

**EFFECTS OF PRINCIPALS' TRANSFORMATIONAL LEADERSHIP
CHARACTERISTICS ON STUDENTS' ACADEMIC PERFORMANCE
IN SECONDARY SCHOOLS IN NAIROBI COUNTY, KENYA**

BY

ANNE WAIRIMU NDIRITU



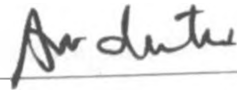
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DECLARATION

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



Anne Wairimu Ndiritu

This thesis has been submitted for examination with our approval as University Supervisors.



Prof. Gerald Kimani

Associate Professor

Department of Educational Administration and Planning

University of Nairobi



Dr. Grace Nyagah

Senior Lecturer and Chairman

Department of Educational Administration and Planning

University of Nairobi



Dr. Nelson M. Karagu

Senior Lecturer

Department of Educational Management, Policy and Curriculum Studies

Kenyatta University

DEDICATION

This research is dedicated to my husband Dr. Charles Kimamo and our children Caroline Njoki, Joseph Kimamo, Raphael wanyoike and Timothy Kabii.

It is also dedicated to my parents Rahab and Raphael Wanyoike

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To God, the ultimate leader who has been my source of strength all through "...all things happen for good for those who love Him".

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LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|-------|--|
| ANOVA | Analysis of variance |
| B.Ed | Bachelor of Education |
| BOG | Board of Governors |
| CTP | Challenging the Process |
| EOTA | Enabling Others to Act |
| ETH | Encouraging the Heart |
| ISV | Inspiring a Shared Vision |
| KCPE | Kenya Certificate of Primary Education |
| KCSE | Kenya Certificate of Secondary Education |
| KESI | Kenya Education Staff Institute |
| KIE | Kenya Institute of Education |
| KISE | Kenya Institute of Special Education |
| KNEC | Kenya National Examinations Council |
| LPI | Leadership Practice Inventory |
| MA | Master of Arts |
| M.Ed | Master of Education |
| MoE | Ministry of Education |
| MSc | Master of Science |
| MTW | Modeling the way |
| PGDE | Post Graduate Degree in Education |
| SPSS | Statistical Package for Social Sciences |
| TSC | Teachers Service Commission |

ABSTRACT

This study explored the relationship between transformational leadership characteristics of secondary school principals' and students' academic performance in Kenya Certificate of Secondary Education (KCSE). Although transformational leadership had been linked with academic performance in developed countries, the study attempted to investigate which specific characteristics could be attributed to improved academic performance in Kenya. The study was carried out in Nairobi County, Kenya. Stratified sampling process was used to ensure that both public and private schools in Nairobi were captured in the study. Leadership behaviour was measured using the Leadership Practices Inventory-(“Self” and “others”) (Kouzes & Posner, 1993). Correlational research design was employed in data analysis. Pearson correlations were used to establish if there was a relationship between transformational leadership characteristics and academic performance. Analysis of variance (ANOVA) was used to test if a relationship existed between selected demographic characteristics and the interaction of leadership characteristics of principals' and students' academic performance. To test relationships between principals' ratings and teachers' ratings, ratings of male principals and female principals, t-test was used. Results indicated a positive correlation of “Inspiring a shared vision”, “Encouraging the heart” and “Challenging the process” characteristics and academic performance. There was however, a weak but not statistically significant correlation between “Modeling the way” and “Enabling others to act” characteristics and academic performance. It was recommended that secondary school principals should exhibit transformational leadership characteristics in order to succeed in today's changing world of educational leadership. Suggestions made for further studies included a replication of the study in more counties.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Leadership is a significant managerial factor in any organization. According to Schultz (2003) the success or failure of any organization depends to a large measure on the quality of its leaders. For any organization to be successful there must be an effective leader who is able to mobilize all the resources in the organization so as to achieve its goals. A school like any other organization requires an effective leader to achieve its goals (Barnett, McCormick & Conners, 2001). When schools are not performing well, the blame is usually put on the principal who is the leader of the school. The significance of the principal is emphasized by Griffin (1994) who explains that many schools are brought down through inadequate leadership.

Scholars have tried to establish the kind of leadership behaviour that would enhance efficiency in organizations (Kouzes & Posner, 2002). One kind of leadership behaviour that has been a topic of debate among scholars for the past decade is transformational leadership (Murphy, 2002). Transformational leadership is hypothesized to occur when leaders create within followers a capacity to develop higher levels of commitment to organizational goals (Leithwood & Jantzi, 2000). The leaders are able to do this by displaying certain characteristics in their leadership. Transformational leaders are expected to be exemplary role models for their followers, motivate them to be more committed to the vision of the organization, encourage creativity and also act as advisors to their followers.

This study links transformational leadership with academic performance as one of the indicators of school efficiency. Research on effective schools emphasizes several indicators of success such as academic performance, a safe and orderly environment, and respectful behaviour of students (Drvian & Butler, 2001; Dunne & Delisio, 2001). Additional studies support a positive climate that encourages shared leadership.

Education has been found to play a major role in social, political, economic and cultural aspects of a country (Mbeche & Ndiritu, 2005). It is therefore important to find out how education can be achieved in the most efficient manner. Since its political independence in 1963, Kenya like any developing country has laid a lot of emphasis on education. This has also created a high demand for education from the citizens as is evidenced in the enrolment at different levels in the education system. Students' enrolment at primary school level has improved from 892,000 in 1963 to about 9.4 million pupils in 2010 (MOE, 2012). The enrolment in secondary education has also increased from about 30,000 students in 1963 to about 1.7 million students in 2010 (MOE, 2012). Enrolment in private secondary level has also followed the same trend. It rose from 83,733 students in 1963 to 171,097 in 2008. The growth in the number of private secondary schools is far greater than that of public secondary schools in any county (MOE 2012). For example, in Nairobi, the number of private and public secondary schools is almost the same (47:48) (EMIS 2009).

With the increased demand for secondary education, there has been a demand by the public that schools produce high academic performance (Musungu & Nasongo, 2008). The Ministry of Education and the politicians in Kenya send direct or indirect

signals to schools that children must pass examinations as a sign of a school's efficiency or quality. This message is implicitly amplified by the mass media when they publish examination results and highlight the schools which have performed well (Abagi & Odipo, 1997).

The school principal has been greatly associated with the creation of an environment in which school efficiency can be achieved. Siens and Ebmeier (1996) for instance, found that the school principal has a direct effect on students' behavioural outcomes. Effectiveness of any school may be measured by the contribution it has made to the improved academic performance and students' discipline. It is therefore important to establish how the school principals can perform their job effectively. In an attempt to achieve high academic performance and discipline, school principals exhibit various leadership behaviours.

Just as societal and school demographics have changed in recent decades, so has the type of leadership needed to successfully lead the rapidly changing schools of this century (Mcleod, 2008). It is undisputed that school leadership is the most significant factor in enhancing school performance (Dinham, 2004; Kearney, 2005; Janerrette & Sherretz, 2007; Gentilucci & Muto, 2007). It is further agreed that although there are many factors that help make schools successful, such as good curriculum, quality teaching, and a strong professional culture, all these are shaped and developed by leadership characteristics of school principals. Principals serve as key factors in the health of the school and the success of its students (Cotton, 2003; Heck, 1992; Scheerens & Bosker, 1997). Therefore, the research base guiding their leadership is of importance.

Different scholars have tried to establish the kind of leadership that would enhance efficiency in organizations. A recent topic of interest has been transformational leadership (Murphy, 2002).

Transformational leadership is a concept that was developed by McGregor Burns in 1978. Burns viewed transformational leadership as consisting four characteristics. These are; charismatic or idealized influence, where the leader served as a role model for others to imitate; inspirational motivation, where the leader evoked enthusiasm and a team spirit of shared purpose; intellectual stimulation which challenged all to explore options and innovative approaches; and individualized stimulation which lent value to all individuals within the organization (Bass, 1998). More intensive research by Kouzes and Posner (2002) has shown consistent practices associated with transformational leadership. These are Modeling the way; Inspiring a shared vision; challenging the process; Enabling others to act; and encouraging the heart.

Burns (1978) and later Bass (1985) conducted a study on political leaders, business executives and army officers and concluded that transformational leadership was a significant factor in the determination of organizational success. Though they did not study school settings, there is evidence to suggest that there are similarities in transformational leadership whether it is in a school setting or a business environment (Leithwood & Jantzi, 1990). As Hargreaves and Fink (2004) note, successful and dynamic schools can quickly slide backwards with the departure of a successful leader.

There has been a contention that shared leadership has an effect on performance of an organization. Leithwood (1992) for example contends that if teachers were involved

in decision making, they would be stimulated to take part in new activities and put extra effort that would increase school effectiveness. Schlechty (1990) affirmed that many educational institutions have now begun experiencing greater democratization with all stakeholders working together to reach higher levels of performance. It is with this interest that transformational leadership has become a concern for many scholars. This concept, first introduced by Burns in 1978 and was later reviewed and developed further by Bernard Bass in 1985. Burns (1978) contended that transformational leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality.

Although Burns (1978) and Bass (1985) did not base their work on transformational leadership in schools, there may be similarities in such leadership whether it is in a school setting or in a business environment (Leithwood & Jantzi, 1990; Leithwood, 1994; Jantzi & Leithwood, 1996). In the school setting, Leithwood, Jantzi and Steinbach (1999) contend that transformational leadership for schools requires the harnessing of social and interpersonal potential in addition to demonstrations of expert knowledge about education and schooling. The principal, as an administrator influences teachers to achieve the goals and objectives of the school, by enhancing the teaching and learning process.

By following the work of Burns (1978), Bass (1985) developed a model of transformational leadership (Bass & Avolio, 1997). Bass and Avolio proposed that transformational leadership could be identified by distinct behavioural constructs or attributes (also known as the “four I’s”): Idealized Influence (behaviour), Inspirational

Motivation, Intellectual Stimulation and Individualized Consideration. *Idealized influence* describes managers who are exemplary role models for associates; *Inspirational motivation* describes managers who motivate associates to commit to the vision of the organization; *Intellectual Stimulation* describes managers who encourage innovation and creativity through challenging the normal beliefs or views of a group, and *Individual consideration* describes managers who act as coaches and advisors to the associates.

Studies on transformational leadership have come up with other practices that are characteristic of transformational leaders. Kouzes and Posner (2007) conducted their research for almost 20 years and suggested that leadership is a collection of practices and behaviours. Through studies of best leadership experiences, they found a common pattern of actions and surmised that leadership is about these practices. They suggest that these practices are essential components of transformational leadership. They were developed through intensive research on current leadership practices and have been recognized by many researchers as truly representative of highly effective leadership practices (Taylor, 2002). The five common practices are “model the way”, which involves clarifying values and setting the example; “inspire a shared vision”, which involves envisioning the future and enlisting others; “challenge the process”, which involves searching for opportunities, experimenting, and taking risks; “enable others to act”, which involves fostering collaboration and strengthening others; and “encourage the heart”, which involves recognizing contributions and creating a spirit of community (Kouzes & Posner, 1987).

This study explores the relationship between transformational leadership of secondary school principals and the impact of this leadership style on academic

performance. Most schools do not report high academic performance while others are able to do so even with lesser facilities available in the school. According to the Master Plan on Education and Training (1997-2010) sound management of learning institutions is a prerequisite of efficient and effective utilization of financial and human resources in the effort to establish and maintain quality (Republic of Kenya, 1997).

1.2 Statement of the problem

Vision 2030 was developed by Kenya government as a roadmap for development. The aims transforming Kenya into a middle-income industrialized country and is anchored on three pillars: economic, social and political. The aim of the economic pillar is “to maintain a sustained economic growth of 10% per annum for most of the next 20 Years”. This development is likely to be an illusion unless Kenya is able to achieve its educational goals. Education and training has been isolated in the vision 2030 as the only mechanism that will translate Kenya into a middle-income economy (MOE, 2012). This is because education is fundamental to development of human resource capacities for sustainable economic growth and development.

Through impartation of new skills and knowledge in people, education is able to improve human capabilities and labour productivity. All the indicators however show that the country has not been performing well. For instance, according to the world’s competitive report of 2009, Kenya is ranked 17th out of 54 African countries in terms of efficiency in education sector based on students’ performance, staff turnover, motivation and managerial competence. The UNDP Human Development Index Report (2010) ranked Kenya 128 out of 168 countries among the low human development countries of

the world (DHS 2008/2009). Performance in examinations, especially in secondary schools has been poor over the years. Over half of the students do not obtain the minimum entry requirement to join public universities which is C+ as shown in Table 1.1

Table 1.1 KCSE performances since the vision 2030 was developed

| Year | Percentage attaining a minimum of C+ |
|------|--------------------------------------|
| 2008 | 24.08 |
| 2009 | 24.27 |
| 2010 | 27.38 |
| 2011 | 29.05 |

Source: Kenya National Examinations Council (2012)

The number students who obtain the minimum entry requirement points for university entry is still low, although there has been a marginal improvement of less than 3 percent every year. Malusu (2003) reports that many secondary schools perform poorly due to poor leadership, besides inadequate funds and poor facilities. He further suggests that there is need to institute responsible leadership in these institutions. Studies have shown that there is a strong correlation between the quality of the leadership provided by the school principal and the capacity of schools to improve teaching and learning (IIEP, 2000). Effective leadership is therefore likely to make Kenya's education system improve in its ranking in efficiency in education. It is important therefore to apply the kind of leadership that will contribute to this efficiency in education.

There has been criticism in the way the schools are managed in Kenya (Musera et. al., 2012). A lot of blame has been attributed to the management styles used by the secondary school principals which have created disharmony between the principals and other stakeholders. Yet no one can tell with certainty, which leadership styles lead to improved performance. The problem to be addressed therefore is whether transformational leadership style as a recent leadership paradigm is an appropriate leadership style that principals could adopt in their day today management of schools. There is need to establish the relationship between specific characteristics in transformational leadership style and academic performance. This will help address the problem as reported by the Ministry of Education task force, 2012. This task force was appointed to address policy, content and governance issues in education to align education to the vision 2030 and the constitution 2010. One of the problems identified was that school managers lack the necessary skills and competence to monitor standards and quality of teaching in their schools (MOE, 2012).

Rautiola (2009) reports that much of the recent research on school leadership posits that leadership have minimal impact on student achievement. Kruger, Witziers and Slegers (2007), postulated that leadership is no longer proposed as having a direct influence on academic outcomes, but indirectly influences instructional organization and culture. It is important to research the extent to which school leaders and leadership characteristics impact student academic performance in Kenya.

Schools in Kenya are known to improve or decline in academic performance depending on the school principal of the moment. For example, Sunshine Secondary

School took the top position from the traditionally top performers such as Alliance High School and Starehe Boys under the leadership of a Principal who was later promoted to be a Provincial Director of Education and the school has never regained the top position again. Similar observations have been reported in schools of all categories: national, provincial, district, rural and urban, and private schools. These observations include: Kiambu High school, Maralal High School, Nyandarua High school and Njiris High school. The schools have experienced a radical change in academic performance with the change on leadership. However, there are some schools such as Starehe Boys Centre and Alliance High School which have maintained a consistently high performance irrespective of changes in leadership positions (KNEC, 2012). It is worth therefore, to find out whether transformational leadership behaviour could explain such academic trends and whether transformational leaders can also establish a tradition that becomes self-sustaining in some schools.

1.3 Purpose of the study

The purpose of this study was to explore the effect of transformational leadership characteristics of secondary school principals on academic performance as one of the indicators of school efficiency in secondary schools in Nairobi County. The study also sought to determine if transformational leadership behaviour is related to other secondary school Principals' characteristics such as the Principal's age, academic experience, professional qualifications and their gender.

1.4 Objectives of the study

The objectives of this study were:

- a) To determine the relationship between the secondary school principals' transformational leadership characteristic of "modeling the way" and students' academic performance,
- b) To determine the relationship between the secondary school principals' transformational leadership characteristic of "inspiring a shared vision" and students' academic performance.
- c) To examine the relationship between the secondary school principals' transformational leadership characteristic of "challenging the process" and students' academic performance.
- d) To determine the relationship between the secondary school principals' transformational leadership characteristic of "enabling others to act" and students' academic performance.
- e) To establish the relationship between the secondary school principals' transformational leadership characteristic of "encouraging the heart" and students' academic performance.

1.5 Hypotheses of the study

The following null hypotheses were tested in this study:

H₀1: There is no significant relationship between the secondary school principals' transformational leadership characteristic of "Modeling the way" and students' academic performance,

H₀2: There is no significant relationship between the secondary school principals' transformational leadership characteristic of "Inspiring a shared vision" and students' academic performance.

H₀3: There is no significant relationship between the secondary school principals' transformational leadership characteristic of "Challenging the process" and students' academic performance.

H₀4: There is no significant relationship between the secondary school principals' transformational leadership characteristic of "Enabling others to act" and students' academic performance.

H₀5: There is no significant relationship between the secondary school principals' transformational leadership characteristic of "Encouraging the heart" and students' academic performance.

1.6 Significance of the Study

The study intended to provide a basis for school principals to re-examine their leadership behaviour and consequently improve on their weaker areas. Transformational Leadership model also provides school principals with practical guidance on how to lead, as well as, practical suggestions on how to act as they work towards improvement of their schools. The results of this investigation, therefore, will serve as a basis for school principals to assess their leadership strengths and weaknesses, and use the findings to become more effective school leaders.

Teacher trainers and Kenya Education Staff Institute (KESI) could also use the findings for advising the headteachers on proper methods of running the schools so as to

achieve maximum output. The study also intended to provide policy makers, institutions in charge of training principals, principals and teachers with clues as to actions and processes that would support effectively the proposed leadership behaviour. This could also be of benefit to Directorate of Quality Assurance and Standards which is mandated to undertake issues of quality and standards through independent assessment/inspection. The Directorate's functions include establishing, maintaining, improving quality and standards in all educational and training institutions. By identifying transformational leadership behaviours of successful school principals, current leaders may want to incorporate these behaviours to improve their effectiveness (Tibaldo, 1994).

This study was expected to add to the existing knowledge of academic performance. It sought to fill a gap in the literature by identifying school principals' transformational leadership characteristics that are likely to affect students' academic performance in secondary schools. The study is also expected to contribute to research on secondary school principals' leadership as it relates to the expanding role of the principal as a transformational leader. The study adds to existing methodologies on the study of causes of poor academic performance. This study also contributes to a body of knowledge for teachers, planners, educators, parents and students studying education administration and planning at various institutions.

The findings in this study could also act as a springboard for future researchers who might wish to explore this field further and incorporate other factors not included in it. Being a new concept of the twentieth century (1978) not much study has been done on transformational leadership. More studies have been done in business organizations and

this study will therefore make a contribution to the study of transformational leadership in school settings. The role of transformational leadership has been extensively studied in developed countries. However few seem to have been done in Kenya as a developing country. Being a concept of the 20th century, the concept of transformational leadership still requires more research. This study is therefore expected to add on the limited knowledge on this concept of leadership especially its relationship to students' academic performance. Although a lot of studies have been done on the role of transformational leadership on academic performance, there is need to study the individual characteristics that make up transformational leadership and their relationship to school effectiveness (Blatt, 2002).

1.7 Limitations of the study

The limitations of this study included low-level responses especially to section C of the questionnaires that required elaborate answers. The LPI section was well answered possibly because it required limited responses. Some principals may have thought that their leadership weaknesses would be exposed. This was reduced by assuring them that their responses were held in confidence and were used for research purposes only. Some respondents may have answered more positively due to believing that their principals or their schools were being judged; some may have answered less positively for the same reason. The respondents were assured that the questionnaires were for research purposes only and not for any intimidation.

Some principals also failed to allow the research to be undertaken in their schools claiming that their teachers were very busy. One principal was particularly harsh to the

researcher and said that she did not value the various studies that had been done previously. The other limitation was the sample size of the secondary school principals. The number of school principals in the County is a small proportion of the entire country's Principals' population.

1.8 Delimitations of the study

The study concentrated on the principals and teachers in Nairobi County. Other members who may have contributed to school achievement such as BOG members, PTA members and politicians were left out. The study also concentrated on the effect of the secondary school principals' leadership behaviour on academic performance. There could also be other factors that affect academic performance other than transformational leadership. These may have included the students' personal characteristics such as their intelligence quotient, family background and their entry qualifications into secondary schools. These however were beyond the scope of this study. The study was also a cross-sectional one. A longitudinal study in which the specific principals were studied for a longer period of time and students' performance traced over a period of time would have yielded better results. This would have however delayed this study whose key purpose was academic attainment within a stipulated time frame.

1.9 Assumptions of the study

In pursuing this study, it was assumed that

- a) The ultimate effectiveness of teachers in helping students achieve high academic performance is partially the result of the principal whose leadership practices are more transformational in nature.
- b) Students' academic performance is affected by the principal's leadership behaviour
- c) Kenya Certificate of Secondary Examination is a valid and reliable measure of secondary school students' academic performance
- d) The principals and teachers would honestly represent their perceptions of the behaviours in response to the questions on the LPI assessment tool section.
- e) The assessment tool would accurately assess the transformational leadership styles of secondary school principals.

1.10 Definition of significant terms

Above C+ schools - refers to the schools whose average performance of their students for the selected years is above the minimum KCSE grade that a student should get to qualify for university admission.

Academic performance - refers to achievement of a student with respect to attained skills or knowledge such as performance in Kenya Certificate of Primary Education and Kenya Certificate of Secondary Education.

Below C+ - refers to the schools whose average performance of their students for the selected years is below the minimum KCSE grade that a student should get to qualify for university admission.

Challenging the process - This refers to leaders' effort in searching for innovation, improvement, and growth. Leaders recognize good ideas, support those ideas, and are willing to take risks and challenge the system to adopt these ideas (Kouzes & Posner, 1993).

Enabling others to act- This refers to leadership as being made up of relationships that are founded on trust, teamwork, empowerment, and confidence (Kouzes & Posner, 1993).

Encouraging the heart- This refers to leaders' ability to encourage their followers by genuine acts of caring, showing of appreciation for follower's contributions, and creating a culture of celebrations (Kouzes & Posner, 1993).

Inspiring a shared vision-This refers to the leaders' desire to make things happen, have a clear image of the future, and share it with followers (Kouzes & Posner, 1993).

LPI scores- Scores received in each of the five leadership practices of model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart as identified by Kouzes and Posner, and determined utilization of the Leadership Practices Inventory (Self) (Kouzes & Posner, 1993).

Leadership -Leadership is a process whereby a principal influences teachers and students to achieve school goals. The art of mobilizing others to want to struggle for shared aspirations (Kouzes & Posner, 2007).

Leadership practices-The five practices identified by Kouzes and Posner (2002). These are fundamental pattern of leadership behaviour that emerges when people are accomplishing extraordinary things in organizations: Modeling the way, Inspiring a shared vision, Challenging the process, enabling others to act and encouraging the heart

Leadership style -refers to the behaviour pattern that a person exhibits while attempting to influence the activities of others.

Level of implementation of transformational leadership - refers to the respondent's score on the Leadership Practices Inventory.

Transformational leadership - this refers to a case in which one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivations and morality.

Modeling the way- This practice is about earning the right and respect to lead through individual involvement and personal actions.

1.11 Organization of the of the study

This study consists of five chapters. Chapter One is introduction. The sections in chapter one include background of the study, the statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definition of significant terms and organization of the study. Chapter Two is divided into the following parts: transformative leadership, the role of transformative leadership on academic performance, the role of transformative leadership on discipline, the role of transformative leadership on teacher satisfaction, and the role of transformative

leadership on organizational climate. Chapter Three consists of the methodology of the study. This has the following sections: introduction, research design, target population, sample and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedure, and data analysis procedure. Chapter Four consists of data analysis, research findings and discussion of findings. Finally Chapter Five consists of summary of findings, conclusions and recommendations for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The review of literature is organized into different sections. The first section focuses on leadership as a concept, followed by evolution of leadership theories from traditional to the more modern theoretical paradigm of leadership. A review of literature is also carried out on the role of transformational leadership theory in terms of its characteristics and the differences of transformational leadership in terms of gender. A discussion is then made on the relevance of transformational leadership in a school setting. The chapter describes scientific investigations that have been carried out concerning the listed titles.

2.2 Leadership as a concept

Leadership as a concept and as a set of practices has been the subject of a wide range of research and literature. There is still no universally accepted definition of leadership. Leadership has however been defined in terms of individual traits, behaviours, influence over others, interaction patterns, role relationships, hierarchical position, and the perception of others regarding influence (Bryant, 2009). It is only around the turn of the 21st century that scientific study on leadership began (Abdullah, Abu-Tineh, Samer, Khasawneh and Aieman A. Al-Omari, 2008). Johnson (2002) has pointed out that rigorous study on the leadership phenomenon started with the work of Max Weber and

that the study of leadership can be divided into three stages. These include, trait theories, behavioural theories and neo charismatic theories.

The first stage tried to identify the traits of leaders followed by the stage that focused on their behaviours. The last stage attempted to fit leadership style and the situation a leader was in (Tirimizi, 2002). There has been however a lot of inconsistency in the findings and the different methods used in leadership studies which have brought a lot of dissatisfaction with the researches on the three stages (trait, behavioural and situational theories). This inconsistency has led to a paradigm shift in the leadership research. The theories that have been developed in the new paradigm have differed from the earlier theories in that they seek to explain extraordinary leadership and performance beyond expectations (Paul, Costley, Howelly & Dorfman 2002). The paradigm shift was activated by Burns' publication of 1978 in which he conceptualized the differences between ordinary (transactional) and extraordinary (transformational) leaders (Barnett et. Al., 2001). The different theories on leadership are discussed below.

2.3 Leadership theories

This section deals with the evolution of leadership. It covers trait theories, to behavioural theories, contingency theories and neo-charismatic theories of leadership.

2.3.1 Trait theories

Trait theories emphasize on what differentiates the leaders from the non-leaders. The search for the personality, social, physical or intellectual characteristics that differentiate leaders from non-leaders can be traced in the 1930s (Maritz, 2003). Leaders were expected to have traits that were different from the followers. It was also believed

that the traits would differentiate effective leaders from the ineffective ones. Trait models of leadership considered leaders as individuals having specific superior or endowed qualities that made up their abilities to lead and that certain individuals possess a natural ability to lead (Bass, 1990). Traits were classified as those relating to personality, physical appearance, social background, intelligence and ability. The traits that have been associated with leadership include their height, intelligence, aggression, domination, fluency in speech, charisma and enthusiasm.

Studies of individual traits or characteristics such as intelligence, birth order, self-confidence, socioeconomic status and their relationship to successful leadership led to the conclusion that no single characteristic can distinguish leaders from non-leaders (Mendez-Morse, 2008). Different people have come up with different leadership traits. Yukl (as cited in Hoy & Miskel, 2001) includes a long list of leader traits with four of the most important ones being: Self-confidence leaders, stress-tolerance leaders, emotional maturity and integrity. Drucker (2001) has also a list of leadership traits that includes setting and having goals, a vision, and a mission, and the realization that leadership is a responsibility, and not a rank or privilege. The leader sees others' successes for what they are and works to develop strong association. The leader also earns the trust of others and understands that the ultimate task of leadership is to create human energies and human vision.

Bennis and Thomas (2002) state that great leaders possess four essential skills: an ability to engage others in a shared meaning, a distinctive and compelling voice, a sense of integrity, and an adaptive capacity. Kouzes and Posner (2002) have also a list of

leadership traits. They contend that that leaders should be honest, forward looking, competent, and inspiring; the core foundations of leadership that have endured decades of technological expansion and economic fluctuation. Maxwell (2002) links the critical nature of two extremely important leadership characteristics—character and trust—by explaining that character makes trust possible and trust makes leadership possible. The inconsistencies in the trait theories led to a move away from them in the 1940s. From the late 1940s to mid 1960 emphasis was placed on the behavioural styles that leaders demonstrated (Maritz, 2003).

2.3.2 Behavioural theories

The inability for researchers to reach a consensus on the traits that leaders possess led them to their search on behaviours that leaders displayed (Christabel, 2006). As a result of the disagreement on the significant traits that leaders should possess, there was a move of leadership research away from leader traits to leader behaviours. The premise of this stream of research was that the behaviours exhibited by leaders are more important than their physical, mental, or emotional traits. The assumption of the leader behaviour approach was that there were certain behaviours that would be universally effective for leaders.

In this search four behavioural theories were developed from four studies: the Ohio State studies, the University of Michigan studies, the Managerial Grid and the Scandinavian studies. These studies suggest that there are specific behaviours that identify leaders (Christabel 2006).

(a) The Ohio State studies

Studies carried out at the Ohio State University were intended to identify independent dimensions of leader behaviour (Maritz, 2003). The Ohio State studies and the University of Michigan studies are known as the seminal research on behavioural leadership theories (Yukl, 2002). Researchers in these studies originally had over a thousand dimensions but finally narrowed down to two dimensions that accounted for most of the leadership behaviours described by employees. These were initiating structure and consideration. A leader operating on the consideration dimension acts in a friendly and supportive manner and shows concern for subordinates (Yukl, 2002). A leader operating from this dimension is said to be more concerned with the welfare of the subordinates.

Initiating structure is the extent which a leader defines leader and group member roles, initiates actions, organizes group activities and defines how tasks are to be accomplished by the group. This leadership style is task-oriented. The leader also defines and structures the different roles both for himself or herself and that of the subordinate in attainment of the groups' goals (Yukl, 2002).

Effective leaders were differentiated from ineffective leaders by exhibiting task-oriented behaviours, relation oriented behaviours and change-oriented behaviours. Task-oriented behaviours encompass clarifying roles, planning and organizing operations, and monitoring organizational functions. Relations-oriented behaviours encompass supporting, developing, recognizing, consulting, and managing conflict. Change-oriented behaviours consist of scanning and interpreting external events, articulating an attractive

vision, proposing innovative programs, appealing for change, creating a coalition to support and implement changes (Hoy & Miskel, 2001). One of the major findings in the Ohio State leadership studies was that superiors tend to emphasize initiating structure while subordinates tend to be more concerned with consideration (Hoy & Miskel, 2008). To identify the two leadership behaviours, the Ohio researchers developed the original Leadership Behaviour Description Questionnaire (LBDQ) which consisted of 1800 items. These items were later reduced to 150 items (Northouse, 2001).

(b) University of Michigan studies

These researches were conducted at the same time with the Ohio State University (Maritz, 2003). They had similar research objectives: to locate behavioural characteristics of leaders that appeared to be related to measures of performance effectiveness. The research identified three types of leadership behaviour that separated effective and ineffective leaders (Zorn, 2010). These three behaviours were (a) task-oriented behaviour, (b) relations-oriented behaviour, and (c) participative leadership. The first two behaviours identified in the Michigan studies are similar to consideration and initiating structures as identified in the Ohio State studies. The only difference between these two studies is that the Michigan studies identified the participative leadership behaviour category (Yukl, 2002).

(c) Managerial grid

Blake and Mouton (1964) developed a two-dimensional leadership grid. They proposed a grid based on the dimensions of “concern for task/production” and “concern for people”. In an organizational setting, leadership consists of two attitudinal factors:

concern for task or production, and concern for people. The emphasis placed on each factor ultimately determines the kind of leadership behaviour that results. Blake and Mouton (1964) noted that individuals tend to have a dominant style that they use most often, but when that orientation does not achieve the desired results, they shift into an alternative leadership style. Christabel (2006) notes from the management grid, that Blake and Mouton provide a total of 81 leadership styles. She says that one may deduce that no one leadership style is always entirely effective in all situations and that no style is always the best in all situations. Good leaders have therefore to vary their leadership styles to suit the situation in which they are operating as well as the calibre, maturity level and willingness of their followers. According to Maritz (2003) the Blake and Mouton managerial grid essentially represents the Ohio State dimension of consideration and initiation structure or the Michigan dimension of employee oriented and production oriented behaviours.

(d) Scandinavian studies

The Scandinavian studies explored a third dimension, namely the development-oriented behaviour. The first three theories according to Maritz (2003), evolved during a time when the world was a stable and predictable place. There was a belief that these studies failed to capture the more dynamic realities of today's world. Further research was therefore carried out and a third dimension was discovered, development-oriented behaviour that is related to leader effectiveness.

Development oriented leaders are leaders who value experimentation, seek new ideas, and generate and implement change. Unfortunately, empirical research has not

demonstrated consistent relationships between task-oriented or person-oriented leader behaviours and leader effectiveness. Like trait research, leader behaviour research did not consider situational influences that might moderate the relationship between leader behaviours and leader effectiveness.

2.3.3 Contingency theories

Contingency theories assume that there is no best approach to leadership and stresses the influence of the total set of conditions in which the leader must function. According to Hellriegel et al. (2004) contingency theories are different in that the earlier leadership models or theories focused on personality traits and most of the later ones looked at leader behaviour as determined by contingency or situational factors. Contingency models include the Fiedler, Hersey and Blanchard, House's Path-goal and the leader-participation models discussed below:

(a) Fiedler's model

Fiedler (1967) developed a contingency model in which three major situational variables function to determine whether a given situation is favourable to the leader or not. They are their personal relationship with the members of their group (leader-member relations); the degree of structure in the task that their group has been assigned to perform (task structure); the power and authority that their position provides (position power). Fiedler (1967) defines the favourableness of a situation as the "degree to which the situation enables the leader to exert his influence over his group".

Fiedler's theory is to a certain extent related to Hersey and Blanchard's situational theory in that both theories deal with task orientation, relationship orientation and the

situation in which the leader operates. In both theories a suitable style is recommended for a particular situation. Fiedler's contingency theory has been criticized on both conceptual and methodological grounds. However, empirical research has supported many of the specific propositions of the theory, and it remains an important contribution to the understanding of leadership effectiveness.

(b) Hersey and Blanchard's situational theory

According to Hersey and Blanchard (1982), empirical studies suggest that leadership is a dynamic process, varying from situation to situation with changes in leaders, followers and situations. Situational leadership is based upon the leader adjusting their approach contingent upon the follower's need for direction and their need for relationships (Zorn, 2010). These two areas are based upon the initiating (direction) and consideration (relationships) structures that were indicative of the Ohio State Leadership studies.

The Situational Leadership Theory advocates that the best leaders provide the amount and kind of direction and consideration which best fits the unique needs and developmental level of the follower. Hersey and Blanchard's situational leadership focuses on the followers and the situation. Successful leadership is achieved by selecting a style that suits the context in which the leader is operating as well as the extent to which followers have the ability, maturity and the willingness to accomplish a specific task. If a follower is able, mature and willing to perform a task, the leader may decide to relinquish control and use a more laissez-faire style. If a follower is unable and unwilling, then a more directive style may be chosen.

If a follower is unable and willing, the leader needs to display high task orientation to compensate for the follower's lack of ability and high relationship to get the follower to 'buy' into the leader's desire. If a follower is able and unwilling, the leader needs to use a supportive and participatory style. The views expressed in situational leadership are similar to those of the Fiedler's model, in that if the situation is favourable, the leader and the leader-member relations are good. Therefore, high task and strong power are employed and vice versa for unfavourable situations (Christabel, 2006).

(c) Path-goal theory

Path-goal theory is concerned with subordinates' motivation and satisfaction (Hornstein, Heilman, Mone and Tartell 1987). The theory's basic claim is that by motivating subordinates in the form of encouraging them, the style improves their performance improves. According to Hoy and Miskel (1987), facilitators are able to influence their subordinates' perceptions of work goals, personal goals, and paths to goal attainment. House et al. (1974) identifies four different styles. The first style is the directive leadership style in which the leader lets the subordinates know exactly what is expected of them by offering specific directions. The subordinates are therefore expected to follow the rules and regulations. The second style is the supportive leadership style under which the leaders consider the needs of subordinates by displaying high concern for their welfare and creating a friendly climate in the work group.

The third leadership style is participative, which involves consulting subordinates in decision making, soliciting their suggestions and taking these suggestions seriously before making decisions (Kader 2007). House et. al. (1974) also identifies the

achievement oriented leadership style. This involves setting challenging goals for subordinates by seeking improvement in their performance and showing confidence in subordinates' ability to perform well.

2.3.4 Neo-charismatic theories

This final set of leadership theories includes charismatic leadership theory and transformational leadership theory. Maritz (2003) contends that these theories have three common themes: They stress symbolic and emotionally appealing leader behaviours; they attempt to explain how certain leaders are able to achieve extraordinary levels of follower commitment; and they place no emphasis on theoretical complexities, but look at leadership in a way similar to how the average person on the street today views the subject.

(a) Charismatic leadership

Steyrer (1998) states that charisma is linked to the aura of the leader's exceptional quality and deviates from the prototypical, which corresponds to normative expectations, to what is anticipated. The term charisma was used by Weber (1964) to characterize a leader followed by people because they believe him/her to be extraordinary. The legitimacy of charisma and charismatic leadership is sociologically and psychologically attributed to the belief of the followers in the leader (Christabel, 2006). In this respect, the leader is important because he or she can "charismatically" evoke this sense of belief and thereby earn obedience.

People working with charismatic leaders are motivated to do extra work and, because they like and respect their leader, express greater satisfaction. There are a number of characteristics that differentiates charismatic leaders from non-charismatic ones. The charismatic leaders project an appealing vision and articulation, the leader proposes a future better than the status quo, vision in terms that are understandable to others, willingness to take high personal risk, environmentally sensitive, sensitive to followers' needs and exhibits behaviour that is out of the ordinary (Maritz, 2003). Maritz (2003) asserts that research indicates a high correlation between charismatic leadership and high performance and satisfaction among followers.

(b) Transactional approach

In the 1970s, Burns (1978) helped establish a new way of thinking about Leadership (Bryant, 2009). He described the "transactional" approach to leadership. In his seminal book, *Leadership*, Burns described the "transactional" approach to leadership. Burns depicted it as based on economic and quasi-economic transactions between leaders and followers and on the leaders' appeals to followers' self-interest (Sashkin & Rosenbach, 1996).

Transactional leadership is a result of a leader-follower exchange process, a type of transaction that usually leads to lower order improvements (James & Connolly, 2000). The leader meets followers' needs if performance measures up to their 'contracts' with the leader. Day (2000) concurs that transactional leadership is premised upon the assumption that there are rewards within a system, where leaders have control over these rewards, and that because followers recognize and desire such rewards, leaders may

exercise power and influence over the followers. Transactional leadership has to do with an exchange process where the followers have to perform specific tasks and meet set goals and then get rewards.

(c) Transformational Leadership Concept

Transformational leadership theory has its origin from Weber's theory (1952; 1978) about charisma especially his application of his theory to the roles of ancient Jewish prophets and priests (Bryman, 1992; Zeitlin, 1984). The interest on transformational leadership and charisma was later developed by Burns (1978) in his attempt to distinguish between transactional and transformational leadership. Burns (1978) contended that transformational leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivations and morality. Both leaders and followers and the organization in which they function are transformed.

Burns (1978) studied a number of great leaders and established that they possessed a distinct kind of leadership which he called "transforming". He posited that this kind of leadership had the ability of raising human conduct and aspiration of the leader and the led, and therefore had a transforming effect on both. This is because this leadership was characterized as being moral and uplifting. He also viewed transformational leadership as consisting of four characteristics. These are charismatic or idealized influence, where the leader served as a role model for others to imitate; inspirational motivation, where the leader evoked enthusiasm and a team spirit of shared purpose; intellectual stimulation which challenged all to explore options and innovative

approaches; and individualized stimulation which lent value to all individuals within the organization (Bass, 1998).

A later study showed that transformational leadership was different from the earlier leadership paradigms because of its focus on the commitments and capacities of organizational members (Leithwood, Janzi & Steinbach, 2000). Transformational leadership is also different from earlier theories of leadership because of its departure from a top-down management approach, including deeper targets for more sustainable change and a shift from managerial or transactional relationships with the staff (Hallinger, 2003). Transactional leadership is based on the concepts of give and take while transformational leadership relies on the personality of the leader, his characteristics and ability to bring change to the organization and followers by developing goals that are clear and also having good vision (Pearce & Conger, 2003). Transactional leaders get work done through giving rewards while transformational leaders motivate the followers to work hard. As Ciulla (2004) notes, Burns' research differentiated the two concepts in that in transactional leadership the leaders exchange their royalty with rewards while in transformational leadership there are no rewards for the same.

A transformational leader wins the loyalty of his followers by motivating them with good leadership methods. These make them leave their personal interest and work together to achieve the goal, mission and vision of the organization. The confidence of the followers is raised. The leader also widens the needs of the followers and supports them to achieve higher needs (Antonakis, Cianciolo, & Sternberg, 2004). Yukl (2010)

concur with these differences by asserting that a transactional leader motivates followers by appealing to their own self-interest. This is in contrast to a transformational leader who appeals to the moral values of those within the organization to help bring about change that results in reforms that are of benefit to the organization.

This kind of leadership motivates followers to ignore self-interests and work for the larger good of the organization to achieve significant accomplishments; emphasis is on articulating a vision that will convince subordinates to make major changes (Black & Porter 2000). Transformational leadership is therefore unique when compared to earlier leadership paradigms in that it focuses on the commitments and capacities of organizational members (Leithwood, Jantzi, & Steinbach, 2000).

2.4 Role of transformational leadership

Various studies have related transformational leadership to effectiveness. For example, Berends, Bodilly, and Nattaraj (2002) found that effective and supportive principal leaders were most likely to increase and deepen the implementation of school improvement initiatives. This leadership style has also been found to create a positive school culture because teachers become interested and are involved in the daily interactions at their schools (Darling-Hammond, 2003, Kanter, 2003). This is further confirmed by Northouse (2001) who states that in 39 studies of transformational literature, individuals who exhibited transformational leadership were more effective leaders with better work outcomes. This was true for both high- and low-level leaders in the public and private sectors (Northouse, 2001).

Transformational leadership has also been related to teachers' effort. Philbin (1997) for example, found that transformational leadership created a willingness by teachers to give extra effort. Jackson (1999) concurred with him, stating that transformational leadership produced extra effort from the staff, increased the perception of effective leadership, and created higher satisfaction among the faculty. Transformational leaders inspire their followers to think more than their own aims and interests and to focus on greater team, organizational, national, and also global objectives (Jandaghi et al, 2009).

Hellriegel et al. (2004) are of the view that followers of transformational leaders feel trust, admiration, loyalty, and respect for the leader and are motivated to do more than they thought they would do. Transformational leaders make tomorrow's dreams a reality for their followers. Jones and George (2003) concur that followers of transformational leaders have increasing awareness of the importance of their job and high performance. They are aware of their own needs for growth, development, and accomplishment. Followers do not only work for their own personal benefit, but also for the good of the organization. James and Connolly (2000) concur that transformational leadership appears to motivate followers to adopt a critical reflective approach to practice, to actively engage in their work, and to experiment with ways, perhaps radical and creative, of improving the processes and outcomes. Transformational leaders motivate others to do more than they originally intended and often more than they thought possible.

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Research has also indicated a positive correlation between transformational leadership of school principals and academic performance. For example, Ross and Gray (2006) conducted a study on how transformational leadership behaviour contribute to increased student achievement by building teachers' professional commitment and beliefs on their collective capacity through raising the values of members, motivating them to go beyond self-interest to embrace organizational goals. They assert that transformational leadership influences teachers' professional commitment to school's vision, professional community, school norms of collegiality, collaboration, and joint work and also a commitment to community partnerships. In this study, Ross and Gray (2006) involved all elementary teachers in two Ontario districts in Canada with a total of 3042 teachers from 205 schools.

Data obtained from a Likert 1-6 scale ranging from strongly disagree to strongly agree, showed that teachers' beliefs in their capacity and their professional commitment mediated the impact of principals on student achievements. Thus, the results suggest that the principals who adopt transformational leadership style have a positive impact on teacher beliefs in collective capacity and commitment to organizational values. There is need however to test the relationship of specific characteristics of transformational leadership and academic performance (Blatt, 2002).

Kenneth Leithwood is recognized as a leader in adapting the principles of transformational leadership to the field of education (Klinginsmith.2007). In 1992, Leithwood and his colleagues undertook a series of studies aimed at determining the meaning and utility of transformational leadership in schools. He argued that

transformational leadership was relevant for educational leaders because leadership is primarily manifested during times of change, with the nature of change determining the type of leadership needed, and held that the need for reform, change, and restructuring would continue for the foreseeable future (Leithwood, 1993). In these studies, seven dimensions of transformational leadership were identified. These dimensions were: establishing school goals, providing intellectual stimulation, building school vision, modeling best practices, offering individualized support and important organizational values, demonstrating high performance expectations, creating a productive school culture, and developing structures to foster participation in school decisions. These were however refined into six dimensions by Leithwood in 1996. These six measured specific principal behaviour and included: Identifying and articulating a vision, Providing an appropriate model, Fostering the acceptance of group goals, Providing individualized support, Providing intellectual stimulation and Holding High performance expectations (Jantzi & Leithwood in 1996).

As Rutledge (2009) observes, school leaders are critical in ensuring that school improvement efforts are successful. Systemic change for school improvement requires effective leadership – leaders who take an active role in supporting and sustaining a reform effort (Murphy & Datnow, 2002) and take risks to develop a positive school culture that encourages change (Deal & Peterson, 1999). Morgan and Hopkins (2000) also argue that complex and dynamic cultural changes needed for sustained school improvement, are more likely to occur as a result of transformational leadership that

focuses on the people involved, their relationships, and requires an approach that seeks to transform feelings, attitudes and beliefs.

Effective leadership is essential when implementing school improvement initiatives (Rutledge, 2009). A study of the implementation of New American Schools (NAS) designs found that schools reporting strong principal leaders had implementation levels over half a standard deviation above schools at the sample average (Nataraj-Kirby et al., 2001). Findings suggested that effective and supportive principal leaders were most likely to both increase and deepen implementation in a school.

Other studies have been done to establish if there is a relationship between transformational leadership and various school factors. Layton (2003) for example, sought to establish a relationship between transformational leadership behaviour of middle school principals and increased student learning measured by Indiana's annual achievement test. In his findings, transformational leadership of middle school principals was not found to be linked to increased student learning. However, transformational leadership was related to increased teacher satisfaction, a greater perception of principal effectiveness, and an increased willingness on the part of teachers to give extra effort. Middle schools with principals considered to be transformational leaders were more likely to have an adaptive school culture. These transformational leaders were more likely to promote an adaptive school culture through staff reward practices. A study by Griffith (2004) however showed no relationship between Principal transformational leadership and school-aggregated student achievement progress.

A study by Chin and Wu (<http://www.emeraldinsight.com>) which sought to establish the relationship between Junior High School Principals' Transformational Leadership, School Health and Teacher's Organizational Commitment indicated that there are significant correlations between teachers' commitment and principals' transformational leadership as well as between teachers' commitment and school health. The results also showed that schools with a high degree of transformational leadership on the part of their principals' behaviour and a high degree of "healthiness" have greater teacher commitment than schools with a low degree of the same two factors. However contradicting studies have shown no relationship between transformational leadership and students' performance. For example, Layton (2003) carried out a study on transformational leadership of middle school principals and increased student learning measured by Indiana's annual achievement test. The data were analyzed using Cronbach's alpha, Pearson correlation coefficients among other tests. The results showed no significance relationship between principal leadership behaviour and student's learning.

The literature reviewed has shown transformational leadership as a powerful model of leadership in industrial, political and in military environments (Bass & Riggo, 2006). There is also evidence that transformational leadership is a powerful tool for fostering group goals and can evoke positive changes in educational field. There has been a substantial amount of research that has been done in most developed countries. Most of the studies done in developing countries seem to address leadership in general

and not transformational leadership. This study addresses transformational leadership in Kenya as one of the developing countries.

2.5 Characteristics of transformational leadership

Burns (1978) viewed transformational leadership as consisting four characteristics. These are idealized influence, inspirational motivation, intellectual stimulation and individualized influence. Idealized Influence refers to how the leaders build confidence and trust in the followers and also acts as a role model to them (Bono & Judge, 2004; Stone, Russell & Patterson, 2003). Such leaders are normally admired, trusted and respected by their followers (Bass, Avolio, Jung & Berson, 2003). This means that the leaders behave in such a way that allows them to be role models. These leaders are also viewed as having extra ordinary capabilities and determination. Leaders with this characteristic are also willing to take risks and becounted upon to do the right thing as they demonstrate high ethical and moral conduct (Bass & Riggio, 2006).

The second characteristic, Inspirational motivation refers to the ability of the leader to motivate the whole organization. Transformational leaders make the followers see an appealing future and offer them opportunities to see meaning in their work. They therefore challenge them with high standards. Such leaders also encourage the followers to be part of organizational culture and environment (Kelly, 2003; Stone, Russell & Patterson, 2003). Leaders who display inspirational motivation inspire the followers by providing meaning and challenge to their work. The leaders are also able to encourage team spirit and enthusiasm among the followers. Such leaders also communicate clearly

what they expect from their followers and the followers are therefore able to demonstrate commitment to goals of the organization (Bass & Riggo, 2006).

The third characteristic, intellectual stimulation refers to the ability of the leaders to challenge the followers to the fact that they are able to solve the problems that they may be encountering in the organization (Bono & Judge, 2004; Kelly, 2003). Transformational leaders are able to question assumptions and beliefs held by followers and encourage the followers to be innovative and creative and to view the problems in a new way (Barbuto, 2005). These leaders empower and persuade their followers to propose new and controversial ideas without fear of being criticized (Stone, Russell & Patterson, 2003). Followers are involved in finding solutions to problems that exist in the organization and are never criticized in public when they make mistakes (Bass & Riggo, 2006).

Burns (1978) viewed Individualised influence as the last characteristic. This refers to the way the leader responds to specific unique needs of the followers which ensures that they are involved in the transformational process (Simic, 1998). Individual followers are treated differently based on their different talents and capabilities (Shin & Zhou, 2003). This ensures that the followers reach higher levels of achievement which they would not otherwise reach (Chekwa, 2001; Stone, Russell & Patterson, 2003). The leader may do this through commending the followers on work well done and showing fairness in work distribution. Followers are also attended individually in relation to counseling and professional development. The leader also takes into consideration what motivates the followers as individuals (Simic, 2003).

The transformational leader in his individualized consideration is a keen listener and recognizes individual differences. Interactions with followers are also personalized and two-way communication is encouraged. Tasks are also delegated to the followers although it is ensured that they do not feel monitored (Bass & Riggo, 2006). Transformational leaders who provide individual consideration also demonstrate confidence in individuals' innovative capacities, share the responsibilities and risks with team members when adopting new strategies, and recognize individual contributions to the team (Leithwood & Jantzi, 2005). Individual consideration creates and sustains a climate in which innovations can grow and public criticism of followers' mistakes is minimized (Bass & Avolio, 1994).

Adding to the transformational leadership research, Kouzes and Posner (1989) conducted a study to identify how leaders get extraordinary things done. They conducted their research for almost 20 years and suggested that leadership is a collection of practices and behaviours. These behaviours serve as guidance for the leaders to accomplish their achievements (Kouzes and Posner, 1995). They suggest that these practices are essential components of transformational leadership. They were developed through intensive research on current leadership practices and have been recognized by many researchers as truly representative of highly effective leadership practices (Taylor, 2002).

Kouzes and Posner (1989) emphasized that workers must feel that their input is important to the organization; both employer and employee received satisfaction knowing

that their combined efforts improved the outcomes. Through their research of 550 public and private sector managers, Kouzes and Posner (1989) reported ten behavioural characteristics of transformational leadership which they grouped into five broader categories which were associated with effective leaders. These are Modeling the way, inspiring a shared vision, Enabling others to act, Challenging the process, and Encouraging the heart.

2.6 Practices of exemplary leadership

Given the multiple roles and responsibilities of today's school principal and the role the principal plays in leading school improvement, various research has been conducted on the characteristics, skills and practices of effective school principals (Starcher, 2006). As a result of extensive research on the practices and skills of effective leaders across professions, Kouzes and Posner developed leadership practices that are displayed by exemplary leaders. According to Kouzes and Posner (2007), leadership has an identifiable set of skills and practices that are available to all people. Through studies of best leadership experiences, Kouzes and Posner (2007) found a common pattern of actions and surmised that leadership is about these practices. The model of leadership they developed involves the common practices they found in their research. The five common practices are: modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart.

2.6.1 Transformational leadership practice on modeling the way

The first practice is Modeling the way. Modeling means living behaviours and values that you want individuals in your organization to emulate. This sort of leading is leading from the front. It has been likened to pulling a string which works better than trying to push it from behind. Transformational leaders are open and honest, and develop trusting interactions through doing what they do or say that they are going to do (Knab, 2009). Effective leaders set an example and commitment through their daily acts that create progress. Through setting an example, transformational leaders demonstrate commitment to the organisation and its people. They create a program and lead the others in performing the organizational roles.

To be able to model the way for their constituents, they need to have a philosophy, set high standards by which the organization is measured, a set of principles concerning the way people should be treated, and the way goals should be pursued that make the organizations unique (Kouzes and Posner, 2002). In modeling the way, the leaders show that they also live the values they advocate. This consistency between words and deeds is believed by transformational leaders to build their credibility. This is also confirmed by Shannon and Bylsma (2002) who found that highly effective principals are extremely visible throughout the school building, demonstrating the importance of the teaching and learning process and inspire activities taking place under their direction.

Starcher (2006) observes that in modeling the way, effective leaders know their own voice and are deeply committed to their beliefs, values and principles. Such leaders express themselves using their own words and actions, rather than relying on the words

of others. In addition to knowing their own voice, effective leaders set the example for their constituents. By setting the example, leaders demonstrate a commitment to the organization and its people. Through modeling the way, effective leaders cultivate a culture in which people are committed and loyal as well as take pride in the organization and its work (Kouzes & Posner, 2002).

In modeling the way, the principals are also expected to be good examples to their teachers. They demonstrate a commitment to the vision and goals of their schools. Such principals spend time with teachers and students, paying attention to them and responding to their needs (Southworth & Du Quesnay, 2005). Such principals are also committed to spending as much time, if not more, at the school as they expect of their teachers (Kouzes & Posner, 2002). Other researchers have indicated the same trend. Joyce and Weil (1996) for instance found a quality like principal support of teachers and an active problem-solving attitude to separate typical and more effective elementary schools. More involvement from a variety of stakeholders in decision making is characteristic of high performance schools. In addition, areas of transformational leadership such as providing support for individual teachers, fostering cooperation, and encouraging them to work toward school goals have proved to have positive effects on school outcomes (Leithwood, 1994).

2.6.2 Transformational leadership practice on inspiring a shared vision

The second practice is inspiring a shared vision. Inspiring a shared vision (the image of the future that provides focus for all activities), requires the leader to communicate this vision in such a way as to motivate the followers to work toward its

achievement (Leech, & Fulton, 2008). To accomplish this, successful leaders must utilize charismatic leadership strategies and communication to sell the vision to the entire organization. Kouzes and Posner (1995) asserted that although the vision was cooperatively developed with all stakeholders, the leader must articulate it and provide focus.

In developing a shared vision, effective leaders encourage constituents to examine the big picture rather than simply focus on the here and now. Effective leaders encourage others to envision where they want to be or where they want to go in their futures (Starcher 2006). Kouzes and Posner (2002) also report that best leadership experiences were realized when leaders "...imagined an exciting, highly attractive future for their organization. They had dreams of what could be...." (Kouzes and Posner (2002:p. 15). Leaders must inspire a shared vision. They must have the ability to "...gaze across the horizon of time, imagining the attractive opportunities that are in store when they and their constituents arrive at a distant destination...." (Kouzes &Posner 2002:p. 15). To possess such vision, leaders must have a compelling desire to make something happen, to create a new paradigm, to create something that no one else has ever created before (Kouzes & Posner, 2002). Transformational leaders are committed to working with their followers to develop and foster a shared vision among all stakeholders. They believe that they can make a difference by envisioning the future and creating an ideal and unique image of what the organization can become.

Effective leaders encourage others to envision where they want to be or where they want to go in their futures. These leaders are able to inspire their followers with a

positive and a hopeful outlook. They also generate enthusiasm and excitement for the common vision from others through genuineness and skillful use of positive language, symbols and personal energy (Kouze & Posner, 2002). Effective leaders also recognize that they cannot accomplish much without the involvement of all members of the organization. They therefore communicate the need for team effort in accomplishing a shared vision. These leaders listen to their followers, encourage them to commit to the organizational work and help them feel satisfied as contributing members of the organization (Kouzes & Posner, 2002).

Transformational leaders inspire their followers to think more than their own aims and interests and to focus on greater team, organizational, national, and also global objectives (Jandaghi et al, 2009). Inspiring a shared vision according to Kouzes and Posner (2002), charges leaders with the task of enlisting the people of an organization in a clear and exciting vision that reveals opportunities and an attractive future for all stakeholders (Kouzes & Posner, 2002). In a school setting, the teachers must believe their leader has a clear understanding of their needs and is committed to their interests at heart.

2.6.3 Transformational leadership practice on Challenging the process

Kouzes and Posner(2002) identified “Challenging the process” as another practice of exemplary leaders. Leaders who challenge the process are continuously searching for opportunities to improve and innovate, with little fear of experimenting and taking risks. Leaders are the problem identifiers. They look for difficult situations and try to find new

ways of doing things. They exercise courage, take risks and know that incremental change is challenging (Knab, 2009). Such leaders are proactive and unwilling to settle for the status quo (Starcher, 2006). Effective leaders are open to new ideas and innovations, yearning to “make something happen” (Kouzes & Posner, 2002). As people inevitably make mistakes, leaders help pick them up and move forward. Effective leaders help people learn from their mistakes, continuing towards success. As leaders and their constituents stumble along the path to excellence, they must not blame themselves but examine the initiative and determine if it needs modified in order to accomplish the ultimate goal. Ultimately, leaders must build a commitment to the challenge of reaching new heights, while supporting constituents along the way (Kouzes & Posner, 2002). Effective leaders create opportunities for various interactions so that individuals can network with one another, sharing their experiences and expertise as well as celebrating their accomplishments (Kouzes & Posner, 2002).

Transformational leaders seek out challenging opportunities that test their skills and abilities and look for innovative ways to improve their organizations. These leaders show willingness to challenge the system in order to turn these ideas into actions and to get new products, processes and services adopted. Transformational leaders experiment and take risks with mistakes because every one mistake opens the door to a new opportunity (Kouzes & Posner, 2002). Leaders who challenge the process are continuously searching for opportunities to improve and innovate, with little fear of experimenting and taking risks. Such leaders are proactive and unwilling to settle for the status quo. Effective leaders are open to new ideas and innovations, yearning to “make

something happen” (Kouzes & Posner, 2002: p. 178). Effective leaders help people learn from their mistakes, continuing towards success. As leaders and their constituents stumble along the path to excellence, they must not blame themselves but examine the initiative and determine if it needs modified in order to accomplish the ultimate goal (Kouzes & Posner, 2002).

In challenging the process, the leader is encouraged to be a risk-taker, by identifying ineffective policies and procedures and experimenting with new and improved ones. Success in this practice is predicated upon the leader's ability to appropriately match the capabilities of an organization's human capital with the demands of the tasks (Leech, & Fulton, 2008). Those who challenge the process are open to new ideas and realize that a key to success is the ability to recognize good ideas from others or external sources. Taking risks means that leaders must be able to deal with failure (Kouzes & Posner, 2002).

2.6.4 Transformational leadership practice on Enabling others to act

In “Enabling others to act” as a practice of transformational leaders involve others in planning and give them freedom of choice in decision-making. Leaders in Kouzes and Posner's study realized that goals cannot be achieved without team effort. Exemplary leaders did not feel vulnerable by giving away power, but understood the importance of doing so. By empowering others, leaders were able to enable others to use information in producing outstanding results (Kouzes & Posner, 1995). Encouraging others to do a job is not enough. They must also feel that they are able to act and able to put their own ideas

into place with the support of the leader (Knab, 2009). These leaders foster collaboration among all the stakeholders. Kouzes and Posner note that collaboration is essential for achieving and sustaining high performance. In their dealings with their followers, transformational leaders must trust others and utilize their expertise and experiences to influence the work of the organization. They make their followers feel capable and powerful. Effective leaders recognize the importance of establishing a culture of interdependence which indicates that all people rely on one another to accomplish the shared goals of the organization. These leaders also create opportunities for various interactions so that individuals can network with one another sharing their experiences and expertise as well as celebrating their accomplishments (Kouzes & Posner, 2002).

Transformational leaders also seek to empower others, sharing information and data with them and seeking input into solving problems and setting the direction for the organization and express to them that they do make a difference. Transformational leaders also consider the needs and interests of others and let them feel as if they carry the ownership and responsibility in the organization (Kouzes & Posner, 2002). Enabling others to act, engenders the development of cooperative goals through empowerment and trust building. Organizational structures should be constructed to encourage group action, which requires the sharing of information, resources, and ideas (Leech, & Fulton, 2008).

2.6.5 Transformational leadership practice on encouraging the heart

The last practice found among exemplary leaders is *Encouraging the heart*. This involves the recognition of contributions and the celebrations of victories (Kouzes &

Posner, 2002). People need encouragement and motivation to achieve the goals set by the organization. Leaders need to recognize achievements to motivate their followers. By influencing employee motivation, leaders attach rewards and recognition to job performance. As the most prominent personalities in the organization, effective leaders celebrate individual and group achievements.

Recognizing contributions involves focusing on the organization's shared vision and goals, expecting the best of others in their efforts to meet the established goals, paying attention to the work of others by listening to them and showing you care, and recognizing their efforts through thoughtful and creative ways. In addition to recognizing the contributions of others, effective leaders celebrate the victories of the organization (Starcher 2006). Such celebrations build a sense of community, make lasting memories of success, reinforce the goals of the organization, and demonstrate that the leader is aware of the contributions of her/his constituents (Kouzes & Posner, 2002). Effective leaders "...know that celebrations and rituals, when done with authenticity and from the heart, build a strong sense of collective identity and community spirit that can carry a group through extraordinarily tough times...." (Kouzes & Posner, 2002: p. 20).

2.7 Transformational practices in school setting

Northouse (2001) states that in 39 studies of transformational literature, individuals who exhibited transformational leadership were more effective leaders with better work outcomes. This was true for both high- and low-level leaders in the public and private sectors (Northouse, 2001).

Hallinger and Heck (1997) have contributed extensively to the research on principals' leadership and student outcomes. Their review of the literature led to a three-fold classification of principal effects ranging from direct effects by principal actions to mediated effects which see principals influence outcomes through other variables, to a reciprocal effect through which actions of staff members and of the principal affect each other and have an impact on student outcomes (Hallinger & Heck, 1997). Internal processes of a school that are associated to students' success, such as academic achievement, school mission, instructional organization, and academic learning time could be influenced by principal's leadership (Hallinger & Heck, 1997). The principals are seen to affect students' academic performance through different leadership characteristics including transformational leadership.

Principals who display this characteristic spend time with teachers and students and pay attention to them and respond to their needs (Southworth & Du Quesnay, 2005). Kouzes and Posner (2002) assert that these principals are committed to spending most of their time at their school just as they expect of their teachers. Such principals are extremely visible throughout the school building, demonstrating the importance of the teaching and learning process and activities taking place under their direction (Shannon & Bylsma, 2002). They are also known to model their work ethics and expectations to their constituents. Bylsma (2002) reports that such transformational leaders listen to others, keep their commitments and respect others.

In school settings, it is also important for all the stakeholders to share a vision. This shared vision should be developed in such a way that all the stakeholders know the

direction that the school system take in pursuit of school improvement (Jarnagin, 2004 & Kent, 2004). Hall and Hord (2006) agree that all stakeholders should examine the goals of the school, the data which support the need for improvement and the results expected as a result of the improvement initiative. This vision should then be communicated to all stakeholders of the school. Jerald (2005) suggests that this communication of the school's vision is paramount to school improvement. Transformational leaders should seek all avenues of communication to show that the school is entrenched in an improvement initiative and requests commitments to the challenge. The leaders should also seek the removal of barriers to implementation of the improvement initiative (Hall & Hord, 2006; Jerald, 2005). Some of the strategies for improvement should be staff development initiatives as the teachers play a major role in school improvement (Jerald, 2005).

When stakeholders are involved in the improvement initiatives they develop a sense of ownership and commitment (Jarnagin, 2004). Leaders should therefore strive to ensure that all stakeholders are provided an opportunity to develop ownership of the initiative thereby fostering personal commitment (Duke, 2004; Fullan, 2005). Balcerek (1999) asserts that leaders must utilize their leadership skills and practice to inspire others to commit to the vision and goals of the school.

Transformational leaders motivate and inspire others by providing a challenge and meaning to their work (Maritz, 2003). Team morale, enthusiasm, and positive outlook are enhanced and evident. The leader involves others in thinking about attractive future outcomes. Leaders have the capacity to work with others in the school community to formulate a vision for the school. The vision is communicated in a way that ensures

commitment among staff, students, parents and others in the community. According to Maritz (2003), to be able to change, schools need visionary and inspirational managers, who will lead their followers (deputy school manager, educators, learners, parents and the local community) to participate willingly in improving the school.

In challenging the process, school principals should lead the teachers in looking for ways to improve the school (Fullan, Bertain & Auinn, 2004). Teachers' innovative moves in areas such as new ideas on the curriculum, new instructional methods and assessments, need to be supported by the school principals (Kouzes & Posner, 2002). Jones and George (2003) concur that transformational leaders openly share information with their followers so that they are aware of challenges and the need for change. Leaders cause followers to view challenges in their groups and throughout the organization from a different perspective, consistent with the organization's vision. Leaders engage and empower followers to take personal responsibility for helping solve problems. The transformational leader's intellectual stimulation leads followers to view problems as challenges that they can and will meet and conquer.

As school principals seek to enable others to be involved in school improvement, they need to concentrate on capacity building. This often requires staff development to provide people with skills, knowledge, materials and additional resources necessary for implementation of strategies that improve learning (Lambert, 2003). There is also need to sustain a staff development initiative as this can serve to solve problems (Atkinson, 2002; Duke, 2004; Jerald, 2005). School principals should also seek to build up leaders among their followers by providing staff development. They should therefore seek to instill a

leadership capacity in others (Childs-Bowen, 2005). Enabling others to be involved in school improvement is a result of a culture supportive to change. In a study carried out by Kelley, Thornton and Dauherty (2005) on the relationship between leadership practices and school climate, it was found that principals' leadership practices played an important part in creating a positive school climate as well as one supportive of improvement. School principals should also envision the needs of their teachers, empower them to share the vision and enable them to create an effective learning environment (Kelley et. al, 2005). Christabel (2006) notes that transformational leaders encourage and prompt others to be innovative and think of alternatives by questioning, rethinking problems, and examining their work in new and different ways. When people engage in creative problem solving, and their ideas and mistakes are not criticized, they are encouraged to try their ideas.

Kouzes and Posner's (1995) fifth practice, encouraging the heart, highlights the importance of leaders' individual and group contributions to the organization's accomplishments. Encouragement through the celebration of successes, big and small, motivates people to continue to take risks and remain committed to the organization's goals. Such genuine care provides people with the spirit to overcome insurmountable obstacles (Leech, and Fulton, 2008). As the principal continues to recognize the contributions of the stakeholders to the success of the school, he/she encourages them to continue working hard in their pursuit of the school's goals. Individuals enjoy the praises for the work they do and recognition for their accomplishment although this may take a long period of time (Jazzar & Algozzine, 2006). This therefore calls for the commitment

of the effective school principals to recognize the few accomplishments as they happen along the way.

2.8 Gender and leadership behaviour

Research has shown contradicting findings on the gender difference in leadership characteristics. Some studies indicate that there is no significant difference in the manner in which men and women lead (Bass, 1990; Carless, 1998) this is confirmed in later researches. For example, Reichenadter (2005) conducted a study on transformational leadership and perceptions of male and female middle or junior high school principals and teachers regarding mandated school reform. He found no significant differences in the perception of transformational leadership characteristics between male and female principals. He found that gender did not have an effect on the perceptions of transformational leadership in regard to mandated school reform.

Other researchers have however shown that women leaders behave differently from their male counterparts. Eagly and Johnson (1990), in the first systematic and comprehensive analysis of gender differences in leadership, discovered that women tend to adopt a more democratic and less autocratic style than men. Limerick and Anderson (1999) in their analysis of the relationship between leadership and gender in schools revealed men as more directive and bureaucratic while women were more collaborative and rational. Studies analyzing transformational, transactional and laissez-faire leadership styles suggested that women might be more transformational leaders than men. In a later report, Eagly et al.(2003) reported that female leaders were rated by followers as being more transformational leaders than male leaders. Specifically, female

managers displayed three components of transformational leadership more frequently than men: idealized influence, inspirational motivation, and individualized consideration. Limerick and Anderson (1999) also found men to be more directive and bureaucratic while women were found to be more collaborative and rational. Carles (1998) also found women leaders to be more transformational and less transactional than men. Although the differences were small, they were significant. Since researchers conceptualized transformational leadership as contributing to the success of the organization, any gender difference was important (Blatt, 2002)

Other studies have shown that male principals in secondary schools were found to be more sensitive to the needs of teachers and students than their female counterparts (Collard, 2001). Hence it would mean that transformational leadership style at the secondary school level was more pronounced in schools where men were principals than in schools where women were at the helm of affairs. Manning (2002) found no significant differences in transformational leadership between male and female managers at equivalent levels, whether leadership was self-rated or observer-rated. However Eagly et al, (2003) reported that female leaders were rated by followers as being more transformational leaders than male leaders.

The findings of Rohmann and Rowold (2009) revealed gender differences concerning leadership styles. The researchers noted that female managers were described with behaviours such as; they manifested more behaviour that instilled pride and respect for them, presented a more trustworthy role model for their followers, were stronger at communicating a vision and showed more enthusiasm.

Collard (2001) did confirm in his analysis that gender differences in school leadership was not consistent across school levels. At the primary level, female principals were found to be more sensitive to the needs and difficulties of their teachers and students, either as individuals or as in groups (Collard, 2001). However, some other studies have shown that there is no relationship between gender and the transformational leadership style (Van Engen, van der Leeden & Willemsen, 2001; Coleman, 2003; Mandell & Pherwani, 2003).

2.9 Empirical evidence of principal leadership role on academic performance

There has been a great concern over the years about leadership and management of secondary schools (Okoth, 2000). Research has found a significant relationship between leadership and students' performance across all schools for reading and mathematics (Andrews and Soders, 1987). Researchers have identified the Principal as the key factor in determining an effective school (Chrispeels, 2002). The great concern over leadership has led to development of programmes for the preparation of head teachers in Kenya such as Kenya Educational Staff Institute (KESI).

Many scholars have also acknowledged that the role of school leadership is the most significant in enhancing school performance and student achievements (Hallinger and Heck, 1998; Walker and Stott, 2000; Fisher and Frey, 2002; Mulford, 2003; Cotton, 2003; Dinham, 2004; Kearney, 2005; Janerrette and Sherretz, 2007; Gentilucci and Muto, 2007; Gamage, 2009). It has been found that effective leaders develop school climates and cultures that help motivate both the students and teachers leading to the creation of

better teaching and learning environments which are more conducive to higher levels of student achievements.

There have been contradicting studies on the effect of transformational leadership on academic performance. Some research has shown that schools which have raised student achievement in spite of students' socioeconomic backgrounds almost invariably do so with the guidance of an effective leader (Keedy, 2004). Moreover, it is documented that a principal's behaviour and practices impact student achievement (McLeod, 2008). Following the work of Cotton (2003), Marzano, Waters, and McNulty (2005) conducted a meta-analysis of 35 years of research on the impact of the building principal in relation to student achievement. They found that the quality of school leadership, as determined by teachers' perceptions of their principals' effectiveness, has a significant impact on student achievement levels. To bring a more complete understanding of the impact of a 0.25 correlation, Marzano, Waters, and McNulty explained, "...This correlation indicates that an increase in principal leadership behaviour from the 50th to the 84th percentile (as measured by teachers' perceptions) is associated with a gain in overall achievement of the school from the 50th percentile to the 60th percentile (on standardized achievement tests)..." (p. 30)

Moreover, extensive studies demonstrate that particular leadership styles of school leaders could have positive impact on teaching and learning environments and processes leading to improvements in student performance and academic achievements (Leithwood & Riehl, 2003; Day, 2004; Harris, 2004; Hale & Rollins, 2006; Gurr, Drysdale & Mulford, 2006; Robertson & Miller, 2007; Guskey, 2007; Gentilucci &

Muto, 2007). Harris (2004) asserts that successful leadership in schools have resulted in higher levels of both student attainment and achievements

Waters, Marzano and McNulty (2004) conducted a meta-analytic study on leadership practices that are highly correlated with student achievements. They investigated whether the focus on the quality of leadership had a significant relationship to student achievements and also sought which specific leadership responsibilities and practices had the greatest impact on student achievements. In total, the 70 studies involved a sample size of 2,894 schools with 14,000 teachers, and more than 1.1 million students. Based on these studies; Waters, Marzano and McNulty (2004) found that principals who identified the correct focus for schools and classroom improvement efforts were more likely to have a positive impact on improving student achievements.

Chin (2007) also used a meta-analysis technique to synthesize the results of 28 independent studies and to investigate the overall relationship between transformational school leadership and three measures of school outcomes. The study found that, in terms of the mean effect sizes, transformational school leadership does have positive effects on teacher job satisfaction, school effectiveness perceived by teachers, and student achievement.

According to Farkas, Johnson, Duffett, Foleno, and Foley (2001), school district superintendents believe that a good principal is at the heart of success of a school's accomplishments. In their research, they concluded that 62% of the superintendents will move a principal with a proven talent to a low-performing school as an excellent way to turn that school around. Elmore (2000) concurred, noting that effective school leaders

build capacity within the organization through professional development, high expectations, and collective accountability for results.

A review of effective schools research indicated that the school principal is paramount to a school's success (Edmonds, 1979; Lezotte, 1992; Protheroe, Shellard, & Turner, 2003). Scholars continue to believe that the principal is key to addressing the reform movement and creating a professional learning community with high academic performance (DuFour, 2002). Bottoms and O'Neil (2001) characterized the principal as the chief executive officer who assumes the ultimate responsibility for the success of the school. Much research has been conducted on the impact of principal leadership on student learning (Bell, 2001). In a study on high-performing schools, Picucci, Brownson, Kahlert, and Sobol (2002) concluded that principals at these schools established tangible goals, held teachers accountable, challenged their staff to improve upon their own successes, and communicated high expectation through dialogue, action, and symbolic gestures. In *Turning Points 2000*, Jackson and Davis (2000) report that "...no single individual is more important to initiating and sustaining improvement in middle grade school students' performance than the school principal..." (Jackson & Davis, 2000: p. 157).

Barnett, McCormick & Conners (2001) study however established that transformational leadership does not necessarily lead to improved students' academic performance. They carried out a study of twelve secondary schools in New South Wales, Australia which revealed that teachers may in fact be distracted from concentrating on learning-and-teaching by their transformational principals. This could happen, for

example, when the teachers take time away from students to be involved in the corporate school initiatives that an inspirational, transformational principal expects of them.

The importance of the principal as a factor of significant influence on school success has emerged consistently over time (Miller, 2004). The principal as a learning leader, specifically, can impact multiple areas of the school setting (Elmore, 2000). Hale and Rollins (2006) conducted a research project involving principals of Breakthrough High Schools (BTHS) in the USA to identify the strategies used in promoting student achievement. The selected schools had large numbers of students who were potentially at risk of failure, but achieved astonishing results, with up to 90% of those attaining postsecondary education. Based on interviews with stakeholders, the researchers were of the opinion that successful school leadership made important contributions to the improvement of student learning. The primary sources of successful leadership in schools were principals and teachers; and in addition to principals and teachers, leadership was distributed to others in the school and community.

The principals spent considerable time in holding teachers accountable for student performance, while encouraging them to be involved in problem-solving meetings, creating collaborative working environments, and peer reviews in order to help teachers build stronger and more trusting relationships. Besides, the principals created higher levels of student participation providing extra support for learning, and creating a strong connection with parents and community.

Klinginsmith (2007) notes that there has been a lot of researches that focus on the role of the school principal as an instrumental agent in effecting school change with

researchers and theorists looking at the behaviours of school principals in an effort to determine which, if any, of those behaviours contribute to school success. Principal leadership seem to affect directly or indirectly students' academic performance. Such studies were conducted by different researchers such as Cotton. Cotton (2003) focused on the researches that were done after 1985.

Cotton wanted to establish a list of traits and actions that were common among the leaders in high achieving schools. Similar studies were conducted by Waters, Marzano and McNulty (2003). They reviewed over 2,000 studies that were published after 1978 and reported results from the 70 studies that reported standardized, objective, and quantitative measures of student achievement. One of the conclusions drawn from their research was that while "leaders can have a positive impact on achievement; they also can have a marginal, or worse, a negative impact on achievement" (Marzano and McNulty, 2003: p. 5). From these researches two characteristics that were found to contribute to positive change were leader's ability to improve school and classroom practices which improved achievement and a proper understanding of the magnitude and/or "order" of change and making appropriate adjustments in their practices.

Other researches that have confirmed the effect of leadership on achievement include that of LaPointe and Davis (2006). They asserted that school leadership influences student success through the support of effective teachers and through the implementation of effective organizational processes. Leadership styles that create a positive and an energizing climate for teachers have also been found to facilitate student achievement (Goleman, Boyatzis, & McKee 2004). These researchers identified four

leadership styles: visionary, coaching, democratic, and facilitative styles as capable of accomplishing positive results.

Chirichello (1999) interviewed principals and teachers from six elementary schools, which are regarded as successful schools, to learn about the preferred leadership style. He found that teachers preferred transformational leadership because it facilitated and supported change, encouraged teachers to be leaders, encourages professional development and reflection, and supported collegial work. This is in line with Barnett and McCormick's (2004) findings that teachers need leaders who build professional relationships with them, who care about their needs, and who have high expectations of their teaching. Most important, teachers need leaders who lead by example in achieving school goals (Hajnal & Sackney, 1998).

Shannon and Bylsma (2002) indicated that effective school leadership is one component often found in high-performing schools. Principals charged with leading schools are "judged" by various indicators, including student performance on standardized exams, student enrollment in advanced placement courses, and the attendance and graduation rates of students (Kaplan et al., 2005). They found that principals of high-performing schools tend to be rated as high-quality while those principals serving low-performing schools are often rated as low-quality.

2.10 Theoretical framework

Transformational leadership was first outlined by Burns in 1978 but later reconceptualized by Bass and his colleagues in 1985. Burns determined that great historical leaders held in common a distinctive kind of leadership, which he termed

“transforming.” Leadership can be found, according to Burns in relationships between motives, resources, leaders, and followers (Klingismith, 2007). Bass contends that transformational leadership goes beyond the simple exchange of rewards and expectations of reward for effort (Bass,1985). Unlike other forms of leadership that focuses on the leader or on the follower, transformational leadership examines the relationship between leader and follower and considers that by engaging the higher needs of the followers, instead of merely working for the greater good, the followers become self actualizing and finally grow to be leaders themselves.

To differentiate ‘ordinary’ from extraordinary leadership, Burns (1978) conceptualized two factors; transactional leadership and transformational leadership. He contends that ordinary leadership (transactional) is based on an exchange relationship in which follower compliance (effort, productivity, and loyalty) is exchanged for expected rewards. Extraordinary leaders (transformational) raise followers’ consciousness levels about importance and value of designated outcomes and ways of achieving them. Transformational leaders motivate employees in ways that make them develop and perform beyond expectations (Burns, 1978, Bass, 1985; Sergiovanni, 1991)

Transformational leadership is based on teamwork and joint decision making and has emerged as a new model for leadership (Spears, 1996). The significance of this theory has rested on its commitment to ethics and the elevation of leaders and followers to higher levels of needs, motivations and values (Burns, 1978; Colvin, 2002). Transformational leadership is a leadership behaviour that motivates followers and leaders to do more than they thought possible by “...raising followers’ level of

consciousness about the importance and value of specified and idealized goals, getting followers to transcend their own self-interest for the sake of the team or organization, and moving followers to address higher-level needs....” (Bass, 1985, p.20).

Bass (1985) identified components of transformational leadership which are further measured with the Multifactor Leadership Questionnaire (MLQ). The questionnaire was administered to U.S. Army officers, who were told to rate their superior officers on a scale from 0 (not observed) to 4 (behaviour observed frequently). Numerous other studies have been carried out following this original research to analyze frequencies of behaviours observed by subordinates in business, agencies, and the military.

The following four components of transformational leadership were developed: 1. *Charismatic Leadership, or Idealized Influence.* Transformational leaders are role models; they are respected and admired by their followers. Followers identify with leaders and they want to emulate them. Leaders have a clear vision and sense of purpose and they are willing to take risks. 2. *Inspirational Motivation.* Transformational leaders behave in ways that motivate others, generate enthusiasm and challenge people. These leaders clearly communicate expectations and they demonstrate a commitment to goals and a shared vision. 3. *Intellectual Stimulation.* Transformational leaders actively solicit new ideas and new ways of doing things. They stimulate others to be creative. They never publicly correct or criticize others. 4. *Individualized Consideration.* Transformational leaders pay attention to the needs and the potential for developing others. These leaders establish a supportive climate where individual differences are

respected. Interactions with followers are encouraged and the leaders are aware of individual concerns (Bass, 1998).

A further study on transformational leadership that has been developed and subsequently validated in a number of independent studies in the educational setting is the theory by Kouzes and Posner (2007). In their study on exemplary leaders, Kouzes and Posner identified five practices that differentiated effective from ineffective leaders. These practices are Modeling the way, Inspiring a shared vision, Challenging the process, Enabling others to act and Encouraging the heart. Modeling means living behaviours and values that you want individuals in your organization to emulate (Knab, 2009)

The second practice is inspiring a shared vision. Knab (2009) posts that inspiring a shared vision entail motivating people from grand ideas and cause that capture their attention. The leader's task is to then communicate effectively that vision through stories and symbols, and inspire others to action. The third practice is challenging the process. Leaders look for difficult situations and try to find new ways of doing things. They also exercise courage and take risks. The fourth practice is enabling others to act. Encouraging others to do a job is not enough. A leader has the responsibility of ensuring supporting his followers to be able to act and to put their ideas into action. Lastly is encouraging the heart. Knab, (2009) accounts that people work hardest when they are passionate about their job.

The current study investigated whether a Principal who displays the five components of transformative leadership affects the academic performance of the secondary school he or she heads. The success of the head was measured using academic performance.

2.11 Criticisms of transformational leadership

Although transformational leadership has been related to organizational efficiency, it has also been reported to have several shortcomings. The morality of transformational leadership has been questioned, especially by libertarians and organizational development consultants (Griffin, 2003). Hall, Johnson, Wysocki and Kepner (2002) criticize transformational leadership and say that it has potential for the abuse of power. They assert that transformational leaders motivate subordinates by appealing to strong emotions regardless of the ultimate effect on subordinates and do not necessarily attend to positive moral values.

Transformational leaders have been observed to have powerful influence over followers who give or offer them total trust and respect (Stone, Russell & Patterson, 2003). Personal identification with the leader may result to submission and unquestioning loyalty. This exposes the followers to a risk whereby personal identification with the leader would cause followers to carry out actions they would otherwise not undertake. "...Consequently, if the leaders' motive or ethical standards are poor, they can manipulate their loyal constituency...." (Stone, Russell, & Patterson, 2003 p.6).

Some leaders may have selfish tendencies thriving on power and manipulation. Some subordinates may also have dependent characters and form strong and unfortunate bonds with their leaders (Stone, Russell & Patterson, 2003). Further, as Bass (1997) notes, transformational leadership lacks the checks and balances of countervailing interests, influences and power that might help to avoid dictatorship and oppression of a

minority by a majority. In the absence of moral rectitude, it is self-evident then that transformational leadership might be applied for less-than-desirable social ends.

Transformational leadership is appropriate in environments of turbulence and change because it contributes to organizational improvement, effectiveness and institutional culture (Barnett, McCormick & Conners, 2001). Barnett, McCormick & Conners (2001) however contested this view. Their study of twelve secondary schools in New South Wales, Australia, revealed that teachers may in fact be distracted from concentrating on learning-and-teaching by, for example, taking time away from students to be involved in the corporate school initiatives that an inspirational, transformational principal expects of them.

Transformational leadership also lends itself to amoral self promotion by leaders since it makes use of impression management (Bass, 1997). He reports that it encourages followers to go beyond their own self-interests for the good of the organization and may emotionally engage followers in pursuit of evil ends. This leadership also encourages subordinates to go beyond their own self-interests for the good of the organisation by means of manipulation which may cause the subordinates lose more than they gain as pointed out by White and Wooten (1986). This point is supported by Carlson and Perrewe (1995) who state that an organization's culture socializes individuals into that culture. While acceptable behaviour might be supported in this way, so too might socially unacceptable behaviour.

There is some evidence that transformational leaders lack staying power. Collins (2001) makes a compelling case that organizations led by transformational leaders blossom and then wilt as the leaders move on or the external environment changes. Smith, Montagno, and Kuzmenko, (2004) postulate that, as the organization moves to an environment and state that are more stable, the true transformational leader becomes less relevant. In a school setting, teachers are likely to be expected by these principals to be involved in school initiatives to ensure that the vision of the school becomes reality. This is likely to distract them from concentrating on teaching and learning and this is perceived by teachers to be negatively related to student learning outcomes. Teachers' time may be taken up with these initiatives, which may possibly aim at improving student outcomes, but ironically they have the opposite effect.

Transformational leadership's propensity for empowering shared leadership in others has been criticized by some researchers (Clinesmith, 2007). The largest challenge of transformational leadership according to Hallinger (2003) is the fact that a transformational leader share leadership with others which can cause some levels of uncertainty. He asserts that transformational leaders must be ready to accept and also explain to their subordinates that they need to be tolerant of some ambiguity as they open to new understandings. It is therefore suggested that there is need for continued training of leaders to foster a stable environment in the school (Clinesmith, 2007).

There is also a concern on what teachers are likely to do once they have been able to achieve the school goals through transformational leadership. There is a fear that the staff will reach a "plateau where they need to slow down and assimilate the changes"

(Lashway, 2006, p. 93). Although Lashway (2006) posits this fear, he proposed some actions that can be taken by effective leaders in order to sustain continued synergy. These include, "...continued provision of role models and intellectual stimulation...."(p.94). Lashway (2006) also indicated the potential for transformational leadership to reach a state of apathy but contended that the capacity of the organization expands and can be reflective and appropriately responsive through continuous learning.

2.12 Conceptual framework

Figure 1 shows the relationship between the variables of the study. A likely outcome of transformational leadership characteristics is improved students' academic performance as indicated in Figure 1.

CONCEPTUAL FRAMEWORK

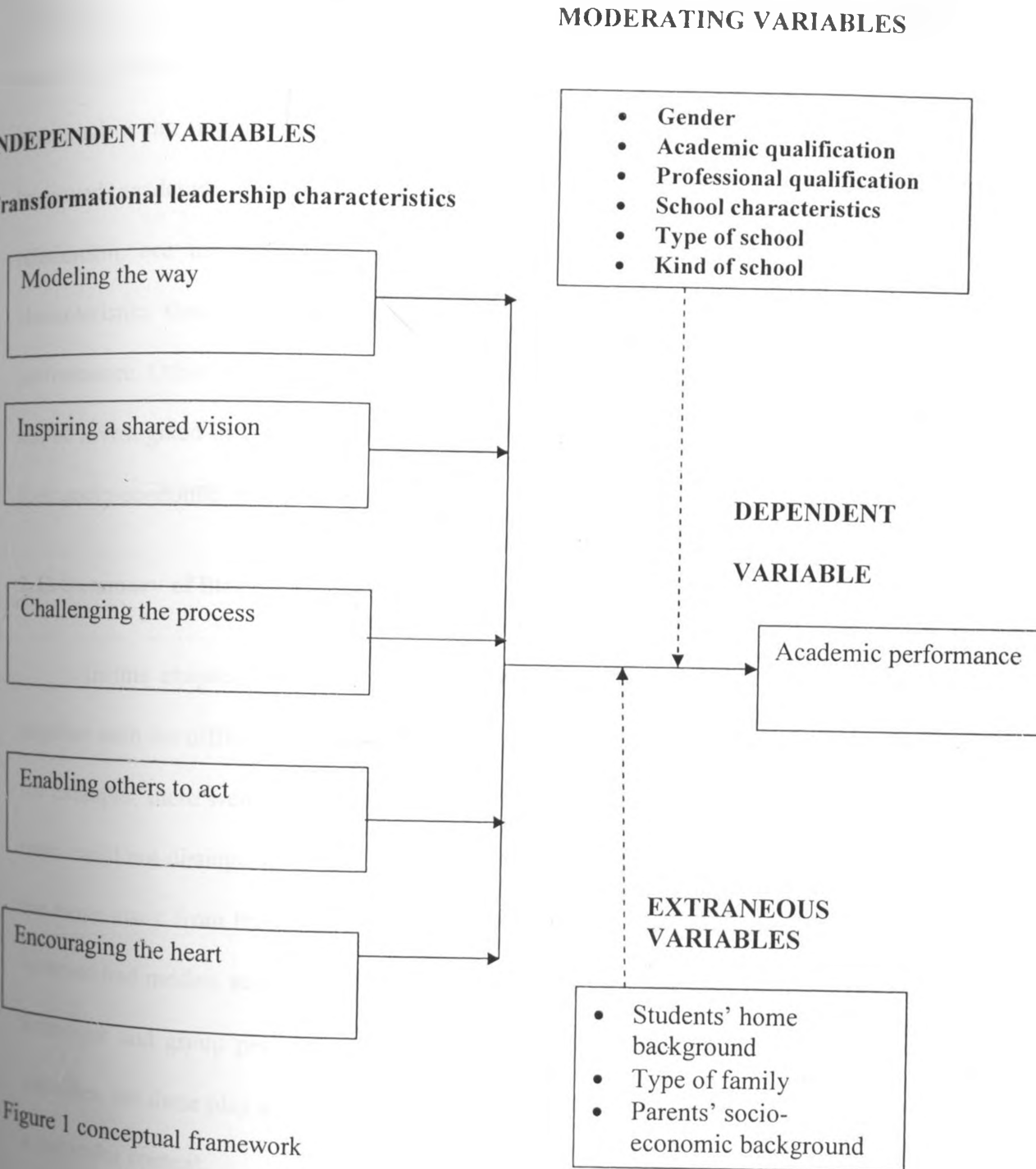


Figure 1 conceptual framework

The independent variable is shown on the left and the dependent variable on the right side. A likely outcome of transformational leadership characteristics are modeling the way, inspiring a shared vision, challenging the process, enabling others to act and encouraging the heart. A leader who exhibits these characteristics is likely to cause improved academic performance. Other variables that are likely to influence this relationship are the moderating variables which include other principal and school characteristics that are likely to influence both the kind of leadership and academic performance. Other variables that are likely to influence this relationship and which will not be investigated in this study include students' home background, type of family, and their socio-economic status.

2.13 Summary of literature review

In this chapter, literature related to leadership as a concept has been discussed together with the different theories of leadership. The trait theories had major limitations, for example; there were no universal traits that could be predicted in all situations and traits could not distinguish effective from non-effective leaders. These limitations led to the move away from the trait theories to the behavioural theories. Behavioural theories however had modest success in identifying consistent relationships between leadership behaviour and group performance. The theories, however, did not consider situational variables, yet these play a major role in deciding which leadership style one should use in a particular context.

Following up on behavioural theories were the contingency theories. Unlike both the trait and the behavioural theories, the contingency theories included the production or task structure, leader-follower relationship as well as the situational variables. Contingency theories show that to be effective in task accomplishment, leadership has to be a function of the leader, the follower and the situation (Christabel, 2006). The leader has to vary his or her leadership style to suit the maturity level of his or her followers as well as the context in which they are operating. The neo-charismatic theories indicate that the charismatic and transformational leaderships were an improvement of the three earlier theories. Followers respect, admire and trust leaders when they observe extraordinary leadership qualities.

The most favoured leadership that is related to charismatic leadership is transformational leadership according to Maritz (2003). This leadership is an extension and builds on transactional leadership. Many leaders around the world have realized that they would have to change the way things are done if their organizations were to survive (Hellriegel et al. 2004). Many now believe that the type of leadership required by leaders for their organisations is transformational (Christabel, 2006).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research design, target population, sample and sampling procedure, the research instruments, data collection and data analysis procedures.

3.2 Research design

This study was carried out to establish whether transformational leadership behaviour contributes positively to improved academic performance. It employed the correlational research design. In correlational studies, the basic aim is to measure and describe a relationship between two variables by determining the magnitude and direction of such a relationship, if any exists (Gravetter & Wallnau, 2004; Pagano, 1998). Relationships do not necessarily suggest causation. The design was suitable for this study because the aim of the study was not only to collect and describe the data but also seek to find out whether there was any relationship between the variables under investigation.

3.3 The target population

Borg and Gall (2003) define target population as all members of a real or hypothetical set of subjects/people or events to which a researcher wishes to generalize the results of the study. Nairobi County has 72 public schools and 139 private schools (MoE, 2010). In this study the target population consisted of 72 principals in public

schools and 139 principals in private schools. There are also 1210 teachers in public secondary schools and approximately 1500 teachers in private secondary schools in Nairobi County. The target population is presented in Table 3.1.

Table 3.1: Number of schools in Nairobi County

| County | Number of schools by category | | | |
|----------------------------|-------------------------------|------------|----------|-------|
| | National | Provincial | District | Total |
| Public schools in Nairobi | 5 | 24 | 43 | 72 |
| Private schools in Nairobi | | | | 139 |
| Total number of schools | 5 | 24 | 43 | 211 |

Source: Ministry of Education Science and Technology, 2010

Table 3.2 shows the target population of teachers in secondary schools in Nairobi county. There were 5 National schools, 24 provincial and 43 district schools in Nairobi county according to the statistics gotten from the Ministry of Education (2010). The target population also included 139 private schools in Nairobi county. Then total number of teachers in Nairobi county are presented in Table 3.2.

Table 3.2: Number of teachers by type of school

| Type of school | Teachers |
|----------------------------|----------|
| Public schools in Nairobi | 1210 |
| Private schools in Nairobi | 1500 |
| Total number of teachers | 2710 |

Source: Ministry of Education Science and Technology, 2010

The total number of teachers in public secondary schools in Nairobi County was 1210 while the total number of teachers in private secondary schools was 1500 (MoE, 2010).

3.4 Sample and sampling procedure

A stratified sampling process was used to ensure that schools from both the public and private schools in Nairobi are captured in the study. This process also ensured that both male and female teachers were represented equally. According to Gay (2003), sample size should be as large as possible. Minimal acceptable size depends on the type of the research. For a correlational research study, Gay (2003) recommends 30 respondents to be the acceptable sample size. The researcher studied 30 randomly selected public schools in Nairobi County. All the public schools in Nairobi were assigned a number. These numbers were then put in a basket and mixed.

The researcher picked 30 numbers and listed the corresponding schools to be the representative sample. This method ensured that all the schools had equal chances of being selected in the sample. The same procedure was used to select 13 private schools. A total of 13 private schools were also randomly selected from 139 private schools in

Nairobi County (10 percent of the total schools (Pagano, 1998). The sample for the private schools was included because these schools are different in terms of facilities and recruitment of their principals and teachers, when compared to the public schools. Their inclusion in the study was for comparative purposes only. The researcher aimed to be 95% confident about the results in this study. To ensure the attainment of this confidence level, Cochran (1977) formula was used to select the number of teachers.

The required formula is: $s = (z / e)^2$

Where:

s = the sample size

z = a number relating to the degree of confidence. (1.96 for 95% confidence).

e = the error the study is prepared to accept, measured as a proportion of the standard deviation (accuracy)

$$s = (1.96 / 0.1)^2$$

Therefore $s = 384.16$

In other words, 384 teachers had to be sampled to meet the established criterion. All the principals in the selected schools were studied. A total of 9 (384/43) teachers were selected from each sampled school making a total of 387 teachers. To ensure that both male teachers and female teachers were well represented in the sample, 5 male Teachers and 4 female teachers were randomly identified in the selected schools in which there were more male teachers than females and vice versa where there were more female teachers than male teachers.

3.5 Data collection instruments

The main research instruments were the questionnaire. One questionnaire was for the secondary school principals and another for the teachers. An interview schedule was also organized with school principals and teachers for triangulation purposes. Kenya National examinations statistics were also used to validate the information provided on students' academic performance.

3.5.1 Headteachers' questionnaire

The first part of the principals' questionnaire (Appendix B) was developed to collect information on the headteachers' background, students' KCSE performance and school discipline. This part had 10 items. Each respondent was expected to tick (✓) or to fill in the blanks as instructed in the questionnaire. In the second part, the respondent was expected to tick (✓) the number that best described his or her response. This part was adopted from the Leadership Practices Inventory (LPI) which was developed by Kouzes and Posner (2003) to measure transformational leadership behaviours of practicing leaders. The LPI was designed to measure leadership qualities. It consists of two components: the Leadership Practices Inventory-Self, which can be used singularly or in conjunction with the Leadership Practices Inventory-Observer. Self and observer forms of the LPI were used in this study. The Leadership Practices Inventory (self) is a 30-item Likert-scale questionnaire measuring five sub-scales: challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. The Leadership Practices Inventory uses a ten-point Likert scale; a higher value represents greater use of particular leadership behaviour. The categories are: almost never, rarely,

seldom, once in a while, occasionally, sometimes, fairly often, usually, very frequently, almost always.

The third part of the questionnaire was researcher developed from literature review. This was developed to capture other factors that research has established to be associated with transformational leadership and which had not been captured by Burns in the leadership Practices Inventory. Some of the questions in section C (Appendix 2) were to confirm the answers given in the LPI section.

3.5.2 Teachers' questionnaire

The teachers' questionnaire had three sections. The first part of the teachers' questionnaire (Appendix C) elicited the teachers' background information, job satisfaction and school climate. Each respondent was expected to tick (✓) or to fill in the blanks as instructed in the questionnaire. The second part of the teachers' questionnaire (Appendix B) was the teachers' rating of their principals. This was adopted from the leadership Practices Inventory (observer) and paralleled the Principals' questionnaire for triangulation purposes. In this part, the respondent was expected to tick (✓) the number that best described his or her response. The third part of the questionnaire was researcher developed from literature review. This was developed to capture other factors that research established to be associated with transformational leadership and which had not been captured by Burns in the leadership Practices Inventory (represented in section B of Appendix C).

3.5.3 Document analysis guide

The researcher used documents showing KCSE performance of the selected schools from the Kenya National Examinations Council to ensure that the information was the same as that given by the principals.

3.5.4 Interview guide

Standardized interview questions were used to gather primary information from the selected secondary school principals. Standardized interview adheres strictly to pre-planned questions for consistency across all respondents (Berg, 2004). This was chosen to ensure that the researcher concentrated on a common body of information responsive to transformational leadership characteristics. This also enabled her to take advantage of active listening responsiveness to the participant and the dynamics of the interview.

3.6 Instrument validity

Validity refers to the extent to which an instrument measures what it claims to measure. It is the degree to which results obtained from the analysis of the data actually represents the phenomena under study (Mugenda & Mugenda, 1999). The first and the last part of the questionnaire were researcher developed. The supervisors of this thesis assessed the relevance of the content used in the instrument. Their recommendations were used to make the necessary corrections in the final questionnaire. The second part of the questionnaire is the Leadership Practices Inventory which was developed by Posner and Kouzes. Posner and Kouzes (1993) reported construct validity evidence for the 30-

item LPI constructed to measure the five competencies in samples of $n=2,168$ and $n=30,913$. Results from the LPI have shown high face validity and predictive validity, meaning that the results not only make sense to people but also predict whether a leader's performance is high, moderate, or low. Scores on the LPI are positively correlated with measures of a leader's credibility, effectiveness with upper management, team-building skills, work-group norms, and actual levels of output according to Posner and Kouzes (1993).

In terms of face validity, Kouzes and Posner (2002) indicated that individuals who have completed the LPI-Self found the instrument to correspond with their beliefs and ideas about exemplary leadership practices. Kouzes and Posner (2002) also indicated that various analyses have been conducted which indicate that five distinct factors are measured by the LPI-Self and that the six statements purported to measure each of the five factors correspond "more among themselves than they do with the other factors" (Kouzes and Posner 2002:p. 14).

3.7 Instrument reliability

Reliability refers to the extent to which an instrument consistently yields the same results (Mugenda & Mugenda, 1999). To test the reliability of the instruments, a pilot study was done. This was done in the schools which had been sampled for the study (Pagano, 1998). A total of 40 teachers were involved in the pilot study (8 from each school. This was done in order to get an overall appraisal of the questionnaire. It was also done to test out the soundness of the items and to estimate the period of time required to answer the questionnaire. The responses were evaluated in order to appraise the

relevancy of items so as to rephrase or remove ambiguous questions. The researcher attached a blank piece of paper at the end of the questionnaires on which the respondents wrote their comments on the questions that were ambiguous, irrelevant or hard to understand. Those items found to be inadequate or vague were modified to improve the quality of the research instrument thus increasing its reliability. The return rate was 64.7%.

Reliability of the LPI was determined using test-retest reliability and Cronbach's Coefficient Alpha. Test-retest reliability for the five leadership practices was at the 0.93 level or above (Kouzes & Posner, 1992). However, computed coefficient alphas for each of the five leadership practices of LPI-Observer was: challenging the process (0.81); inspiring a shared vision (0.88); enabling others to act (0.86); modeling the way (0.82); and encouraging the heart (0.92). Various researchers have used the LPI, yielding similar reliability coefficients (Kouzes & Posner, 2002). LPI scores have also remained consistent across various demographic factors such as race, nationality, gender and marital status. In addition to demographic factors, LPI scores have been constant across various professions including business, church, health care, and public and higher education (Kouzes & Posner, 2002).

An instrument that has reliability above 0.60 is considered good (Aiken, 1997, Kouzes & Posner, 2002). With over 18 years of research that has included over 250,000 leaders and more than a million of their constituents, the reliability for the LPI characteristics are consistently above this criteria (Kouzes & Posner, 2002)

Table 3.4 illustrates the reliability (Cronbach Alpha) coefficients for the LPI by respondent category as reported in the Kouzes and Posner (2002) report on the LPI titled Theory and Evidence Behind the Five Practices of Exemplary Leaders.

Table 3.3: Reliability (Cronbach Alpha) coefficients for the LPI by respondent

| Category | Respondent Categories | | | | | |
|-----------|-----------------------|----------|---------|--------|-----------|--------|
| | Leader | Observer | Manager | Direct | Co-Worker | Others |
| Practice | Report | | | | | |
| Model | .77 | .88 | .86 | .90 | .87 | .87 |
| Inspire | .87 | .92 | .92 | .92 | .91 | .91 |
| Challenge | .80 | .89 | .89 | .90 | .88 | .88 |
| Enable | .75 | .88 | .86 | .89 | .87 | .88 |
| Encourage | .87 | .92 | .92 | .93 | .92 | .93 |

Split-halves method was used to affirm the reliability of the instrument especially because of the researcher developed section of the questionnaire. This method was more practical in that it did not require two administrations of the same or an alternative form test. By using this method, the researcher aimed at determining the coefficient of internal consistency or reliability coefficient whose value vary between 0.00 (indicating no reliability) to +1.00 (indicating perfect reliability). In the split-halves method, total

number of items was divided into halves (odd numbers and even numbers), then, those two total scores were correlated using the Spearman Brown Formula for correlations. Since this correlation only estimated the reliability of each half of the test. It was necessary then to use a statistical correction to estimate the reliability of the whole test. This correction is known as the Spearman-Brown prophecy formula (Carmines & Zeller, 1979)

$$P_{xx}'' = 2P_{xx}' / 1 + P_{xx}'$$

where P_{xx}'' is the reliability coefficient for the whole test and P_{xx}' is the split-half correlation. The questionnaire was found to be reliable. The reliability was found to be 0.86.

3.8 Data collection procedure

Permission to collect data was sought from the Ministry of Science and Technology. To enable the researcher to collect data from Nairobi County, permission was also sought from the Provincial Director of Education. Letters were sent to the selected schools to request for facilitation. The selected schools were then visited and the questionnaires administered to the principals and the teachers. This study was conducted in January, 2011. The questionnaires were delivered in person by the researcher to all 43 secondary schools in the sample. The questionnaires were administered to the 43 principals in secondary schools in Nairobi County and a representative random sample of their teachers (308). A minimum of two weeks was allowed for the respondents to respond and the questionnaires were collected thereafter. Some

schools were left out of the study because of lack of cooperation. One National school for example was also dropped from the study because the principal consistently said that the school was busy and could therefore not be engaged in the study. There was a 93% return rate for principals and 71% for teachers.

3.9 Data analysis techniques

The data for the Leadership Practices Inventory was entered into the scoring software and tallies generated for each subtest as well as a total score. All of the statistics for this study were then entered into the SPSS statistical software. Pearson correlations were generated for the independent (transformational leadership behaviour) and dependent variables (mainly performance in KCSE). Using the SPSS software, Pearson correlation tests were computed on the data, with an alpha level of .05. ANOVAs were also run to determine if a relationship existed between selected demographic variables and the interaction of leadership practices of principals and student achievement in KCSE. Data were analysed using Pearson's moment correlation and Analysis of Variance as follows.

3.9.1 Pearson's product moment correlation

Pearson Product Moment correlation coefficients were to describe the magnitude of the relationship between the five different characteristics of transformational leadership for both above C+ schools and Below C+ schools. This classification of schools was based on the average of students' academic performance over ten years. In interpreting the data, the researcher used the criteria advocated by Gliner and Morgan

(2000). If a correlation was between 0.0 and 0.30, it was considered to be weak; if it were between 0.31 and 0.70 it was considered modest; and if it was 0.71 or above, it was considered to be strong (Gliner & Morgan, 2000). The 0.05 level was used to identify those correlations that were statistically significant. Students' test (t-test) and one-way ANOVA test were also used to analyze the relationships further. Students' test (t-test) was used to test relationship between principals' ratings and teachers' ratings, and also ratings of male principals and female principals, t-test was used. ANOVA was used to test if a relationship existed between selected demographic characteristics and the interaction of leadership characteristics of principals and students' academic performance. The two statistics are discussed further.

3.9.2 One-way analysis of variance (ANOVA) with post-hoc tests

The ANOVA tests the null hypothesis that samples in two or more groups drawn from the same population. The ANOVA produces an F statistic, the ratio of the variance calculated among the means to the variance within the samples. If the group means are drawn from the same population, the variance between the group means should be lower than the variance of the samples, following central limit theorem. A higher ratio therefore implies that the samples were drawn from different populations (Howell, 2002). The ANOVA therefore helps in the comparisons of groups which differ on one independent variable with two or more levels. A significant F test indicates that we can reject the null hypothesis which states that the population means are equal. A significant F-value indicates that the means are not all equal (i.e., reject the null hypothesis). The

level of significance was at .05. When the F-ratio was significant at .05, the alternative hypothesis was accepted.

3.9.3 Student's test (*t*-test)

The *t*-test was also used in the analyses. The *t*-test, is one type of inferential statistics which is used to determine whether there is a significant difference between the means of two groups. With a *t*-test, the researcher wants to state with some degree of confidence that the obtained difference between the means of the sample groups is too great to be a chance event and that some difference also exists in the population from which the sample was drawn. If our *t*-test produces a *t*-value that results in a probability of .01, we say that the likelihood of getting the difference we found by chance would be 1 in a 100 times. We could say that it is unlikely that our results occurred by chance and the difference we found in the sample probably exists in the populations from which it was drawn.

This parametric test produces a value for *t* (called an obtained *t*) which is then checked against a theoretical value *t* (called expected *t*) to determine the level of significance that has been reached (Fraenkel & Wallen, 2000; Nachmias & Guerrero, 2002).

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

In this chapter, both qualitative and quantitative analyses of principal transformational leadership characteristics and its possible effect on academic performance are presented. The chapter is divided into instrument return rate, demographic data of respondents, scores in the leadership practices questionnaires and finally the results of the related hypotheses.

The purpose of this research was to explore the effect of transformational leadership characteristics on students' academic performance in Nairobi County. Students' performance data for each school were collected from the Kenya National Examinations Council reports. The survey instrument used for this study was the Leadership Practices Inventory (LPI)—Self and Observer, designed by Kouzes and Posner (2002).

4.2 Instrument return rate

The total number of questionnaires delivered to the principals was 43 out of which 40 were returned giving a return rate of 93. %. A total 308 questionnaires were delivered to the selected secondary schools (most private schools had less than 9), out of which 207 were returned giving a return rate of 71.05%. This was considered adequate.

4.3: Demographic data of the respondents

A demographic data questionnaire section developed by the researcher was included with the LPI Self and LPI Observer instruments. The data obtained from this instrument included gender, academic qualification and professional experience of respondents.

Table 4.1 shows demographics by gender of the principals in the study.

(a) Gender

Gender distribution of the principals who responded to the survey is shown in Table 4.1. A total of 40 respondents returned the questionnaires.

Table 4.1: Gender of Principals

| Gender | Number of Principals | Above C+ | | Below C+ | | Total | |
|--------|----------------------|----------|------------|----------|------------|-------|------------|
| | | No. | Percentage | No. | Percentage | No. | Percentage |
| Male | 7 | 50 | 17 | 65.4 | 24 | 60 | |
| Female | 7 | 50 | 9 | 34.6 | 16 | 40 | |
| Total | 14 | 100 | 26 | 100 | 40 | 100 | |

Table 4.1 indicates that of the 40 respondents, 24 (60%) were males and 16 (40%) were females. From these results one may deduce that there were more male principals of secondary schools than females. This finding could be attributed to the

traditional belief that most male principals are strict and therefore able to deal with students in Nairobi County which have been associated with indiscipline for a long time.

(b) Administrative experience of Principals

The respondents were requested to indicate the number of years they had been principals. Their responses in relation to their experience as principals are summarized in Table 4.2.

Table 4.2: Years of experience of principals

| Years of Experience | No. of Principals | In Above C+ schools | In Below C+ Schools |
|---------------------|-------------------|---------------------|---------------------|
| Under one Year | 3 | 1 | 2 |
| 0-3 | 10 | - | 10 |
| 4-6 | 7 | 2 | 5 |
| 7-9 | 10 | 5 | 5 |
| Over 9 | 10 | 6 | 4 |
| TOTAL | 40 (100%) | 14 | 26 |

Table 4.2 categorizes the years that the principals had served in administration. Of these 40 principals, three principals had been principals for a period of less than 1 year. Ten out of the 40 indicated that they had been principals for a period of between 1 and 3 years. A total of 7 principals indicated that they had experience of between 4 and 6 years as principals. Majority of principals had experience of over 7 years as indicated by 10 principals who had between 7 and 9 years while the remaining 10 had experience of more than 9 years as principals.

Table 4.2 shows that majority of principals had professional experience of over 7 years. Most of the principals in Nairobi had served in this capacity for long. This could have been as a result of the fact that this County requires long serving principals because of the unique challenges that the principals managing schools in Nairobi are likely to face due to its cosmopolitan nature.

(c) Academic qualification of principals

The respondents were requested to indicate their academic experience. The responses are indicated in Table 4.3.

Table 4.3: Academic qualification of principals

| Academic experience | Number of Principals | Above C+ schools | Below C+ schools |
|----------------------------|----------------------|------------------|------------------|
| M.Ed | 6 | 2 | 4 |
| M.A | 3 | 2 | 1 |
| B.Ed | 27 | 9 | 18 |
| PGDE | 1 | - | 1 |
| Diploma in Ed | 1 | - | 1 |
| M.Sc | 2 | 1 | 1 |
| Total Number of Principals | 40 | 14 | 26 |

Table 4.3 categorizes the years of academic qualification held by the principals that responded to the surveys. Majority (67.5%) of the principals had a Bachelors degree

in Education, followed by those who had a Master of Education degree, 6 (15%). Three principals (7. %) had a Masters of Arts degree while those who indicated that they had Masters of Science were two (5%). Only one principal had a postgraduate diploma in education while one other had an ordinary Diploma in Education respectively.

The findings indicate that most principals in secondary schools in Nairobi have not acquired higher degrees (Masters Degrees) in Nairobi secondary schools. The low number in Masters Degree could also be attributed to financial constraints and lack of scholarships for these principals to further their education. Although institutions of higher learning are offering degrees over the school holidays which can be taken advantage of by the principals in Nairobi County, most principals may not afford the fees because of the high costs of living in Nairobi.

The trend could also be explained by the fact that the Teachers Service Commission has not been able to motivate the principals who attain a Masters degree by increasing their salaries substantially. Those principals with Bachelor's degrees therefore opt to remain with the same qualification. There has also been no minimum qualification for the promotion of classroom teachers to principals in terms of academic qualifications.

4.4 Leadership practice questionnaire

The five core leadership practices as identified by Kouzes and Posner and the corresponding LPI question numbers for both surveys are illustrated in Table 4.4.

Table 4.4: Leadership Practices and Corresponding LPI Statement

| Leadership Practice | LPI Statement |
|---------------------------|-----------------------|
| Modeling the Way | 4, 9, 14, 19, 24, 29 |
| Inspiring a Shared Vision | 2, 7, 12, 17, 22, 27 |
| Challenging the Process | 1, 6, 11, 16, 21, 26 |
| Enabling Others to Act | 3, 8, 13, 18, 23, 28 |
| Encouraging the Heart | 5, 10, 15, 20, 25, 30 |

The independent variables were the five transformational leadership practices measured by the LPI: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others To Act, and Encourage The Heart. The scale of measurement for the independent variables was the LPI scores, which came from the answers to 30 behavioural questions using a continuous Likert-type scale from 1 to 10 for each question. The dependent variable was the academic performance of students in KCSE.

The grids for recording scores that have been worked out on the rating summary sheet are arranged according to a predetermined set of items on the LPI. The questions relating to each behaviour are indicated.

An abbreviated form of each question is printed beside the grid for easier reference. The scores from the ratings summary sheet were recorded on the five grids. The grids have scores for self-rating and others' ratings. Each of these practices is measured by six LPI statements with a possible high point total of 60 and a low of 6 for

each practice. In the first column of the grid, which is headed "Self Rating" the scores that the leader gave him or herself are written. The scores of the ratings by others are entered in the columns marked "Others' ratings." The grids provide space for up to nine others. After all scores were entered for modeling the way, the totals of each column in the row marked "Totals" were calculated. Then all the totals for "others" were added. This grand total was written in the space marked "Total of all others' scores". To obtain the average, the grand total of all others scores was divided by three, that is, the number of people who completed the LPI (other). This average was written in the blank space provided. Modeling The Way was the first transformational leadership practice to be recorded. The behaviours are indicated as follows:

Table 4.5: "Modeling the way" LPI statements

| LPI | Modeling the way statements |
|------|--|
| Item | |
| 4 | I set a personal example to the teachers of what I expect from them |
| 9 | I spend time and energy making sure that teachers adhere to the principles and standards we have agreed upon |
| 14 | I follow through on the promises and commitments I make to the teachers |
| 19 | I am clear about my philosophy of leadership |
| 24 | I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for our work in the school |
| 29 | I make progress toward goals one step at a time. |

The summary sheet for modeling the way is shown in Appendix F.

The next transformational leadership practice to be analyzed was Inspiring a Shared Vision. This was also entered in a summary sheet as shown in Appendix F but with the different numbers representing statements on Inspiring a shared vision as shown in Table 4.6

Table 4.6: "Inspiring a shared vision" LPI statements

| LPI | Inspiring a shared vision statements |
|------|---|
| Item | |
| 2 | I look ahead and talk about future trends that I believe are likely to affect how teaching gets done. |
| 7 | I enthusiastically describe to the teachers what we are able to accomplish together as a team |
| 12 | I appeal to the teachers to share an exciting dream of the future of our school |
| 17 | I show teachers how their long-term interests can be realized by working toward a common goal |
| 22 | I am contagiously enthusiastic and positive about future possibilities |
| 27 | I speak with genuine conviction about the higher meaning and purpose of our work |

The summary for inspiring a shared vision was done as indicated in Appendix G.

The third transformational leadership practice, challenging the process was also done.

The statements corresponding to this characteristic are indicated in Table 4.7.

Table 4.7: Challenging the process LPI statements

| LPI | Challenging the process |
|-------|--|
| Items | |
| 1 | I seek out challenging opportunities that test my own skills and abilities |
| 6 | I challenge the teachers to look for new ways and to come up with new ideas and methods that can be make our school perform better |
| 11 | I search outside the school for innovative ways to improve our teaching. |
| 16 | When things do not go as expected, I ask, "What can we learn from this experience?" |
| 21 | I experiment and take risks even when there is a chance of failure |
| 26 | I take the initiative to overcome obstacles even when outcomes are Uncertain |

The summary was done as indicated in Appendix H.

Enabling Others to Act was also summarized in the same way as shown in Table 4.8.

Table 4.8: "Enabling others to act" LPI statements

| LPI | Enabling others to act |
|------|--|
| Item | |
| 3 | I encourage cooperative relationships among the teachers |
| 8 | I actively listen to diverse points of view |
| 13 | I treat others with dignity and respect |
| 18 | I support and show appreciation for the decisions that teachers make on their own |
| 23 | I give teachers a great deal of freedom and choice in deciding how to do their work. |
| 28 | I ensure that teachers develop professionally |

The summary sheet for this LPI characteristic is indicated in Appendix I.

The last characteristic to be summarized was encouraging the heart. The LPI statements corresponding to this characteristic are indicated in Table 4.9.

Table 4.9: "Encouraging the heart" LPI statements

| LPI | Encouraging the heart |
|------|--|
| Item | |
| 5 | I take time to praise teachers that perform well |
| 10 | I make it a point to let the teachers know about my confidence in their abilities |
| 15 | I make sure that teachers are creatively rewarded for their contributions to the success of our students |
| 20 | I publicly recognize teachers who show commitment to our common values |
| 25 | I find ways for teachers to celebrate accomplishments |
| 30 | I give the members of the team lots of appreciation and support for their contributions |

The summary grid for encouraging the heart is indicated in Appendix J.

4.5. Leadership practices inventory scores

The scores from the ratings summary sheet were recorded on the five grids as explained and indicated in Tables 4.4 to 4.8. The grids have scores for self-rating and others' ratings. Totals of all others' ratings were worked out and the results are tabulated

in Table 4.11 (Self) and Table 4.11 for others in the Above C+ schools. Table 4.12 (self) and Table 4.13(others) indicate totals for the below C+ schools.

4.4.1 LPI scores for Principals in the Above C+ Schools

Table 4.10 shows the transformational leadership scores for the principals in the Above C+ schools

Table 4.10: Scores for self rating Above C+ Schools

| LPI Indicators | Challenging the process | Inspiring a shared vision | Enabling others to act | Modeling the way | Encouraging the heart |
|----------------|-------------------------|---------------------------|------------------------|------------------|-----------------------|
| Total | 689 | 755 | 717 | 742 | 745 |
| Average | 49.2 | 53.9 | 51.2 | 53 | 53.2 |

Total LPI scores for self (principals) for the Above C+ schools were 3648 out of the possible 4200. The average transformational leadership characteristics scores were found to be 52.1. Principals in the Above C+ school rated themselves higher in “Inspiring a shared vision (53.9) than all the other transformational leadership characteristics. They rated themselves lowest in “Challenging the process” (49.2).

This finding is similar to Chase and Kane’s (1993) findings who established that a vision is a characteristic common to effective principals. They reported that visionary leaders set clear goals, focus on continuous improvement and maintain an orderly and positive environment for teaching and learning. This finding is also supported by Bolman

and Deal (1997) who established that organizations succeed because of the leaders' ability to establish and communicate a vision to their members. This vision helps members unite around a commonly held view of an idealized organization (Cleveland, 1985). The transformational leader is successful in getting members to embrace the idea that not only will the organization be better, but they as members will also see benefits for their efforts in moving toward that more compelling vision (Hallinger & Heck 1999).

Scores for others (teachers) rating for Above C+ Schools are shown in Table 4.11. Table 4.11 indicates the total LPI scores for the teachers in the Above C+ schools and the average of the five transformational leadership characteristics.

Table 4.11: Scores for others' (teachers') rating Above C+ Schools

| LPI Indicators | Challenging the heart | Inspiring a Shared Vision | Enabling others to act | Modeling the Way | Encouraging the Heart |
|----------------|--------------------------|---------------------------------|------------------------------|---------------------|--------------------------|
| Total | 601 | 626 | 605 | 623 | 602 |
| Average | 42.9 | 44.7 | 43.2 | 44.5 | 43.0 |

Teachers in the Above C+ schools rated their principals as displaying "Inspiring a shared vision" higher than in other transformational leadership characteristics. This is similar to what the principals rated themselves. However the average scores on the five transformational leadership characteristics was lower (43.7) than the average scores calculated from the principals' self-reporting (52.1).

Total LPI scores was found to be 3057 out of the possible 4200 for the teachers in the Above C+ schools while the average for the leadership characteristics was found to be 43.7. These scores show that the principals rated themselves higher (52.1) than what the teachers rated them. The average from the teachers was 43.7. There was therefore a difference in rankings between the principals and the teachers. This indicated that a greater percentage of principals rated themselves higher while the teachers rated their principals lower in four out of the five leadership characteristics measured in the LPI. This finding is supported by Kouzes and Posner (2002) comparisons between self and observer perspectives. The authors note that "...it has not been unusual to find Self scores higher than Observer scores in specific workshop or research settings...." (Kouzes & Posner, 2002: p. 9).

4.4.2 LPI scores for the principals in the Below C+ Schools

LPI scores for principals for Below C+ schools were obtained and are shown in Table 4.12.

Table 4.12: Scores for self rating BELOW C+ SCHOOLS

| LPI Indicators | Challenging the heart | Inspiring a Shared Vision | Enabling others to act | Modeling the Way | Encouraging the Heart |
|----------------|--------------------------|---------------------------------|------------------------------|---------------------|--------------------------|
| Total | 1192 | 1259 | 1298 | 1350 | 1308 |
| Average | 45.8 | 48.4 | 49.9 | 51.9 | 50.3 |

Table 4.12 shows the total LPI scores for the principals in the Below C+ which were 6407 out of the possible 7800. The average for the five transformational leadership

characteristics was found to be 49.3. This score was lower as compared to the scores obtained by the principals in the Above C+ schools (which was 52.1). This may therefore explain that there is likelihood that transformational leadership has an effect on students' academic performance. The findings could explain why this category of schools (Below C+) performs poorer than their counterparts (Above C+). Kouzes and Posner (2002) assert that exemplary leaders should exhibit transformational leadership in their leadership. The findings are similar to Berends, Bodily and Nattaraj (2002) who found that principals who scored high in transformational leadership characteristics more increased and deepened the implementation of school improvement initiatives. The leadership style was also found to create a positive school culture because teachers became interested and were involved in the daily interactions at their schools (Darling-Hammond, 2003). The findings also confirmed Northouse (2001) findings who found that individuals who exhibited transformational leadership were more effective leaders with better outcomes.

Table 4.13 shows the LPI scores from the teachers from Below C+ schools.

Table 4.13: Scores for Others (teachers') rating BELOW C+ SCHOOLS

| LPI Indicators | Challenging the heart | Inspiring a Shared Vision | Enabling others to act | Modeling the Way | Encouraging the Heart |
|----------------|--------------------------|---------------------------------|------------------------------|---------------------|--------------------------|
| Total | 948 | 1021 | 1025 | 1034 | 987 |
| Average | 36.5 | 39.3 | 39.4 | 39.8 | 37.9 |

characteristics was found to be 49.3. This score was lower as compared to the scores obtained by the principals in the Above C+ schools (which was 52.1). This may therefore explain that there is likelihood that transformational leadership has an effect on students' academic performance. The findings could explain why this category of schools (Below C+) performs poorer than their counterparts (Above C+). Kouzes and Posner (2002) assert that exemplary leaders should exhibit transformational leadership in their leadership. The findings are similar to Berends, Bodily and Nattaraj (2002) who found that principals who scored high in transformational leadership characteristics more increased and deepened the implementation of school improvement initiatives. The leadership style was also found to create a positive school culture because teachers became interested and were involved in the daily interactions at their schools (Darling-Hammond, 2003). The findings also confirmed Northouse (2001) findings who found that individuals who exhibited transformational leadership were more effective leaders with better outcomes.

Table 4.13 shows the LPI scores from the teachers from Below C+ schools.

Table 4.13: Scores for Others (teachers') rating BELOW C+ SCHOOLS

| LPI Indicators | Challenging the heart | Inspiring a Shared Vision | Enabling others to act | Modeling the Way | Encouraging the Heart |
|----------------|--------------------------|---------------------------------|------------------------------|---------------------|--------------------------|
| Total | 948 | 1021 | 1025 | 1034 | 987 |
| Average | 36.5 | 39.3 | 39.4 | 39.8 | 37.9 |

Table 4.13 shows the total LPI scores for the teachers which was found to be 5015 out of the possible 7800. The average for the five characteristics was found to be 38.6. The same trend was observed as in the Above C+ schools. Principals rated themselves higher than they were rated by their teachers in five out of the five transformational leadership characteristics measured in LPI. This finding is supported by Fullan (2005) who indicated that it was possible for superintendents to perceive themselves differently from what the observers perceived them. Many of the decisions that must be made by school superintendents are based on factors not realized by observers. The average scores given by teachers in the Below C+ schools (38.6) were lower than the average scores recorded by the counterparts in the Above C+ schools (43.7). The findings confirm Ross and Gray's (2006) findings that principals who exhibit transformational leadership increase student achievement by building teachers' professional commitment and beliefs on their collective capacity through raising the values of members to go beyond self-interest to embrace organizational goals. The low score in principals' transformational leadership could therefore explain the low performance in the Below C+ schools since the teacher may not be interested in embracing the schools goals in ascertaining high academic performance.

4.4.3 LPI scores for principals based on their gender

From the principals' questionnaires the following data was gathered after getting the mean scores of different transformational characteristics of female and male principals. The mean scores for both male and female principals are indicated in Table 4.14.

Table 4.14: LPI scores of female and male principals

| Leadership | | |
|---------------------------|-------------------|-----------------|
| Characteristic | Female Principals | Male Principals |
| Modeling the Way | 50.4 | 53.7 |
| Inspiring a shared vision | 51.4 | 49.7 |
| Challenging the process | 47.9 | 46.7 |
| Enabling others to act | 49.1 | 51.4 |
| Encouraging the heart | 51.5 | 51.4 |

Table 4.14 indicates that female principals scored higher than their male counterparts in three sub-scores: Inspiring a shared vision, Challenging the process and Encouraging the heart. They however scored lower in “enabling others to act” probably because of the fear of being intimidated as females. The female principals also performed lower than their male counterparts in “Modeling the way”. Female leadership has only been accepted in the recent past. The feeling that females cannot lead in a male-dominated field will also take time to wear out. The female principals may therefore be experiencing fears in leading by example since they have been intimidated for a long time.

These findings are similar to Knab’s (2009) who found significant correlations between female school managers and male school managers in high, moderate and low performing schools. Bass, (1990), Carless, (1998), Manning (2002) and Reichenadter (2005) also found no significant differences in the perception of transformational

characteristics between male and female principals. The observation is also similar some studies which indicate that there is no significant difference in the manner in which men and women lead (Bass, 1990; Carless, 1998). Reichanadter's (2005) study on transformational leadership and perceptions of male and female middle or junior high school principals and teachers regarding mandated school reform, also found no significant differences in the perception of transformational leadership characteristics between male and female principals. He found that gender did not have an effect on the perceptions of transformational leadership in regard to mandated school reform. This result is also consistent with Bass (1998) who posited that woman in leadership positions are seen by their subordinates and colleagues to be, as leaders, somewhat more transformational than their male counterparts (Bass, 1998).

4.4.4 LPI scores based on the academic qualifications of principals

The mean scores on transformational leadership characteristics of principals with different academic qualification were calculated. The findings are indicated on Table 4.15.

Table 4.15: LPI scores of the principals with different academic qualifications

| Leadership Characteristic | B.Ed | M.Ed | M.A | PGDE | Dip in ED |
|------------------------------|------|------|------|------|-----------|
| Modeling the way | 49.9 | 52.7 | 48.0 | 50.0 | 44.0 |
| Inspiring a shared vision | 46.4 | 50.7 | 48.0 | 51.0 | 50.0 |
| Challenging the process | 44.9 | 45.7 | 46.3 | 49.0 | 46.0 |
| Enabling others to Act | 47.9 | 50.7 | 47.0 | 44.0 | 49.0 |
| Encouraging the Heart | 47.9 | 49.4 | 43.7 | 52.0 | 49.0 |

The principals with a Master in Education degree reported higher leadership scores than those reported by the principals who held a Bachelor of Education degree. Principals who had Master of Education degrees also reported higher leadership scores than the principals who had Master of Arts degree qualifications. The only score that was reported lower in this case was challenging the process. The principals who also had a Postgraduate diploma in Education reported higher scores in four subscales than those who had an ordinary diploma in education. They only scored lower in Enabling others to act.

4.4.5 LPI Scores based on the administrative experience of the principals

Mean scores on transformational leadership characteristics of principals with different years of administrative experience were calculated. The scores are shown in Table 4.16.

Table 4.16: LPI scores for principals based on their administrative experience

| Leadership characteristic | Below 1 yr | 1-3 | 4-6 | 7-9 | Over 9 |
|---------------------------|------------|------|------|------|--------|
| Modeling the way | 54.8 | 51.3 | 50.4 | 53.2 | 52.4 |
| Inspiring a shared vision | 45.6 | 47.7 | 50.8 | 54.1 | 51.4 |
| Challenging the process | 47.2 | 45.8 | 47.0 | 48.0 | 47.2 |
| Enabling Others to act | 50.6 | 48.9 | 52.6 | 52.2 | 48.4 |
| Encouraging the Heart | 51.6 | 50.7 | 51.9 | 51.3 | 51.4 |

Table 4.16 indicates that principals who had a administrative experience of less than one year scored higher in three transformational characteristics (modeling the way, enabling others to act, and encouraging the heart) than their counterparts who had over 9 years of administrative experience. This may be explained by the fact that principals new to administration as principals were more enthusiastic to make an impact in their schools than those who had stayed in the profession for more than 3 years. Principals who had spent few years in administration may also rely more on the old teachers to help them to lead which serves to enable others to act as a leadership characteristic.

The findings could also be explained by the fact that these principals come to their administrative positions with modern approaches to leadership. These findings however contradict the Vanderhaar, Muñoz and Rodosky (2006) study, which revealed that secondary school principals who served for a long period of time in the same school administratively did better than principals who spent a few years in the same location. The study reported that Long-serving principals had time to interact and understand the needs of their teachers, and were able initiate changes for teacher growth and academic progress (Earley & Weindling, 2007).

4.4.6 LPI scores of the principals based on the type of schools (national and provincial)

Principals from both public and private schools also participated in filling in the Leadership Practices Inventory. The scores are indicated in Table 4.17.

Table 4.17: LPI scores of principals in national and provincial schools

| Leadership Characteristic | LPI scores | |
|------------------------------|------------------|--------------------|
| | National Schools | Provincial Schools |
| Modeling the way | 59.0 | 51.6 |
| Inspiring a shared vision | 54.0 | 51.4 |
| Challenging the process | 47.5 | 48.3 |
| Enabling others to act | 53.5 | 49.9 |
| Encouraging the heart | 53.0 | 51.2 |
| Total | 264.0 | 252.4 |
| Average score | 52.8 | 50.5 |

Principals in the national schools scored 264 out of the possible total 300 LPI scores.

Principals in the provincial schools scored 252 out of the possible 300 LPI scores. Based on the individual characteristics, principals in the national schools scored higher in four out of the five transformational leadership characteristics. This may mean that the principals selected to lead the big schools may have been considered due to their exemplary leadership.

4.4.7 LPI scores of principals from day and boarding schools

Principals from both day and boarding schools filled in the Leadership Practices Inventory. Their scores are indicated in Table 4.18.

Table 4.18: LPI scores of principals in the day and boarding schools

| | Boarding schools | Day schools |
|---------------------------|------------------|-------------|
| Modeling the way | 47.3 | 52.0 |
| Inspiring a shared vision | 46.7 | 48.5 |
| Challenging the process | 44.0 | 45.9 |
| Enabling others to act | 46.7 | 49.1 |
| Encouraging the heart | 46.9 | 50.7 |
| Total | 278.3 | 291.7 |
| Average Score | 55.7 | 58.4 |

Principals in the day schools scored higher (291.7) out of the total possible LPI scores of 300. Principals in the boarding school scored (278.3) out of the total possible LPI scores. On average, principals in the day schools scored higher in transformational leadership characteristics than their counterparts in the boarding schools. This may be explained by the fact that it is harder to run the day schools than the boarding schools due to environmental influence on the students. The principals therefore require to motivate their teachers in order to run the schools effectively. This may also mean that day school principals are able to run their schools better when they are not bothered by the issues associated with boarding.

4.4.8 LPI scores of principals from public and private schools

LPI scores were calculated for the principals from both private and day schools. The findings are indicated in Table 4.19.

Table 4.19: LPI scores of principals in private and public schools

| Leadership | | |
|---------------------------|-----------------|----------------|
| Characteristic | Private schools | Public schools |
| Modeling the way | 53.6 | 51.8 |
| Inspiring a shared vision | 47.2 | 51.6 |
| Challenging the process | 43.7 | 48.3 |
| Enabling others to act | 49.8 | 50.6 |
| Encouraging the heart | 49.7 | 51.9 |
| Total | 244 | 254.2 |
| Average score | 48.8 | 50.8 |

The findings in Table 4.19 indicate that principals in public schools scored higher (254.2) than the principals who were in private schools. Principals in public secondary schools also recorded higher scores in four transformational characteristics as compared to their counterparts in private schools. The principals in the private scored higher (53.63) in modeling the way as compared to the principals in the public schools who scored 51.793. This may be explained by the fact that most of the principals in the private schools are also owners of the schools and would want to lead by example. The success of the school also depends on how well they are able to make the teachers work as hard as themselves. The principals in the public schools may just be doing what they consider as duty.

4.6 Results of the related research hypotheses

A total number of 40 principals responded to the LPI questionnaire. For each school, the LPI scores from each principal were to calculate means for each of the five leadership practices: Modeling the way, Challenging the process, Inspiring a shared vision, Enabling others to act, and Encouraging the heart. Mean scores were also calculated for data given by the principal and are reported as mean scores for the principal. Based on a ten-point scale, the highest possible mean score for each leadership practice was 10 as there were six statements applied to each of the five practices.

Academic performance data were retrieved from the information given by the principals in the researcher developed section of the questionnaire and this was also compared with the data reported by the Kenya National Examination Council. KCSE scores from 2005 to 2009 were used to determine the possible link between principals' leadership practices and student academic performance.

4.7 Analysis of Research Hypotheses

Research Hypothesis One

H₀₁: There is no significant relationship between the secondary school principals' transformational leadership characteristic in terms of "Modeling the way" and students' academic performance.

The Statistical Package for Social Science (SPSS) software was used to compare the principals' scores from the Leadership Practices Inventory (LPI) in "Modeling the way" to students' achievement. Correlations were used to determine the possible linear

relationship between principals' leadership characteristics and students' academic performance. The findings are in Table 4.20.

Table 4.20 Mean and Standard deviations of Above C+ and Below C+ schools based on Modeling the way characteristic

| | Mean | Std. Deviation | N |
|----------------------|---------|----------------|----|
| Modeling the way | 52.2750 | 6.09324 | 40 |
| Academic performance | 6.6500 | 2.13097 | 40 |

The mean scores in "Modeling the way" for both categories of schools were 52.275 while the mean KCSE score was 6.65. Further analysis to correlate this variable and students' academic performance are indicated in Table 4.21.

Table 4.21: Correlation analysis of “Modeling the way” (MTW) and Students’ academic performance

| | | Modeling the way | KCSE |
|------------------|---------------------|------------------|------|
| Modeling the way | Pearson Correlation | 1 | .197 |
| | Sig. (2-tailed) | . | .223 |
| | N | 40 | 40 |
| | | | |
| KCSE | Pearson Correlation | .197 | 1 |
| | Sig. (2-tailed) | .223 | . |
| | N | 40 | 40 |
| | | | |

Pearson Product Moment Correlations results indicated a weak correlation between the transformational leadership in “modeling the way and students’ academic performance. This correlation was however not significant at 0.05 level of significance. Null hypothesis that stated that there is no significant relationship between the secondary school principals’ transformational leadership characteristic in terms of “Modeling the way” was therefore accepted. These findings are similar to Brent’s (2007) in his study on perceived superintendents’ leadership and student performance in region education

service center. The correlation between LPI scores for Model the way and this leadership practices and student performance as measured by the percent of all Texas Assessment of Knowledge and Skills (TAKS) tests passed. The Pearson $r = -.204$, and the coefficient of determination, $r^2 = .04$. The significance value of .131 revealed no statistical significance.

Hypothesis Two

H₀₂: There is no significant relationship between the secondary school principals' transformational leadership characteristic in terms of "Inspiring a shared vision" and students' academic performance.

To test this hypothesis an analysis was carried on the principals' transformational leadership characteristic in terms of Inspiring a shared vision and students' academic performance. The study findings are in Table 4.22.

Table 4.22 is an illustration of the correlation between LPI scores for Inspiring a shared vision. This leadership practices and student performance as measured by the percent of all KCSE passed.

Table 4.22: Mean and Standard deviations of Above C+ schools and Below C+ schools based on "Inspiring a shared vision" characteristic

| | Mean | Std. Deviation | N |
|---------------------------|---------|----------------|----|
| Inspiring a shared vision | 50.7000 | 7.76646 | 40 |
| KCSE | 6.6500 | 2.13097 | 40 |

The mean score for Inspiring a shared vision was 50.7. The mean score for students' academic performance was 6.65 as indicated in Table 4.22. Further analysis of correlation was done and the results indicated in Table 4.23.

Table 4.23: Pearson correlation analysis of inspiring a shared vision (ISV)

| | | Inspiring a shared vision | KCSE |
|---------------------------|---------------------|---------------------------|----------|
| Inspiring a shared vision | Pearson Correlation | 1 | .477(**) |
| | Sig. (2-tailed) | | .002 |
| | N | 40 | 40 |
| | Pearson Correlation | .477(**) | 1 |
| | Sig. (2-tailed) | .002 | |
| | N | 40 | 40 |

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

There was a modest correlation between leadership characteristic “Inspiring a shared vision and students’ academic performance. The Pearson $r = 0.477$. Transformational leadership in terms of “Inspiring a shared vision was therefore modestly correlated with students’ academic performance. There was therefore a statistically significant relationship between the two variables $r=0.477$ $n=40$ and $p=0.002$.

The investigation on the relationship between Inspiring a shared vision and academic performance showed a positive correlation. This means that the higher the principals displayed this characteristic, the better their students performed. The Null hypothesis that stated that there is no significant relationship between the secondary school Principals' transformational leadership characteristic in terms of "Inspiring a shared vision" and students' academic performance was rejected. The Alternative hypothesis was therefore accepted. There was indeed a correlation between secondary school Principals' transformational leadership characteristic in terms of "inspiring a shared vision" and students' academic performance. These findings are similar to Brent's (2007). In transformational leadership characteristic Inspire a Shared Vision (ISV) and student performance as measured by the percent of all TAKS tests passed, the Pearson $r = -.313$ and $r^2 = .10$. The significance value = .019 revealed a statistically significant correlation.

Hypothesis Three

H₀₃: There is no significant relationship between the secondary school principals' transformational leadership characteristic in terms of "Challenging the process" and students' academic performance.

To test this hypothesis an analysis was carried out on the principals' transformational leadership characteristic in terms of challenging the process and students' academic performance. The study findings are in Table 4.24.

Table 4.24: Mean and Standard deviations of Above C+ schools and Below C+ schools based on “Challenging the process” characteristic

| | Mean | Std. Deviation | N |
|-------------------------|---------|----------------|----|
| Challenging the process | 46.7250 | 7.72936 | 40 |
| KCSE | 6.6500 | 2.13097 | 40 |

The mean score for challenging the process was 46.725 while the Mean score for KCSE for all the schools studied was 6.65.

Table 4.25 is an illustration of the correlation between LPI scores for the leadership practice “Challenging the Process) and student achievement as measured by the KCSE tests passed.

Table 4.25: Pearson correlation analysis of challenging the process

| | | Challenging the process | KCSE |
|-------------------------|---------------------|-------------------------|------|
| Challenging the process | Pearson Correlation | 1 | .265 |
| | Sig. (2-tailed) | .099 | .099 |
| | N | 40 | 40 |
| KCSE | Pearson Correlation | .265 | 1 |
| | Sig. (2-tailed) | .099 | .099 |
| | N | 40 | 40 |

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

The Pearson $r = 0.265$ $N=40$ and $p=0.099$. There was a weak though statistically significant correlation between Challenging the Process and students' academic performance. This means that in schools where the principals challenged the process as a transformational characteristic, students performed better than when they do not. The Null hypothesis that stated that there is no significant relationship between the secondary school Principals' transformational leadership characteristic in terms of "Challenging the process" and students' academic performance was rejected. The Alternative hypothesis was therefore accepted. There is a relationship between the secondary school Principals' transformational leadership characteristic transformational leadership characteristic in terms of "Challenging the process" and students' academic performance. These findings were similar to Brents' (2007). The correlation for LPI scores in the leadership domain Challenge the Process (CTP) and student performance as measured by the percent of all TAKS tests passed indicated a Pearson $r = -.306$ and $r^2 = .09$. The significance value of $.022$ was statistically significant.

Hypothesis Four

H₀₄: There is no significant relationship between the secondary school Principals' transformational leadership characteristic in terms of "Enabling others to act" and students' academic performance.

To test this hypothesis an analysis was carried out on the principals' transformational leadership characteristic in terms of enabling others to act and students' academic performance. The study findings are in Table 4.26.

Table 4.26: Mean and Standard deviations of Above C+ schools and Below C+ schools based on "Enabling others to Act" characteristic Descriptive Statistics

| | Mean | Std. Deviation | N |
|------------------------|---------|-------------------|----|
| KCSE | 6.6750 | 2.12901 | 40 |
| Enabling others to act | 49.8500 | 6.67775 | 40 |

The mean score for encouraging the others was 49.85 while KCSE mean score was 6.67 as indicated on Table 4.26. Further analysis using Pearson correlation generated the information in Table 4.27.

Table 4.27: Pearson correlation analysis for enabling others to act and students' performance in KCSE

| | | Enabling others to act | KCSE |
|------------------------|-----------------|---------------------------|------|
| Enabling others to act | Pearson | | |
| | Correlation | 1 | .137 |
| | Sig. (2-tailed) | | .399 |
| | N | 40 | 40 |
| KCSE | Pearson | | |
| | Correlation | .137 | 1 |
| | Sig. (2-tailed) | .399 | |
| | N | 40 | 40 |

There was also a positive but weak correlation between enabling others to act and academic performance. This correlation was also not statistically significant at 0.05 level of significance. The Null hypothesis that stated that there is no significant relationship between the secondary school principals' transformational leadership characteristic in terms of "Enabling others to act" and students' academic performance was accepted. These findings were again similar to Brent's (2007). In his correlation between LPI scores for the leadership practice Enable Others to Act and student achievement as measured by the percent of all TAKS tests passed generate a Pearson $r = -.099$, $r^2 = .01$, and the significance value of .469 revealed no statistical significance.

Hypothesis Five

H₅: There is no significant relationship between the secondary school principals' transformational leadership characteristic in terms of "Encouraging the heart" and students' academic performance.,

To test this hypothesis an analysis was done on the principals' transformational leadership characteristic in terms of Encouraging the heart and students' academic performance. The study findings are in Table 4.28.

Table 4.28 is an illustration of the correlation between LPI scores for encouraging the heart. This leadership practices and student performance as measured by the percent of all KCSE passed.

Table 4.28: Mean and Standard deviations of Above C+ schools and Below C+ schools based on Encouraging the heart characteristic

| | Std. | | N |
|-----------------------|---------|-----------|----|
| | Mean | Deviation | |
| KCSE | 6.6750 | 2.12901 | 40 |
| Encouraging the heart | 50.9250 | 6.74589 | 40 |

The mean score for “Encouraging the heart” was 50.925 while the mean score in KCSE was found to be 6.675 as indicated in Table 4.28. Further analysis using Pearson correlation generated the information in Table 4.29.

Table 4.29: Pearson correlation analysis for encouraging the heart

| | | Encouraging the heart | KCSE |
|--------------------------|------------------------|--------------------------|------|
| Encouraging the heart | Pearson Correlation | 1 | .227 |
| | Sig. (2-tailed) | | .159 |
| | N | 40 | 40 |
| KCSE | Pearson Correlation | .227 | 1 |
| | Sig. (2-tailed) | .159 | |
| | N | 40 | 40 |

The significance value of $r=.227$ $N=40$ and $p=0.159$ shows a weak correlation. This was however statistically significant at 0.05 level of significance. Higher scores in

LPI (encouraging the heart) were therefore associated with higher academic performance.

The Null hypothesis that states that there is no significant relationship between the secondary school principals' transformational leadership characteristic in terms of "Encouraging the heart" and students' academic performance was rejected. The Alternative hypothesis that stated that there is significant relationship between the secondary school principals' transformational leadership characteristic in terms of "Encouraging the heart" and students' academic performance was therefore accepted.

These findings contradict Brent's (2007). Correlation between Encourage the Heart LPI scores and student achievement as measured by the percent of all TAKS tests passed indicated a Pearson $r = -.183$ and $r^2 = .03$. The significance value of .177 revealed no statistical significance at the .05 level.

Comparison of LPI Total Scores and KCSE performance

An attempt was finally made to find out if scores if total LPI correlated with academic performance.

Table 4.30: Descriptive statistics for the scores from Above C+ schools and Below C+ schools

| | Mean | Std. Deviation | N |
|------|---------|----------------|----|
| KCSE | 6.6750 | 2.12901 | 40 |
| MTW | 52.2000 | 6.10254 | 40 |
| ISV | 50.7000 | 7.76646 | 40 |
| CTP | 46.9750 | 7.96302 | 40 |
| EOTA | 49.8500 | 6.67775 | 40 |
| ETH | 50.9250 | 6.74589 | 40 |

LPI (Self) scores for the two categories of schools (Above and Below C+ schools) were analyzed as follows and shown in Table 4.31.

Table 4.31: Pearson correlation analysis of the LPI scores for the two categories of schools

| | | KCSE | Modeling the way | Inspiring a shared vision | Challenging the process | Enabling others to act | Encouraging the heart |
|---------------------------|---------------------|----------|------------------|---------------------------|-------------------------|------------------------|-----------------------|
| KCSE | Pearson Correlation | 1 | .208 | .467(**) | .249 | .137 | .227 |
| | Sig. (2-tailed) | . | .197 | .002 | .121 | .399 | .159 |
| | N | 40 | 40 | 40 | 40 | 40 | 40 |
| Modeling the way | Pearson Correlation | .208 | 1 | .603(**) | .579(**) | .603(**) | .794(**) |
| | Sig. (2-tailed) | .197 | . | .000 | .000 | .000 | .000 |
| | N | 40 | 40 | 40 | 40 | 40 | 40 |
| Inspiring a shared vision | Pearson Correlation | .467(**) | .603(**) | 1 | .594(**) | .524(**) | .666(**) |
| | Sig. (2-tailed) | .002 | .000 | . | .000 | .001 | .000 |
| | N | 40 | 40 | 40 | 40 | 40 | 40 |
| Challenging the process | Pearson Correlation | .249 | .579(**) | .594(**) | 1 | .529(**) | .738(**) |
| | Sig. (2-tailed) | .121 | .000 | .000 | . | .000 | .000 |
| | N | 40 | 40 | 40 | 40 | 40 | 40 |
| Enabling others to act | Pearson Correlation | .137 | .603(**) | .524(**) | .529(**) | 1 | .518(**) |
| | Sig. (2-tailed) | .399 | .000 | .001 | .000 | . | .001 |
| | N | 40 | 40 | 40 | 40 | 40 | 40 |
| Encouraging the heart | Pearson Correlation | .227 | .794(**) | .666(**) | .738(**) | .518(**) | 1 |
| | Sig. (2-tailed) | .159 | .000 | .000 | .000 | .001 | . |
| | N | 40 | 40 | 40 | 40 | 40 | 40 |

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

There was a positive correlation between all the characteristics of transformational leadership of secondary school principals. However the correlation between transformational characteristic of “modeling the way” and “enabling others to act” and academic performance were weak and not statistically significant. That means that in schools where principals displayed one characteristic of transformational leadership, they were also likely to be displaying other characteristics of transformational leadership.

The results showed that principals who displayed three out of the five characteristics that is “Inspiring a shared vision”, “Challenging the process” and “Encouraging the heart”, had their students performing better than the others. This shows that students’ are likely to perform better in schools where principals practice transformational leadership. This finding is similar to Kelly et al (2005) and Starcher (2006) findings that principals’ leadership practices affected school climate positively and thereby supported improvement. Creation of a positive school climate is likely to enhance the environment in which teachers and students strive for increased student learning and achievement in examination.

LPI (Self) was used for the principals while the LPI (Others) was used for the teachers. The study went further to find out if there was a significant correlation between the scores indicated by the principals on their leadership characteristics and how the teachers viewed them.

Table 4.32: Mean and standard deviation of Above C+ and Below C+ on total LPI scores

| Category of schools | Mean | Std. Deviation | N |
|---------------------|---------|----------------|----|
| Above C+ | 52.1140 | 1.90431 | 14 |
| Below C+ | 49.2860 | 2.29008 | 26 |

Post-hoc comparisons using Tukey Honest Significance difference (HSD) indicate that the mean LPI scores in the above C+ schools (Mean 52.11 SD=1.90) were higher than the scores in the Below C+ schools (M=49.287 SD 2.29). This would make us conclude that the higher the principals practiced transformational leadership, the higher the students' academic performance as measured by KCSE.

The relationship between transformational leadership scores and academic performance was also investigated using Pearson Product Moment Correlation (Table 4.33).

Table 4.33: Pearson correlation analysis of the LPI scores for the two categories of schools

| Category of school | | Above C+ schools | Below C+ schools |
|--------------------|-----------------|------------------|------------------|
| Above C+ | Pearson | | |
| | Correlation | 1 | .648 |
| | Sig. (2-tailed) | . | .237 |
| | N | 14 | 26 |
| Below C+ | Pearson | | |
| | Correlation | .648 | 1 |
| | Sig. (2-tailed) | .237 | . |
| | N | 14 | 26 |

There was a positive significant correlation ($r=0.648$ $p>0.237$) between the two categories of schools. This means that in schools where the principals were more of transformational leaders, the students performed better than when they were less transformational.

Table 4.34: Regression analysis of principals' LPI scores for Above C+ and Below C+ schools

Further ANOVA analysis yielded the following statistics:

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|-------|---------|
| 1 | Regression | 6.109 | 1 | 6.109 | 2.175 | .237(a) |
| | Residual | 8.426 | 3 | 2.809 | | |
| | Total | 14.534 | 4 | | | |

a Predictors: (Constant), Above C+

b Dependent Variable: Below C+

In confirming if there is a significant difference between transformational leadership and academic performance, Analysis of Variance indicated that an F-Calculated of 2.175 was derived. However the tabulated F Value is 0.237. Since the Calculated F is greater than the tabulated F-Value, we conclude that there is indeed a significant difference between transformational leadership and students' academic performance.

Comparison between principals' ratings of themselves and the teachers' ratings of their principals.

There was a difference in how the principals rated themselves and how they were rated by the teachers (observers). Self rating (principals') mean was 52.114 while the rating from the others (teachers was 43.671). For the Below C+ schools the principals also rated themselves higher (49.284) as compared to their teachers' ratings which were 38.577. Students' t was used for these analyses.

Table 4.35: Pearson correlation of LPI scores of principals and teachers

| | | LPI(self) | LPI(Obser |
|-------------------------|-----------------|------------|-------------|
| | | scores | ver scores) |
| LPI (scif) scores | Pearson | 1 | 1.000(**) |
| | Correlation | | |
| | Sig. (2-tailed) | . | . |
| | N | 14 | 26 |
| LPI (Observer scores | Pearson | 1.000(**) | 1 |
| | Correlation | | |
| | Sig. (2-tailed) | . | . |
| | N | 14 | 26 |

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

Teachers rated their principals differently from how they rated themselves. In both cases for the Above and Below C+, the principals rated themselves higher than their teachers.

This could be explained by the fact that sometimes the principals thought they were practicing effective leadership practices which may not be what the observer perceive.

Student's test (*t*-test) scores of principals' and teachers' ratings.

The first transformational characteristic to be analysed was "Challenging the process".

The findings are indicated in Table 4.36, 4.37 and 4.38

Table 4.36: Paired samples statistics on "Challenging the process"

| | Mean | N | Std. Deviation | Std. Error Mean |
|---------------------|---------|----|----------------|-----------------|
| Principals' rating- | 47.0250 | 40 | 7.42307 | 1.17369 |
| Teachers' rating | 38.7250 | 40 | 9.45160 | 1.49443 |

There was a variation in how the principals rated themselves and how they teachers rated their principals as shown in Table 4.36

Table 4.37: Paired samples (principals and teachers) Correlations

| | N | correlation | Sig. |
|-------------------------------|----|-------------|------|
| Principals & Teachers ratings | 40 | -.042 | .799 |

There was a negative correlation between the two ratings as indicated on Table 4.37.

Table 4.38: Paired Samples Test of principals and teachers ratings on Challenging the process.

Sig. 2-

| | Paired Differences | | | | T | df | tailed) |
|------------------------------------|--------------------|----------------|------------|---|---------|-------|---------|
| | Mean | Std. Deviation | Std. Error | 95% Confidence Interval of the Difference | | | |
| | | | | Lower | Upper | | |
| Principals – Teachers rating | 8.3000 | 12.25833 | 1.93821 | 4.3796 | 12.2204 | 4.282 | 39 .000 |

The results indicated a t value of 4.282 was greater than $p=0.000$ as shown in Table 4.38.

This indicates that there is a significant difference between the means of the principals and the teachers.

Inspiring a shared vision

The second characteristic to be tested was Inspiring a Shared vision. The findings are indicated in Table 4.39, 4.40 and 4.41

Table 4.39: Paired Samples Statistics of principals and teachers' ratings on Inspiring a shared vision

| | | Mean | N | Std. Deviation | Std. Error Mean |
|--------|------------|---------|----|----------------|-----------------|
| Pair 1 | Principals | 50.3500 | 40 | 7.70797 | 1.21874 |
| | Teachers | 41.1750 | 40 | 9.98688 | 1.57906 |

The principals' mean score on Inspiring a shared vision was 50.35 while the teachers' rating on the same was 41.175 as indicated in Table 4.40. The principals therefore rated themselves higher than what the teachers' ratings were for their principals.

Further analysis generated the findings in Table 4.40 and 4.41.

Table 4.40: Paired Samples Correlations (principals' and teachers' rating on Inspiring a shared vision)

| | N | Correlation | Sig. |
|--------------------------------|----|-------------|------|
| Principals & Teachers' ratings | 40 | .220 | .173 |

There was a significant difference in the two means as shown in Table 4.41. Paired Sample test of the principals are indicated in Table 4.41.

Table 4.41: Paired Samples tests for principals and teachers on Enabling others to act

| | Paired Differences | | | | | T | df | Sig. (2-tailed) |
|--------------------------------|--------------------|----------------|-----------------|---|--------|-------|----|-----------------|
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | Upper | | | |
| Principals – Teachers' ratings | 9.1750 | 11.19498 | 1.77008 | 5.5947 | 12.755 | 5.183 | 39 | .000 |

The lower scale had a mean score of 5.5947 while the upper scale was 12.7553($t=5.183$ $p=0.000$). This indicates that there is a significant difference in ratings on Inspiring a Shared Vision between the principals and the teachers.

Enabling others to act

LPI (self) indicated principals rating of themselves on their transformational leadership characteristic. In Enabling others to Act, both the principals' rating and the teachers' rating are indicated in Table 4.42.

Table 4.42: Paired Samples Statistics for principals and teachers in Enabling others to act

| | Mean | N | Std. Deviation | Std. Error Mean |
|-------------------|---------|----|----------------|-----------------|
| Principals | 50.3750 | 40 | 7.45134 | 1.17816 |
| Teachers' ratings | 40.7500 | 40 | 10.22503 | 1.61672 |

The principals rated themselves higher (mean of 50.375) than how the teachers rated them in "Enabling others to Act" characteristic. Further analysis for correlation was done and the findings are indicated in Table 4.43.

Table 4.43: Paired Samples Correlations between principals' ratings and teachers' ratings

| | N | Correlation | Sig. |
|-----------------------|----|-------------|------|
| Principals & Teachers | 40 | .055 | .737 |

There was a very weak correlation between the principals' ratings on their leadership characteristic "Enabling Others to Act", and how the teachers' rated them.

Table 4.44: Paired Samples Test on principals and teachers' ratings on "Enabling others to Act"

| | Paired Differences | | | | t | df | Sig. (2-tailed) | |
|----------------------------|--------------------|----------------|-----------------|---|---------|-------|-----------------|-------|
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | | | | Upper |
| Principal-Teachers ratings | 9.6250 | 12.31777 | 1.94761 | 5.6856 | 13.5644 | 4.942 | 39 | .000 |

The t value was found to be 4.942 which was greater than $p=0.000$. This indicates that there was indeed a difference in the ratings on Enabling others to act between the principals and the teachers.

Modeling the way

Transformational leadership characteristic on "Modeling the way" was also considered. The principals' ratings and the teachers' ratings were compared. The findings are indicated in Table 4.45.

Table 4.45: Paired Samples Statistics (principals and teachers) on Modeling the way

| | Mean | N | Std. Deviation | Std. Error Mean |
|-------------|---------|----|----------------|-----------------|
| Principals' | 52.3000 | 40 | 5.88000 | .92971 |
| Teachers" | 41.4250 | 40 | 10.09922 | 1.59683 |

The principals rated themselves higher (52.3) than the scores that were indicated by the teachers (41.425). Further analysis in modeling the way was done and the findings are indicated in Table 4.46.

Table 4.46: Paired Samples Correlations for principals and teachers' rating on Modeling the way

| | N | Correlation | Sig. |
|----------------------------------|----|-------------|------|
| Principals & Teachers ratings | 40 | -.050 | .759 |

To test for the differences an analysis of the means was done and the findings are indicated on Table 4.47.

Table 4.47: Paired Samples Test of principals and teachers' ratings on Modeling the way

| | Paired Differences | | | | t | df | Sig. (2-tailed) | |
|--------------------------------|--------------------|----------------|-----------------|---|---------|-------|-----------------|-------|
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | | | | Upper |
| Principals – Teachers' ratings | 10.8750 | 11.93828 | 1.88761 | 7.0570 | 14.6930 | 5.761 | 39 | .000 |

The same trend was observed for the ratings on modeling the way. $t=5.761$ while $p=0.000$ which signifies that there were mean differences in the ratings between the principals and the teachers.

Encouraging the heart

The last characteristic to be considered was on “Encouraging the heart,” Principals' ratings on this characteristic was compared with the Teachers' ratings of their principals on the same. The findings are indicated in Table 4.48.

Table 4.48: Paired samples statistics (principals and teachers' ratings on Encouraging the heart

| | Mean | N | Std. Deviation | Std. Error Mean |
|-------------|---------|----|----------------|-----------------|
| Principals' | 51.3250 | 40 | 6.73067 | 1.06421 |
| Teachers' | 39.7250 | 40 | 10.68905 | 1.69009 |

The principals rated themselves higher (51.325) on the transformational characteristic in terms of Encouraging the Heart than what the teachers rated (39.72) as indicated in Table 4.48. Further analysis of this rating is shown in Table 4.49.

Table 4.49: Paired samples correlations on principals' and teachers' ratings

| | N | Correlation | Sig. |
|---------------------------------|----|-------------|------|
| Principals' & Teachers' ratings | 40 | .024 | .881 |

The correlation between principals' rating and the teachers' ratings on "Encouraging the Heart" characteristic was 0.024. To test for this difference, an analysis was done using students' t. The results are indicated in Table 50.

Table 4. 50: Paired Samples Test of principals' and teachers' ratings on "Encouraging the heart"

| | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|--------------------------------|--------------------|----------------|-----------------|---|--------|-------|----|-----------------|
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | Upper | | | |
| Principals – Teachers' ratings | 11.6000 | 12.491628 | 1.9751 | 7.6050 | 15.595 | 5.873 | 39 | .000 |

The results (t=5.873 at 0.05 level of significance) indicate that there was significant difference in the mean scores on Encouraging the heart between the principals and the teachers. This could be explained by the fact the fact that sometimes the principals thought they were practicing effective leadership practices which may not be what the observer noticed. This finding is consistent to Fullan's (2005) reports that a superintendent may perceive that they are practicing specific leadership behaviours as identified in the LPI while such efforts are not realized by the observers.

4.6 Qualitative research for this study

Qualitative research was used in this study to supplement quantitative study. Interviews were conducted with the selected secondary school principals who were available for the interview. The interviews obtained the opinions or views of the respondents about some of the research results. The researcher also was able to observe them in the natural setting. Out of the 40 principals who filled in the questionnaires, 32 were available for the interview. One teacher in every selected school was also taken through the interview.

Interviewing participants enabled further clarification on the findings of quantitative research. Semi-structured open-ended interviews were conducted with the principals. All the principals and the selected teachers shared their views freely after they were assured that their views would be used for research purposes only.

Respondents were invited to share their experience, expectations as well as their views on what they considered to be the role of leadership on secondary school academic performance. The interviewer had interview guides (Appendix D and Appendix E) that were used to guide the areas to be covered with each participant. The interview guides had the advantage of providing a relatively systematic collection of data and at the same time ensured that important data was not left out. Participants were encouraged to raise additional issues that may not have been stipulated.

4.6.1 Presentation and discussion of key themes resulting from the qualitative investigation

Questions posed during the interviews elicited information that links up with the required data on the transformational leadership characteristics of secondary school principals. During qualitative data analysis, categories and units of analyses emerged from the data collected and these were refined and synthesized to form themes for the purpose of presenting the data report.

(a) Role of principals in academic performance

All the principals agreed that it was the principal's duty to ensure that the students were disciplined and that the teachers do their job well. One principal stated that his primary role was to ensure that effective teaching and learning were taking place and that the school was always willing to respond to positive changes. One principal whose school was once number one in KCSE argued that his school dropped because of indiscipline among the students when another principal took over.. Asked whether there was an improvement when he took over, he agreed.

The role of secondary school principals on leadership is confirmed through several studies. For instance, Hallinger & Heck (1997) found that most internal processes of a school that are associated to students' success, such as academic achievement, school mission, instructional organization, and academic learning time are influenced by principal leadership. The findings are also similar to a study carried out by Kelley, Thornton and Dauherty (2005) whose study on the relationship between leadership practices and school climate, found that principals' leadership practices played an

important part in creating a positive school climate as well as one supportive of improvement.

Most secondary school principals (21) reported that they had a class attendance register to record teachers' attendance. Other roles that the principals highlighted for effective leadership included providing work guidelines for teachers and subordinate staff, ensuring that the students are well behaved, assigning and delegating duties and developing good relationships between all the role players in the school.

(b) Modeling the way characteristic

Teachers were asked to explain whether it was important for their principals to model behaviour for them. All the participants consented that it is important for leaders to do what they expect from their followers. This builds trust between the leader and the follower. One participant said *"Our principal insist that we come to school early whereas most of the times he is not only late but does not come at all."* A large number of teachers, (78.12%) felt that the principals should at least teach one class so as to lead by example. Another teacher was of the opinion that principals who do not teach are not aware of the challenges that the teachers undergo in the class. In his words *"...when we are talking of lack of time to cover the syllabus, the principal does not understand at all...."*

On modeling the way, effective leaders set an example and commitment through their daily acts that create progress (Knab, 2009). Through setting an example, transformational leaders demonstrate commitment to the organisation and its people. The

reporting is also similar to Kouzes and Posner (2002) who posited that leaders should model for their followers what they expect them to follow. In modeling the way, the leaders show that they also live by the values they advocated. This consistency between words and deeds is believed by transformational leaders to build their credibility. This is also confirmed by Shannon and Bylsma (2002) who found that highly effective principals are extremely visible throughout the school building, demonstrating the importance of the teaching and learning process as well as the activities taking place under their direction.

(c) Challenging the process characteristic

A total number of 23 teachers (72.87%) felt that their principals need to engage in behaviours that support and encourage followers and help them to develop and grow. Most teachers expressed that by observing how the principal acted when they asked for permission to go for studies, it was clear that they did not support their course. One teacher said

“ ...My principal thinks that I will take up her job once I graduate with my Masters degree because she does not have a Masters degree herself. She particularly insists that I have to wait for the school to close so as to release me even when I have made arrangements with the other teachers to stand in for me!.... ”

Transformational leaders seek out challenging opportunities that test their skills and abilities and look for innovative ways to improve their organizations (Kouzes & Posner, 2002). Effective leaders who challenge the process are continuously searching for opportunities to improve and innovate, with little fear of experimenting and taking risks.

Such leaders are proactive and unwilling to settle for the status quo. Teachers who undertake further studies could therefore be doing so for the benefit of their schools.

(d) Inspiring a shared vision characteristic

All the teachers felt that the principals should guide and lead the teachers. A good number of teachers (68%) expressed the view that they did not know what was expected of them especially in their role as decision making. One teacher complained "... *I chased a student out of class for failure to do homework only to be summoned to the principal's office to explain why I took the role of the principal!....*" Majority of the principals (25) could not tell the mission and vision of their schools without checking on the written documents on the same. The same was observed from all the teachers interviewed. Inspiring a shared vision is one of the characteristics of transformational leadership. This requires the leader to communicate this vision in such a way as to motivate the followers to work toward its achievement (Leech, & Fulton, 2008). It was therefore found unfortunate that most principals had not internalized the vision and mission of their schools. Kouzes and Posner (1995) asserted that although the vision was cooperatively developed with all stakeholders, the leader must articulate it and provide focus.

(e) Enabling others to act characteristic

All the principals stated that they involved their staff especially in decisions that affected them. Every staff member had some sort of academic, curricular and co-curricular responsibility. This however contradicted the report of the teachers on

involvement in decision making. A total number of 22 teachers (68.75%) reported that they were not adequately involved in decision-making.

A total number of 8 principals (25%) reported that they consulted other schools on how to improve in their students' performance. Majority of these principals (75%) expressed the view that with effective leadership their schools were capable of leading in academic performance. On the question of staff involvement in decision-making the principals stated that the staff was always involved through the staff meetings. Leaders in Kouzes and Posner's (2002) study realized that goals cannot be achieved without team effort. Exemplary leaders did not feel vulnerable by giving away power, but understood the importance of doing so. By empowering others, leaders were able to enable others to use information and produce outstanding results (Kouzes & Posner, 1995). This finding is also similar to Leech and Foulton's (2008) who posited that that organizational structure should be constructed to encourage group action, which includes the sharing of information, resources and ideas.

(f) Encouraging the heart characteristic

All the principals reported that they rewarded their teachers for good performance. The principals also reported that they used different ways of rewarding their teachers, which included taking them for trips every time the KCSE results are outstanding, paying cash for every "A" attained by the students and also congratulating them verbally. Exemplary leaders are known to be practice *encouraging the heart*

characteristic. This involves the recognition of contributions and the celebrations of victories (Kouzes & Posner, 2002). People need encouragement and motivation to achieve the goals set by the organization. As a way of reinforcing the goals of the schools, effective leaders are expected to be aware of the contributions of their constituents (Kouzes & Posner, 2002).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is composed of four sections: a summary of the study, conclusions from the findings, recommendations and suggestions for further research.

5.2 Summary of the study

The purpose of this study was to explore the relationship between secondary school principal leadership characteristics and student Performance in KCSE in selected secondary schools in Nairobi County. Kouzes and Posner (2002) have identified five leadership practices as being characteristic of transformational leadership. These are: Modeling the way, Inspiring a shared vision, Challenging the process, Enabling others to act and Encouraging the heart. This study utilized the work of Kouzes and Posner (2003) as a guide. Leadership Practices Inventory (LPI-Self) was used to measure the leadership practices of principals while KCSE was used as a measure of academic performance.

A review of the literature was conducted to obtain a guiding theory for the study. Five hypotheses were formulated to test the relationship between transformational leadership characteristic and academic performance. Kouzes and Posner (2003) transformational Leadership Practices Inventory was used to gather information on the leadership characteristics. Additional information was gathered by the use of researcher-generated questions that accompanied the LPI. Students' academic performance data for the participating schools was gotten from the principals and confirmed using the Kenya

National examinations Council documents. Data obtained from the LPI were manually summarized in a table and then entered in SPSS software for analysis. For each of the 5 hypotheses the independent variable (transformational leadership characteristic) was correlated with the dependent variable (student academic performance in KCSE) using Pearson Product Moment correlation and Analysis of Variance.

Pearson correlation indicated statistical significance between total LPI scores and students' academic performance. A further analysis of the leadership domains showed there was a positive correlation between three transformational characteristics (Inspiring a Shared Vision, Challenging the process and Encouraging the Heart) and Students' academic performance. There was however a weak but not statistically significant correlation between transformational leadership in two characteristics (Modeling the way and Enabling Others to Act), and students' academic performance. The principals whose schools obtained the minimum university entry mark (Above C+) scored higher in LPI scores than the principals whose schools obtained less than the university entry marks (Below C+)

These findings support a study conducted by Kelly et al (2005) and Starcher (2006) that principals' leadership practices affected school climate positively and thereby supporting improvement. Creation of a positive school climate is likely to enhance the environment in which teachers and students strive for increased student learning and achievement in examinations. These findings concur with Ross and Gray's (2006) who indicated a positive correlation of transformational leadership and academic performance.

Other researchers who had similar findings include: Klinginsmith (2007), Leithwood (1993) and Rutledge (2009). However there was no significant relationship between transformational leadership and students learning according to Layton (2003) & Griffith (2004). Lastly, the study sought to establish if there was any significant difference between how the principals (self) rated themselves in the LPI and what the teachers (others) indicated. There was a significance difference between the principals' ratings of themselves and the teachers' ratings of their principals.

5.3 Conclusions

Exemplary leadership has been linked with high academic performance. A review of the literature, as well as an analysis of the data by this researcher form the basis for the following conclusions as they relate to the study of student performance in KCSE and principal leadership practices as measured by Kouzes and Posner's (2003) Leadership Practices Inventory.

The analysis of the data revealed a number of facts about principal leadership and students' academic performance in Nairobi County. It was evident from the analysis that principals' transformational leadership has a positive impact on academic achievement. Academic performance was found to be better in schools where the principals scored high in LPI.

The findings of this study led to the following conclusions:

- (a) Principals who had fewer years of professional experience were more transformational in their leadership than those who had stayed in their profession for over 9 years.

- (b) Principals with postgraduate qualifications displayed more transformational characteristics than those who had a Bachelors degree and below.
- (c) The principals with Masters Education degrees also scored higher than their counterparts who had a Masters degree in a different field. This finding also led to the conclusion that educational administration courses taught at Master of Education Degree level have an impact on principals' leadership effectiveness.
- (d) Principals in public secondary schools recorded higher scores in four transformational characteristics as compared to their counterparts in private schools. The principals in the private schools scored higher (53.63%) in modeling the way as compared to the principals in the public schools who scored 51.79%. The high score in transformation leadership characteristic in terms of modeling may be explained by the fact that most of the principals in the private schools are also owners of the schools and would want to lead by example. The success of the school also depends on how well they are able to make the teachers work as hard as themselves. The principals in the public schools may just be doing what they consider as duty.
- (e) Principals in the day schools scored higher in the transformational leadership characteristics than their counterparts in the boarding schools. This led to the conclusion that most principals relax in their leadership when there are less environmental influences in their schools. In addition from the analysis of the

study, it was also noted that most principals rated themselves higher in transformational leadership characteristics than they were rated by their teachers. This led to the conclusion that Principals' perception of their leadership style is different from the teachers (observers)

5.3 Recommendations

Following the collection and analyses of data collected from Nairobi secondary schools, the study suggests the following recommendations:

- (a) The findings of this study indicated that principals who had post graduate degrees scored relatively high in transformational leadership characteristics. However, the number of principals with post graduate degrees in Nairobi county was low. The Teachers Service Commission (TSC) should make remuneration of principals with post graduate degrees attractive in order to encourage the principals to go for further studies.
- (b) Principals who had less than 3 years in administration were found to be more transformational than their counterparts who had more than nine years. This could have an implication that there is need for ensuring that the principals continue to exhibit transformational leadership characteristics in their schools. Constant monitoring of the secondary school principals should be made by the Directorate of Quality Assurance and Standards under the Ministry of Education.
- (c) Principals in the private schools scored higher in transformational characteristic of "Modeling the Way" than their counterparts in public

schools. This could mean that ownership of the institution influence the principals display of Modeling the way characteristic. The Teachers Service Commission should implement ways that ensure that the principals feel totally in control of their institutions. This has also been affirmed by the Ministry of Education task force report that school managers in the public secondary schools lacked control of their institutions (MOE 2012).

(d) Principals in the Above C+ schools scored higher in all transformational leadership characteristics than the principals in the Below C+ schools. There is need therefore for principals in the Below C+ schools to study the characteristics of transformational leadership so as to practice them if they expect similar performance to the Above C+ schools. These characteristics can also be embedded in the curriculum that is used by the Kenya Education Staff Institute(KESI) which is in charge of training principals.

5.4 Suggestions for further research

For further research, the study suggests the following:

- a) This study was carried out in Nairobi County only. A study can be replicated in a larger number of schools and in more counties. This may account for any environmental factors that may exist in any one county and improve the generalizability of the results
- b) The study sought to establish if transformational leadership characteristics of secondary school principals had any effect on students' academic performance.

There is need for an exploration of other variables which may produce different results when considering their relationship with the interaction of leadership practices of principals and student achievement.

- c) The study used Kenya Certificate in Secondary Education (KCSE) as a measure of academic performance of secondary school students. Use of a more comprehensive definition of student achievement that is, attendance, graduation, and college-going rate may demonstrate different relationship between leadership practices and student achievement as well as the effect of selected demographic variables on such achievement.

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APPENDICES

Appendix A: Cover letter to participants

Anne Ndiritu

University of Nairobi

P.O.BOX 30197

NAIROBI

Dear Sir or Madam,

I am a post-graduate student in the University of Nairobi. I am focusing my doctoral thesis on transformational leadership characteristics and selected indicators of school efficiency. Kindly fill in the questionnaire depending on the instructions given. Your responses will be used for research purposes only.

Your participation in my study would be greatly appreciated.

Yours faithfully,

Anne Ndiritu.

Appendix B: Leadership practices inventory [LPI] for principals

Two types of questions are given in this questionnaire. In the structured questions, several questions are given. Please tick (✓) the choice you have made. There are no right or wrong answers and you should be free to give your most honest answer.

PART A

1. Name of your school _____

2. How long have you served as a headteacher

Under 1 year

1-3 years

4-6 years

7-9 years

over 9 years

3. What is your highest academic achievement?

M.Ed

M.A.

B.Ed

B.Sc

PGDE

Diploma in Education

SI

Others (please specify) _____

4. What is the number of students in your school _____

7. How has been the trend in your students' KCSE performance in the last five years?

| YEAR | A | A- | B+ | B | B- | C+ | C | C- AND BELOW |
|------|---|----|----|---|----|----|---|--------------|
| 2009 | | | | | | | | |
| 2008 | | | | | | | | |
| 2007 | | | | | | | | |
| 2006 | | | | | | | | |
| 2005 | | | | | | | | |

8. How do you range discipline in your school?

Good

Fair

Bad

9. What do you think contributes to the school's level of

discipline? _____

PART B

To what extent do you engage in the following behaviours? Choose the number that best applies to each statement and record it in the blank next to the statement.

- | | | |
|----------------|--------------------|-----------------|
| 1 almost never | 4 once in a while, | 7 fairly often, |
| 2 rarely, | 5 occasionally | 8 usually |
| 3 seldom, | 6 sometimes | 9 very frequent |
| | 10 almost always | |

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
| 1. I seek out challenging opportunities that test my own skills and abilities | | | | | | | | | | |
| 2. I look ahead and talk about future trends that I believe are likely to affect how teaching gets done. | | | | | | | | | | |
| 3. I encourage cooperative relationships among the teachers | | | | | | | | | | |
| 4. I set a personal example to the teachers of what I expect from them | | | | | | | | | | |
| 5. I take time to praise teachers that perform well | | | | | | | | | | |
| 6. I challenge the teachers to look for new ways and to come up with new ideas and methods that can be make our school perform better | | | | | | | | | | |
| 7. I enthusiastically describe to the teachers what we are able to accomplish together as a team | | | | | | | | | | |
| | | | | | | | | | | |

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
| 8. I actively listen to diverse points of view | | | | | | | | | | |
| 9. I spend time and energy making sure that teachers adhere to the principles and standards we have agreed upon | | | | | | | | | | |
| 10. I make it a point to let the teachers know about my confidence in their abilities | | | | | | | | | | |
| 11. I search outside the school for innovative ways to improve our teaching. | | | | | | | | | | |
| 12. I appeal to the teachers to share an exciting dream of the future of our school | | | | | | | | | | |
| 13. I treat others with dignity and respect | | | | | | | | | | |
| 14. I follow through on the promises and commitments I make to the teachers | | | | | | | | | | |
| 15. I make sure that teachers are creatively rewarded for their contributions to the success of our students | | | | | | | | | | |
| 16. When things do not go as expected, I ask, "What can we learn from this experience?" | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 17. I show teachers how their long-term interests can be realized by working toward a common goal | | | | | | | | | | |
| 18. I support and show appreciation for the decisions that teachers make on their own. | | | | | | | | | | |
| 19. I am clear about my philosophy of leadership. | | | | | | | | | | |

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|---|---|---|---|---|---|---|---|---|----|
| 20. I publicly recognize teachers who show commitment to our common values | | | | | | | | | | |
| 21. I experiment and take risks even when there is a chance of failure | | | | | | | | | | |
| 22. I am contagiously enthusiastic and positive about future possibilities | | | | | | | | | | |
| 23. I give teachers a great deal of freedom and choice in deciding how to do their work. | | | | | | | | | | |
| 24. I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for our work in the school | | | | | | | | | | |
| 25. I find ways for teachers to celebrate accomplishments | | | | | | | | | | |
| 26. I take the initiative to overcome obstacles even when outcomes are Uncertain | | | | | | | | | | |
| 27. I speak with genuine conviction about the higher meaning and purpose of our work. | | | | | | | | | | |
| 28. I ensure that teachers develop professionally | | | | | | | | | | |
| 29. I make progress toward goals one step at a time. | | | | | | | | | | |
| 30. I give the members of the team lots of appreciation and support for their contributions | | | | | | | | | | |

PART C

Please answer the following questions in the spaces provided

1. In what ways do you involve the teachers in the running of the school _____

2. Explain your relationship with your teachers _____

3. How do you take care of teachers' individual needs? _____

4. Explain different ways that you use in correction of teachers _____

5. Explain how you ensure that the teachers are personally accountable for their teaching _____

6. In what ways do you help the teachers to improve in their teaching? _____

7. Explain how you ensure teachers uphold high standards of ethical and moral conduct

Appendix C: Teachers' questionnaire

Two types of questions are given in this questionnaire. In the structured questions, several questions are given. Please tick (✓) the choice you have made. There are no right or wrong answers and you should be free to give your most honest answer.

SECTION A

1. How long have you taught in this school?

Under 1 year

1-3 years

4-6 years

7-9 years

over 9 years

2. What is your highest academic achievement?

M.Ed

M.A.

B.Ed

B.Sc

PGDE

Diploma in Education

SI

Others (please specify) _____

3. In your opinion, the amount of participation which students have in the organization and running of your school

Should be greatly improved

Is not as much as desirable

4. How do you rate the relationship that teachers have with students on average?

Good

Fair

Bad

5. How do you rate the relationship that teachers have with each other on average?

Good

Fair

Bad

6. If you had a choice, would you remain or transfer from this school?

Transfer

Remain

7. Give reasons for your answer in 6 above

PART B

To what extent does your principal typically engage in the following behaviours?

Choose the number that best applies to each statement and record it in the blank next to the statement.

- | | | |
|----------------|--------------------|-------------------|
| 1 almost never | 4 once in a while, | 7 fairly often, |
| 2 rarely, | 5 occasionally | 8 usually |
| 3 seldom, | 6 sometimes | 9 very frequent |
| | | 10 almost always. |

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
| 1. My principals seek out challenging opportunities that test his own skills and abilities | | | | | | | | | | |
| 2. My principal looks ahead and talks about future trends that he/she believes are likely to affect how teaching gets done. | | | | | | | | | | |
| 3. My principal encourages cooperative relationships among the teachers | | | | | | | | | | |
| 4. My principal sets a personal example to the teachers of what he/she expects from us | | | | | | | | | | |
| 5. My principal takes time to praise teachers that perform well | | | | | | | | | | |

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
| 6. My principal challenges the teachers to look for new ways and to come up with new ideas and methods that can be make our school perform better | | | | | | | | | | |
| 7. My principal enthusiastically describes to the teachers what we are able to accomplish together as a team | | | | | | | | | | |
| 8. My principal actively listens to diverse points of view | | | | | | | | | | |
| 9. My principal spends time and energy making sure that teachers adhere to the principles and standards we have agreed upon | | | | | | | | | | |
| 10. My principal makes a point to let the teachers know about his/her confidence in their abilities | | | | | | | | | | |
| 11. My principal searches outside the school for innovative ways to improve our teaching. | | | | | | | | | | |
| 12. My principal appeals to the teachers to share an exciting dream of the future of our school | | | | | | | | | | |
| 13. My principal treats others with dignity and respect | | | | | | | | | | |

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
| 14. My principal follows through on the promises and commitments he/she makes to the teachers | | | | | | | | | | |
| 15. My principal ensures that teachers are creatively rewarded for their contributions to the success of our students | | | | | | | | | | |
| 16. My principal always ask what we can learn from the experience when things do not go as expected. | | | | | | | | | | |
| 17. My principal shows teachers how their long-term interests can be realized by working toward a common goal | | | | | | | | | | |
| 18. My principal supports and shows appreciation for the decisions that teachers make on their own . | | | | | | | | | | |
| 19. My principal is clear about his/her philosophy of leadership. | | | | | | | | | | |
| 20. My principal publicly recognize teachers who show commitment to our common values | | | | | | | | | | |
| 21. My principal is ready to experiment and to take risks even when there is a chance of failure | | | | | | | | | | |

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|---|---|---|---|---|---|---|---|---|----|
| 22. My principal is contagiously enthusiastic and positive about future possibilities | | | | | | | | | | |
| 23. My principal gives teachers a great deal of freedom and choice in deciding how to do their work. | | | | | | | | | | |
| 24. My principal ensures that we set achievable goals, make concrete plans, and establish measurable milestones for our work in the school | | | | | | | | | | |
| 25. My principal finds ways for teachers to celebrate accomplishments | | | | | | | | | | |
| 26. My principal takes the initiative to overcome obstacles even when outcomes are Uncertain | | | | | | | | | | |
| 27. My principal speaks with genuine conviction about the higher meaning and purpose of our work. | | | | | | | | | | |
| 28. My principal ensure that teachers develop professionally | | | | | | | | | | |
| 29. My principal makes progress toward goals one step at a time. | | | | | | | | | | |
| 30. My principal gives the members of the team lots of appreciation and support for their contributions | | | | | | | | | | |

PART C

Please answer the following questions in the spaces provided

In what ways does your principal involve you in running of the school? _____

Explain your relationship with your principal

Good

Fair

Bad

How does your principal take care of teachers' individual needs? _____

Explain the different ways that your principal uses in correction of teachers _____

Explain how the principal ensures that the teachers are personally accountable for their teaching _____

In what ways does your principal help the teachers to improve in their

teaching? _____

Explain what is done in your school to ensure teachers uphold high standards of ethical
and moral conduct _____

Appendix D: Interview schedule for the principals

1. In what ways do you think the principal is responsible for the academic performance of students in this school?
2. What strategies do you have in place to ensure that academic performance in this school is of good quality?
3. How do you reward the teachers who have performed well in their duties?
4. As a Principal of this school, what do you expect to achieve in the next 4 years?
5. In what ways do you consult with other institutions concerning this school?
6. How do you encourage the teachers to come up with innovative ideas to improve the school?
7. How do you ensure teachers progress professionally?
8. What do you think teachers can learn from you as their leader?

Appendix E: Interview schedule for the teachers

1. In what ways do you think the principal is responsible for the academic performance of students in this school?
2. What strategies are in place to ensure that academic performance in this school is of good quality?
3. In what ways are you rewarded when your students perform well?
4. As a school what do you expect to achieve in the next 4 years?
5. In what ways are you encouraged to come up with innovative ideas to improve the school?
6. How are you encouraged to progress professionally?
7. Do you think the principal should model for the teachers in guiding the teachers?

Appendix F: Summary grid for modeling the way characteristic

| | MODELING THE WAY | S | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
|----|--|---|-----------------------------|---|---|---|---|---|---|---|---|----------------------------|
| 4 | I set a personal example to the teachers of what I expect from them | | | | | | | | | | | |
| 9 | I spend time and energy making sure that teachers adhere to the principles and standards we have agreed upon | | | | | | | | | | | |
| 14 | I follow through on the promises and commitments I make to the teachers | | | | | | | | | | | |
| 19 | I am clear about my philosophy of leadership | | | | | | | | | | | |
| 24 | I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for our work in the school | | | | | | | | | | | |
| 29 | I make progress toward goals one step at a time. | | | | | | | | | | | |
| | TOTALS | | | | | | | | | | | TOTALS OF ALL OTHERS |
| | TOTALS OF SELF-RATINGS | | AVERAGE OF ALL OTHERS | | | | | | | | | |

Appendix G: Summary grid for inspiring a shared vision characteristic

| | INSPIRING A SHARED VISION | S | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
|----|---|---|---|-----------------------|---|---|---|---|---|---|---|----------------------|
| 2 | I look ahead and talk about future trends that I believe are likely to affect how teaching gets done. | | | | | | | | | | | |
| 7 | I enthusiastically describe to the teachers what we are able to accomplish together as a team | | | | | | | | | | | |
| 12 | I appeal to the teachers to share an exciting dream of the future of our school | | | | | | | | | | | |
| 17 | I show teachers how their long-term interests can be realized by working toward a common goal | | | | | | | | | | | |
| 22 | I am contagiously enthusiastic and positive about future possibilities | | | | | | | | | | | |
| 27 | I speak with genuine conviction about the higher meaning and purpose of our work | | | | | | | | | | | |
| | TOTALS | | | | | | | | | | | TOTALS OF ALL OTHERS |
| | TOTALS OF SELF-RATINGS | | | AVERAGE OF ALL OTHERS | | | | | | | | |

Appendix H: Summary grid for challenging the process characteristic

| | CHALLENGING THE PROCESS | S | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
|----|--|---|-----------------------|---|---|---|---|---|---|---|---|----------------------|
| 1 | I seek out challenging opportunities that test my own skills and abilities | | | | | | | | | | | |
| 6 | I challenge the teachers to look for new ways and to come up with new ideas and methods that can be make our school perform better | | | | | | | | | | | |
| 11 | I search outside the school for innovative ways to improve our teaching. | | | | | | | | | | | |
| 16 | When things do not go as expected, I ask, "What can we learn from this experience?" | | | | | | | | | | | |
| 21 | I experiment and take risks even when there is a chance of failure | | | | | | | | | | | |
| 26 | I take the initiative to overcome obstacles even when outcomes are Uncertain | | | | | | | | | | | |
| | TOTALS | | | | | | | | | | | TOTALS OF ALL OTHERS |
| | TOTALS OF SELF RATINGS | | AVERAGE OF ALL OTHERS | | | | | | | | | |

Appendix I: Summary grid for enabling others to act characteristic

| | | SELF | OTHERS RATINGS | | | | | | | | | | |
|------------------------|--|------|-----------------------|---|---|---|---|---|---|---|---|--|----------------------|
| ENABLING OTHERS TO ACT | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | |
| 3 | I encourage cooperative relationships among the teachers | | | | | | | | | | | | |
| 8 | I actively listen to diverse points of view | | | | | | | | | | | | |
| 13 | I treat others with dignity and respect | | | | | | | | | | | | |
| 18 | I support and show appreciation for the decisions that teachers make on their own | | | | | | | | | | | | |
| 23 | I give teachers a great deal of freedom and choice in deciding how to do their work. | | | | | | | | | | | | |
| 28 | I ensure that teachers develop professionally | | | | | | | | | | | | |
| TOTALS | | | | | | | | | | | | | TOTALS OF ALL OTHERS |
| TOTALS OF SELF RATINGS | | | AVERAGE OF ALL OTHERS | | | | | | | | | | |

Appendix J: Summary grid for encouraging the heart characteristic

| ENCOURAGING THE HEART | | S | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 7 | 9 | |
|------------------------|--|-----------------------|---|---|---|---|---|---|---|---|---|----------------------|
| 5 | I take time to praise teachers that perform well | | | | | | | | | | | |
| 10 | I make it a point to let the teachers know about my confidence in their abilities | | | | | | | | | | | |
| 15 | I make sure that teachers are creatively rewarded for their contributions to the success of our students | | | | | | | | | | | |
| 20 | I publicly recognize teachers who show commitment to our common values | | | | | | | | | | | |
| 25 | I find ways for teachers to celebrate accomplishments | | | | | | | | | | | |
| 30 | I give the members of the team lots of appreciation and support for their contributions | | | | | | | | | | | |
| TOTALS | | | | | | | | | | | | TOTALS OF ALL OTHERS |
| TOTALS OF SELF RATINGS | | AVERAGE OF ALL OTHERS | | | | | | | | | | |

Appendix K: Names of secondary schools that participated in the study

1. State house Girls
2. Moi Nairobi Girls
3. Kenya High School
4. Dagoretti High School
5. Nairobi School
6. Sunshine High School
7. Ngara Girls School
8. St. George's Secondary Schools
9. Aquina high School
10. Precious Girls Riruta
11. Buruburu Girls School
12. Hospital Hill secondary
13. Kianda School
14. Ofafa Jericho Secondary School
15. Redeemed Educational Centre
16. Jamhuri High School
17. Paresia Victory High School
18. Nairobi Pentecost Church Academy
19. Muhuri Muchiri secondary
20. Eastleigh Boys School
21. St. Benedict School

22. Pumwani Boys School
23. St Catherines School
24. Ruaraka High School
25. Nembu Girls School
26. Dandora secondary School
27. Waithaka Riverside School
28. Langata Secondary School
29. Nile Road Secondary School
30. St Theresa Boys School
31. Ruthimitu Mixed Secondary School
32. Arya Boys School
33. Dr. Mwenje Secondary School
34. Uhuru Secondary School
35. Fort Smith Educational Centre
36. Ruthimitu Girls Secondary
37. Peter Kibugosia Secondary School
38. Nairobi Milimani secondary School
39. Enna Girls School
40. St Immaculate Educational Centre.

Appendix L: Secondary to university transition rates, 2003 -2007

| KCSE Year | 2002 | | 2003 | | 2004 | | 2005 | | 2006 | | 2007 | |
|---|----------------|----------|----------------|----------|----------------|----------|----------------|----------|----------------|----------|----------------|----------|
| Admission Year | 2003/04 | | 2004/05 | | 2005/06 | | 2006/07 | | 2007/08 | | 2008/09 | |
| Category | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Candidates Registered | 198,356 | 100 | 207,730 | 100 | 222,676 | 100 | 260,665 | 100 | 243,319 | 100 | 276,192 | 100 |
| No. qualified for admission (C+ and above) | 42,158 | 21.6 | 49,870 | 24.0 | 58,240 | 26.2 | 68,040 | 26.1 | 62,926 | 25.9 | 74,282 | 26.9 |
| Candidates Admitted | 11,046 | 5.6 | 11,000 | 5.3 | 11,000 | 4.9 | 16,000 | 6.1 | 17,000 | 7.0 | - | - |
| No. of Male | 6,865 | 62.1 | | | | | | | | | - | - |
| No. of Female | 4,181 | 37.9 | | | | | | | | | - | - |

Source: KNEC and JAB

Appendix M: Secondary enrolment by gender and County, 2003- 2007

| County | 2003** | | 2004** | | 2005 | | 2006 | | 2007* | |
|----------------------|---------|---------|---------|---------|---------|---------|-----------|---------|-----------|---------|
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| Coast | 27,235 | 22,121 | 31,982 | 24,724 | 25,257 | 23,034 | 31,791 | 26,682 | 35,882 | 29,422 |
| Central | 82,338 | 88,929 | 91,954 | 95,468 | 89,409 | 91,669 | 101,449 | 102,693 | 112,280 | 110,964 |
| Eastern | 84,706 | 82,181 | 90,299 | 86,262 | 87,730 | 84,948 | 93,696 | 89,822 | 113,904 | 100,133 |
| Nairobi | 11,409 | 8,803 | 19,824 | 13,659 | 15,935 | 12,524 | 16,851 | 12,843 | 26,755 | 22,973 |
| Rift Valley | 104,689 | 91,288 | 112,351 | 94,724 | 110,615 | 93,998 | 132,143 | 111,005 | 144,449 | 121,856 |
| Western | 53,559 | 55,949 | 60,980 | 58,208 | 62,626 | 54,677 | 61,662 | 58,676 | 78,377 | 67,320 |
| Nyanza | 83,319 | 72,351 | 84,723 | 63,274 | 97,201 | 72,443 | 102,702 | 80,280 | 121,247 | 85,747 |
| North Eastern | 10,872 | 1,579 | 3,977 | 1,657 | 4,287 | 1,797 | 5,778 | 2,007 | 6,539 | 2,458 |
| Subtotal | 458,127 | 423,201 | 496,090 | 437,976 | 493,060 | 435,089 | 546,072 | 484,008 | 639,393 | 540,874 |
| TOTAL | 881,328 | | 934,068 | | 928,149 | | 1,030,080 | | 1,180,267 | |
| * Provisional | | | | | | | | | | |

Appendix N: Scores for self rating Above C+ Schools

| LPI INDICATORS | Challenging the Process | Inspiring a Shared Vision | Enabling others to act | Modeling the Way | Encouraging the Heart |
|-------------------|----------------------------|---------------------------------|------------------------------|---------------------|--------------------------|
| 1 | 58 | 56 | 58 | 57 | 59 |
| 2 | 43 | 54 | 31 | 53 | 57 |
| 3 | 54 | 54 | 54 | 54 | 54 |
| 4 | 58 | 60 | 56 | 59 | 58 |
| 5 | 56 | 58 | 60 | 60 | 60 |
| 6 | 39 | 59 | 50 | 60 | 50 |
| 7 | 44 | 56 | 51 | 56 | 55 |
| 8 | 48 | 38 | 38 | 45 | 40 |
| 9 | 53 | 54 | 54 | 54 | 55 |
| 10 | 39 | 50 | 47 | 50 | 46 |
| 11 | 54 | 59 | 67 | 54 | 60 |
| 12 | 50 | 49 | 56 | 40 | 51 |
| 13 | 40 | 54 | 50 | 46 | 45 |
| 14 | 53 | 54 | 45 | 54 | 55 |
| TOTAL | 689 | 755 | 717 | 742 | 745 |
| AVERAGE | 49.2 | 53.9 | 51.2 | 53 | 53.2 |

Appendix O: Scores for others' (teachers') rating Above C+ Schools

| LPI | Challenging | Inspiring | Enabling | Modeling | Encouraging |
|----------------|-------------|-------------|-------------|-------------|-------------|
| INDICATORS | the heart | a Shared | others to | the Way | the Heart |
| | | Vision | act | | |
| 1 | 37 | 43 | 49 | 36 | 42 |
| 2 | 42 | 45 | 39 | 45 | 45 |
| 3 | 25 | 28 | 25 | 24 | 29 |
| 4 | 46 | 48 | 51 | 46 | 41 |
| 5 | 45 | 48 | 48 | 52 | 49 |
| 6 | 50 | 47 | 54 | 51 | 44 |
| 7 | 52 | 54 | 54 | 54 | 52 |
| 8 | 33 | 30 | 29 | 31 | 30 |
| 9 | 32 | 36 | 30 | 31 | 30 |
| 10 | 56 | 58 | 56 | 57 | 58 |
| 11 | 43 | 44 | 36 | 40 | 40 |
| 12 | 45 | 45 | 43 | 48 | 49 |
| 13 | 48 | 54 | 50 | 54 | 52 |
| 14 | 47 | 46 | 41 | 54 | 41 |
| TOTAL | 601 | 626 | 605 | 623 | 602 |
| AVERAGE | 42.9 | 44.7 | 43.2 | 44.5 | 43.0 |

Appendix P: Scores for self rating Below C+ Schools

| LPI Indicators | CTP | ISV | EOTA | MTW | ETH |
|----------------|------|------|------|------|------|
| 1 | 47 | 52 | 50 | 50 | 54 |
| 2 | 56 | 43 | 56 | 56 | 54 |
| 3 | 46 | 50 | 49 | 44 | 49 |
| 4 | 42 | 55 | 52 | 56 | 55 |
| 5 | 44 | 44 | 43 | 44 | 48 |
| 6 | 36 | 46 | 45 | 44 | 41 |
| 7 | 58 | 58 | 59 | 58 | 56 |
| 8 | 49 | 58 | 56 | 60 | 56 |
| 9 | 44 | 47 | 50 | 53 | 45 |
| 10 | 52 | 56 | 46 | 59 | 59 |
| 11 | 35 | 40 | 36 | 37 | 35 |
| 12 | 36 | 39 | 47 | 48 | 43 |
| 13 | 44 | 44 | 52 | 53 | 46 |
| 14 | 49 | 51 | 44 | 50 | 52 |
| 15 | 57 | 58 | 57 | 58 | 59 |
| 16 | 44 | 46 | 57 | 55 | 58 |
| 17 | 54 | 54 | 55 | 54 | 52 |
| 18 | 53 | 51 | 52 | 57 | 52 |
| 19 | 48 | 57 | 59 | 58 | 56 |
| 20 | 48 | 47 | 42 | 48 | 48 |
| 21 | 37 | 41 | 49 | 47 | 39 |
| 22 | 50 | 56 | 57 | 60 | 58 |
| 23 | 31 | 21 | 34 | 47 | 43 |
| 24 | 34 | 45 | 51 | 48 | 40 |
| 25 | 45 | 50 | 51 | 52 | 52 |
| 26 | 53 | 50 | 49 | 54 | 58 |
| TOTAL | 1192 | 1259 | 1298 | 1350 | 1308 |
| AVERAGE | 45.8 | 48.4 | 49.9 | 51.9 | 50.3 |

Appendix Q: Scores for Others (teachers') rating BELOW C+ SCHOOLS

| LPI Indicators | CTP | IASV | EOTA | MTW | ETH |
|----------------|------------|-------------|-------------|-------------|------------|
| 1 | 37 | 39 | 38 | 45 | 41 |
| 2 | 46 | 48 | 50 | 52 | 51 |
| 3 | 41 | 46 | 52 | 49 | 43 |
| 4 | 38 | 42 | 45 | 40 | 36 |
| 5 | 47 | 48 | 43 | 46 | 47 |
| 6 | 32 | 32 | 39 | 33 | 38 |
| 7 | 29 | 29 | 31 | 36 | 29 |
| 8 | 44 | 49 | 46 | 46 | 56 |
| 9 | 27 | 32 | 23 | 38 | 21 |
| 10 | 30 | 26 | 33 | 33 | 35 |
| 11 | 35 | 40 | 30 | 28 | 34 |
| 12 | 44 | 45 | 44 | 46 | 31 |
| 13 | 42 | 41 | 49 | 45 | 48 |
| 14 | 43 | 48 | 48 | 48 | 43 |
| 15 | 32 | 31 | 31 | 30 | 26 |
| 16 | 36 | 34 | 32 | 32 | 25 |
| 17 | 38 | 42 | 45 | 44 | 41 |
| 18 | 34 | 40 | 41 | 35 | 39 |
| 19 | 30 | 30 | 29 | 31 | 30 |
| 20 | 42 | 47 | 46 | 45 | 49 |
| 21 | 55 | 59 | 57 | 58 | 55 |
| 22 | 19 | 22 | 20 | 20 | 22 |
| 23 | 12 | 13 | 22 | 20 | 12 |
| 24 | 40 | 40 | 36 | 37 | 35 |
| 25 | 28 | 44 | 39 | 43 | 49 |
| 26 | 47 | 54 | 56 | 54 | 51 |
| Total | 948 | 1021 | 1025 | 1034 | 987 |

Appendix R:

Private Secondary Enrolment by Gender and County, 2003 - 2007

| County | 2003 | | 2004 | | 2005 | | 2006 | | 2007 | |
|---------------|---------------|--------|---------------|--------|---------------|--------|----------------|--------|----------------|---------|
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| Coast | 4,767 | 4,532 | 6,039 | 5,088 | 5,241 | 5,240 | 7,114 | 6,624 | 7,318 | 6,000 |
| Central | 5,708 | 4,053 | 6,185 | 4,131 | 6,079 | 4,739 | 8,176 | 6,815 | 11,552 | 41,417 |
| Eastern | 7,083 | 6,006 | 9,080 | 8,473 | 8,311 | 7,368 | 11,153 | 9,221 | 10,789 | 9,484 |
| Nairobi | 2,564 | 3,055 | 4,520 | 5,165 | 2,722 | 3,264 | 4,083 | 4,244 | 15,158 | 13,015 |
| Rift Valley | 14,748 | 10,052 | 17,691 | 11,585 | 16,630 | 12,464 | 23,051 | 16,818 | 25,646 | 21,641 |
| Western | 1,354 | 987 | 1,975 | 1,448 | 1,628 | 1,657 | 3,004 | 6,106 | 2,620 | 2,250 |
| Nyanza | 5,910 | 5,317 | 6,145 | 5,205 | 6,675 | 6,420 | 10,548 | 9,349 | 9,225 | 6,524 |
| North Eastern | 22 | 59 | 150 | 119 | 100 | 86 | 424 | 303 | 627 | 236 |
| Subtotal | 42,156 | 34,061 | 41,214 | 41,214 | 47,386 | 41,238 | 67,553 | 59,480 | 82,935 | 100,567 |
| TOTAL | 76,217 | | 82,428 | | 88,624 | | 127,033 | | 183,502 | |

Source: EMIS Unit, MoE



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14th October 2010

Mr. Anne Wairimu Ndiritu
 University of Nairobi
 P. O. Box 92
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RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*The effects of transformational leadership characteristics on students' academic performance in secondary schools in Nairobi Province Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Nairobi Province** for a period ending **31st December 2011**.

You are advised to report to the **Permanent Secretary, Ministry of Education, the Provincial Director of Education, Nairobi Province** before embarking on the research project.

On completion of the research, you are expected to submit **two** copies of the research report/thesis to our office.

P. N. NYAKUNDI
FOR: SECRETARY/CEO

DSCE

Handle

18/11/10

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 Ministry of Education
 NAIROBI

The Provincial Director of Education
 Nairobi Province