

**RELATIONSHIP BETWEEN PRINCIPALS' TRANSFORMATIONAL
LEADERSHIP STYLE AND STUDENTS' ACADEMIC PERFORMANCE IN
KENYA CERTIFICATE OF SECONDARY EDUCATION IN BOMET
COUNTY, KENYA**

BY

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DECLARATION AND APPROVAL

DECLARATION

This thesis is my original work and to the best of my knowledge has not been presented for examination of any degree in any Institution or University

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DEDICATION

This thesis is dedicated to the Lord God Almighty. His grace is sufficient. He gracefully guided me to complete this study. May His name be glorified and honoured. I am grateful to my father Samuel Kering, late grandmother Elizabeth Ketawoi and late grandmother Recho Siwon for their best wishes and blessings upon my life. Moreover, they inculcated in me a legacy of hard work, resilience and the fear of God. Moreover, my wife Victoria Kitur, my sons Kipkirui Ian and Betwel Kiprotich who encouraged and inspired me to soldier on and complete this study. To Lord Jesus Christ be the glory and honour.

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ABSTRACT

Leadership style is an important aspect in students' academic performance in schools. In Bomet County, for five years from 2010 to 2014 K.C.S.E. examinations, there was academic performance disparity among the schools. The average range mean scores disparities were 6.20 points for county schools and 5.00 points for sub-county schools. Based on minimum university entry score of mean grade of C+ and above, the students joining university were few. The purpose was to determine the relationship between principals' transformational leadership style and secondary students' academic performance in KCSE in Bomet County. The study adopted descriptive survey research design. The target population was 109 Director of Studies and five Quality Assurance and Standards Officers. To select sample for study, one Director of Studies in school was selected from each 109 schools sampled and from the five sub-counties, five Quality Assurance and Standards Officers were selected making a total of 114 respondents. Stratified random and purposive sampling procedures were used. Questionnaire for Director of Studies, interview guide for Quality Assurance Standards Officers and document analysis were used as a data collection instruments. Reliability of questionnaire items was tested with Cronbach's alpha and was found to be 0.81. Validity of research instruments was done through expert judgement and triangulation. The data was collected from the schools after getting permission and approval from National Commission of Science, Technology and Innovation and Bomet County Director of Education. Data analysis for quantitative data was done using descriptive analysis (frequencies and percentages) and Chi-square test. The study found that: The principals' idealized influence and individualized consideration had a statistical significant relationship while inspirational motivation and intellectual stimulation had no statistical significant relationship with students' academic performance in KCSE results. The idealized influence had a strong significant relationship with students' academic performance in KCSE. But individualized consideration had a weaker significant relationship with students' academic performance in KCSE. Thus, idealized influence characteristics were most effective in promoting students' academic achievement and individualized consideration characteristics are less so. The schools that embraced more idealized influence and individualized consideration improved significantly better than those that used more inspirational motivation and intellectual stimulation. Recommendations were: training of school principals should be focused on the idealized influence and individualized consideration but less on inspirational motivation and intellectual stimulation dimensions of principals' transformational leadership styles.

LIST OF ABBREVIATION AND ACRONMYS

KCSE	-	Kenya Certificate of Secondary Education
KESI	-	Kenya Education Staff Institute
KEMI	-	Kenya Education Management Institute
KNEC	-	Kenya National Examination Council
MOE	-	Ministry of Education
MOEVT	-	Ministry of Education and Vocational Training,
QUASO	-	Quality Assurance and Standards Officer
SPSS	-	Statistical Package for Social Sciences
T.S.C	-	Teachers' Service Commission

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Leadership is most effective when leaders choose more effective styles like charismatic, transactional and transformational leadership (Germano, 2010). Diverse leadership skills are needed in schools since they have diverse and complex situations (Oyetunyi, 2006). One major emphasis in the educational arena internationally, has been the continuing demands for greater accountability on the part of the school principal to increase student academic performance (Makau & Tanui, 2014). School principals in many developing countries receive little, if any, leadership and development training (Bokova, 2011). Transformational leaders desires the need for change. If school managers are empowered with knowledge and skills in transformational leadership they could successfully transform and contribute to the betterment of learner achievement (Achieng, 2013).

Globally, effective schools are the key to improved performance particularly of students in all aspects (Kinyua, 2015). School administrators can manage diversity in school in a more effective manner as a result of adopting especially transformational leadership behaviours (Veysel, 2014). Since 1980s, transformational leadership was recognized as one of the current approaches to leadership and has a positive influence on student learning and school performance (Achieng, 2013). In Malaysia, 60% of the Collegial Leadership (friendly environment) found within a school is related to the transformational leadership style of the principal (Khademfar & Idris, 2012). School principals demonstrate high level of characteristics of transformational leadership in

terms of inspirational motivation, individualized consideration, idealized influence, and intellectual stimulation behaviours.

Prospective principals should be trained, as transformational leaders during their college training and the current principals should be supported to be transformational leaders with in-service training prepared by university-ministry cooperation in Turkey (Balyer, 2012). In Zanzibar, a participant pointed out that there is a rapid change in education and quality teaching comes from good leaders. The dynamic in education require preparation and dynamic principals. Also mentoring and coaching were highlighted as useful skills and head teachers need training in mentoring so they can learn how to support their teachers rather than use harsh language (MoEVT's, 2013). World Bank studies carried in Zambia, Uganda and Kenya showed quite often highly trained teachers led in being absent from school for no apparent reasons and one of the reasons is poor supervision (Kigotho, 2011). In Kenya, teacher education and training should be structured to incorporate development of leadership knowledge and skills (Choge, 2015). The training institutions should incorporate different models of leadership such as transformational leadership style based on Fielder's contingency theory (Mwendwa, 2012). There is need for retraining of practising principals in transformational leadership so as to match the changing trends in the modern society (Nderitu, 2012).

Principals' overall responsibility is to facilitate teaching and learning designed to enhance student achievement (Cooper, 2011). School leaders must mould the culture of the school in order to create an environment conducive to learning (Moffitt, 2007). The leadership dimension that is most strongly associated with positive student outcomes is that of promoting and participating in teacher learning and development (Robinson, Lloyd & Rowe, 2008). The leadership style has to be exercised by

principals always for quality results in the school. Transformational leadership is crucial (Ogalo, 2013). It is a definite advantage for everyone involved in the school (Cashin, 2000). And is widely believed to be the most effective leadership style (Jess, 2014). Transformational leaders are perceived to have facilitated positive changes such as increased student achievement (Denmark, 2012).

The four transformational leadership behaviours are more effective than constructive transactional leadership (Avolia, 2010). Transformational leadership has grown in its recognition and popularity because of its seemingly ubiquitous application. It involves four factors: inspirational motivation, intellectual stimulation, idealized influence, and individualized consideration (Hughes, 2014). Such behaviours are positively related to better performance (Balyer, 2012). The purpose of No Child Left Behind was to narrow and perhaps even close the achievement gap in America (Nowlin, 2015). American students were performing far below most other developed nations on triennial international test (Bidwell, 2013). Some schools require a head teacher who will lift the schools from a state of complacency and failure to a state of dignity and high performance in Botswana (Oyetunji, 2006). In Nigeria, there was a marked difference in the performance of students in urban and rural schools in Senior Secondary school Examination with impressive scores obtained in urban schools. Government should always be conscious of the implication of its policies and position on schooling and the multiplier effect on academic performance of students and teachers productivity (Adepoju & Oluchukwu, 2011). It was established that the nature of secondary school head teacher's training contributed to either poor or good leadership and hence school performance in Uganda (Nsubuga, 2008).

In Kenya, it is non-disputable that success or failure of any organization depends on its leadership. And school efficiency that is measured by factors such as students' academic performance and discipline (Nderitu, 2012). Head teachers with high rating leadership skills can promote good academic performance (Awino, Kiplangat & Onderi, 2014).

Although the government has even invested a lot of funds in education, it was sad that many schools do not provide teaching and learning in the most efficient way (Kimani et al., 2013). This raises concerns from parents, leaders and scholars (Nyongesa, 2014). Therefore, public pressure on school administrators and teachers to improve academic performance has led to schools coming up with various performance improvement strategies (Nyagosia, 2011). The current Education Sector Plan (2013-2018) prioritizes the enhancement of learner outcomes through addressing issues related to quality (Ministry of Education, 2014). The current teaching practices in Kenya focuses on producing "A" grade learners and those societal settings that attach a lot of value to test score (Kaume & Mwinzi, 2018). And for effective learning to take place, it needs prepared school leadership (Gatobu, 2019).

Learning outcomes at the secondary school level are still weak, with 70 percent of KCSE candidates failing to achieve C+, which is the minimum requirement for admission to university as depicted by the 2010-2014 KCSE results (Kaimenyi, 2014). Quality education is associated with getting quality grades by students in KCSE examinations. The principal's leadership styles often have massive influence on the KCSE performance in schools (Koskei, Tanui & Rono, 2018). The grade attained by the learner in KCSE became a significant turning point in its life and future career (Nkaiwuatei, 2013). For the five years, 2010-2014 KCSE examinations,

about 70% of the candidates have consistently scored between mean grades of C to D- which qualifies them for admission to middle level colleges. However, about 2% of candidates have been scoring E over the period. Transition to university is below 40 percent (Kaimenyi, 2014). Nationally, from the year 2012 to 2015 KCSE Examinations, those who attained grade D to E have been consistently high, 66.528%. Over the same period, the average mean score was 5.286, mean grade of C-. (Kenya National Bureau of Statistics, 2017).

In Bomet County, Kenya, there was significant discrepancy in academic performance among the schools of similar category. During the 2010-2014 K.C.S.E., the average range mean score disparity was 6.20 and 5.00 points for the county and sub-county schools respectively. During the five years, best mean grade has increased to B+ from B-, and the least has stagnated at grade D for the county schools. Respectively for the sub-county schools was from grades C+ to B- and D- to D (County Director of Education, 2015). Hence, there was need to ascertain the role of principals' leadership and much more transformational leadership.

Table 1. 1: The K.C.S.E. Mean Score in Bomet County in 2011-2014

Year	Mean Score	Mean Grade	Possible Max. Mean Score
2011	4.956	C-	12
2012	5.563	C	12
2013	5.480	C-	12
2014	5.400	C-	12

Source: County Director of Education (2015)

Statistics in Bomet showed that based on a minimum university entry score of grade C+ and above, indicated that students joining university from the county are few (Table 1.1). Hence, many of them lose opportunities for higher education, training and job placement (Makau & Tanui, 2014). Various studies have been done to explain this phenomenon but its relationship between transformational leadership has not yet been done. Thus, there was need to determine the relationship between the principals' transformational leadership styles and secondary school students' academic performance in KCSE examination in Bomet County.

1.2 Statement of the Problem

Transformational leadership style is an important aspect in students' academic achievement in schools. Therefore, principals' practice of transformational leadership behaviours is critical in enhancing school academic performance. In Kenya, principals are held accountable for quality education which is associated with getting quality grades by students in KCSE examinations. The KCSE examinations play a crucial role in student's life since it determines progression to higher education, training and job placement. Therefore, it ignites public pressure on school administrators and teachers to improve students' academic performance. Emphasis on transformational leadership skills would mitigate the pursuit of ever increasing students' academic performance. Hence, there is clear need for the training, adoption and practice of individualized consideration, intellectual stimulation, idealized influence and inspirational motivation transformational leadership style practices.

Bomet County had continued to experience disparity in the students' academic performance in secondary schools and few students are joining the universities. This

could be attributed to a gap in the transformational leadership behaviours among the secondary principals. During the five years K.C.S.E. examinations from 2010 to 2014, the average range mean scores disparity of the academic performance were 6.20 points for county and 5.00 points for sub-county schools. The average mean score was 5.30; mean grade of C- for the four years from 2011 to 2014 K.C.S.E examinations. This was below average of mean grade C, mean score of 6.00. Therefore the problem that necessitated this study.

In addition, statistics show in Table 1 that the average academic performance was below the minimum university entry score of mean grade C+ in K.C.S.E examinations. In order to enhance understanding and suggest solutions to this problem, there was need to determine whether there were differences or absence of the idealized influence, inspirational motivation, intellectual stimulation and individualized consideration transformational leadership practices among some principals.

Thus, there was a need to investigate whether there was any relationship between the principals' transformational leadership style and students' academic performance in KCSE.

1.3 Purpose of the Study

The purpose of the study was to determine whether there was any relationship between principals' transformational leadership style and secondary school students' academic performance in KCSE in Bomet County, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i) To establish the relationship between idealized influence of principals' transformational leadership style and students' academic performance in KCSE in Bomet County.
- ii) To determine the relationship between inspirational motivation of principals' transformational leadership style and academic performance of students in KCSE in Bomet County.
- iii) To investigate the relationship between intellectual stimulation of principals' transformational leadership style and academic performance of students in KCSE in Bomet County.
- iv) To determine the relationship between individualized consideration of principals' transformational leadership style and academic performance of students in KCSE in Bomet County.

1.5 Research Questions

The study was guided by the following research questions:

- i) What is the relationship between idealized influence of principals' transformational leadership style and students' academic performance in KCSE in Bomet County?
- ii) How does the inspirational motivation of principals' transformational leadership style related to academic performance of students in KCSE in Bomet County?
- iii) How does the intellectual stimulation of principals' transformational leadership style related to academic performance of students in KCSE in Bomet County?

iv) Is there any relationship between individualized consideration of principals' transformational leadership style and academic performance of students in KCSE in Bomet County?

1.6 Significance of the Study

The study is expected to educate principals on transformational leadership style. This would drive the principals to use appropriate or adjust their leadership styles that shapes and maintains effective school learning environment. The study is expected to assist the Kenya Education Management Institute, Teacher Training Colleges and Universities in designing training, pre-servicing and in-servicing programmes enriched with transformational leadership skills that impact positively change on schools for prospective and current principals. Furthermore, expected to help the Board of Management or the County Education Board in recruitment of teachers with exemplary leadership qualities that can stimulate good students' academic performance in KCSE in Bomet County. The study is also expected to assist Ministry of Education of the Republic of Kenya to fill the achievement gap in academic performance in KCSE among the schools. And to supervise, monitor and appraise the principals based on the leadership styles and their contributions to school performance.

1.7 Limitations of the Study

The study was carried out with the following limitations:

There was lack of prior published research studies on the principals' transformational leadership style and academic performance in national examination in Bomet County.

It could have formed a strong foundation of understanding the research problem. The

limitation was mitigated by adopting description and exploratory of the variables under investigation.

The study used self-reporting method to collect the information. The data was gathered from the Director of Studies' self-reporting questionnaires. Therefore the self-reported data was limited by the fact that it could not be independently verified. The respondents' perceptions of principals' transformational leadership practices might have over-rated desirable practices and under-rated undesirable practices. And also rating could have led to self-reported bias due to the level of the respondents understanding the transformational leadership practices. This limitation was minimized by appealing to the respondents to provide accurate responses. Additionally, researcher took time to explain the meaning of the transformational leadership practices (idealized influence, inspirational motivation, intellectual stimulation and individualized consideration) under investigation.

Conflicts on biased views and personal issues might have been another limitation. Researcher could have biased views because of cultural background or personal views. The researcher might have chosen only those results and data that support main arguments. The problem was avoided by paying attention to the statement of the problem and proper data gathering by methodological triangulation through use of three different sets of tools, namely: questionnaires, interview guide and document analysis. Furthermore, the three research instruments enabled the researcher to obtain more critical information.

1.8 Delimitations of the Study

The study was delimited to public secondary schools in Bomet County, Kenya. The study also focused on principals' transformational leadership style and students' academic performance in KCSE examinations from 2010 to 2014.

The study investigated the four transformational leadership practices (idealized influence, inspirational motivation, intellectual stimulation and individualized consideration). Director of Studies and Quality Assurance and Standards Officers participated in provision of data for this study. The Bomet County Director of Education Office also provided information.

1.9 Assumptions of the Study

The study was carried out with the following assumptions:

- i. That the principals possessed transformational leadership style skills and knowledge to influence the students' academic performance in KCSE.
- ii. That the participants would honestly respond to questions and to the best of their abilities.

1.10 Definition of Terms

The following terms were defined for the purpose of this study:

Principal/Head teacher: The principal is the lead educator and accounting officer and is responsible for the operational management of the institution. He/she is also responsible for the development and implementation of education plans, policies, programmes and curriculum activities of the institution (Teachers Service Commission, 2017). In the study, it refers to the person who occupies the highest position in the school and was responsible for running the school on daily basis.

Principal's leadership Style: According to Oyetunji (2006), it refers to the manner the principal performs their roles and directs the affairs of the school. In the study, it refers to the way of doing things by the principal when running the

school, and it creates an effective school. He/she determines the effective school from the way he/she was concern for tasks and followers and hence influence school academic performance.

Transformational Leadership: Based on Burns' (1978) definition, it is the process by which "leaders and followers help each other to advance to a higher level of morale and motivation". In the study, it was a leadership style that effects positively change in schools through use of effective leadership practices.

Idealized Influence: According to KEMI (2014) idealized influence describes leaders who are exemplary role models for their groups. For this study, it is the transformational leadership behaviours that drive followers to be associated with their leader or emulate their leader.

Inspirational Motivation: According to Wadehouse (2018), inspirational motivation is when a leader exudes and communicates excellence, and takes the time to honestly and with integrity, focus on the value of the self, the other person, and the task at hand.

For the study, it refers to the transformational leadership behaviours that creates exciting image among the followers.

Intellectual Stimulation: According to Bass and Riggio (2006), defined as the leader's behavior that helps the followers to identify new approaches when faced with difficult challenges. Intellectual stimulation is the degree to which leaders challenge assumptions, take risks, and solicit followers' ideas. Here the transformational leaders question the status quo, appeal to followers' intellect, stimulate them to question their assumption, and invite innovative

and creative solutions to problems. For this study, it refers to the transformational leadership behaviours that imply non-traditional thinking and display of creativity in task accomplishment.

Individualized Consideration: According to Wadehouse (2018), it is to empower and transform people, one employee at a time, into productive, sustainable, happy and profitable teams by creating avenues to provide people with unique individualized considerations. In the study, it is the transformational leadership behaviours that identify and treat others as individuals based on needs, abilities and aspirations.

Modelling the way: It is to set the example by behaving in ways that reflect the shared values (Kouzes & Posner, 2002). In the study, it refers to leaders who serve as role models for their followers or leads by setting a good example for the followers to emulate.

Academic Performance: is the extent to which a student, teacher or institution has achieved their short or long-term educational goals as measured through examinations or continuous assessments (Annie W, 1996) as cited by Jebii (2019). In this study, it refers to K.C.S.E. students' examinations scores.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with the concept of leadership style, transformational leadership style and the relationship with the students' academic performance. Also included was the theoretical and conceptual framework of the study.

2.2 The Concept of Leadership Style

Oyetunji (2006) argued that a leader in every organization performs certain roles/tasks for the smooth running of the organization and improvement of organizational performance. The manner in which the leader performs these roles and directs the affairs of the organization is referred to as his/he leadership style. Leadership style therefore is the way a leader influences followers for attainment of desired results. Some leaders are more interested in the work to be done than in the people they work with while others pay more attention to their relationship with subordinates than the job. Whether a leader emphasizes the task or human relations is usually considered central to leadership style. According to Community Tool Box (2013) is of the view that, leadership style is the way in which a leader accomplishes his purposes. And have profound effects on an organization, its staff members and determine whether the organization is effective or not. Leadership style depends on the leader's and organization's conception of what leadership is, and on the leader's choice of leadership methods. Depending how those fit together, a leader might adopt one of a variety of styles, each reflected in the way the organization operates and the way its staff members relate to one another.

Louis et al (2010) state, leadership can be described by reference to two core functions. One function is providing direction; the other is exercising influence. Whatever else leaders do, they provide direction and exercise influence. Although leadership is widely thought to be a powerful force for school effectiveness, this popular belief needs to be justified by empirical evidence especially in Bomet County.

Hence, the understanding of what leadership entails becomes significantly important when establishing the association of effectiveness of principals' leadership in schools and academic performance achievement in KCSE examination. There was a need to establish and reinforced the leadership styles that enhanced quality national examination results. This study was to address a gap that that existed in the current literature by providing empirical evidence on the relationship between transformational leadership practices and academic performance in KCSE examination. The study focused on determining the significant relationship between selected transformational leadership practices and secondary school students' academic achievement in KCSE results. Hence add knowledge to the field of leadership in the secondary school context and shed light into the important roles of school principals in their pursuit of academic excellence.

Foregoing, it worth noting that good school leadership is essential to turning around the low academic performance. And the principal has a responsibility in providing the right leadership for the success of a school. Ayiro (2014) in his study unearthed that transformational leadership would be associated positively with leader effectiveness. Adoption of transformational leadership practices by principals enhances collaboration with teachers in decision making and encourages innovation subsequently leading to improved academic performance (Jebii, 2019). The literature

review indicates that transformational leadership essentially improves the functioning of school and teaching processes (Jamal, 2014). Current leadership theories describe leaders based upon traits or how influence and power are used to achieve objectives (Germano, 2010).

Modern leadership theory has begun to realize that the perfect, flexible leader does not exist. Everyone has strengths and weaknesses, and there is a need to strike a balance using the individual's preferred styles and meeting the needs of the situation (Kiptoo, 2013). According to Mathews (2013) the best leadership style is contingent on the situation. The Fielder's contingency model identifies three different types of variables that impact a situation in order of priority as the relationship between the leader and the followers, task structure and position power. As cited by Kariuki, Piliyesi and Ateka (2018), the success of a leader depends upon a number of variables, qualities of followers and situational features (Cherry, 2014). The contingency theory is of view that school leadership is based on prevailing situation. Louis et al (2010) reported that, to be most effective, according to contingency leadership model, leaders must match their styles to their settings. The study expected principals should ensure and assure that quality results are obtained in the national examinations by displaying essential leadership skills regardless of school internal and external situations. The findings of this study also would help bridge the gap between the leadership theories and school leadership practices.

Northouse (2013) posits that under the Path-goal theory, the employee characteristics and work setting are considered and impacts a leader's influence on its followers. Germano (2010) adds that situational leadership theory suggests that the best leaders constantly adapt by adopting different styles for different situations or outcomes.

Alam (2017) expounded that when leadership approaches are reviewed, it is clear that a suitable leadership is essential for the success of any school and to produce greater achievement. It is evident that schools need effective leaders who are proactive. Though various researchers advocate for particular styles of leadership but it seems that any single leadership styles cannot be generalized as the best approach. Schools own various challenges, and leader has to apply the appropriate approach to deal with the specific issue. It is a fact that one leadership style may become effective for any specific matter but it may not work for other.

But, Wollinski (2010) states that the path-goal theory postulates that effective leaders have ability to improve the motivation of followers by clarifying the paths and removing obstacles to high performance and objectives. Wanjiru (2012) points that, according to the contingency theorist autocratic leadership works better in periods of crisis but fails to win the 'hearts and minds' in day-to-day management of the school. Onorato (2013) confirms that most theorists have studied transformational leadership style for environments that are subjected to significant change for bottom line results. Obasan and Hassan (2014) affirms that transformational leadership style has been proven to be the most effective style. Kimani's et al., (2013) notes that instructional leadership paradigm was thought to have served the schools well. Modern demands for educational reforms have made school leaders to look for an alternative. A recent theory that has been embraced by many school leaders is transformational leadership.

Chang'ach and Muricho (2013) affirm that education is a key to any nation's development and for it to play this role, education reforms should be inclusive. Stewart (2006) in his study, concluded, it is necessary to collectively determine the purpose of school leadership and make changes in our school systems that positively

impact student learning. Onorato (2013) asserts, in this ever-changing era of accountability and performance, we find school leaders are now faced with same managerial tasks that are practised by managers and businesses in private industry. As Cited by Jebii (2019), researchers in the recent past have established that transformational leadership is an effective leadership strategy that enables leaders to guide followers to successfully implement change within their organizations (Hassan & Hatmaker, 2014). This revealed the importance of transformational leadership in persistent educational reforms and changes. Hence, it was necessary to establish the extent of use of transformational leadership by the principals and how it had impacted KCSE results in Bomet County.

Alam (2017) concluded that there is need to revisit the traditional approaches of leadership and align it towards more productive lines. Kiseku and Kwasira (2015) reaffirms that transformational leadership play significant role amongst school's fraternity. It influences academic performance positively. Barbuto and Brown (2007) add that the ability to use the full range of leadership behaviours is what separates ineffective from effective leaders. The four major components of the full-range leadership theory are: individualized consideration, intellectual stimulation, inspirational motivation and idealized influence. They are essential qualities for leaders. It was crucial to find out whether transformational leadership behaviours has an influence on the students' academic performance in KCSE results. It was worth therefore, the study determined the relationship of the four transformational leadership qualities among the principals and secondary students' academic performance in KCSE examination in Bomet County. Hence, the need for the study.

2.3 Transformational Leadership Style

According to the research by Jacobs (2013) portrays that a transformational leadership style conveys a sense of trust and meaningfulness and individually challenges and develops employees, could lead to greater employee well-being. But the American College of Occupational Environmental Medicine (ACOEM) (2013) believe that it was valued for stimulating innovation, worker performance and increased well-being among employees. Northouse (2013) states that transformational approach was a process of leadership that changes and transforms people and concerns with emotions, values, ethics, standards and long term goals. But Zellman (2013) affirms that the transformational leadership style draws on assorted capabilities and approaches to leadership, creating distinct advantages for the organization. A leader using this approach inspires people to look beyond their own interests and focus on the interests and needs of the team. Provides stimulating work and takes the time to recognize good work and good people. The study therefore would establish if transformational leadership led to improved students' achievement.

While Onolememen (2013) believes that transformational leaders have the ability to change an embedded culture in an organization. They help to unleash the creative potentials of individuals and groups, thereby generating social change as well as motivate their followers to do more than the followers originally intended and thought possible. Marks and Printy (2003) asserts that transformational leadership emphasized the ingredients of change, ideas, innovation, influence and consideration for the individual in the process. Germano (2010) confirms that the transformational leaders represent the most valuable form of leadership since followers are given the chance to change, transform and in the process develop themselves as contributors. Therefore, it is reasonable to assume a school will require its principal to act as a

transformational educational leader in order to cope with the changes of the dynamic, changing environment in which the school functions (Jamal, 2014).

Chell (1995) confirms that the role of principal has been in a state of transition, progressing from the principal as an instructional leader or master leader, to the principal as a transactional leader and most recently, to the role of transformational leader. Transformational leadership had a more positive effect on learning and working environment (Hamilton & Pepper, 2002). According to Alison and Bierley (2014) observe that Districts looking for transformational leaders to turn around schools may find more success by vigorously training their own teachers and assistant principals for leadership roles. According to Moolenaar et al. (2010) as cited by Balyer (2012) transformational leadership was positively associated with schools' innovative climate and it motivates followers to do more than they are expected in terms of extra effort and greater productivity. Wilmore and Thomas (2001) argued that transformational leadership provides direction for the school because transformational leaders are perceived to be educational reformers or agents of positive change in schools.

Franciosi (2013) affirms that transformational leadership was the most universally adopted and most appropriate for organisations such as educational systems operating in a field characterised by change and innovation. Akinyi (2012) in her study, supports that principals should adopt democratic leadership styles and emerging leadership theories such as transformational be incorporated in teacher training curriculum. Barbuto and Brown (2007) posits that research conducted in Nebraska shows that leaders able to practice the four dimensions tend to gain extra effort from employees, experience higher employee satisfaction, productivity and greater

organization effectiveness. Avolia (2010) found that among the four components of transformational leadership, idealized influence and inspirational motivation leadership are most effective and satisfying, intellectual stimulation and individualized consideration a bit less so.

Mputhia (2013) reported that a good leader was one who gives direction, guidance, recognizes and grows talents, a good mentor and gives room for growth. Motivates, inspires, understands people and is a good communicator while being firm, decisive and competent. Sets a good example and the employees feel inspired to emulate. However Kessler (2002) says, research has shown that, in education especially, a leader must be able to relate to people, listen to people; empathize with their problems, and express compassion regarding their needs. KEMI (2014) adds that education administrators who rated as effective leaders were rated high on both concern for the tasks and people.

Cobb (2013) states that having knowledgeable and skilled leaders was more important than ever, and the reality is that there is a shortage of really good principals who know how teaching and learning occur, and who have the ability to inspire and lead. Minja (2010) points, it can be observed transformational style of leadership is lacking in many organizations; yet, this style is much needed in our society. Njoroge (2015) wrote that a number of studies in educational settings have indicated the teachers' commitment increased as they perceived their leaders to have higher levels of transformational leadership. This in turns affect the performance. Osman and Mukuna (2013) in their study on improving instructional supervision in schools through building principals' capacity concluded that transformational leadership was the best practice for principals as they carry out instructional leadership role in Kenya. Sugutt

(2016) observed that, nationally, the public concerns and reports on students' academic achievement in KCSE Examination indicates a decline in academic standards. To mitigate the problem, this study aimed to investigate the influence of principal transformational leadership on students' performance.

Hence, in Kenya, there has been a great interest about secondary school students' academic performance in national examinations as measured by the KCSE examinations. Principals' leadership skills are therefore key to the attainment of school good academic performance. It was clear from the foregoing that principals who adopted and exercised transformational leadership practices could improve academic achievement of their secondary school students. A good leader displays the four dimensions of transformational leadership namely: idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. It was prudent to determine the extent principals in Bomet County exhibits the four transformational leadership dimensions. This could reflect the effectiveness of principals' leadership in Bomet County. It could help explain the students' academic performance trends in the KCSE in Bomet County.

2.4 Transformational Leadership and Academic Performance

The world over, no matter the governing body, geographical region or setting of an under performing school, there is a common belief that the leader was solely responsible for change to occur (Demark, 2012). Jackson (2016) believed that all four components of the transformational leadership style: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, that a transformational leader possesses and implements effect the expected outcomes of the

follower. Stump, Zlatkin-Troitschanskaia, and Mater (2016) stated that, it has been argued that transformational leadership in schools leads to teachers making an additional effort and commitment to change. Osman and Mukuna (2013) affirm that the principal is the key figure in promoting an environment within the school that was conducive to student learning. Good teacher morale and high student achievements go hand in hand. According to Nderitu (2012) asserts that the transformational leadership had been linked with academic performance in developed countries.

In America, Chenoweth and Theokas (2013) reported that it's undeniable that too many schools with high percentages of low-income students and students of colour are low-achieving. But a few schools with these student populations stand out as successes, with academic achievement rivalling and exceeding that of their counterparts in middle-class communities. Because they have strong leaders. Thus, principals' leadership practice exhibited could overcome challenges hindering good students' academic performance. Boberg (2013) pointed that a handful of studies have examined the relationship between transformational leadership and favourable student outcomes, most notably student engagement and student academic achievement. As expected, these studies have confirmed that transformational leadership behaviours contribute positively to student outcomes primarily through their influence on school conditions. Students in schools with transformational leaders also tend to exhibit higher levels of student achievement. Jackson (2016), in his study on the relationship between transformational leadership style and employees' perception of leadership success in higher education. The researcher conducted the study in secondary schools. The results of his study revealed that there is a statistically significant relationship between transformational leadership style (independent variables idealized attributes, idealized behaviours, inspirational motivation, intellectual stimulation and

individualized consideration) and employees' perception of leadership success (Outcomes of Leadership dependent variables, effectiveness, extra effort, and satisfaction) within higher education. It can be induced that the behaviours improve academic performance. Chen (2014) reported there was no significant effect between transformational leadership and student learning outcomes in California State Assessment.

In Malaysia, Ibrahim, et al. (2013) in their study to investigate the impact of transformational leadership as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration on teachers' commitment towards organization, teaching profession, and students' learning. A quantitative survey method was applied, and four broadly hypothesized relationships were tested with a sample of 1,014 trained non-graduate and graduate teachers serving in 27 secondary schools in Sarawak, Malaysia. The study found that inspirational motivation, individualized consideration, and intellectual stimulation were the factors contributing towards teachers' commitment to teaching profession, and there was no dominant factor influencing commitment to students' learning. They concluded that the results of the study indicate the necessity for leadership development of school leaders so that they could systematically acquire and internalize the effective transformational leadership qualities that are crucial in changing teachers' attitude and improving their commitment towards their profession. Ling and Ibrahim (2013) concluded that the practice of transformational leadership behaviours by school leaders enhanced teacher commitment. Something that needed to be studied and unearthed if, transformational leadership was linked to enhanced performance in KCSE results in Bomet County.

In Israel, Jamal's (2014) study to determine the most effective leadership model in the new conditions of school management. The study adopted correlational research to establish correlations between the value systems and leadership styles. The study found that principals with a moral value system lean more towards a transformational leadership style and principals with a pragmatic value system lean more towards a transactional leadership style. And concluded that the review indicates clear signs of the contribution of transformational leadership on the improvement in functioning of school management, particularly on teaching processes as reflected in students' learning.

Al-Taneiji and Ibrahim (2012) in Dubai concluded that transformational leadership might have positive influences beyond increasing student attainment; It may lead to more satisfied and committed teachers who could subsequently influence student learning and school performance in general. Fraih (2014) states, the standard of academic achievement in Kuwait's public schools has been declining over the years, which calls for a different type of leadership to transform these schools. Enage, Bantor and Embio (2016) in their study, concluded that the secondary school heads in the Division of Biliran, Philippines displayed high level of transformational leadership behaviours in terms of: providing vision or inspiration, modelling, fostering commitment to group goals, providing individual support, providing intellectual stimulation and holding high performance expectations.

In Africa, Ghana, Kormla (2012) observed that the disadvantaged schools whose students continuously performed well were led by effective principals. Academic achievement of students in some schools remained high while that of others in the same locality remained low. In Nigeria, Money (2017) found that the principal and

teachers have opinion that idealized attributes and intellectual stimulation act as agent of positive change. Principals must act as agent of positive change by creating a caring and trustful atmosphere; enhance team spirit; involve teachers in planning and making teaching material. Nsubuga (2008) in Uganda, in his study established that unless head teachers are well equipped with knowledge and skills in management and leadership, they would not be able to improve school performance significantly. The study established that effective school performance requires visionary leadership, amongst others, and that there was a strong relationship between visionary leadership and transformational leadership, which is recommended for education leaders. In Kenya, Nderitu *et al* (2013) in their study to explore the relationship between transformational leadership characteristics of secondary school principals' and students' academic performance in KCSE. The study was carried out in Nairobi County, Kenya. Correlational research design was employed. They recommended that all practising school principals should learn and practice transformational leadership for effective learning and teaching in their schools. In contrast, this study used transformational leadership practices instead of the transformational leadership characteristics.

The study was carried out in Bomet County, a rural area while Nderitu's study was conducted in Nairobi County, an urban area and descriptive survey research design adopted instead of the correlational research design. School principals should be trained in idealized influence dimension of transformational leadership styles should be intensified to enhance academic performance in KCSE. However, Fgatabu (2012) recommends that the principals should use the most appropriate leadership style that facilitates collective responsibility and creates conducive teaching and learning

environment in school. Kariuki (2019) in his study revealed that the principal's transformational leadership had positive impacts on students' academic performance.

Among the several leadership styles displayed in the schools, transformational leadership proved most effective (Collins, 2014). The transformational leadership style, is supported by decades of research on the considerable positive impact of the leadership style in enhancing the performance of business organizations, and the last ten years in school settings (Anderson, n.d). Valmarie (2012) in his study found that the principals who consistently exhibited the leadership behaviours that were positive predictors of student achievement and possess the knowledge, skills and judgement to make the improvements needed, may make significant contributions to orderly and positive learning environment. A study by Gray and Ross (2006) indicates that increasing the transformational leadership practices in schools makes a small but practically important contribution to overall student achievement and teacher commitment to organizational values. Onolememen (2013) states, transformational leaders are charismatic, inspirational and transform their followers to higher levels of performance and other positive work-related outcomes through four dimensions: charisma, inspirational motivation, intellectual stimulation and individualized considerations. Veysel (2014) concluded that the more dimensions of transformational principal is, the more academic optimism there will be within the school.

Therefore, it can be deduced that, the strengthening of transformational leadership practices among the principals through training, students' academic performance can be enhanced. Ibrahim, et al. (2013) in their study found that inspirational motivation, individualized consideration and intellectual stimulation were the factors contributing towards teachers' commitment to teaching profession, and there was no dominant

factor influencing commitment to students' learning. Stump, Zlatkin-Troitschanskaia, and Mater (2016) posited that transformational leadership of school principals should be examined more closely to determine whether there are internal differences between or within single dimensions which was upheld by this study.

Amir and Zaidatol (2012) in their study found that idealized influence, inspirational motivation, individualized consideration and intellectual stimulation are significant predictors of leadership effectiveness. It was necessary to determine if the four attributes are predictors of secondary schools principals' leadership effectiveness as reflected in academic performance. Shafiq Bakhsh, K. and Shafqat (n.d.) in their study concluded that inspirational motivation is highly correlated with the teacher performance followed by idealized influence. This could be a pointer that inspirational motivation was more effective in enhancing learning outcomes. Therefore in order to achieve better learning outcomes inspirational motivation should be adopted by principals. It implied that enhancement of the inspirational motivation led to better learning outcomes. There was a need therefore inculcate and sustain effective transformational leadership behaviours in schools to realize improvement of quality of education as reflected in the quality grades and mean scores in KCSE examinations. In this study, the principal's transformational leadership practices came into focus. It was a desire to establish transformational leadership practices which are learning outcomes boosters in a view to bridge the KCSE results disparities among the schools and improve the KCSE results in secondary schools in Bomet County.

Therefore, it was imperative to establish whether the dimensions exist in schools specifically in Bomet County. The research gap identified in the literature review was that although empirical research supports principals' transformational leadership

influence on learners' outcomes; there was limited study in Kenya with no evidence in Bomet County has established the relationship between principals' transformational leadership and students' academic performance in national examinations. Therefore this study addressed such a need.

2.4.1 Idealized Influence and Academic Performance

A leader who acts as strong as a role model, with high moral and ethical standards while making the follower desire to embrace and fulfil the leader's vision (Northouse, 2016). Alahmad (2016) pointed that the leader talks about their most important values and beliefs. In addition, specifies the importance of having a strong sense of purpose, emphasizes the importance of having a collective sense of mission and leader considers the moral and ethical consequences of decisions. According to KEMI (2014) idealized influence describes leaders who are exemplary role models for their groups. Clear (2005) defines as followers' abilities to identify with a leader and goals of the organization.

KEMI (2014) add that, are leaders that serve as role models for their followers, allow them to identify with a shared organizational vision, and provide a sense of meaning and achievement. As cited by Awino, Kiplangat and Onderi (2014), according to Asikhia (2010), lack of role models can contribute to poor academic performance. Kouzes & Posner (2012) noted that to lead by example is more effective. Hauserman and Stick (2013) asserts, involves principal leading by example, mentoring, having high expectation, having a best-practices emphasis, holding students and teachers accountable among others. Njuguna, Nyagosia and Waweru (2013) in their study concluded, top performing schools were characterised by giving students a high expectation for high performance.

Nderitu, Kimani, Nderitu, Gikonyo and Kimani (2015) in their study, indicates that there was positive but a weak correlation between transformational leadership in ‘Modelling the way’ and students academic performance. But Balyer (2012) observed that principals demonstrate idealized influence behaviours highly in school. Fraih (2014) found that the analysis identified idealized influence (attributes) and idealized influence (behaviour) as the underlying dimensions of transformational leadership that directly and indirectly influences both student engagement and student achievement as the final outcome. Kariuki (2019) in his study to explore the impact of transformational leadership by the principal on academic performance found that principal’s idealized influence was found to have a correlation of 31.7% with academic performance.

Jerobon (2016) in her study revealed that in order to achieve employee performance idealized influence should be adopted. There was a positive relationship between idealized influence and employee performance implying that enhancement of idealized influence leads to better performance. It can be inferred that adoption of idealized influence by principals enhances teacher performance which can be measured by higher attainment of learners’ outcomes. Jebii (2019) in her study concluded that transformational leadership practices are significant and essential in promoting high academic performance by encouraging the participation of all stakeholders in focusing on improving student learning through idealized influence.

2.4.2 Inspirational Motivation and Academic Performance

The leader talks optimistically about the future, talks enthusiastically about what needs to be accomplished, articulates a compelling vision of the future and leader

expresses confidence that goals will be achieved (Alahmad, 2016). Gikonyo (2014) recommended that secondary school principals should exhibit transformational leadership of inspiring a shared vision in order to succeed in today's changing world of educational leadership. When teachers are involved in decision making and general management of the school, they become motivated and put more effort in their work, ultimately making a positive influence on the students' academic achievement (Ndiga et al, 2014).

As cited in Mees (2008), Motivation helps individuals move into positions of greater responsibility (Wilmore & Thomas, 2001). Also quoted in Mees (2008), that transformational leaders, who may or may not be the principal, are those who can influence and inspire the commitment and raise the level of motivation for followers in a school (Leithwood & Duke, 1999; Leithwood & Jantzi, 2000; Leithwood & Jantzi, 2006). Nsubuga (2008) note that, through collective consultations and discussions with teachers, head teachers encourage the sharing of ideas in order to improve performance. The teachers are motivated to participate collectively in making decisions relating to improved academic performance.

Ibrahim, et al. (2013) discovered that inspirational motivation was a factor to teachers' efficacy and teaching experience. Besides, teachers' efficacy and teaching experience were predictors to teachers' commitment to organization, teaching profession, and students' learning, respectively. Hughes (2014) revealed that a leader who utilized resulted in paradigm shift in rural education model, raised level of education, raised importance of role of students in the classroom, positivist, enthusiasm, statements of optimism and raised level of achievement for team and students. Ginanto (2014) asserts that transformational leadership has become a

paradigm among scholars due to its emphasis on intrinsic motivation and follower development, which fits the needs of today's work groups, who want to be inspired and empowered to succeed in times of uncertainty.

Hauserman and Stick (2013) points, involves principals using humour effectively, promoting teamwork and celebrating success. Suslu (2006) confirms that if there are not any factors motivating teachers, the productivity will decrease drastically.

Karitu (2016) stressed that inspirational motivation of teachers and students by complimentary worth to be observed in schools. And Nyongesa's study (2014) found that motivation of teachers and students towards the attainment of set academic targets was lacking in most schools. Waters (2013) points, participants perceived their leaders as being more transformational in their leadership style in terms of inspirational motivation. Kimiti and Mwinzi (2016) found that transformational leadership practices influences secondary schools academic performance through inspirational motivation.

Kariuki (2019) concluded that principal's inspirational motivation had a correlation of 39.3% with academic performance. Jebii (2019) added that inspirational motivation is more effective in creating a positive work environment in which principals have clear objectives of what the school wants to achieve and share a common vision with the teachers. It greatly influences the commitment of teachers leading to a high academic performance. According to Kariuki, Piliyesi and Ateka (2018) pinioned that principal's inspirational motivation aspect is effective when demonstrated through his or her performance.

2.4.3 Intellectual Stimulation and Academic Performance

The leader re-examines critical assumptions to question whether they are appropriate, seeks differing perspectives when solving problems, gets his/her to look at problems from many different angles and suggests new ways of looking at how to complete assignments (Alahmad, 2016). Hughes (2014) reported that the leader creates new educational practices, raises expectations of educational standards, shows high emotional and social intelligence, effective leveraging of network, strongly motivates and stimulates community. Also, ensures teamwork focused education model, communal learning environment with individualized curriculum, student-centred learning, peer-to-peer learning, forged connections between community, parents, students and teachers.

According to (Muia, 2018) school principals stimulate creativity and innovations of teachers and students by challenging assumptions, status and holding high performance expectation to enhance students' performance in national examinations. Jebii (2019) emphasized that a transformational principal encourages creativity and promotes problem solving skills through intellectual stimulation. He/she allows teachers to take risks and seek new ideas and creative solutions to organizational problems. Also Long et al (2014) points that, there is no criticism of individual members' mistakes and creativity was inspired. Balyer (2012) adds that principals welcome new ideas easily about creativity. Mees (2008) found that intellectual stimulation influences learning partnerships and learning partnerships influences student academic success. He inferred that principals should focus efforts on those behaviours and activities that foster intellectual stimulation.

As cited in Mees (2008), Schooley (2005) found that intellectual stimulation has statistically significant relationship with student achievement. Also cited, Schools in the midst of reform must be able to solve problems. Intellectually stimulating organizational members look at old problems in new ways is a way of facilitating the solving of complex issues, which arise during school reform initiatives (Bass, 1990; Bass et al., 1987; Giancola & Hutchison, 2005; Jantzi & Leithwood, 1996). It involves the principal explaining decisions, using current research, proactive problem solver and providing creative solutions (Hauserman and Stick, 2013). In addition, those who utilized had a positive influence on their teachers and on student achievement (Hardman, 2011). Ndiga, Mumukha, Flora, Ngugi and Mwalwa (2014) found that as principals' intellectual stimulation increases, student academic achievement also increases and vice versa. Valentine and Prater (2011) identified intellectual stimulation as one of the transformational leadership behaviours that had a strong positive correlation with student academic achievement.

2.4.4 Individualized Consideration and Academic Performance

The leader helps a follower to develop his/her strengths, spends time teaching and coaching, treats members as individuals rather than just as a member of a group, considers an individual as having different needs, abilities, and aspirations from others (Alahmad, 2016). It was observed that people are prioritized and individual needs are met (Scott, 2014). And confirmed that individual desires and needs are respected (Ayiro, 2014). The leader speaks individually to students, is inspired directly by interactions with students and provides knowledge that will help students navigate through life. Moreover, students are agents of their own education, all children participate in committee, and students monitor their own progress (Hughes,

2014). The key in transformational leadership is for the leader to be attentive to needs and motives of followers in an attempt to help them reach their maximum potential (Wollinski, 2010). They act as coaches and advisers to their group (KEMI, 2014). Muia (2018) highlights, school principal acts as a mentor and provide collegial support that leads to teachers' professional growth.

Individualized consideration was a valuable practice that enhanced a good school culture and eventually improves students' academic achievement (Ndiga et al, 2014). And Long et al (2014) in their study found that it was the only one of the four transformational leadership characteristics that was found to have significant relationship with job satisfaction. Characteristics of individualized consideration are found to be contributed most in job satisfaction. Therefore, it can be deduced that it can improve students' academic performance. Nsubuga (2008) in his study posits that in a bid to improve the performance of head teachers, a mentoring program was strongly recommended for newly appointed and under-performing serving head teachers. He cited Gewirtz (2002) who asserts that coaching improves results but not effective when people want to be coached, and want to improve performance.

As reported in Mees (2008), another avenue to improve a school was for a leader to provide individualized support to faculty members (Hay, 2006). Sii, Sani and Ibrahim (2015) found that individualized consideration was the most dominant factor determining teacher commitment towards organization. Thus, it can be inferred that individualized consideration enhances students' academic performance by promoting teachers' commitment. Hauserman and Stick (2013) states, involves principals collaborating on decisions, consulting involved parties, listening and caring. Kariuki, Piliyesi and Ateka (2018) found that principals do not fully practice individualized

consideration. The principals do not give care to low performing teachers. Sugutt (2016) observed that welfare issues should be adequately addressed based on individualized consideration in schools. Ndiga, Mumukha, Flora, Ngugi and Mwalwa (2014) found that as principals' individualized consideration increases, student academic achievement increases.

This necessitated a study that would bring out to the fore the best leadership practices that can improve secondary school students' learning outcomes. Based on the studies, if performance in national examinations is to improve, principals must adopt appropriate leadership style, there is an apparent gap between leadership practises and worth to be practised by principals. It was non-disputable that transformational leadership contribute achievement of desired academic performance. Transformational leadership skills need to be enhanced in schools. This was because most studies concluded that principals who exhibit the skills tend to have higher academically performing schools. Varkey (2011) noted that, the school leaders' roles need skills, knowledge and attitudes to create and maintain successful learning environments and outcomes. Skills, knowledge and attitudes gap among principals exist and could probably explain the difference in students' performance in schools particularly in Bomet County.

This study therefore tried to fill the existing gap in skills, knowledge and attitudes by creating new knowledge on the transformational leadership style that might increase and sustain the KCSE performance. If transformational leadership was appropriately practised, then there was clear potential to transform the prevailing low academic performance in secondary schools in Bomet County. The study was to determine the relationship of principals' transformational leadership style and students' academic

performance in Bomet County. Moreover, provide empirical data that can assist in bridging the academic performance disparity and improve the low academic performance. This was by promoting transformational leadership reform. Also study on relationship of principals' transformational leadership and students' academic performance in public secondary schools in Bomet County has not been done. This study therefore sought to fill the gap.

2.5 Theoretical Framework

The theoretical framework for this study was based on Bass's Transformational Leadership Theory. There are four components of a transformational leader which are idealized influence, inspirational motivation, intellectual stimulation and Individualized consideration (Bass, 1985). Anderson (n.d.) concluded that, educating, training and developing of school leaders should be geared towards application of the transformational leadership style. Leadership styles and approaches be explored in order to strengthen education leader ability to manage and lead schools in this new era is logical and necessary. Murray (2014) affirms that transformational leadership involves change. The change orientation is towards the greater good and positive.

Hence, the theory suited the study since the Transformational Leadership Theory was an agent of change that could improve the national examinations performance in Kenya. If the principals apply the four components of transformational leadership practices could create productive school learning environment. Based on the studies, strengthening transformational leadership led to improvement of learning outcomes. The transformational leadership practice had influence on student academic achievement in KCSE examinations. Thus, if the principals apply could improve

academic performance bridging the academic achievement gaps among the schools specifically in Bomet County.

2.6 Conceptual Framework

The conceptual framework for the study is presented in Figure 1.0. It is based on the concept that transformational leadership leads to an increase academic performance of students in KCSE. In this framework, the principal who exhibits transformational leadership skills influences the KCSE results in spite of the intervening variables within the school. Thus, it illustrates the direct influence that the principal has on student academic achievement in the KCSE examinations.

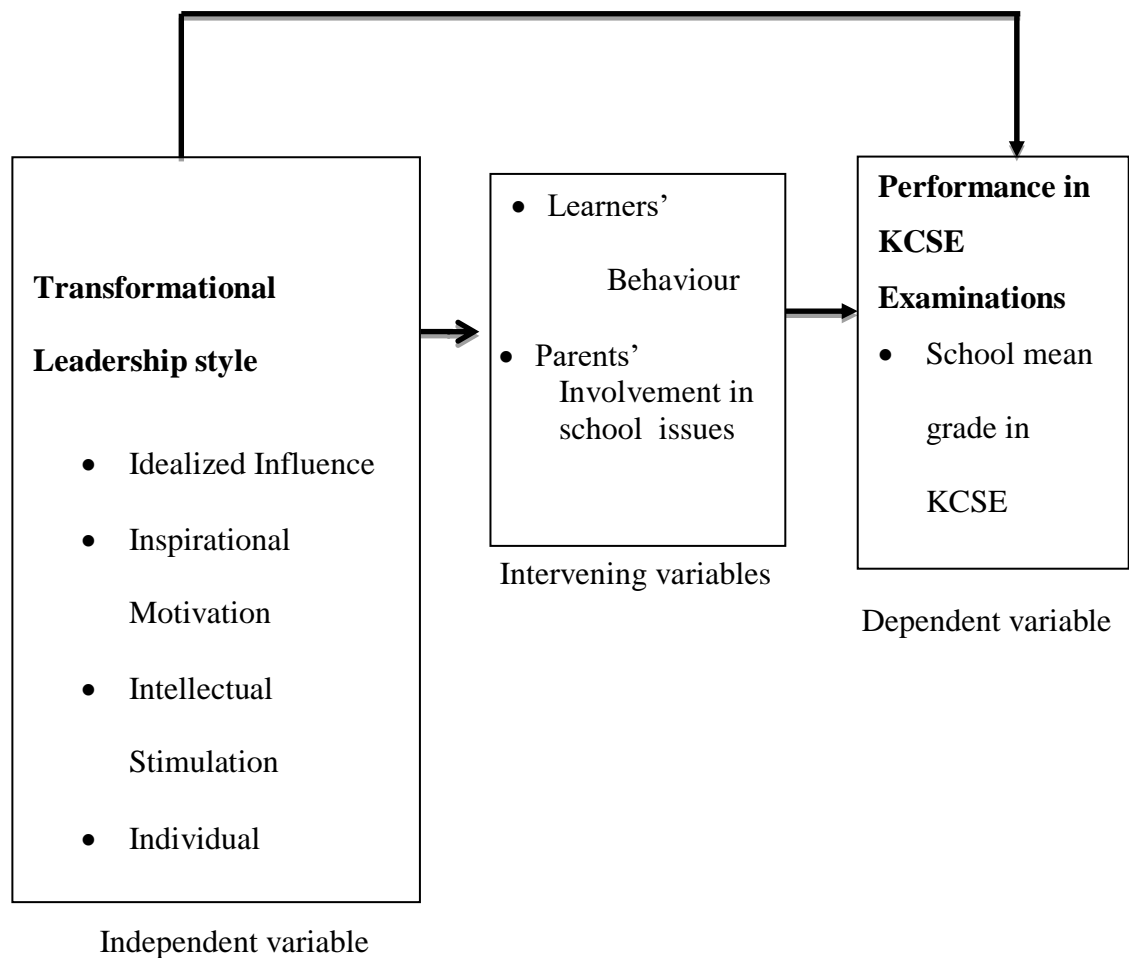


Figure 2. 1:Relationship of principals’ leadership style and students’ academic performance.

The conceptual framework of this study indicated that the transformational leadership style employed by the school principal was (independent variable) influencing the academic performance (dependent variable). The transformational leadership style is likely to affect students’ academic performance. The dimensions such as idealized influence, inspirational motivation, intellectual stimulation and individualized consideration are likely to be positively related to better school mean grade. The intervening variables that come into play influencing the students’ academic performance are: learners’ behaviour and parents’ involvement. These variables were not the focus of the study, since it was believed that no matter the diverse and

complex situations in school, the dimensions of transformational leadership style adopted by the principal have an impact on the students' performance in KCSE examinations. Therefore, there was no control over the effects of the intervening variables in the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents description of the research design, population of the study, sample size and sampling procedure, research instruments, pilot research instruments, reliability and validity of research instruments, data collection procedures and data analysis.

3.2 Research Design

The study adopted descriptive survey design. Mugenda and Mugenda (1999) asserts that descriptive survey research design describes existing phenomena by asking individuals about their perceptions, attitudes, behaviour or values and can be used for exploring the existing status of two or more variables, at a given point. The design was chosen because it could help the researcher get necessary information to solve the problem of study. It involved describing and exploring the relationship between principals' transformational leadership styles and students' academic performance in KCSE in Bomet County.

3.3 Population of the Study

The population is an entire group of individuals, events or objects having common observable characteristics (Mugenda & Mugenda, 1999). The population of the study included Director of Studies and Quality Assurance and Standards Officers. There were 130 Directors of Studies based on 130 public secondary schools which had candidates from 2010 to 2014 K.C.S.E. examination in Bomet County and five Quality Assurance and Standards Officers in Bomet County having five sub-counties. Therefore, the study targeted the 130 Director of Studies and five Quality Assurance

and Standards Officers. Out of the 130 public secondary schools, 16, 17 and 97 were boys', girls' and mixed public secondary schools respectively.

The schools were distributed in the five sub-counties as shown in Table 2

Table 3. 1: The Schools Distribution and Target Population in Bomet County

Name of Sub-County	Number of Schools	Number of Director of studies	Number of Quality Assurance and Standards Officers
Bomet Central	34	34	1
Bomet East	17	17	1
Chepalungu	25	25	1
Sotik	31	31	1
Konoin	23	23	1
Total	130	130	5

Source: County Director of Education (2015)

The schools were distributed in the five sub-counties (Table 2). But the sub-counties had similar characteristics in terms of performance since all had a mean grade of C- with very minimal deviation (County Director of Education, 2015).

3.4 Sample Size and Sampling Procedure

To determine the sample size of the study, Slovin's formula $n = N / (1 + Ne^2)$ was used. From using the formula, a sample of 15 boys', 16 girls' and 78 mixed public secondary schools making 109 public secondary schools in total were selected from the 130 public secondary schools in Bomet County. From each school selected, a Director of Studies was chosen.

The 109 Directors of Studies and five Quality Assurance and Standards Officers in Bomet County from the five sub-counties were purposively sampled. Therefore the

total respondents were 109 Directors of studies and five Quality Assurance and Standards Officers, totalling 114.

Hence, 109(83.8%) Directors of Studies and 5(100%) Quality Assurance and Standards Officers were sampled. Kothari (2004) posited that, survey type of research studies usually have a larger samples since the percentage of responses generally happens to be low, 20-30 percent. The respondents were chosen because the Directors of Studies and Quality Assurance and Standards Officers have pertinent facts on principals' leadership style and academic issues in schools. Leung (2015) confirmed that, population sampling is an important and deliberate selection of the most appropriate participants.

The Slovin's formula is shown below:

$$n = N / (1 + Ne^2)$$

where:

n = Number of samples,

N = Total population

e = Error tolerance

Source: Horse (2015)

With a confidence level of 95 percent ($e=0.05$), the results per stratum were:

For Boys' schools $16 / (1 + 16*0.05^2) = 15.38$, 15 Director of Studies selected

For Girls' school $17 / (1 + 17*0.05^2) = 16.31$, 16 Director of Studies selected

For Mixed schools $97 / (1 + 97*0.05^2) = 78.07$, 78 Director of Studies selected

Total number of Director of Studies selected were $15 + 16 + 78 = 109$

There were 15 Boys', 16 Girls' schools and 78 mixed public secondary schools in Bomet County. Table 3 below, shows the distribution of school categories and their sample size.

Table 3. 2: The Distribution of the Secondary Schools Type and Sample Size in Bomet County

Type of school Percentage(%)	Target Population (N)		Sample Size(n)
Boys' only	16	15	94
Girls' only	17	16	94
Mixed	97	78	80
Total	130	109	84

In order to select 109 Directors of studies and five Quality Assurance and Standards Officers: stratified random and purposive sampling procedures were used. The stratified and simple random sampling were both used to select the schools. The 130 public secondary schools population were first stratified into three strata: 16 boys, 17 girls and 97 mixed schools. The schools had presented students for KCSE examinations from 2010 to 2014. Then from each stratum, simple random sampling was used to sample out the schools as follows: 15 Boys', 16 Girls' schools and 78 mixed schools. The school has one Director of Studies. Thus, the Director of Studies of the sampled school was automatically included in the study. The five Quality Assurance and Standards Officers were also automatically selected since each five sub-counties in Bomet County had one Quality Assurance and Standards Officer.

Mugenda and Mugenda (1999) states, the goal of stratified random sampling is to achieve desired representation from various subgroups in the population. It can reduce sampling error, while cluster sampling increases it for the same sample size (Moore, 2016). The Directors of Studies of the participating schools and Quality Assurance and

Standards Officers were selected through purposive sampling since they were automatically selected. This was because they have critical knowledge on school life. Leung (2015) stated that population sampling must be purposeful and significant to the phenomenon being studied. Wepukhulu, Otunga and Likok (2016) stated that, Directors of Studies (D.O.S.) in Kenyan secondary schools are significant contributors to the academic success of secondary schools. The position is recognized as a leadership position in secondary schools. Wanjiru (2009) noted that, in Kenya, the aim of supervision is to promote, maintain and improve the quality of education in the country. This responsibility is vested upon the Quality Assurance Standards a department in the Ministry of Education whose mandate is to monitor curriculum delivery and evaluation of teaching and learning outcomes. Hence, the key informants were suitable for this study.

3.5 Research Instruments

The study used the following research instruments for data collections: Questionnaires, interview guide and document analysis that were designed based on the objectives of the study.

3.5.1 Questionnaires

There were questionnaires for Director of Studies (DQ). The questionnaires had closed-ended and open-ended items. This was in order to generate quantitative and qualitative data respectively. The researcher chose the questionnaires because the respondents were literate, hence could complete the questionnaires themselves. Also, Mugenda and Mugenda (2003) points that, the use of questionnaires is a common method for data collection. They are economical to use in terms of time and money.

3.5.1.1 Director of Studies' Questionnaires (DQ)

Director of Studies' questionnaires contains four sections on dimensions of principals' transformational leadership style, one section on indicators of students' academic performance, school academic performance, principal gender and duration of stay. Section A contains items on the idealized influence, section B contains items on inspirational motivation, section C contains items on intellectual stimulation and section D contains items on individualized consideration. Section E contains items on indicators of students' academic performance and section F has items on information on school academic performance, principal gender and duration of stay (Appendix I).

3.5.2 Interview Guide

There were Quality Assurance and Standards Officers' interview guides with open-ended items. This generated qualitative data.

It enabled researcher to collect more information. Mugenda and Mugenda (1999) advise that interviews are advantageous in that they provide in-depth data which is not possible to get using questionnaire. Creswell (2014) indicated that, in qualitative interviews, the researcher conducts face-to-face interviews with participants, telephone interviews, or engages in focus group interviews with six to eight interviewees in each group. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants. It allows researcher control over the line of questioning. Komori (n.d.) posited that, information from semi-structured interviews allows a researcher to make sense of large qualitative sets. Since, it has to be transcribed, key quotes highlighted, coded and sorted into themes.

3.5.2.1 Quality Assurance and Standards Officers' Interview Guides (QASOI)

The Quality Assurance and Standards Officers' interview guides had one section with items on information on principals' transformational style practices and students' academic performance issues in the sub-county (Appendix II).

3.5.3 Document Analysis

School and County Director of Education KCSE records were examined to provide in-depth information on students' academic performance. It was useful in tracking down accurate academic performance trend in K.C.S.E. examination from the year 2010 to 2014. The K.C.S.E. records analysis were used. The document analysis unearthed insightful information and existence of gaps the study set out to fill. Patton (2002) asserted that, document analysis provide the researcher with information about things that have occurred before the study and include private interchanges to which the researcher could be privy and can also reveal goals or decisions that might be unknown to the researcher. Therefore, crucial information related to the study was revealed (Appendix III).

3.5.3.1 School KCSE Records Analysis

The school documents showing the analysed KCSE results were examined to ascertain the students' academic performance over the past three years.

3.5.3.2 County Director of Education KCSE Records Analysis

The County KCSE results in the County Director of Education were scrutinized to determine: the general students' academic performance over the last four years and the academic performance disparities among the schools of similar status over the last five years.

3.6 Piloting of Research Instruments

Piloting of the instruments was done in 13 schools. Mugenda and Mugenda (1999) advised that a sample is between 1%-10%. The schools were sampled for the study using simple random sampling. Therefore 13 Directors of Studies were involved in piloting, hence were 10% sampled. The results from the piloted research instruments was used to determine the reliability of the instruments. Cronbach's alpha (α) was used to test the reliability or consistency of the instrument every time it was used. The value of the alpha obtained was 0.7532 and therefore the instruments were considered reliable enough to be used in the research. Research instruments are considered reliable on attaining a final reliability of at least 0.7 (Orodho, 2009).

3.7 Reliability of Research Instruments

To find out the internal consistency of the questionnaire, Cronbach's coefficient Alpha which is a general form of the Kuder-Richardson (K-R)20 formula, was employed.

$$KR_{20} = \frac{(K)(S^2 - \sum s^2)}{(S^2)(K - 1)}$$

Where KR_{20} = Reliability coefficient of internal consistency

K = No of items used to measure the concept

S^2 = Variance of all scores

s^2 = Variance of individual items

Source: Mugenda and Mugenda (2003)

Cronbach's coefficient Alpha is used to determine how items correlate among themselves. The results yielded Alpha of 0.81. The result implies that the items

correlated highly among themselves i.e. there was consistency among the items in measuring the concept of your interest (Mugenda & Mugenda, 2003). Therefore, the instruments were reliable and acceptable for the study.

3.8 Validity of Research Instruments

Punch (2003) asserts that validity is related to the respondents' ability to answer the question asked in the instrument. Nsubuga (2008) states, validity means ascertaining the accuracy of the instruments by establishing whether the instruments focus on the information they are intended to collect. Content validity of instruments were improved through expert judgement who were the supervisors based on objectives of the study. The advice and suggestions offered were used to improve and modify the instruments to avoid misinterpretation during the actual data collection. Also, triangulation guaranteed validity of the instruments and increased understanding of the study phenomenon. The use of random probability sampling to determine the sample size ensured external validity of this study.

3.9 Data Collection Procedures

After the university approval, research permit was sought from the National Commission For Science, Technology and Innovation, thereafter permission sought from Bomet County Director of Teachers' Service Commission and County Director of Education. Appointments were then made with the participants such as the Director of Studies and Quality Assurance and Standards Officers.

The questionnaires were administered by the researcher to the Director of Studies in the selected schools. Finally researcher personally collected the responses from the

Director of Studies after four days. Thereafter, the researcher interviewed Quality Assurance and Standards Officers at Sub-county Education Offices for two days.

3.10 Data Analysis

Data collected was both qualitative and quantitative. The qualitative data obtained from interview guides were analysed thematically, sections E and F of the questionnaires was analysed using percentages. Quantitative data gathered from questionnaires' sections A to D was analysed using the Chi Square. The intention was to determine whether there was statistical significant relationship between the idealized influence, inspirational motivation, intellectual stimulation and individualized consideration of principals' transformational leadership style (independent variables) and students' academic performance in KCSE (dependent variable). Thus, the Chi Square established whether there was significant relationship between the variables under study. The raw data collected was systematically organized and coded into the statistical data analysis package version 20 software to facilitate analysis. The computed data was analysed using the descriptive analysis and Chi Square test.

Table 3. 3:Method of Data Analysis

Research Question	Independent Variable	Dependent Variable	Method
1. What is the relationship between idealized influence of principals' transformational leadership style and students' academic performance in the secondary schools in Bomet County?	Idealized influence Principals' Transformational Leadership Style	Students' Academic Performance	Chi Square
2. How does the inspirational motivation of principals' transformational leadership style related to academic performance of students in the secondary schools in Bomet County?	Inspirational Motivation Principals' Transformational Leadership Style	Students' Academic Performance	Chi Square
3. How does the intellectual stimulation of principals' transformational leadership style related to academic performance of students in the secondary schools in Bomet County?	Intellectual Stimulation Principals' Transformational Leadership Style	Students' Academic Performance	Chi Square
4. Is there any relationship between individualized consideration of principals' transformational leadership style influence academic performance of students in the secondary schools in Bomet County?	individualized consideration Principals' Transformatio nal Leadership Style	Students' Academic Performance	Chi Square

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the response rate, the analysis and discussion of data collected based on the objectives and research questions of the study and findings of the study.

The study sought to answer the following research questions:

- i. What is the relationship between idealized influence of principals' transformational leadership style and students' academic performance in KCSE in Bomet County?
- ii. How does the inspirational motivation of principals' transformational leadership style related to academic performance of students in KCSE in Bomet County?
- iii. How does the intellectual stimulation of principals' transformational leadership style related to academic performance of students in KCSE in Bomet County?
- iv. Is there any relationship between individualized consideration of principals' transformational leadership style and academic performance of students in KCSE in Bomet County?

In order to answer research questions, subjects of study were required to fill questionnaires with items requiring opinions ranging from strongly disagree, disagree, neutral, agree and strongly agree on transformational leadership behaviours. For purpose of building a strong basis for the study, merging of the results for strongly agree and agree and for the strongly disagree and disagree was done. Also, on students' academic performance they were requested to indicate the school K.C.S.E. examinations results over the last three years. The findings of KCSE results from the selected schools are presented in Table 4.1.

Table 4. 1:School KCSE Records Analysis for the Last Three Years for the Selected Schools

Performance Trend in KCSE for	Frequency	Percentage	KCSE Results for the Years			Mean Score	Average Mean Grade
			2012	2013	2014		
i. Improving schools	50	94.3	5.111	4.99	6.10	5.300	C-
ii. Declining schools	3	5.7	4.90	3.96	3.567	4.100	D+
iii. Inconsistent schools	0.00	0.00	-	-	-	-	-

The secondary schools' academic performance results shows that 50(94.3%) were improving, while 3(5.7%) were declining in the last three years from 2012 to 2014 K.C.S.E. examinations. Those schools with the improving trend in the KCSE results had an average mean score of 5.300, mean grade of C-. Respectively those with declining trend had average mean score of 4.100, mean grade of D+ over the last three years (Table 5). Then relationship between the transformational leadership practices and secondary school students' academic performance was determined. For each of the transformational leadership practice, a cross tabulation of the academic performance in KCSE was developed to facilitate a Chi square test analysis.

Interviews were conducted at agreed dates with Quality Assurance and Standards Officers. The researcher conducted unstructured, open-ended interviews and took interview notes. Prior arrangements with the officers ensured that the interviews were

done at a time convenient to the key informants. Their responses on traits of the principals in schools with improving KCSE examinations over the three years, 2012-2014 periods were recorded. The data was then inductively thematically analysed.

4.2 Response Rate for Director of Studies and Quality Assurance and Standards Officers

The target population of the study comprised of 130 public secondary schools. A sample of 109 schools and 5 Quality Assurance and Standards Officers (QASO), selected using stratified random and purposive sampling procedures was used in the study. One Director of Studies was selected from each 109 schools sampled. From the five sub-counties, five Quality Assurance and Standards Officers were selected making a total of 114 respondents.

All the five Quality Assurance and Standards Officers responded appropriately as expected. Seventy Director of Studies' questionnaires were returned and 17 questionnaires were discarded based on incompleteness and inaccuracy. Hence, 53 director of studies' questionnaires and five Quality Assurance and Standards Officers' interview guides formed the basis for the data analysis of the study. The document analysis were used to verify the accuracy of the students' academic performance in KCSE. The school categories representation that were used during the analysis is presented in Figure 4.1

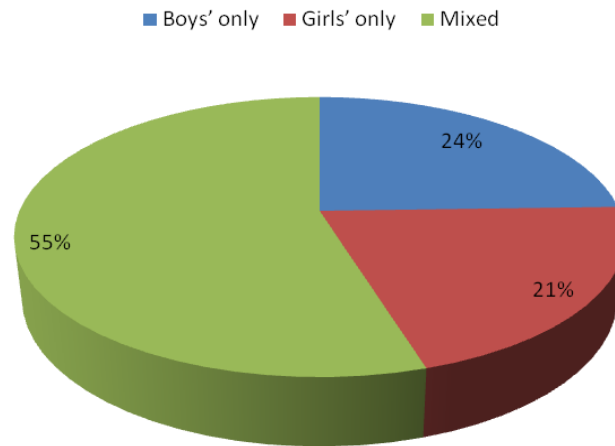


Figure 4. 1: Director of Studies' Response rate per School Category

The analysis indicated that the Boys' only, Girls' only and Mixed schools being 24%, 21% and 55% respectively. Thus, 53 public secondary schools provided the data for the study.

4.3 The Relationship Between Idealized Influence of Principals' Leadership and Students' Academic Performance in KCSE

To answer the research question number one: What is the relationship between idealized influence of principals' transformational leadership style and students' academic performance in the secondary schools in KCSE in Bomet County?

Directors of Studies were asked to indicate the extent of principals' idealized influence. Descriptive analysis was used to analyse the data. The results are presented in the Table 4.2

Table 4. 2:Director of Studies’ Responses on Idealized Influence of Principals’ Leadership

Statement		D	N	A	Total
The principal sets an example by working hard himself/herself	<i>f</i>	4	6	43	53
	<i>%</i>	7.5	11.3	81.2	100.0
The principal coaches and mentors teachers	<i>f</i>	7	9	36	53
	<i>%</i>	13.2	17.0	67.8	100.0
Information on Idealized Influence of Principals’	<i>f</i>	5	6	42	53
	<i>%</i>	9.4	11.3	79.3	100.0

Table 4.2 shows, 42 (79.3%) of the sampled Directors of Studies’ responses indicate they agreed that the principals’ leadership displayed an idealized influence. While 5(9.4%) disagreed and 6 (11.3%) not sure. Based on the cross tabulation analysis, their responses on academic performance in KCSE improving trend were: 2 (3.8%), 8(15.1%) and 40(75.5%) disagree, neutral and agree respectively. Respectively on the declining trend were: 1 (1.9%), 0(0.00%) and 2(3.8%) (Table 7). In order to determine the association between idealized influence of principals’ leadership and students academic performance in KCSE, the study applied Chi square test. The findings are indicated in Table 4.3.

Table 4. 3:Director of Studies’ Responses on Idealized Influence of Principals’ Leadership and Students’ Academic Performance in KCSE

		Idealized Influence of Principals’ Leadership			Total	
			Disagree	Neutral	Agree	
Students’ Academic performance	Improving	F	2	8	40	50
		%	3.8	15.1	75.5	94.3
	Declining	F	1	2	0	3
		%	1.9	3.8	0.0	5.7
Total	F	3	10	40	53	
	%	5.7	18.9	75.5	100.0	

Chi – square (χ^2) value = 10.553 d.f = 2, P - value = 0.005

From Table 4.3 above, the Chi square value = 10.553, d. f. = 2, Significance value (p – value), = 0.005. Hence, there was statistical significant relationship since the p – value was less than the level of significance (0.05). This means the principals’ idealized influence was associated with students’ academic performance in KCSE. The decline or improvement trend of the academic performance was contributed by the principals’ idealized influence. Hence, it can be deduced that idealized influence could bridge the students’ achievement gap and low academic achievement in KCSE in Bomet County. A principal who exhibits idealized influence attributes are likely to cause improved students’ academic achievement in KCSE. Therefore, principals should focus efforts on those behaviours and activities that foster idealized influence such as being a role model, coaching and mentoring teachers. Hence, the principals experiencing a downward trend in the KCSE performance are advised to adopt the idealized influence attributes to turn around the performance trend.

This finding agrees with Balyer (2012) that principals demonstrate idealized influence behaviours are highly practised in school. And with Fraih (2014) that idealized influence directly and indirectly influence student achievement. Also conforms with

Jerobon's (2016) finding, that in order to achieve employee performance idealized influence should be adopted. There was a positive relationship between idealized influence and employee performance implying that enhancement of idealized influence led to better performance. It implies that adoption of idealized influence by principals enhances teacher performance which subsequently leading to improved academic performance in KCSE results.

Interview conducted with the Quality Assurance and Standards Officers indicated that the principals in Bomet County practised the idealized influence. Therefore the findings were in agreement with the Director of Studies' responses. The study findings from the interviews were that: the five (100%) Quality Assurance and Standards Officers noted that; the principals mentors young teachers in profession, shares school vision, act as role models as depicted by their teaching subjects in KCSE results. They desire high expectations and standards as reflected by the yearly academic performance setting of targets. However, majority (70%) lack school strategic plan and three percent perform dismally in their teaching subjects. Hence, those principals lagging behind on individual based subject performance create an embarrassing situation especially during parents' and Board of Management meetings. And the few principals should set example by working hard to improve their teaching subjects performance.

The interview results were in agreement with Hauserman and Stick (2013) finding that idealized influence behaviours involves principal leading by example, mentoring, having high expectation, having a best-practices emphasis, holding students and teachers accountable among others. And also KEMI's (2014) report that leaders serve as role models for their followers, allow them to identify with a shared organizational

vision, and provide a sense of meaning and achievement. The interview revealed that the majority (70%) lacked school strategic plan which could have enhanced learners and teachers to identify with the school vision. It could be deduced that the few (3%) reported principals that are not setting good example in their teaching could be contributing to the declining or low academic performance.

4.4 Relationship Between Inspirational Motivation of Principals' Leadership and Students' Academic Performance

To answer research question number two: *How does the inspirational motivation of principals' transformational leadership style related to academic performance of students in the secondary schools in KCSE in Bomet County?* The Directors of Studies were asked to respond to the statements on principals' inspirational motivation. The data was analysed using descriptive analysis and the results were tabulated below:

Table 4. 4: Director of Studies' View on Inspirational Motivation of Principals' Leadership

Statement		Disagree	Neutral	Agree	Total
The principal compliments teachers	<i>f</i>	7	2	44	53
	%	13.2	3.8	83.0	100.0
The principal inspires and motivates the teachers	<i>f</i>	4	6	43	53
	%	7.5	11.3	81.1	100.0
Information on Inspirational Motivation of Principals' Leadership	<i>f</i>	5	4	44	53
	%	9.4	7.5	83.0	100.0

Those who agreed were 44 (83%) of the sampled Director of Studies' responses indicate that the principals' leadership reflected an inspirational motivation against the 5(9.4%) and 4(7.5%) disagreed and not sure respectively (Table 8). On academic performance, 3(5.7%) disagreed, 5(9.4%) not sure and 42(79.2%) agreed was improving against respectively that indicated that it was declining who were: 1 (1.9%), 0 (0.00%) and 2(3.8%) (Table 4.4)

Table 4. 5:Director of Studies' View on Inspirational Motivation of Principals' Leadership and Students' Academic performance in KCSE

		Information on Inspirational Motivation of Principal's Leadership			Total	
		Disagree	Neutral	Agree		
Students' Academic performance	Improving	f	3	5	42	50
		%	5.7	9.4	79.2	94.3
	Declining	f	1	0	2	3
		%	1.9	0.0	3.8	5.7
Total	f	4	5	44	53	
	%	7.5	9.4	83.0	100.0	

Chi – square (χ^2) value =3.204 d.f = 2, P - value = 0.201

To ascertain relationship between inspirational motivation and students' academic performance in KCSE, Chi square test was used. And a Chi – square value = 3.204, d.f. = 2, Significance value (p – value) = 0.201 was obtained (Table 9). This shows that there was no significant relationship between the inspirational motivation and students' academic performance. It implied that the inspirational motivation had no influence on academic performance in KCSE in Bomet County. And that could have led to declining in performance of some schools since it negatively affected the academic performance. This unearth possible reason behind the low academic performance in KCSE in Bomet County.

Suslu (2006) support the findings, that if there are not any factors motivating teachers, the productivity will decrease drastically. The results supports Nyongesa's

(2014 findings, that motivation of teachers and students towards the attainment of set academic targets was lacking in most schools. But contradicts opinion of Kimiti and Mwinzi (2016) that, transformational leadership practices influences academic performance through inspiring motivation. And with Jebii (2019) who revealed that inspirational motivation is more effective in influencing greatly academic performance.

The Director of Studies' responses were in agreement with the interview findings that the principals exhibited the inspirational motivation practices. 5 (100%) Quality Assurance and Standards Officers during interview pointed out that; the principals displays success stories on the walls (wall talks), are ebullient when there is an improvement index in KCSE examination results, celebrate when the academic targets are met, confident of achieving the set targets and optimists. They have a reward scheme in place that inspires and motivates both teaching staff and students. Additionally, do what is humanely possible to ensure students and teachers are inspired and motivated. Therefore, to enhance academic performance in the national examinations, they adopt and use best practices through bench-marking. Often compliments teachers and students whenever they noted a positive learning outcome. More so, they value consultation with school stakeholders.

The interview report support Nsubuga's (2008) findings that, through collective consultations and discussions with teachers, head teachers encourage the sharing of ideas in order to improve performance. The teachers are motivated to participate collectively in making decisions relating to improved academic performance. This is an indicator that active engagement of key stakeholders on academic matters was crucial in boosting school learners' outcomes. Also concurred that that the talking of

the walls, celebrating success, complimenting learners and teachers are inspirational motivation attributes (Balyer, 2012, Hauserman and Stick, 2013, Karitu, 2016).

4.5 Relationship Between Intellectual Stimulation of Principals’ Leadership and students’ academic performance in KCSE

The study sought to answer research question number three: *How does the intellectual stimulation of principals’ transformational leadership style related to academic performance of students in the secondary schools in KCSE in Bomet County?*

Descriptive statistics were used. The Directors of Studies were requested to indicate the extent of principles’ intellectual stimulation. The findings are presented in Table 4.6

Table 4. 6:Director of Studies’ Responses on Intellectual Stimulation of Principals’ Leadership

Statement		Disagree	Neutr	Agree	Total
Principal encourages and rewards creativity for task accomplishment	<i>f</i>	6	10	37	53
	<i>%</i>	11.3	18.9	69.8	100.0
The principal uses constructive criticism	<i>f</i>	5	15	33	53
	<i>%</i>	9.4	28.3	62.3	100.0
Motivation of	<i>f</i>	5	15	33	53
	<i>%</i>	9.4	28.3	62.3	100.0

Table 4.6 shows that from the 53 Directors of Studies’ responses, 33(62.3%) agree that the principals’ leadership portrayed intellectual stimulation. Against 5(9.4%) and 15(28.3%) who disagree and neutral respectively. Table 11 below indicates Director of Studies responses on academic performance that 38(71.7%) agree, 11(20.8%) not sure and 1(1.9%) disagree that academic performance was improving against 2(3.8%) agreeing, 1(1.9%) undecided and 0(0.00%) disagreeing that academic performance

declined over the last three years. Inferential statistics which was Chi square test was used to determine relationship between principals’ intellectual stimulation leadership practice and academic performance. The results are indicated in Table 4.7.

Table 4. 7:Director of Studies’ Responses on Intellectual Stimulation of Principals’ Leadership and Students’ Academic performance in KCSE

		Information on Intellectual Stimulation of Principal’s Leadership			Total	
		Disagree	Neutral	Agree		
Students’ Academic performance	Improving	f	1	11	38	50
		%	1.9	20.8	71.7	94.3
	Declining	f	0	1	2	3
		%	0.0	1.9	3.8	5.7
Total	f	1	12	40	53	
	%	1.9	22.6	75.5	100.0	

Chi – square (χ^2) value =0.253 d.f = 2, P - value = 0.881

The application of Chi square test to determine its relationship with students’ academic performance yielded: Chi – square value = 0.253, d.f. = 2, Significance value (p – value) = 0.0881 (Table 4.7). Thus, there was no significant relationship between intellectual stimulation and students’ academic performance. Based on the results, it is evident that intellectual stimulation did not contribute to academic improvement in Bomet County. The question therefore could be with the principals’ instructional leadership practices. Principals should not focus efforts on those behaviours and activities that foster intellectual stimulation such as rewarding creativity and using constructive criticism.

The finding disagrees with Mees (2008) and schooley (2005) assertion that intellectual stimulation and students’ academic performance have a relationship. Also, contradicts (Hardman, 2011) findings that those who utilized intellectual stimulation had a positive influence on their teachers and on student achievement. And disagree

with Waters's (2013) findings that the leadership characteristics pertaining to intellectual stimulation was considerable low. As in Table 10, 62.3 percent of principals in Bomet County were perceived by the Director of Studies as using the intellectual stimulation, hence high.

This finding conformed to the interviews' results. The principals practised intellectual stimulation behaviours. All 5(100%) Quality Assurance and Standards Officers revealed that a good number of principals are proactive in times of crisis, they use stop gap measures to sustain a child-friendly environment, promote results best teaching methods especially the learner-centred, have curriculum delivery supervisory monitoring and evaluation tools. Furthermore, sought and used current research in education. They promote improvisation in teaching-learning processes hence stimulating creativity and innovation in schools. Moreso, are emotionally intelligent hence creating a sound interpersonal relationship, put in place programs and policies enhancing school-community relationship. They solicit a wide variety of school support from stakeholders and do not believe in miracles for high academic performance but sound management strategies.

4.6 Relationship Between Individualized consideration of Principals' Leadership and students' academic performance in KCSE

The study sought to answer research question number four which was: *How does the individualized consideration of principals' transformational leadership style related to academic performance of students in the secondary schools in KCSE in Bomet County?* The Directors of Studies were asked to respond to the statements on principals' individualized consideration. The data was collected and summarized as

disagree, neutral and agree. Descriptive statistics were applied to analyse the data.

The results are showed in Table 4.8.

Table 4. 8:Director of Studies’ View on individualized consideration of Principals’ Leadership

Statement		Disagree	Neutral	Agree	Total
The principal was available after school when assistance is needed	<i>f</i>	7	9	37	53
	%	13.2	17.0	69.8	100.0
The principal looks out for the personal welfare of staff	<i>f</i>	11	7	35	53
	%	20.8	13.2	66.0	100.0
The principal goes out of his/her way to help	<i>f</i>	8	12	33	53
	%	15.1	22.6	62.3	100.0
The principal explains his/her reasons for criticism to teachers	<i>f</i>	8	11	34	53
	%	15.1	20.8	64.2	100.0
Information on Individualized Consideration of Principals’ Leadership	<i>f</i>	8	15	30	53
	%	15.1	28.3	56.6	100.0

As reflected in Table 4.8, majority of the Director of Studies responses were: 30(56.6%) agreed that the principals’ leadership shows an individualized consideration. Disagreed were 8(15.1%) and 15(28.3%) being neutral. From the interviews with Quality Assurance and Standards Officers, the principals displayed the individualized consideration practices.

They noted; principals pay attention to students' and teachers individual needs, aspirations, motives and abilities. Thus, facilitate teachers’ workshops that are tailored to school needs, interact with students and teachers inculcating school virtues such as

hard work. In most cases they focus on value added progress in KCSE results based on KCPE entry mark. More so, they coach and mentors newly recruited or under-performing teachers. Learners are drawn from varied school/family backgrounds. To leverage on the resources, cooperative and collaborative learning approaches are focused. Vulnerable and learners with disabilities are given preferential treatment.

The directors of Studies' responses on academic performance results shows that 0(0.00%) agree, 3(5.7%) neutral, and 0(0.00%) disagree that their schools were on the declining trend. Contrary to others 3(5.7%) disagreeing, 15(28.3%) not sure and 32(60.4%) agreeing that their schools were on the improving trend Table 4.9.

Table 4. 9: Director of Studies' View on individualized consideration of Principals' Leadership and Students' Academic performance in KCSE

		individualized consideration of principals' Leadership			Total	
		Disagree	Neutral	Agree		
Students' Academic performance	Improving	F	3	15	32	50
		%	5.7	28.3	60.4	94.3
	Declining	F	0	3	0	3
		%	0.0	5.7	0.0	5.7
Total	F	3	18	32	53	
	%	5.7	34.0	60.4	100.0	
Chi – square (χ^2) value = 6.183 d.f = 2, P - value = 0.045						

The study applied Chi square test to find out the relationship between the individualized consideration and students' academic performance. The findings were: Chi – square value = 6.183, d.f. = 2, Significance value (p – value) = 0.045 (Table 13). Therefore, there was significant relationship between the individualized consideration and students' academic performance. The individualized consideration had impact on the academic performance. This implies individualized consideration need to be reinforced among principals if secondary schools are to do better in KCSE

in Bomet County. The study was in agreement with Ndiga, et al., (2014) finding that, as principals' individualized consideration increased, student academic achievement increases. And Sugutt's (2016) observation that welfare issues should be adequately addressed based on individualized consideration in secondary schools in order to attain better performance.

The interview pinpointed areas of concern when checking on the school welfare issues. One out of five Quality Assurance and Standards Officers highlighted areas to focus during monitoring and evaluation in a school as: *Wash-rooms, copy of school rules, school daily routine, special meals and master timetable. It is worth to be gender and disability inclusive.*

The relationship implied that intense seminars and workshops on idealized influence and individualized consideration attributes of transformational leadership was paramount if secondary schools were to continue improving on academic performance. Majority of Director of Studies perceived the principals as transformational leaders but their influence on KCSE results were significant in the application of the idealized influence and individualized consideration attributes. The study found that there was no significant relationship between inspirational motivation, intellectual stimulation attributes and academic performance in KCSE. Therefore, there could be other factors such as the rigorous testing, improved entry behaviour and stakeholders support. And this could be the reason why 94.3 percent of the selected secondary schools were improving in the K.C.S.E. examinations over the three years (Table 4.9).

Shafiq Bakhsh, K. & Shafqat (n.d.) in their study concluded that inspirational motivation is highly correlated with the teacher performance followed by idealized influence.

It was inferred in their study that, the more use of inspirational motivation and idealized influence in schools could positively increase academic performance. It disagrees with the findings that idealized influence was highly associated while inspirational motivation was not associated with academic performance. Avolia (2010) found that among the four components of transformational leadership, idealized influence and inspirational motivation leadership are most effective and satisfying, intellectual stimulation and individualized consideration a bit less so. It is contrary to the findings which portrays that the inspirational motivation transformational leadership dimension is most effective, but support that idealized influence is most effective while individualized consideration a bit less so in enhancing the KCSE performance. This is based on their influence of the academic performance in Bomet County. Hence, agrees with Money's (2017) assertion that idealized influence act as agent of positive change. Therefore, it is expected turn around low academic performing schools if adopted. Veysel (2014) assert that the more dimensions of transformational leadership of principal, the more academic optimism there will be within the school.

The study found that in Bomet County, principals displayed all the four dimensions of transformational leadership but still exists achievement disparities in KCSE examinations. The reason for high transformational leadership practices could be attributed KEMI's sound intense training programs on best management practices. The findings contradict Onolememen (2013) who state that all the four dimensions

contribute to higher levels of performance. Among the four dimensions, the two had relationship with students' academic performance in KCSE in Bomet County.

From the foregoing, the study found that all the five (100%) the Quality Assurance and Standards Officers indicated that, the principals employ the four transformational leadership behaviours: idealized influence, intellectual stimulation, inspirational motivation and individualized consideration. Also, the principals play a key role in all the sub-counties in improving students' academic performance in national examinations. However, all the five (100%) admitted of no empirical evidence of differences in utilization of transformational leadership behaviours among principals based on type of schools. This confirms the director of studies' results.

The Director of Studies were requested to provide the school academic performance over the last three years from 2012 to 2014 KCSE examination. The results were reflected in table 4.10.

Table 4. 10:Director of Studies' responses on Academic Performance Improvement in KCSE

Is there academic improvement in the last 3 years in the school?	Frequency	Percent
Yes	50	94.3
No	3	5.7
Inconsistent	0	0.0
Total	53	100.0

Hence the majority of the Bomet Secondary schools are improving in the academic performance (Table 4.10).

Quality Assurance Standards Officer said:

The performing schools have sound academic programs in place with the principals doing a regular follow-up on the programs and delegated tasks. But

some schools lack: focused leadership, committed, inspired and motivated key stakeholders and implementation of academic enhancement strategies.

This reveals previous studies findings that principals’ leadership being key in students’ academic performance (Valmarie, 2012; Osman & Mukuna, 2013). The role played by principal towards school excellence as represented by academic is of great concern to all stakeholders in education (Kariuki, 2013). It can be deduced that the schools with the best principals’ leadership and programs performed well. But those with poor leadership do dismally in academic performance. This situation could explain reasons of academic discrepancies between the schools of similar categories in Bomet County as tabulated in Table 4.11

Table 4. 11: The K.C.S.E. Performance Disparity in Bomet County in 2010-2014

Year	2010		2011		2012		2013		2014		Average disparity Range in points
	Best	Worst	Best	Worst	Best	Worst	Best	Worst	Best	Worst	
Sub-County Schools	C+	D-	C+	D-	B-	D-	B-	D	B-	D	5.00
County Schools	B-	D	B	D	B	D	B+	D	B+	D	6.20

Source: County Director of Education (2015)

As indicated in Table 4.11, there was significant discrepancy in academic performance among the schools of similar category. This justified one of the Quality Assurance Standards Officer’s statement that:

In Bomet County, exist school enrolment disparity gap, the parents have classified schools of similar status as performers and non-performers. This has led to over-enrolment and under-enrolment respectively. This needs an urgent address and we are

looking into it. And what matters is moving forward in academic performance, an upward trend and therefore argument on entry behaviour should not arise at all. Leadership quality is gauged on the deviation in the KCSE results over some years mainly three years.

All the Quality Assurance and Standards Officers, as in Table 4.11, were in consistent and agreement with the director of studies responses that 94.3, 5.7 and 0 percent were improving, declining and inconsistent in KCSE performance respectively. Thus, Bomet County was comparatively doing well with an average grade of C- since majority of the schools were an improving trend.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary of the study aligned with the objectives of the study and the conclusions informed by the study findings. The chapter gives the recommendations about the principals' transformational leadership style and students' academic performance in KCSE based on policy and practice as per the findings of the study. Additionally, the chapter highlights the suggestions for further research.

5.2 Summary of the Study

The summary of the study was done according to the objectives. The objectives were to: establish the relationship between idealized influence of principals' transformational leadership style and students' academic performance, determine the relationship between inspirational motivation of principals' transformational leadership style and academic performance of students, investigate the relationship between intellectual stimulation of principals' transformational leadership style and academic performance of students and determine the relationship between individualized consideration of principals' transformational leadership style and academic performance of students in KCSE in Bomet County. For each of the transformational leadership dimension, relationship with the KCSE results was determined after a cross tabulation of the academic performance in 2012 to 2014. A contingency table of KCSE results was developed to facilitate a Chi square test.

5.2.1 Idealized Influence and Students' Academic performance

The study sought to investigate the relationship between idealized influence of principals' transformational leadership style and academic performance of students. It was found that 42 (79.3%) of Directors of Studies' responses agreed that the principals' leadership displayed an idealized influence. While 5(9.4%) disagreed and 6 (11.3%) not sure. Based on the cross tabulation analysis, their responses on academic performance in KCSE improving trend were: 2 (3.8%), 8(15.1%) and 40(75.5%) disagree, neutral and agree respectively. Respectively on the declining trend were: 1 (1.9%), 0(0.00%) and 2(3.8%). In order to determine the association between idealized influence of principals' leadership and students academic performance in KCSE, the study applied Chi square test. The results of Chi square test analysis were Chi – square (χ^2) value = 10.553 d.f = 2, P - value = 0.005. The principals' idealized influence had a strong statistical significant relationship with students' academic performance in KCSE results in Bomet County.

5.2.2 Inspirational Motivation and Students' Academic performance

Regarding the utilization inspirational motivation, the results indicated that majority 44(83%) of the principals' leadership reflected an inspirational motivation against the 5(9.4%) and 4(7.5%) disagreed and not sure respectively. On academic performance, 3(5.7%) disagreed, 5(9.4%) not sure and 42(79.2%) agreed was improving against respectively that indicated that it was declining who were 1 (1.9%), 0 (0.00%) and 2(3.8%). The Chi square test analysis indicated that there was no significant relationship (Chi – square (χ^2) value =3.204 d.f = 2, P - value = 0.2010) between inspirational motivation and students' academic performance in KCSE in Bomet County.

5.2.3 Intellectual Stimulation and Students' Academic performance

Majority of the respondents 33(62.3%) agreed that the principals' leadership portrayed intellectual stimulation. Against 5(9.4%) and 15(28.3%) who disagree and neutral respectively. Responses on academic performance showed that 38(71.7%) agreed, 11(20.8%) not sure and 1(1.9%) disagreed that academic performance was improving against 2(3.8%) agreeing, 1(1.9%) undecided and 0(0.00%) disagreeing that academic performance declined over the last three years. The Chi square test was used to determine relationship between principals' intellectual stimulation leadership practice and students' academic performance. The results yielded Chi – square (χ^2) value =0.253 d.f = 2, P - value = 0.881. Therefore, intellectual stimulation had no significant relationship with students' academic performance in KCSE in Bomet County.

5.2.4 Individualized Consideration and Students' Academic performance

Majority of the Director of Studies 30(56.6%) agreed that the principals' leadership shows an individualized consideration. Disagreed were 8(15.1%) and 15(28.3%) being neural. The directors of Studies' responses on academic performance results shows that 0(0.00%) agree, 3(5.7%) neutral, and 0(0.00%) disagree that their schools were on the declining trend. Contrary to others 3(5.7%) disagreeing, 15(28.3%) not sure and 32(60.4%) agreeing that their schools were on the improving trend. The application of Chi square test to determine association of individualized consideration with students' academic performance yielded Chi – square (χ^2) value = 6.183, d.f = 2, P - value = 0.04. Therefore, individualized consideration had a weaker significant relationship with students' academic performance in KCSE in Bomet County.

5.3 Conclusions

The study makes the following four conclusions:

First, there was a statistical significant relationship in idealized influence dimension of principals' transformational leadership style as perceived by director of studies and secondary students' academic performance in KCSE in Bomet County. It was found that it highly associated with the students' academic performance. Hence, idealized influence could bridge the students' achievement gap and low academic achievement in KCSE in Bomet County. A principal who exhibits idealized influence attributes are likely to cause improved students' academic achievement in KCSE.

Second, there was no statistical significant relationship in inspirational motivation dimension of principals' transformational leadership style as perceived by director of studies and secondary students' academic performance in KCSE in Bomet County. Therefore, inspirational motivation was not associated with academic performance in KCSE examinations. Hence, complimenting, inspiring and motivating teachers attributes were associated with the inspirational motivation could not turn around the declining KCSE results in some schools in Bomet County.

Third, statistical significant relationship did not exist between intellectual stimulation dimensions of principals' transformational leadership styles as perceived by director of studies and students' academic performance in KCSE. The characteristics such rewarding creativity for tasks accomplished and using constructive criticism was not effective in enhancing academic performance in KCSE in Bomet County.

Fourth, there was a statistical significant relationship in individualized consideration dimension of principals' transformational leadership style as perceived by director of studies and secondary students' academic performance in KCSE in Bomet County. Principals who display the individualized consideration attribute such addressing personal welfare issues, being available to help in case a need arise and explaining reasons for criticism to teachers influence positively students' academic performance in KCSE.

5.4 Recommendations

The following recommendations were made:

1. Training school principals in idealized influence dimension of transformational leadership styles should be intensified to enhance academic performance in KCSE. Hence, Kenya Education Management Institute in conjunction with Ministry of Education and Teachers' Service Commission should design training, pre-servicing and in-servicing programmes enriched with idealized influence transformational leadership skills for prospective and current principals.
2. That school principals should employ best transformational leadership practices but should not focus efforts on inspiring and motivating school programs to improve academic school performance since they not associated with KCSE results.
3. The characteristics such rewarding creativity for tasks accomplished and using constructive criticism should not be emphasize in an anticipation to enhance students' academic performance in KCSE results.
4. Principals should focus efforts on the individualized consideration attributes such addressing personal welfare issues, being available to help in case a need arise and explaining reasons for criticism to teachers since they influence positively

students' academic performance in KCSE results. Therefore, KEMI should trained the principals on individualized consideration skills.

5.5 Suggestions for Further Research

The following are suggestions for further research:

1. A study on the roles and influence of Quality Assurance and Standards Officers on academic performance in Bomet County.
2. A study on transformational leadership skills training needs of principals in Bomet County.
3. The study can be replicated in Bomet County using self-assessment study among principals to establish the extent to which they practice transformational leadership practice and impacts on students' performance in KCSE examination.
4. The study should also be replicated in other Counties of Kenya to establish a wider generalization of the findings of the study.

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APPENDICES

Questionnaire on relationship between Principal's Transformational Leadership Styles and Students' Academic Performance In Secondary Schools In Bomet Count, Kenya

Dear respondent,

I am a student at Maasai Mara University taking Master of Education in Administration. This is a study that seeks to examine the relationship between principals' transformational leadership styles and the students' academic performance in secondary schools in Bomet County in Kenya. You have been selected to participate in this study. I will appreciate if you could take your time to respond to this questionnaire. Your views is kept strictly confidential and will **only** be used for purpose of this study. Your honest response to this questionnaire will make this study a success. Thank you for taking your time.

Yours faithfully,

Kitur Kipkoech

APPENDIX I: Director of Studies' Questionnaire

GENERAL INFORMATION

INSTRUCTIONS: Kindly put a tick (√) in the appropriate box on the School Category.

1. Boys' School []

2. Girls' School []

3. Mixed School []

SECTION A-E: INSTRUCTIONS: The following are statements about your school. Please tick (√) the number that best describes your feelings. The numbers represent the following responses:

1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree

SECTION A: Information on Idealized Influence of Principals' Leadership

	Idealized Influence	Rating (1 – 5)				
		1	2	3	4	5
i.	The principal sets an example by working hard himself/herself					
ii.	The principal coaches and mentors teachers					

SECTION B: Information on Inspirational Motivation of Principals' Leadership

	Inspirational Motivation	Rating (1 – 5)				
		1	2	3	4	5
i.	The principal compliments teachers					
ii.	The principal inspires and motivates the teachers					

SECTION C: Information on Intellectual Stimulation of Principals' Leadership

	Intellectual Stimulation	Rating (1 – 5)				
		1	2	3	4	5
i	Principal encourages and rewards creativity for task accomplishment					
ii	The principal uses constructive criticism					

SECTION D: Information on individualized consideration of principals' Leadership

	individualized consideration	Rating (1- 5)				
		1	2	3	4	5
i.	The principal is available after school when assistance is needed.					
ii.	The principal looks out for the personal welfare of staff.					
iii.	The principal goes out of his/her way to help teachers					
iv.	The principal explains his/her reasons for criticism to teachers.					

SECTION E: Information on Indicators of Students' Academic Performance

	Indicators of Students' Academic Performance	Rating (1- 5)				
		1	2	3	4	5
i.	The parents actively and productively support the school on academic issues.					
ii.	Students' progress records are carefully analysed and students advised accordingly					
iii.	Teachers are proud of their school and students because of academic performance					
iv.	Teachers are motivated in improving academic performance in this school.					
v.	Teachers are very committed in their work in this school.					

SECTION F: School Academic Performance and principals' Gender and Duration of Stay

1. Is academic performance in the school related to principal's leadership style?
2. From the school KCSE records analysis, kindly provide the school mean scores and over the last 3 years from 2012 to 2014 KCSE examinations From the academic performance trend in the last three years, indicate if the school is: Improving, Declining or Inconsistent?

Year	Mean score	Mean grade	Trend in the last three years		
			Improving	Declining	Inconsistent
2012					
2013					
2014					

3. What do you think should be done to improve and maintain academic performance in your school?

4. How many years has the principal spent in this school----- and indicate the **gender** of the principal.....

THANK YOU FOR YOUR COOPERATION AND

SINCERE RESPONSE, MAY GOD BLESS YOU

**APPENDIX II:QUALITY Assurance and Standards Officer's (QUASO)
INTERVIEW GUIDE.**

NAME OF SUB-COUNTY.....

Dear respondent,

I am a student at Maasai Mara University taking Master of Education in Administration. This is a study that seeks to examine the relationship between principals' transformational leadership styles and the students' academic performance in secondary schools in Bomet County in Kenya. You have been selected to participate in this study. I will appreciate if you could take your time to engage in face to face interview. Your views is kept strictly confidential and will only be used for purpose of this study. Your honest response during the interview will make this study a success. Thank you for taking your time.

SECTION A: Principals' Leadership and Academic performance

1. Which transformational leadership practices do principals portray in your Sub-County? Do you think the principals display idealized influence, inspirational motivation, intellectual stimulation and individualized consideration?
2. Is there differences among the male and female principals in the display of the transformational leadership practices in the sub-county?
3. Is there academic improvement in the last 3 years in the Sub-County and do you think the performance is related to principals' leadership style.
4. State the **major** challenges principals face when improving Sub-County academic performance.

**THANK YOU FOR YOUR COOPERATION AND SINCERE RESPONSE,
MAY GOD BLESS YOU**

APPENDIX III: Document Analysis Schedule

1. School Record Analysis

A) School KCSE Records Analysis for the last three years for the selected schools

Performance Trend in KCSE for	Frequency	Percentage	KCSE Results for the Years			Mean Score	Average Mean Grade
			2012	2013	2014		
iv. Improving schools	50	94.3	5.111	4.99	6.10	5.300	C-
v. Declining schools	3	5.7	4.90	3.967	3.567	4.100	D+
vi. Inconsistent schools	0.00	0.00	-	-	-	-	-

2. County KCSE Records Analysis

A) *The K.C.S.E. Performance Disparity in Bomet County in 2010-2014*

Year	2010		2011		2012		2013		2014		Average disparity Range in points
	Best	Worst	Best	Worst	Best	Worst	Best	Worst	Best	Worst	
Sub-County Schools	C+	D-	C+	D-	B-	D-	B-	D	B-	D	5.00
County Schools	B-	D	B	D	B	D	B+	D	B+	D	6.20

B) The K.C.S.E. Performance in Bomet County in 2011-2014

					Average
Year	2011	2012	2013	2014	
Mean Score	4.956	5.563	5.480	5.400	5.350
Mean Grade	C-	C-	C-	C-	C-

3) KNEC Grading System

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Points	12	11	10	9	8	7	6	5	4	3	2	1

APPENDIX V: Research Authorization



REPUBLIC OF KENYA
MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY
State Department of Education

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COUNTY DIRECTOR OF EDUCATION
BOMET COUNTY
P.O. BOX 3-20400
BOMET.

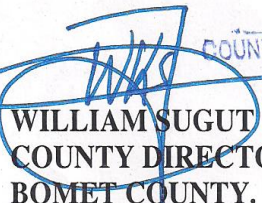
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REF: CDE/BMT/AUTH/VOL.1/31

29TH JANUARY, 2016

KITUR I KIPKOECH
MAASAI MARA UNIVERSITY,
P.O BOX 861-2005
NAROK.

RE: RESEARCH AUTHORIZATION:

Reference is made to the letter dated 28th January, 2016 NACOSTI/P/16/24640/9359 from National Commission for Science, Technology and innovation. The above mentioned person is hereby authorized to carry out research on "An evaluation of relationship between Principals transformational leadership style and secondary students' academic performance in Bomet County Kenya".


COUNTY DIRECTOR OF EDUCATION
P. O. BOX 3
BOMET.
WILLIAM SUGUT
COUNTY DIRECTOR OF EDUCATION
BOMET COUNTY.