 4.15. The standard deviations were .64; .74; .78; .59, and .75 respectively giving an overall SD 0.7. According to these results, the practice of idealized influence in schools is high and strong. Therefore, the study

outcomes reveal that, mostly schools' principals model high integrity of professional practices that promotes good moral values in the school learning environment to enhance good students' academic performance in schools. Results from Teachers on idealized influence are presented in Table 4.19.

Table 4.19: Teachers' Responses on Idealized Influence

	The principal :-		5	4	3	2	1	Total
i	Demonstrates impressive management for the general good of the students' success.	F	52	102	30	21	6	211
		%	24.8	47.7	14.9	9.8	2.8	100
ii	Promotes an atmosphere of caring and trust among staff members to enhance group efficacy.	F	47	103	31	23	7	211
		%	22.9	48.1	14.5	10.0	3.7	100
iii	Models high integrity of professional practices that promotes good moral values in the school learning environment.	F	54	105	30	19	3	211
		%	25.2	49.1	15.5	8.9	1.4	100
iv	Provides an atmosphere for collaborative learning that encourages teachers to share ideas with their colleagues and students.		80	86	30	10	5	211
		%	37.4	40.7	15.0	4.7	2.3	100
v	Models problem-solving techniques to teachers and students that can be readily adapted in school problem solving when need arise.	F	44	95	42	21	9	211
		%	20.6	44.4	21.0	9.8	4.2	100

NB: f stands for frequency and % stands for per cent

Table 4.19 shows that, teachers had widespread perception on how idealized influence (II) is practiced in schools with all five items ranging from strongly agree to strongly disagree. Considering item one, majority 47.7 per cent of teachers concurred with principals that II is practiced in schools by demonstrating impressive management for the general good of the students' success but differed in terms of a few 2.8 per cent of the teachers who strongly disagreed that II is practiced in schools by the schools' principals.

Considering all other items thus two, three, four and five it is worth noting that, majority of teachers concurred with the majority of the principals in terms of agreeing that idealized influence is practiced in schools by the school principals but differed in all, in terms of a few of teachers who strongly disagree that idealized influence is practiced in schools. Table 4.20 illustrates teachers' means summaries of idealized influence.

Table 4.20: Teachers' means summaries on Idealized Influence

	The principal : -	N	M	SD	AM
i	Demonstrates impressive management for the general good of the students' success.	211	3.84	1.00	
ii	Promotes an atmosphere of caring and trust among staff members to enhance group efficacy.	211	3.77	1.04	
iii	Models high integrity of professional practices that promotes good moral values in the school learning environment.	211	4.08	.95	
iv	Provides an atmosphere for collaborative learning that encourages teachers to share ideas with their colleagues and students.	211	3.90	.94	
v	Models problem-solving techniques to teachers and students that can be readily adapted in school problem solving when need arise.	211	3.68	1.04	3.85

Table 4.20 shows that, the means of the items were 3.84; 3.77; 4.08; 3.90 and 3.68, while SD was 1.00; 1.04; 0.95; 0.94 and 1.04 respectively. Teachers' results revealed that, idealized influence was moderately practiced in schools by the school principals with an overall mean of 3.85. This differs with principals' as evident to be high and strong with an average mean of 4.15. Further, teachers concurred with principals that II was practiced mostly in schools by modeling high integrity of professional practices that promotes

good moral values in the school learning environment to enhance academic performance in national examinations.

Reports from majority 63.2 per cent of the students' focus groups indicated that, principals set role model for them, and provides good atmosphere for collaborative learning to share ideas with their colleagues and teachers. The TSC director reported that, majority of principals lack knowledge on how to practice idealized influence in public secondary schools, though most of them have basic degree. The Sub-county education director pointed out that, a few principals are aware how to practice idealized influence therefore, difficult to be practiced by all hence need capacity building workshops to update of the same.

The findings from the principals combined mean of 4.15 and SD of 0.7, concurred with Mbithi's (2014) results on idealized influence (II) which shown a high and strong with an average mean of 4.60, and SD of 0.42. According to Mbithi (2014) results, the participants perceive top leadership in the Kenyan universities as leaders who go beyond self-interest for the good of the universities. However, the principals' results disagreed with: Saxe (2011) findings which resulted that, idealized influence (II) had a mean of 3.55 and SD of 0.48. According to Saxe, the ability of the school leader to understand, respect and trust the thoughts, feelings, and perspectives of the subordinates is important.

Further, the principals' results are not in consistency with Bekele and Darshan (2011) findings which reflected moderate practice of idealized influence with an overall mean of 3.64 and SD of 0.88. Bekele and Darshan emphasize that, leaders who exercise idealized influence set high standards for work conduct and are a role model for those standards. Besides, Khasawneh, Omari and Abu-Tineh (2009) results found that, II is moderately practiced and applied by Jordanian principals. However, all these researchers' findings concurred with the teachers' and students' focus groups discussion results that; idealized influence (II) was moderately practiced by principals in public secondary schools in Mbooni West Sub-county, Kenya.

Hypothesis three

H_0. There is no significant relationship between principals' transformational leadership practice of *idealized influence* in public secondary schools and academic performance in Kenya certificate of secondary education.

HA. There is significant relationship between principals' transformational leadership practice of *idealized influence* in public secondary schools and academic performance in Kenya certificate of secondary education.

Pearson Product Moment Correlation Coefficient (PPMC) referred to as Pearson R test was used for testing whether relationship exist or does not exist and the strength of the relationship between principals' transformational leadership practice of *idealized influence* in public secondary schools and academic performance in KCSE at alpha value 0.01/0.05 level of significance

(Orodho, 2005; Orodho, Khatete & Mugiraneza, 2016). The findings are shown in Table 4.21.

Table 4.21: Hypothesis testing on idealized influence and academic performance in KCSE examinations

		Average Mean	Principals' Idealized Influence Mean
Cumulative mean	Pearson Correlation		.178**
	Sig. (2-tailed)		.010

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

N=211

Table 4.21 study results shown a positive and significant relationship (r (209) = 0.178, P<0.05). Therefore, a high score in the principals' idealized influence was associated with high overall mean scores for the schools. The null hypothesis was rejected and alternative hypothesis accepted (Orodho, Khatete & Mugiraneza, 2016). This means that, the practice of idealized influence by the principals in public secondary schools enhance academic performance in KCSE examinations.

These findings concur with results by Khasawneh, Omari and Abu-Tineh (2009) who found that idealized influence (II) had a positive and significant relationship in secondary schools in Jordan. Further, these study findings are supported by studies by Leithwood and Jantzi (2008); Nderitu (2012) who

advocated that, schools' principals who practices idealized influence, sets a personal example of what is expected from teachers and students. This implies that, schools' principals are supposed to be committed in the school to ensure all teachers and students emulate as well what they should do and expected from them as well. Too, schools' principals must ensure both teachers and students adhere to the agreed set subjects' target performance resulting to overall good academic performance in national examinations.

4.8 Individual consideration on Academic Performance in KCSE Examinations

Individual consideration (IC) enables school principals to pay special attention to each individual teacher's talents and make proper utilization towards good students' academic performance in the school. The school principal acts as a mentor, and provides collegial support that leads to professional growth and consequently leads to quality teaching that enhance students' academic performance at national examinations.

Objective four

Assess the extent to which principals' practice of 'individual consideration' in public secondary schools influence academic performance in Kenya certificate of secondary education in Mbooni West Sub- county.

This practice was measured by five items using a scale: 5- strongly agree, 4- agree, 3-Not decided, 2-disagree, 1-strongly disagree. Higher scores of 4 to 5 indicated high and strong practice of individual consideration in the school by

principals. Whereas 3 to 3.99 indicated moderate practice, and below 3 scores indicated a low and weak practice of individual consideration by the principals in public secondary schools. Both principals and teachers rated the same questionnaire. Principals' findings are tabulated in Table 4.22.

Table 4.22: Principals' Responses on Individual Consideration

	As a principal I:-		5	4	3	2	1	Total
i	Am aware of the teachers' unique expertise as professionals towards students' success.	F	16	20	2	-	-	38
		%	42.1	52.6	5.3	-	-	100
ii	Coach and mentors teachers, **e**ncouraging them to pursue their cause of teaching effectively for students' success.	F	9	22	7	-	-	38
		%	23.7	57.9	18.4	-	-	100
iii	Encourage teachers to develop action plans to improve professional capabilities towards good students' academic performance.	F	15	20	3	-	-	38
		%	39.5	52.6	7.9	-	-	100
iv	Am very supportive towards teachers' needs that lead to good students' achievement.	F	13	18	7	-	-	38
		%	35.1	45.9	18.9	-	-	100
v	Reward for knowledge contribution made by teachers towards students' success.	F	9	19	9	1	-	38
		%	23.7	50.0	23.7	2.6	-	100

NB: f stands for frequency and % stands for per cent

Table 4.22 shows that, in item one measuring individual consideration 52.6 per cent of the principals agreed that, they are aware of teachers' unique expertise as professionals and use towards students' success in schools although 5.3 per cent of the principals did not indicate whether they are aware and use it or not use it. Considering item two that measures individual consideration, majority 57.9 per cent of the principals indicated that, they practice IC in schools by coaching, mentoring and **e**ncouraging teachers to pursue teaching effectively for students' success however a few 18.4 per cent of the principals were not sure. Item three majority 52.6 per cent of principals agreed that IC is practiced in schools by encouraging teachers to develop action plans to improve professional capabilities towards good students' academic performance but a few 7.9 per cent of the principals were not aware.

On item four, majority 47.4 per cent of the principals accepted that, individual consideration was practiced in schools by supporting teachers' professional needs leading to good students' achievement and a few 18.4 per cent were not sure whether they do that or not. Finally, item five half 50.0 per cent of the principals agreed that, they practice IC by rewarding for knowledge contribution made by teachers towards students' success however, a few 2.6 per cent of the principals disagreed with that. These findings are summarized in Table 4.23

Table 4.23: Principals' means summaries on Individual Consideration

	As a principal I : -	N	M	SD	AM
i	Am aware of the teachers' unique expertise as professionals towards students' success.	38	4.37	.59	
ii	Coach and mentors teachers, **e**ncouraging them to pursue their cause of teaching effectively for students' success.	38	4.95	.77	
iii	Encourage teachers to develop action plans to improve professional capabilities towards good students' academic performance.	38	4.32	.61	
iv	Am very supportive towards teachers' needs that lead to good students' achievement.	38	4.16	.73	
v	Reward for knowledge contribution made by teachers towards students' success.	38	4.05	.66	4.16

Table 4.23 shows the means of the five items were 4.37; 4.95 4.32; 4.16, and 4.05. The standard deviations were .59; .77; .61; .73, and .66 respectively giving an overall SD 0.67. Therefore, the practice of individual consideration was high and strong with an overall mean of 4.16. Principals indicated that, they mostly practice individual consideration in schools by coaching, mentoring and **e**ncouraging teachers to pursue the cause of teaching effectively for students' success. Teachers also rated how principals practice individual consideration in public secondary schools and the findings are shown in Table 4.24.

Table 4.24: Teachers Responses on Individual Consideration

	The principal :-		5	4	3	2	1	Total
i	Is aware of the teachers' unique expertise as professionals towards students' success.	F	66	92	32	14	1	211
		%	30.8	43.9	15.5	6.5	3.3	100
ii	Coaches and mentors teachers, **e**ncouraging them to pursue their cause of teaching effectively for students' success.	F	48	90	44	23	5	210
		%	23.0	42.3	21.1	10.8	2.8	100
iii	Encourages teachers to develop action plans to improve professional capabilities towards good students' academic performance.	F	52	108	31	16	4	211
		%	24.8	51.0	14.5	7.9	1.9	100
iv	Is very supportive towards teachers' needs that lead to good students' achievement.	F	74	83	40	24	20	211
		%	20.6	39.8	18.7	11.2	9.8	100
v	Rewards for knowledge contribution made by teachers towards students' success.	F	28	80	46	36	20	210
		%	13.6	37.6	22.5	16.9	9.4	100

NB: f stands for frequency and % stands for per cent

Table 4.24 shows wide range of variation on how teachers perceive the practice of individual consideration in public secondary schools by the schools' principals however in items ii and iv one teacher did not rate therefore, percentage was computed out of those participated 210. Rating on item one, majority 43.9 per cent of the teachers agreed and concurred with the principals' findings that, principals' were aware of the teachers' unique expertise as professionals and used towards students' success but, differed in a few 3.3 per cent of the teachers who strongly disagreed with that.

Looking at all other items two, three, four and five, majority of the teachers agreed and concurred with principals' results but differed in a few of the teachers who strongly disagreed on what the majority said. Table 4.25 shows mean summaries of teachers' ratings.

Table 4.25: Teachers means summaries on Individual Consideration

	The principal : -	N	M	SD	AM
i	Is aware of the teachers' unique expertise as professionals towards students' success.	211	3.89	.94	
ii	Coaches and mentors teachers, **e**ncouraging them to pursue their cause of teaching effectively for students' success.	210	3.72	1.03	
iii	Encourages teachers to develop action plans to improve professional capabilities towards good students' academic performance.	211	4.02	1.61	
iv	Is very supportive towards teachers' needs that lead to good students' achievement.	211	3.50	1.23	
v	Rewards for knowledge contribution made by teachers towards students' success.	210	3.30	1.17	3.69

Table 4.25 shows that the five items had mean as 3.89; 3.72; 4.02; 3.50 and 3.30, while standard deviation (SD) were 0.94; 1.03; 1.61; 1.23 and 1.17 respectively therefore, overall mean of IC was 3.69. This translates that, individual consideration is moderately practiced by the schools' principals at public secondary schools. This differed with principals' findings who perceived is high and strongly practiced.

Teachers perceived school principals mostly practice individual consideration by encouraging teachers to develop action plans to improve professional capabilities towards good students' academic performance which differed with principals results as well. Then, principals perceived individual consideration is practiced by coaching, mentoring and **e**ncouraging teachers to pursue the cause of teaching effectively for students' success. Besides, majority 53.8 per cent of the students' focus groups reported that, school principals' coach and encouraged them to pursue their studies seriously in order to be successful in life.

Further, the TSC director reported that, majority of principals had been found away from schools therefore, majority are not aware on matters arising concerning the general well-being of teachers' and students' individual needs. The Sub-county education director pointed out that, almost half of the principals are not good role models due to low mean grades they get in their subjects therefore, difficult to be emulated and be mentors of teachers on how to teach effectively towards good students' results in KCSE examinations. The Sub-county education director supports the need for capacity building workshops to update schools' principals on the 21st century professional ethical practices to enhance students' academic performance in KCSE examinations.

Consequently, principals' results on individual consideration were 4.16 concurred with Mbithi's (2014) findings which shown an average mean of 4.15. According to Mbithi's (2014) outcomes, the participants perceived university top leadership as leaders who consider individuals as having different needs, abilities and aspirations from others. However, the current principals' results disagreed with Saxe (2011) findings which reflected moderate individual consideration.

Further, Saxe (2011) findings indicate that, the ability of the school leader to Coach and Mentor his/her subordinates is necessary which is shown by transformational leaders. Also, Bekele and Darshan (2011) findings reflected moderate practice of IC with an average mean of 3.54 and SD of 0.95, and advocate that, IC is practiced when new learning opportunities are created along with a supportive climate for achievement and growth of the Subordinates, whereby the leader acts as an advisor, coach or mentor.

Likewise, Khasawneh, Omari and Abu-Tineh (2009) findings found that, individual consideration is moderately practiced and applied by Jordanian principals. While these researchers' results disagree with the principals' results, they concurred with teachers' findings who indicated the practice of individual consideration to be moderately practiced by the school principals at public secondary schools in Mbooni West Sub-County.

Hypothesis four

H_0. There is no significant relationship between principals' transformational leadership practice of *individual consideration* in public secondary schools and academic performance in Kenya certificate of secondary education.

HA. There is significant relationship between principals' transformational leadership practice of *individual consideration* in public secondary schools and academic performance in Kenya certificate of secondary education.

Pearson Product Moment Correlation Coefficient (PPMC) referred to as Pearson R test was used for testing whether relationship exist or does not exist and the strength of the relationship between principals' transformational leadership practice of *individual consideration* in public secondary schools and academic performance in KCSE at alpha value 0.01/0.05 level of significance (Orodho, 2005; Orodho, Khatete & Mugiraneza, 2016). The findings are shown in Table 4.26.

Table 4.26: Hypothesis testing on individual consideration and academic performance in KCSE examinations

		Average Mean	Principals' Individual Consideration Mean
Cumulative mean	Pearson Correlation		.168*
	Sig. (2-tailed)		.015

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

N=209

Table 4.26 shows a positive and significant relationship (r (207) = 0.168, P<0.05). Therefore, the practice of individual consideration by the principals in schools leads to improved academic performance in KCSE examinations. Therefore, the null hypothesis was rejected and alternative hypothesis adopted (Goodman, 2008; Orodho, Khatete & Mugiraneza, 2016).

These findings concur with results by Khasawneh, Omari and Abu-Tineh (2009) who found that individual consideration (IC) had a positive and significant relationship in secondary schools in Jordan. Again, these findings are agree with findings of Mascall (2007); Veysel (2014) which indicated positive and significant relationship. According to these scholars, principals who practice individual consideration spend more time with teachers to ensure the teaching staff is motivated in different productive ways towards desired good students' academic performance in national examinations.

Therefore, considering the results on the four transformational leadership practices (inspirational motivation, intellectual stimulation, idealised influence and individual consideration), all have positive and significant relationship on students' academic performance. This concur with study results by Ismail, Abidin and Tudin (2009) who found that, transformational leadership practices positively and significantly correlate with followers' performance in Malaysia.

Also, Wahab, Mohd Fuad, Ismail and Majid (2014) findings shown that, most of the teachers perceive that the practice of transformational leadership by headmasters in the primary schools in Temerloh district is significant and positive. Further, These researchers advocate that, the ability of the schools' leaders to properly implement transformational leadership practices have direct increase on teachers' commitment, hence an important element in students' excellence and schools' success.

Too, Bekele and Dashan (2011) results in Ethiopia support the findings of this study and emphasize that, all transformational leadership practices (TLP) have positive correlation with subordinate satisfaction and at the same time increases organization productivity. Besides, the current study findings on inspirational motivation (IM), intellectual stimulation (IS), and idealized influence (II) concur with a study by Boadla and Nawaz (2010) in the faculty members of higher education in Sahiwal and Punjab India, who found that TLP of IM; IS and II have positive and significant correlation with satisfaction

except for IC which was found not significant. These researchers argue that, when people are satisfied, they are more likely to increase their productivity which in turn impacts the organization's bottom line production (Stone and Patterson, 2005).

Again, the overall results of this study on all the four TLP concur with Studies by Khasawneh, Omari and Abu-Tineh (2009) and Khasawneh, omari and Abu-Tineh (2012) in Jordan who found that, the relationship between each component of TLP was positive and significant, and suggested more workshops and training courses for school principals (Nderitu, 2012) to make their TLP high and strong. This is vital for organizations seeking to retain their top performers amongst their students. However, findings of this study disagree with findings by Marks and Printy (2003); Robison, Lloyd and Rowe (2008); Hattie (2012 who found that, TLP is necessary but insufficient for instructional schools' leadership.

Therefore, researcher of this study posit that, schools' principals should ensure they practice all transformational leadership practices to enhance students' academic performance at national examinations. These have been evident by most of the research work reviewed. However, the current study put more emphasis on the practice of intellectual stimulation which had the highest significance influence and the best predictor of students' academic performance in KCSE examinations.

4.9 Best transformational leadership practice predictor for Kenya Certificate of Secondary Education Examinations

Among the four transformational leadership practices (inspirational motivation, intellectual stimulation, idealized influence, and individual consideration), the researcher wanted to find out the best practice that influences students' academic performance in KCSE examinations.

Objective five

Establish which principals' transformational leadership practice best influences academic performance in KCSE in Mbooni West Sub-county.

This was projected by use of results in in hypotheses one, two, three and four of this study.

Hypothesis five

$H_{0.}$ There is no significant difference between principals' transformational leadership practices on academic performances in Kenya certificate of secondary education in public secondary schools.

HA. There is significant difference between principals' transformational leadership practices on students' performances in Kenya certificate of secondary education in public secondary schools.

Pearson Product Moment Correlation Coefficient (PPMC) referred to as Pearson R test was used to test the best predictor in KCSE at alpha value 0.05 or 0.01 level of significance (Orodho, 2005; Goodman, 2008; Orodho, Khatete

& Mugiraneza, 2016). To do this, study outcomes obtained from the hypotheses testing results 1 to 4 were used and tabulated in Table 4.27

Table 4.27: Best Predictor Practice of Transformational Leadership on Students' Academic Performance in KCSE examinations

Transformational leadership Practices	Hypotheses results using Pearson R test
Inspirational motivation	.194**
Intellectual stimulation	.198**
Idealized influence	.178**
Individual consideration	.168*

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

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

Table 4.27 shows how different TLP influenced academic performance in Kenya Certificate of Secondary Education examinations in Mbooni West Sub-county between (2011-2015) years. According to these results, transformational leadership practices (TLP) influenced students differently in KCSE examinations but, Intellectual Stimulation had .198** with the highest positive significant. This implies that it is the best predictor practice in public secondary schools towards enhanced academic performance in KCSE examinations. The null hypothesis was rejected and alternative hypothesis accepted (Goodman, 2008; Orodho, Khatete & Mugiraneza, 2016). This translates that, all TLP in schools lead to enhanced academic performance in

KCSE examinations but intellectual stimulation leads to most improvement results.

A report from students' FGD across Mbooni West Sub-county public secondary schools indicated that, majority of the schools principals 74 per cent had moderate level of transformational leadership practices, and the rest 26 per cent had low level of practice. This implies that, although all the four transformational leadership practices (inspirational motivation, intellectual stimulation, idealized influence, and individual consideration) had positive and significance influence on KCSE performance but not high and strongly practiced to lead to good students' academic performance in KCSE. Therefore, this might have led to Low performance in KCSE examinations to most of the public secondary schools in (2011-2015) years.

A report from the Teachers Service Commission Director (2016) indicate that, school principals lack knowledge in legal professional practices that lead successful schools in spite of 75 per cent qualify basic degree and are within (M – N) job groups but not justifiable to the knowledge on transformational leadership practices. Further a report from Mbooni West Sub-county Education Director pointed out that principals lack knowledge on TLP therefore, expressed need for professional management training by KEMI. The current researcher suggests training of principals in public secondary schools on transformational leadership practices which are believed to be

competitive and associated with successful schools for educational excellence in western countries.

Objective six

Examine the extent to which principals' characteristics influence choice of transformational leadership practices in public secondary schools in Mbooni West Sub- County.

4.10 Principals' characteristics and Choice of Leadership Practice

Principals' characteristics considered in this study were gender, age, working experience/ administrative experience, and highest professional/academic qualification.

4.10.1 Gender and transformational leadership practices

Descriptive analyses for principals' choice of transformational leadership practice by gender are shown in Table 4.28

Table 4.28: Teachers' rating of Principals' Leadership Practice by Gender

Leadership Practices	Gender	N	Mean	Std. Deviation
Inspirational Motivation	Male	30	22.42	11.43
	Female	8	22.85	12.39
Intellectual Stimulation	Male	30	19.82	7.04
	Female	8	19.47	4.35
Idealized Influence	Male	30	21.18	9.26
	Female	8	19.30	4.00
Individual Consideration	Male	30	18.91	5.39
	Female	8	19.42	10.07
Total TLP overall	**Male**		**82.33**	**33.12**
	Female		**81.39**	**30.81**

Table 4.28 shows statistical analyses of principals' choice of leadership practice by gender. According these findings, female principals had higher mean score of 22.85 in inspirational motivation compared to male principals who had a mean score of 22.45; however this was a minimal difference. This translates that, there was no much difference between male and female principals on the practice of inspirational motivation in public secondary schools.

Considering intellectual stimulation, male principals had higher mean score of 19.82 compared to female principals who had a mean score of 19.47, thus a minimal difference noticed. This implies that, in public secondary schools, there was no much difference between male and female principals on how the practice of intellectual stimulation was exercised. Further, considering the practice of idealized influence, male principals had higher mean score of 21.18 while the female principals had 19.30. Therefore, male principals do practice idealized influence in public secondary schools more than female principals.

Considering the practice of individual consideration, female principals had higher mean score of 19.42 while male principals had 18.91, though a minor difference found. This shows that, both male and female principals practice individual consideration in public secondary schools almost the same. Generally, the overall practice of transformational leadership practices of inspirational motivation, intellectual stimulation, idealized influence, and individual consideration indicated that, male had higher mean of 82.33 compared to female 81.39. Again, this was not a major difference.

Hypothesis six

$H_{0.}$ There is no significant difference between principals' characteristics and choice of leadership practices in public secondary schools.

HA. There is significant difference between principals' characteristics and choice of leadership practices in public secondary schools.

Therefore, t-test was used to determine whether gender influence principals' leadership practices at public secondary schools and findings are tabulated in Table 4.29.

Table 4.29: T-test for Mean Differences in Principals' Choice of Transformational Leadership Practices by Gender

Leadership Practices	t	Df	Sig. (2-tailed)
Inspirational Motivation	-.21	204	.84
Intellectual Stimulation	.29	200	.78
Idealized Influence	1.25	209	.21
Individual Consideration	-.44	207	.66
Total TLP overall	**1.32**	**194**	**.19**

Result: No significant gender differences were found in principals' transformational leadership practices.

Table 4.29 shows that, no significant gender difference was found in principals' choice of transformational leadership practice in secondary schools. Therefore, the null hypothesis was accepted (Orodho, Khatete & Mugiraneza, 2016). This implies that, the principals' gender does not influence the choice of leadership practice in public secondary schools.

These results concur with Khasawneh, Omari and Abu-Tineh (2009) findings in Jordan, and Okari (2011) results in Kangema District in Kenya who found that, there were no significant differences between male and female head

teachers, but disagree with findings by Jantzi and Leilthwood (1996) in the Province Canada, of British Columbia, Liu (2013) in Chinese urban upper secondary schools who found that, a significant difference exist, and too Ling (2013) study in Malaysian secondary schools who found that, gender have influence on transformational leaders' competence on reliability and capability to generate commitment from followers

4.10.2 Age and transformational leadership practices

Descriptive statistics for principals' transformational leadership practice by age are shown in Table 4.30.

Table 4.30: Teachers rating of Principals' Transformational Leadership Practice by Age

Leadership practices	Age(Years)	N	Mean	SD
Inspirational Motivation	30-40	17	22.70	12.69
	41-50	21	22.34	10.69
Intellectual Stimulation	30-40	17	20.00	9.06
	41-50	21	19.57	3.89
Idealized Influence	30-40	17	19.53	7.18
	41-50	21	21.85	9.39
Individual Consideration	30-40	17	18.54	5.03
	41-50	21	19.37	7.42
Total overall	**30-40**		**80.56**	**23.21**
	41-50		**82.95**	**18.41**

Table 4.30 shows schools' principals aged between 30-40 years had higher mean score of 22.70 in inspirational motivation compared to principals aged 41-50. This implies that, younger principals in public secondary schools practice inspirational motivation more than the aged. Again, considering intellectual stimulation, principals aged 30-40 had higher mean score of 20.00 compared to those aged 41-50 years. This translates that, younger public secondary schools' principals practice intellectual stimulation more than the aged.

Then considering both idealized influence and individual consideration practices, principals aged 41-50 had higher mean scores of 21.85 and 19.37 respectively compared to the younger principals aged 30-40 years who had mean scores of 19.53 and 18.54 respectively. This implies that, a bit aged public secondary school principals practice more both idealized influence and individual consideration compared to the younger ones. Table 4.31 shows t-test to test whether principals' age influences the choice of leadership practice.

Table 4.31: t-test for mean differences in Principals' Transformational Leadership Practices by Age

Leadership Practices	t	Df	Sig. (2-tailed)
Inspirational Motivation Score	.22	204	.82
Intellectual Stimulation	.46	200	.65
Idealized Influence	-1.98	209	.05
Individual Consideration	-.93	207	.36
Total overall	**-.80**	**194**	**.42**

Results: Significant mean differences found with regard to idealized influence scores (t=-1.98, df= 209, P= 0.05)

Results in Table 4.31 shows significant mean differences found with regard to idealized influence scores (t=-1.98, df= 209, P= 0.05). Therefore, the null hypothesis was rejected and alternative hypothesis adopted (Goodman, 2008; Orodho, Khatete & Mugiraneza, 2016). This implies that, the principals' age influences the choice of leadership practice of idealized influence but, does not influence choice of inspirational motivation, intellectual stimulation, and Individual Consideration.

These findings concur with Nderitu (2012) results who found that, younger age makes schools' principals work enthusiastically and optimistically to foster the spirit of teamwork commitment in secondary schools. Again this study is supported by Ling (2013) results who found that, principals' age has influence on students' performance. Further, the current study results agree

with Kuria (2013) outcomes which found that, principals' age has impact on students' performance at national examinations.

Further, the results of this study disagree with Khasawneh, Omari and Abu-Tineh (2009 findings in Jordan which indicate no significant difference exist on principals' age and their leadership practice of idealized influence, and too with Okari (2011) results which show age of the head teachers' do not influence students' academic performance in schools.

4.10.3 Work Experience and transformational leadership practices

Descriptive statistics for Principals' Transformational Leadership by work experience are shown in Table 4.32.

Table 4.32: Teachers' rating of Principals' Leadership Practice by Work Experience

Work experience	N	Mean	SD
< 5	1	86.20	5.02
5-10	15	80.78	23.30
11-15	12	79.87	19.72
16+	10	85.46	18.08

Table 4.32 shows that, principals who had worked for less than 5 years has highest mean of 86.20 followed by those worked over 16 years with a mean of 85.46. These findings were tested using ANOVA to establish whether this characteristic influences principals' TLP, and results shown in Table 4.33.

Table 4.33: ANOVA on Work Experience and Principals' Transformational Leadership Practices

Leadership practices		Sum of Squares	Df	Mean Square	F	Sig	Sig.
Inspirational Motivation	Between Groups	243.93	3	81.31	.60	.61	.614
	Within Groups	27281.58	202	135.06			
	Total	27525.50	205				
Intellectual Stimulation	Between Groups	36.21	3	12.07	.27	.85	.845
	Within Groups	8755.41	198	44.22			
	Total	8791.62	201				
Idealized Influence	Between Groups	239.16	3	79.72	1.10	.35	.352
	Within Groups	15064.00	207	72.77			
	Total	15303.16	210				
Individual Consideration	Between Groups	327.01	3	109.00	2.67	.45	.048
	Within Groups	8360.99	205	40.79			
	Total	8688.00	208				
	Between Groups	1125.48	3	375.16	.88		.450
	Within Groups	81480.37	192	424.38			
	Total	82605.85	195				

Results: No significant mean differences in all transformational leadership practices mean scores (F=0.88, df =192, P> 0.05)

Table 4.33 shows no significant mean differences in overall TLP mean scores (F=0.88, df =192, P> 0.05). Therefore, the null hypothesis was accepted (Orodho, Khatete & Mugiraneza, 2016). This implies that, the principals' work experience does not influence their leadership practices in public secondary schools. These findings concur with Khasawneh, Omari and Abu-

Tineh (2009) findings in Jordan which indicate no significant differences among the three experience level groups. Also, the results of this study concur with Okari (2011) results who found that, working experience of head teachers' do not influence students' academic performance, but disagree with Lorgwell-Mckean (2012) in USA who shown significant mean differences, and Nderitu (2012) result who found that, principal with less working experience were more transformational than those with long working experience.

4.10.4 Academic Qualification and transformational leadership practices

Descriptive statistics for principals' Transformational Leadership by academic qualifications are shown in Table 4.34.

Table 4.34: Teachers' rating of Principals' Leadership Practice by Academic Qualification

Academic Qualification	N	Mean	SD
Diploma	1	65.80	16.86
B.ED	24	83.40	21.20
M.ED	13	80.25	19.15

Table 4.34 shows that, schools' principals holding B.ED have highest mean of 83.40, followed by M.ED with a mean of 80.25, and the lowest with Diploma with a mean of 65.80. These findings were testing whether academic

qualification influence principals' leadership practice using ANOVA and results are tabulated using Table 4.35.

Table 4.35: ANOVA on Academic Qualification and Principals' Transformational Leadership Practices

Leadership practices		Sum of Squares	Df	Mean Square	F	Sig	Sig.
Inspirational Motivation	Between Groups	1756.53	2	878.27	2.10	.13	.13
	Within Groups	80849.32	193	418.91			
	Total	82605.85	195				
Intellectual Stimulation	Between Groups	77.39	2	38.70	.88	.42	.42
	Within Groups	8714.23	199	43.79			
	Total	8791.62	201				
Idealized Influence	Between Groups	121.70	2	60.85	.83	.44	.44
	Within Groups	15181.46	208	72.99			
	Total	15303.16	210				
Individual Consideration	Between Groups	124.47	2	62.24	1.50	.23	.23
	Within Groups	8563.53	206	41.57			
	Total	8688.00	208				

Results: No significant mean differences in all transformational leadership practices mean scores ($F=2.097$, $df =193$, $P> 0.05$)

Table 4.35 shows that, no significant mean differences in all TLP. Therefore, the null hypothesis was accepted (Goodman, 2008; Orodho, Khatete & Mugiraneza, 2016). This implies that, the principals' academic qualification

does not influence the choice of leadership practices in public secondary schools. This could be due to annual heads' conferences which aim at updating principals on how to run secondary schools in Kenya and, offer an opportunity to share challenges facing and how to deal with them.

These findings concur with Okari (2011) results that, academic qualification does not influence students' academic performance. However, the current study findings disagree with Marks and Printy (2003) who found significant deference exist. Again the findings of this study disagree with Khasawneh, Omari and Abu-Tineh (2009) findings which indicate significant differences exist among schools' principals, and their academic qualifications. Further, the results of this study disagree with Liu (2013) findings which show significant mean differences on professional qualifications exist.

Therefore findings of this study shown that, age was found to influence principals' choice of leadership practice with regard to idealized influence only but, gender, work experience and academic qualifications do not influence principals' choice of leadership practices of inspirational motivation, intellectual stimulation and individual consideration. Further, majority 75 per cent of the students' focus groups expressed not to be much aware on how gender, age, work experience and academic qualifications can influence principals' choice of leadership practices in public secondary schools. However, the rest 25 per cent advocated that, Academic qualification and age

may influence principals' choice of leadership practices in public secondary schools.

The TSC Sub-county Director indicated that, to promote and appoint teachers to be schools' principals, the employer considers job group M to N but not gender, age, work experience and academic qualifications. Further, the TSC director indicated that, retirement age currently is 65 years regarding teachers' occupying leadership positions. The Sub-county Education Director noted that, the ministry currently does not have discriminating factors in terms of those teachers occupying secondary schools' leadership positions. However, encourage secondary schools' principals to further their studies to pursue Master degree in education which offer courses on secondary school administration. Further, he expressed that, annual conferences are held every year which are intended to update what is supposed to be practiced in public secondary schools.

4.11 Other Leadership Practices

Other than transformational leadership practices (TLP) which were the main focus of this study the researcher sought out other leadership practices in public secondary schools by the principals. Therefore, teachers filled open ended questions to explain briefly what schools' principals do at schools to enhance students' performance in KCSE examinations. The study findings are shown in Tables (4.36-4.40) respectively.

4.11.1 Making decisions concerning academic performance

The researcher wanted to find out when decision making concerning academic performance in public secondary schools are done. The findings are shown in Table 4.36.

Table 4.36: Making decision concerning academic performance

	Frequency	Per cent
After exams	22	10.4
Assembly times	14	6.6
During staff meetings	113	53.5
Rarely	61	28.5
Total	**211**	**100.0**

Table 4.36 shows that, majority 53.5 per cent of teachers stated that, principals in public secondary schools make decisions concerning academic performance together with teachers during staff meetings which are normally held twice a term unless there are emerging issues. Therefore, teachers participate in school decision-making to enhance team's achievement towards good students' performance, which is part of the practice of intellectual stimulation.

These findings concur with Kendra (2011) who found that, democratic leaders allow group members to participate on what should be done to improve on quality teaching toward good students' performance. Further, a study by Abu-Tineh (2003) shows that, school principals should ensure that they encourage

teachers to evaluate their teaching approaches, and refine them in light of new understandings to improve students' academic performance.

4.11.2 Directing teachers to enhance academic performance

The researcher sought to know when principals let teachers know when to enhance students' performance. The findings are shown in Table 4.37

Table 4.37: Directing teachers to enhance academic performance

	Frequency	Per cent
Regularly	62	29.40
Termly	12	5.70
During staff meetings	89	42.20
Rarely	48	22.70
Total	**211**	**100.0**

Table 4.37 shows that, majority 42.20 per cent of teachers specified that, principals' let teachers know and encourage them to improve students' academic performance during staff meeting. These findings concur with Kendra (2011) who found that, authoritative leadership style is needed to give clear expectation for what needs to be done, when it should be done and how it should be done to group members. Therefore, principals provide meaning for the tasks at hand focusing on what teachers should be doing for students' improved performance, which if part of inspirational motivation practice.

4.11.3 Advising and directing teachers to enhance academic performance

The study interrogated on actions taken to put in place good academic performance in KCSE examinations in Mbooni West Sub-county which show inconsistency between (2011-2015) years. The results are shown in Table 4.38.

Table 4.38: Advising and directing teachers to enhance academic performance

	Frequency	Per cent
Rarely	42	19.9
During academic days	74	35.1
Motivational speeches	66	31.3
Provision of learning resources	29	13.7
Total	**211**	**100.0**

Table 4.38 shows that, majority 35.1 per cent of teachers expressed that, in public secondary schools, students are advised and talked to on how to enhance KCSE academic performance during academic days. Besides, there was variation on when students are advised and directed to enhance academic performance in public secondary schools. These findings concur with Bass (1997) results who found that, a transactional leader evaluates and correct followers where productivity is not satisfactory. Therefore, the work of the principal to evaluate, coach and mentor students to pursue their studies well

for success are found in the practice of individual consideration but the percentage is low translating low practice.

4.11.4 Offering rewards to teachers and students to enhance academic performance

The researcher wanted to know when principals in public secondary schools motivate and reward knowledge contribution towards the success of the students. Study results are shown in Table 4.39.

Table 4.39: Offering rewards to teachers and students to enhance academic performance

	Frequency	**Per cent**
Rarely	107	50.7
During academic days	39	18.5
After examinations	44	20.9
Regularly	21	10.0
Total	**211**	**100.0**

Table 4.39 shows that, majority 50.7 per cent of teachers conveyed that; principals rarely offer rewards to motivate both teachers and students. However, reward for knowledge contribution made by teachers towards students' success is part of the practice of individual consideration. This implies that, this practice is not commonly demonstrated in public secondary schools by the principals. These findings concur with Abu-Tineh (2003) who advocates that, transactional leadership practices can as well be found in

schools to reinforce undesired results in students' achievement. Also, Bass (1997) found that, a leader is supposed to evaluate, correct and train subordinates where productivity is not up to desired level.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings of the study, conclusions, recommendations and suggestions for further research.

5.2 Summary of the Study

Transformational leadership practices (TLP) are believed to play a significant role within organizations to successfully navigate diversity in terms of transformation and development of high quality schools in the 21st century global theatre. This translates that, transforming schools and school systems is critical to sustained growth and success for both the individuals and the global societies, Kenya inclusion. Therefore, the purpose of the study was to examine the influence of principals' transformational leadership practices on students' academic performance in Kenya Certificate of Secondary Education (KCSE) examinations in Mbooni West Sub- County, in Makueni County, Kenya.

The study was guided by six objectives. The first four objectives were to examine the extent to which principals' TLP: - inspirational motivation (IM), intellectual stimulation (IS), idealized influence (II), and individual consideration (IC) in public secondary schools influence students' performance in KCSE examinations. The fifth objective was to identify which TLP best influences students' performance in KCSE examinations. The sixth

objective was to examine whether principals' demographic characteristics have differences on choice of leadership practices in public secondary schools.

This study is beneficial because it sought to understand, investigate, and analyze the backgrounds of TLP in public secondary schools, Kenya. Therefore, the results may benefit ministry of education to develop educational policies that tie leadership with performance. This enhances growth and development of schools' leadership for educational excellence in Kenya. The limitation of the study was that, some participants were not willing to participate and open up freely to share information on transformational leadership practices by schools' principals in spite of the researcher assured participants the study was purely for academic purposes.

This study was guided by The Path-Goal Theory. The study used descriptive research design. A sample size of 38 public secondary schools, 266 teachers and 228 students were selected to participate in this study. Therefore, the researcher randomly selected a sample of 38 schools representing 90 per cent of the schools' target population. All 38 principals from schools selected automatically qualified to participate. Teachers were selected using simple random sampling whereby selections were made purely by chance. Students were picked by the researcher using class registers. The Sub-county Education Director, the Sub-county Quality Assurance and Standards Officer and the Sub-county Teachers Service Commission Director were requested by the researcher to participate therefore the researcher used purposive sampling.

Research instruments of this study were: questionnaires, interview guides, focus groups discussion guides for students and documentary analyses to enhanced confidence in research findings by triangulation of sources and instruments. Specifically Multifactor Leadership Questionnaire (MLQ) was used to identify the presence or absence of transformational leadership practices (TLP) of inspirational motivation (IM), intellectual stimulation (IS) idealized influence (II), and individual consideration (IC) in public secondary schools in Mbooni West Sub-county, in Makueni County, Kenya.

Both construct and content validities were confirmed to be found in the MLQ by previous researchers. However the researcher requested two qualified researchers of long standing experience from the Department of Administration and Planning of the University of Nairobi to validate the validity. Reliability of the MLQ has been established by previous researchers and obtained ranging from 0.81 to 0.94. This study used Cronbach's alpha technique to test reliability of the MLQ using pilot study was found to be 0.95, interview guide was 0.85 and focus groups discussion guide was 0.88 therefore accepted to be used in this study.

5.2.1 Principals use of Inspirational Motivation

The study findings reveal that, inspirational motivation have positive and significant relationship at alpha value 0.01 level of significance, whereby ($r(204) = 0.194$, $P<0.05$). This translates that, the practice of inspirational motivation (IM) by principals in public secondary schools is supposed to

improved students' academic performance in KCSE examinations. Therefore, the null hypothesis was rejected and alternative hypothesis adopted. Further, both principals and teachers concur that, inspirational motivation was high and strongly exercised in public secondary schools. This was demonstrated by principals mostly encouraging teachers to work as a team to improve students' academic standards in schools. However, students' focus groups discussions (FGD) expressed that, inspirational motivation was moderately practised in public secondary schools. Then, both the Teachers Service Commission (TSC) Director and the Education Director of the Sub-county indicated that, principals in public schools' lack knowledge on how to practice inspirational motivation. While Quality Assurance and Standards Officer expressed the need to reform schools' leadership to enhance students' academic performance in KCSE examinations because many schools are underperforming in Mbooni West Sub-county, Kenya.

5.2.2 Principals use of Intellectual Stimulation

The study findings show that, intellectual stimulation (IS) have positive and significant relationship at alpha value 0.01 level of significance, ($r(200) = 0.198$, $P<0.05$). This implies that, the practice of intellectual stimulation (IS) by the principals in public secondary schools is trusted to enhanced students' academic performance in KCSE examinations. Therefore, the null hypothesis was rejected and alternative hypothesis accepted. Further, the findings show that, principals perceived that, the practice of intellectual stimulation was high whereas, teachers indicated to be moderate. The students' FGD rated

principals to have moderate practice of IS. The TSC Director noted that, public secondary schools' principals lack knowledge in legal professional practice of intellectual stimulation. Besides, the Sub-county Education Director pointed out that, the practice of IS not well instituted in schools' leadership though a few principals might be aware of therefore difficult to be practiced by all. The Quality Assurance and Standards Officer expressed the need to have proactive strong schools' leadership to improve students' academic performance in KCSE examinations because many students are underachieving in the Sub-county.

5.2.3 Principals use of Idealized Influence

The study results indicate that, idealized influence (II) have positive and significant relationship at alpha value 0.01 level of significance, ($r(209) = 0.178$, $P<0.05$). This implies that, the practice of idealized influence by the schools' principals in public secondary schools is trustworthy to enhance students' academic performance in KCSE examinations. Therefore, the null hypothesis was rejected and alternative hypothesis adopted. The findings from the principals shown that, the practice of idealized influence was high in public secondary schools. Whereas, teachers' results revealed that, II was moderately practiced in the Sub-county which concurred with students' focus groups. The TSC Director reported that, majority of principals lack knowledge on how to practice idealized influence in public secondary schools, though most of them have basic degree. The Sub-county Education Director pointed out that, a few principals are aware how to practice idealized

influence and majority are not aware therefore, need capacity building workshops to update them on how to practice it. The Quality Assurance and Standards Officer conveyed the need to have committed schools' leadership to advance academic performance in KCSE examinations because many students are underperforming in the Sub-county.

5.2.4 Principals use of Individual Consideration

Study findings reveal that, individual consideration (IC) have positive and significant relationship at alpha value 0.05 level of significance, ($r(207) = 0.168$, $P<0.05$). This translates that, the practice of individual consideration by the principals in schools lead to enhanced students' academic performance in KCSE examinations. Therefore, the null hypothesis was rejected and alternative hypothesis accepted. Further, principals' results shown that, individual consideration was highly practiced in public secondary schools however, these disagreed with both teachers' and student' FGD findings which shown moderate practice. The Sub-county Education Director, Quality Assurance and Standards Officer and the TSC Director are in the opinion that, public secondary schools' leadership needs reforms to lead educational institutions to achieve educational goals. This will enable students to be successful in their studies and improve in KCSE examinations.

5.2.5 Principals Best Leadership Predictor on Academic Performance in KCSE Examinations

The study findings on transformational leadership practices (TLP) on academic performance in KCSE examinations revealed that: Inspirational motivation has positive and significant relationship at alpha value 0.01 level of significance, ($r(204) = 0.194^{**}$, $P<0.05$). Intellectual stimulation has positive and significant relationship at alpha value 0.01 level of significance, ($r(200) = 0.198^{**}$, $P<0.05$). Idealized influence has positive and significant relationship, ($r(209) = 0.178^{*}$, $P<0.05$). Individual consideration has positive and significant relationship at alpha value 0.05 level of significance, ($r(207) = 0.168^{*}$, $P<0.05$). Therefore, the highest and best predictor leadership practice on academic performance in KCSE emerged to be intellectual stimulation (IS) with 0.198^{**} at alpha value 0.01 level of significance.

5.2.6 Principals' Demographic Characteristics

Gender

The study findings show that, there is no significant influence on gender on principals' choice of leadership practices in public secondary schools. This implies that, the principals' demographic characteristic of gender does not influence the choice of transformational leadership practices in public secondary schools. Therefore, the null hypothesis was rejected and alternative hypothesis accepted.

Age

The findings show that, significant mean differences found with regard to idealized influence. This shows that, principals' age influences the choice of leadership practice of idealized influence but does not influence choice of inspirational motivation, intellectual stimulation, and individual consideration in public secondary schools. Therefore, the null hypothesis was rejected and alternative hypothesis accepted.

Work Experience

The findings indicate that, there is no significant mean difference in all transformational leadership practices. This implies that, principals' work experience/administrative experience does not influence the choice of their leadership practices in public secondary schools. Therefore, the null hypothesis was accepted and alternative hypothesis rejected.

Academic / professional Qualifications

The findings indicate that, there are no significant mean differences in all transformational leadership practices. This translates that, the principals' academic /professional qualifications do not influence the choice of leadership practices in public secondary schools.

5.3 Conclusions

According to the findings of this study all the four transformational leadership practices (TLP) of inspirational motivation (IM), intellectual stimulation (IS), idealized influence (II) and individual consideration (IC) have positive and significant relationship on students' performance in Kenya Certificate of Secondary Education (KCSE) examinations. However the study findings show that, majority of the school Principals in public secondary schools in Mbooni West Sub-county use moderate to low transformational leadership practices practice which resulted into consistently unsatisfactory students' academic performance in KCSE examinations in Mbooni West Sub-county compared to Makueni County and National KCSE results analyses of (2011-2015) years.

Specifically, inspirational motivation (IM) was found to have positive and significant relationship on students' performance but quite a number of principals in public secondary schools lack knowledge on how to practice it. Further, the practice of intellectual stimulation (IS) was also found to have positive and significant relationship on students' performance however moderately practiced by principals in public secondary schools. Furthermore, idealized influence (II) revealed positive and significant relationship on students' performance though moderately practiced by principals in schools. Additionally, the practices of individual consideration (IC) was found to have positive and significant relationship on students' academic performance in KCSE but moderately practiced by principals in public secondary schools.

Among the four transformational leadership practices, intellectual stimulation emerged to be the best predictor practice on students' academic performance in KCSE examinations with the highest Pearson's r value of .198**. Then, there was no significant influence by gender, age, working/administrative experience and, academic/professional qualifications found on principals' choice of transformational leadership practices except age on the choice of the leadership practice of idealized influence in public secondary schools in Mbooni West Sub-county, Kenya.

This study support sustainable schools' improvement efforts on existing leadership practices in public secondary schools in Mbooni West Sub-county to enhance students' performance in KCSE examinations since, globally well-educated citizen increases national economic competitiveness. Further, this study advocates the need for leadership reforms in all public secondary schools in Kenya to be transformational leadership practices which are associated with successful schools in western countries for educational excellence. Therefore, transformational leadership practices are required to successfully navigate diversity in terms of transformation and development of high-quality schools in Kenya for the production of competent social capital in the 21st century global market. That is why; this study found it necessary to investigate and provide comprehensive findings on influence of principals' transformational leadership practices on students' academic performance in Kenya Certificate of Secondary Education (KCSE) in Mbooni West Sub-county, Kenya.

This study was guided by The Path-Goal Theory to investigate influence of principals' transformational leadership practices on students' performance in Kenya Certificate of Secondary. The Path-Goal Theory argues that, leadership practices are contingent to the satisfaction, motivation and performance of the followers. This affects level of teachers' commitments as a hallmark of students' success. Therefore, the Path Goal Theory of Leadership is appropriate to be used in a school setting whereby, the school principal plays a vital role in setting the right direction for both teachers and students to strive hard to excel in Kenya Certificate of Secondary Education (KCSE) examinations.

5.4 Recommendations

Based on the findings of this study, the researcher made the following recommendations that may be important to the Ministry of Education, Directorate of Quality Assurance, Universities and teachers' training institutions, Teachers Service Commission, principals, board of management and teachers in Kenya.

5.4.1 Ministry of Education

From policy perspective, the study findings may be used to highlight how leadership in educational organizations could be enhanced for educational excellence in Kenya. Therefore, it is good to have well placed sound policy that enhances academic performance in Kenya Certificate of Secondary Education (KCSE) examinations. Further, let there be a well-defined criterion

on how to assess, promote and appoint competent schools' principals because quite a number are lacking competitive transformational leadership practice (TLP).

5.4.2 The Directorate of Quality Assurance

Evidence show there is minimal visits to public secondary schools by the Quality Assurance and Standards Officers therefore, there is need for regular visits to public secondary schools to oversee and get regular feedback on the progress of curriculum implementation. This enhances KCSE performances since majority of the students' performance in public secondary schools are unsatisfactory. Check areas of assessment and advice schools' principals and teachers appropriately on professional ethical practices. This leads to quality instructional services that bring about good students' academic performance in national examinations. Organize leadership capacity building programs to the practicing schools' principals on transformational leadership practices which are associated with successful schools for educational excellence in western countries since, majority in public secondary schools lack the knowledge.

5.4.3 Universities and teachers' training colleges

Study findings show that quite a number of both principals and teachers lack the knowledge on transformational leadership practices (TLP). Therefore, there is need to design curriculum and ensure it is comprehensively well-structured on transformational leadership practices (TLP). Let this be taught and learned across higher learning institutions to all teacher trainees. This will

enable those anticipating taking over senior leadership positions in future enhance personal competencies to be better equipped in leading educational institutions for educational excellence.

5.4.4 Teachers Service Commission

There is need to have a well-defined criterion on leadership succession in public secondary schools not as it is currently done through interviews and hand picking using Job groups. Let there be well-defined criterion on appraisal, development and promotion of schools' principals who exhibit competitive transformational leadership practices (TLP) since quite a number are lacking the knowledge. This will ensures availability of transformational schools' leaders for the present and future schools who are better equipped with transformational leadership practices for educational excellence. Further, ensure good remuneration to both principals and teachers for the efforts made on curriculum implementation to enhance academic performance in Kenya Certificate of Secondary Education (KCSE) examinations in public schools as majority are demotivated.

5.4.5 Principals

Ministry of Education Science and Technology emphasizes that, school head teachers shoulders the greatest burden to lead schools achieve educational goals. Therefore, there is need to attend workshops and training courses to be updated with the most competitive leadership practices particularly transformational leadership practices (TLP) which are associated with

successful schools in western countries for educational excellence. Further, ensure schools have well strategic planning on implementation of school curriculum and covering of syllabus in all subjects in all classes. This leads to quality teaching and enhance academic performance in Kenya Certificate of Secondary Education examinations since majority of the students' KCSE results in public secondary schools are unsatisfactory.

5.4.6 Board of Management

Study findings show that, rarely the sub-county director of education meet with schools' head teachers to discuss on students' performance in KCSE examinations. Therefore, there is need to pay regular visits to public secondary schools to offer continuous support to the schools' principals and teachers on ethical work related practices. Further, incorporate with the schools' principals and teachers to offer guidance and counseling to students since discipline is key to success. This helps students' to work hard and enhance their academic performance in KCSE examinations.

5.4.7 Teachers

Study findings show that, a well-educated citizen increases both individuals and national economic competitiveness in all nations. This translates that it is the responsibilities of teachers to lift the quality standards in students' performance in national examinations. Therefore, there is need to have high levels of commitments that leads to quality teaching and learning processes in all classes. Further, ensure frequent testing and assessment of students in all

classes. This prepares students well for satisfactory results in KCSE examinations. Notably, teachers play a vital role towards development in students' intellectual, social and economic growth in all countries including Kenya.

5.5 Suggestions for Further Research

This study makes the following suggestions for future research:

i. The study may be used as a reference by future educational researchers in other geographical regions in Kenya by use of different methodology and larger sample sizes of principals, teachers and students from a variety of schools' settings.

ii. A study on influence of principals' transformational leadership practices on school culture in public secondary schools, Kenya.

iii. A study on influence of principals' transformational leadership practices on collective teachers' efficacy public secondary schools, Kenya.

iv. A study on influence of principals' transformational leadership practices on teachers' commitment in public secondary schools, Kenya.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Patricia Nthoki Muia

University of Nairobi

CEES

P.O Box 92, Kikuyu

10th October 2016

The Principal

Dear Sir/ Madam

RE: PARTICIPATION IN RESEARCH.

I am a Doctoral student pursuing a degree of Doctor of Education in Educational Administration and planning at the University of Nairobi. Currently, I am conducting a research on **"Influence of principals' transformational leadership practices on academic performance in Kenya Certificate of Secondary Education in Mbooni West Sub- County, Kenya".** Your school has been selected to participate in the research. I am therefore seeking your support in helping to fill in the questionnaire pertaining to the research topic. I will be grateful if you help me obtain the information required which will be purely for academic purposes. Your identities will not appear anywhere in this study and will remain anonymous.

Thank you for your cooperation.

Yours faithfully,

Muia Patricia Nthoki

APPENDIX II: QUESTIONNAIRE FOR THE PRINCIPAL

This questionnaire is developed to assist you provide the information required. Read each questions carefully and your honesty will be highly appreciated.

PART A: Back ground Information

Please choose one in every question by a tick [√].

1. What is your gender? (a) Male [ ] (b) Female [ ]

2. What is your age? (a) Below 30years [ ] (b) 30-40years [ ] (c) 41-50years [ ] (d) Above 51years [ ]

3. What is your work experience as a principal? (a) Less than 5years [ ]

(b) 5-10years [ ] (c) 11-15years [ ] (d) over 16years [ ]

4. What is your highest academic qualification?

(a) Diploma (b) B. Ed [ ] (c) M. Ed [ ] (d) PhD [ ]

5. Please indicate the school's mean grades from 2011 to 2015 in the table below.

Years	2011	2012	2013	2014	2015
Mean grades					

PART B: Self- assessment questionnaire on transformational leadership practices

KEY: 5- strongly agree, 4-agree, 3-Not decided, 2-disagree, 1-strongly disagree. Please choose one in every question by a tick√ in the scale provided.

6	**Inspirational motivation** As the principal, I:-	5	4	3	2	1
i.	Provide school vision that has a lot of influence on syllabus coverage resulting to good students' academic performance.					
ii.	Provide meaning for the tasks at hand focusing on what teachers should be doing for students' improved performance.					
iii.	Encourage teachers to work as a team to improve students' academic standards in the school.					
iv.	Demonstrate optimism which encourages teachers to be optimistic in teaching processes.					
v.	Symbolize success within the teaching career					
7	**Intellectual stimulation** As the principal, I:-	5	4	3	2	1
i	Encourage teachers to evaluate their practices, refine them in light of new understandings to improve academic performance.					
ii	Work toward consensus with teachers in determining which initiatives can be implemented with clear implementation plans.					
iii	Regularly lead teachers review school performance, holding high levels performance as professionals.					
iv	Help teachers learn new teaching techniques for student success.					
v	Include teachers to participate in school decision-making to enhance team's achievement towards good students'					

	performance.					
8	**Idealized influence** As the principal, I:-	5	4	3	2	1
i	Demonstrate impressive management for the general good of the students' success.					
ii	Promote an atmosphere of caring and trust among staff members to enhance group efficacy.					
iii	Model high integrity of professional practices that promotes good moral values in the school learning environment.					
iv	Provide an atmosphere for collaborative learning that encourages teachers to share ideas with their colleagues and students.					
v	Model problem-solving techniques to teachers and students that can be readily adapted in school problem solving when need arise.					
9	**Individual consideration** As the principal, I:-	5	4	3	2	1
i	Am aware of the teachers' unique expertise as professionals towards students' success.					
ii	Coach and mentors teachers, **e**ncouraging them to pursue their cause of teaching effectively for students' success.					
iii	Encourage teachers to develop action plans to improve professional capabilities towards good students' academic performance.					
iv.	Am very supportive towards teachers' needs that lead to good students' achievement.					
v.	Reward for knowledge contribution made by teachers towards students' success.					

Thank you for your cooperation.

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

PART A: Back ground Information

This questionnaire is developed to assist you to provide information required.

Read each question carefully and your honestly will be highly appreciated.

Please choose one in every question by a tick [√].

1. What is your gender? (a) Male [ ] (b) Female [ ]

2. What is your age? (a) Below 30years [ ] (b) 30-40years [ ]

(c) 41-50years [ ] (d) Above 51years [ ]

3. What is your work experience as a teacher? (a) Less than 5years [ ]

(b) 5-10years [ ] (c) 11-15years [ ] (d) over 16years [ ]

4. What is your highest academic qualification?

(a) Diploma (b) B. Ed [ ] (c) M. Ed [ ] (d) PhD [ ]

PART B: Transformational leadership questionnaire

Please describe the principal's leadership practices demonstrated while performing his/her professional duties in the school.

KEY: 5- strongly agree, 4-agree, 3-Not decided, 2-disagree, 1-strongly disagree. Please choose one in every question by a tick√ in the scale provided.

5	**Inspirational motivation** The principal:-	5	4	3	2	1
i	Provides school vision that has a lot of influence on syllabus coverage resulting to good students' academic performance.					
ii	Provides meaning for the tasks at hand focusing on what teachers					

	should be doing for students' improved performance.					
iii	Encourages teachers to work as a team to improve students' academic standards in the school.					
iv	Demonstrates optimism which encourages teachers to be optimistic in teaching processes.					
v	Symbolizes success within the teaching career					
6	**Intellectual stimulation** The principal:-	5	4	3	2	1
i	Encourages teachers to evaluate their practices, refine them in light of new understandings to improve academic performance.					
ii	Works toward consensus with teachers in determining which initiatives can be implemented with clear implementation plans.					
iii	Regularly leads teachers review school performance, holding high levels performance as professionals.					
iv	Helps teachers learn new teaching techniques for student success.					
v	Includes teachers to participate in school decision-making to enhance team's achievement towards good students' performance.					
7	**Idealized influence** The principal:-	5	4	3	2	1
i	Demonstrates impressive management for the general good of the students' success.					
ii	Promotes an atmosphere of caring and trust among staff members					

	to enhance group efficacy.					
iii	Models high integrity of professional practices that promotes good moral values in the school learning environment.					
iv	Provides an atmosphere for collaborative learning that encourages teachers to share ideas with their colleagues and students.					
v	Models problem-solving techniques to teachers and students that can be readily adapted in school problem solving when need arise.					
8	**Individual consideration** The principal:-	5	4	3	2	1
i	Is aware of the teachers' unique expertise as professionals towards students' success.					
ii	Coaches and mentors teachers, **e**ncouraging them to pursue their cause of teaching effectively for students' success.					
iii	Encourages teachers to develop action plans to improve professional capabilities towards good students' academic performance.					
iv.	Is very supportive towards teachers' needs that lead to good students' achievement.					
v.	Rewards for knowledge contribution made by teachers towards students' success.					

9: Other leadership practices

The researcher wanted to know what other leadership practices schools' principals engage into to enhance students' academic performance at KCSE examinations in public secondary schools in Mbooni West Sub-county.

Please read each question carefully and respond precisely and honestly.

i. What time does the principal hold meetings with the heads of departments to discuss matters relating to students' academic performance in the school?

_____

ii. When are teachers involved in making decisions on how to enhance students' academic performance in the school?

_____

iii. Who direct teachers to carry out subsequent actions to enhance students' academic performance in the school after principal's and the heads of departments meetings?

_____

iv. How does the principal engage teachers to improve student academic performance in the school?

_____

v. How does the principal address teachers' request on work related issues to enhance students' academic performance in the school?

_____

vi. Have you ever found any ways the school principal makes your work easier?

_____

vii. Have you ever found any ways the school principal makes your work difficult?

_____

viii. Do you think that you receive effective support and guidance from the school principal?

_____

ix. Do you think the school principal leads you as a team to do an excellent/good/fair work?

_____

x. Do you think there is need / no need to improve on what the school principal is currently doing to enhance students' academic performance at KCSE examinations?

Thank you for your cooperation.

APPENDIX IV: INTERVIEW GUIDE FOR THE SUB- COUNTY EDUCATION DIRECTOR

Name of the interviewer_____

Date_____

NB: Personal identities remained anonymous in this report.

1. Do you have the opportunity to visit schools regularly to meet principals and teachers in public secondary schools to discuss overall curriculum implementation and achievement in Kenya Certificate of Secondary Education (KCSE) examinations?

2. Do you think school's vision has influence on teachers' syllabus coverage and on students' academic performance at examinations?
3. Do you think Mbooni West Sub-county has adequate teaching staff for effective implementation of secondary school curriculum?
4. Do you think teachers are motivated and rewarded appropriately by the TSC to offer quality teaching services to enhance students' performance at Kenya Certificate of Secondary Education (KCSE) examinations?
5. Do you think schools' principals appointed by the Teachers Service Commission to be in charge of public secondary schools use transformational leadership practices of inspirational motivation, intellectual stimulation, idealized influence, and individual consideration?
6. What areas do you think need improvement on assessment and appointment of school principals in public secondary?

Thank you for your participation

APPENDIX V: INTERVIEW GUIDE FOR THE SUB-COUNTY QUALITY ASSURANCE AND STANDARDS OFFICER

1. Do you have the opportunity to visit schools regularly to meet principals and teachers in public secondary schools to review and discuss overall curriculum achievement after Kenya Certificate of Secondary Education (KCSE) results are out?
2. Do your expectations on curriculum achievement in the Sub-county reflected in the schools' Kenya Certificate of Secondary Education (KCSE) performance?
3. Do you get prompt and effective feedback on Kenya Certificate of Secondary Education (KCSE) performance from all public schools in the Sub-county?
4. How do you reward and appreciate students' efforts made towards schools' success after Kenya Certificate of Secondary Education (KCSE) results are out?
5. What strategy will you put in place to enhance students' performance at Kenya Certificate of Secondary Education (KCSE) in Mbooni West Sub-county?

Thank you for your participation

APPENDIX VI: INTERVIEW GUIDE FOR THE SUB- COUNTY TEACHERS SERVICE COMMISSION (TSC) DIRECTOR

Name of the interviewer_____

Date_____

NB: Personal identities remained anonymous in this report.

A. Staffing of public secondary Schools and leadership

1. Do you think Mbooni West Sub-county has adequate teaching staff for effective implementation of secondary school curriculum?
2. During assessment to promote and appoint teachers to become school principals, do you consider transformational leadership practices of inspirational motivation, intellectual stimulation, idealized influence, and individual consideration?
3. To what extent is leadership discussed and developed among teachers who have been appointed as schools' principals?
4. What areas do you think need improvement on staffing, assessment, promotion and appointment of teachers to become school principals in public secondary schools?

B. Students' academic performance at Kenya Certificate of Secondary Education (KCSE) Examinations

5. What approaches are used to encourage teachers to work hard so as to enhance students' academic performance at KCSE in public secondary schools?
6. Do you think leadership practice and staffing in public secondary schools might have affected students' academic performance at KCSE examinations?
7. How do you work with teachers and principals in determining which initiatives can be implemented to improve students' performance at KCSE examinations in the Mbooni West Sub-county?
8. What strategy is put in place to enhance and sustain good students' academic performance at KCSE examinations in public secondary schools in Mbooni West Sub-county?

Thank you for your participation

APPENDIX VII: FOCUS GROUPS DISCUSSION GUIDE FOR STUDENTS

Name of the interviewer_____

School _____

Date_____

Personal identities remained anonymous in this report.

A. School Leadership

1. Do you think the school principal has provided school vision that encourages good students' academic performance?
2. Do you think the school principal has provided good atmosphere for collaborative learning that encourages all students to share ideas with their colleagues, and teachers for the general good of the students' success?
3. Has the school principal being encouraging students to set high performance targets for all subjects to enhance students' academic performances at KCSE examinations?
4. How often does the school principal lead students to review the overall school performance (end term, end year, KCSE)?

B. Students' academic performance

5. Do you know what you are expected to achieve at the end of your secondary education?

6. Have you found teaching and learning approaches used in the school appropriate for good results at KCSE examinations?

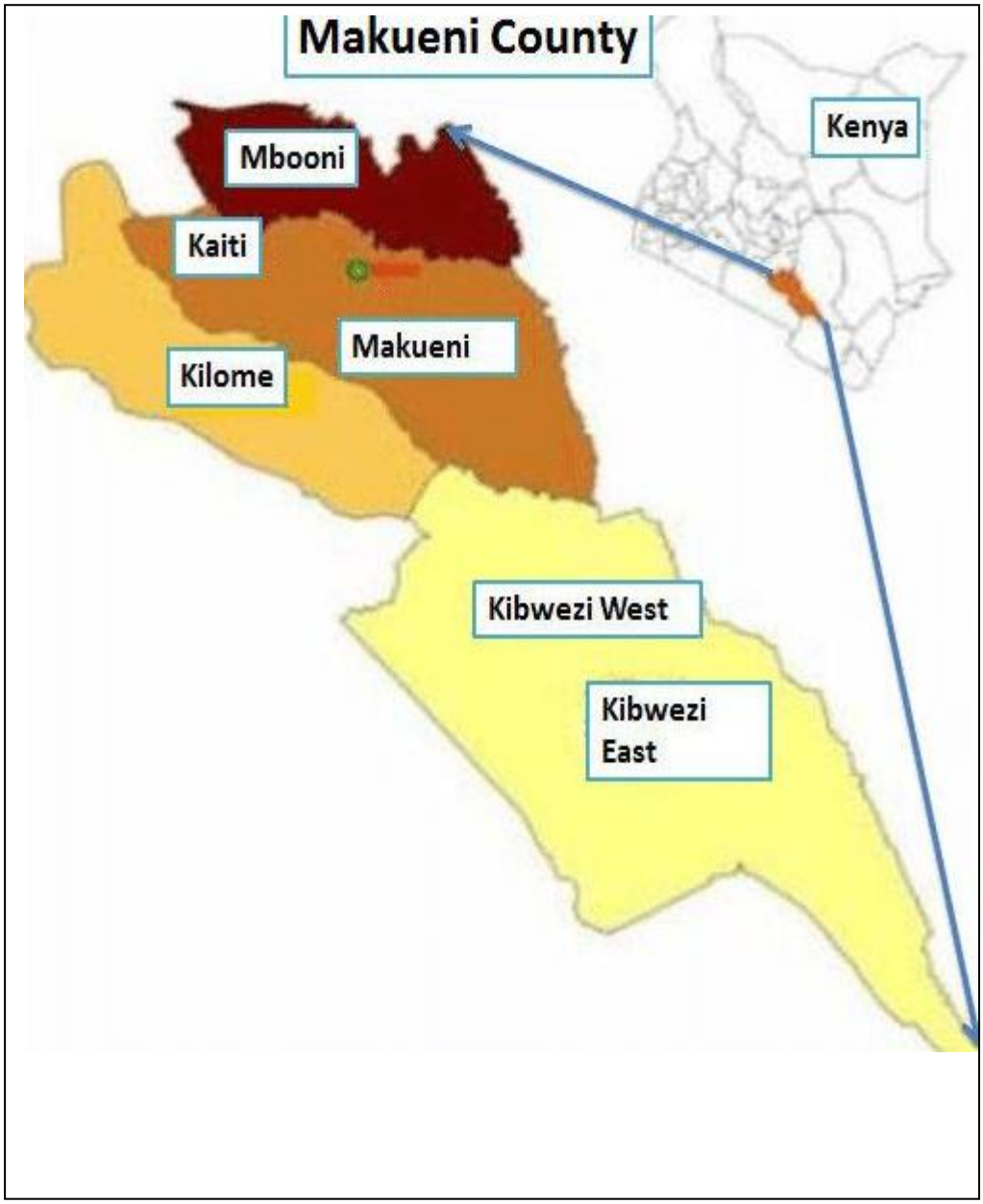
7. Do you get prompt and effective feedback on your assignments from the teaching staff?

8. Do you think your contribution made towards the school's success are recognized and rewarded accordingly?

9. What areas do you think need improvement?

Thank you for your willingness to participate

APPENDIX VIII: LOCATION OF MBOONI WEST SUB-COUNTY IN MAKUENI COUNTY, KENYA



APPENDIX IX: AUTHORIZATION LETTER

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

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/16/52547/14600**

Date: **21st November, 2016**

Patricia Nthoki Muia
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Influence of principals` transformational leadership practices on students' academic performance at Kenya Certificate of Secondary Education in Mbooni West Sub County, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Makueni County** for the period ending **21st November, 2017.**

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

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC.
DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Makueni County.

The County Director of Education
Makueni County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

APPENDIX X: RESEARCH CLEARANCE PERMIT

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEACH CLEARANCE PERMIT

Serial No.A 11978

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MS. PATRICIA NTHOKI MUIA
of UNIVERSITY OF NAIROBI, 74-90125
Kikima,has been permitted to conduct research in *Makueni County*

on the topic: *INFLUENCE OF PRINCIPALS' TRANSFORMATIONAL LEADERSHIP PRACTICES ON STUDENTS' ACADEMIC PERFORMANCE AT KENYA CERTIFICATE OF SECONDARY EDUCATION IN MBOONI WEST SUB-COUNTY, KENYA*

for the period ending:
21st November,2017

Permit No : NACOSTI/P/16/52547/14600
Date Of Issue : 21st November,2016
Fee Recieved :Ksh 2000

.....
Applicant's Signature

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