PRINCIPAL’S TRANSFORMATIONAL LEADERSHIP AND TEACHERS’ PERFORMANCE AMONG PUBLIC COUNTY SECONDARY SCHOOLS IN NYANDARUA COUNTY, KENYA

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THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
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SEPTEMBER, 2018
DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented in any other college or university for any academic credit. Information from other sources has been properly acknowledged.

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DEDICATION

This work is dedicated to my mother, Wambui, who provided, guided and inspired me in my academic and spiritual life in my foundational stage.
ABSTRACT

School performance is a global issue. There is a great need for the quality education all over the world. To achieve this, school leadership and teachers’ performance have been put to focus. In this quintessence, the study aimed at establishing the influence of the transformational leadership on the teachers’ performance in public county schools in Nyandarua County. The study was guided by the following research questions: How does the principal inspirational motivation aspect, influence teachers’ performance? To what extent does the principal’s individual consideration influence the teachers’ pedagogical performance? To what extent does the principal intellectual stimulation aspect, influence the teachers’ professional performance? Which challenges are faced by the principals’ transformative leadership in enhancing teachers’ performance? Which strategies can the principal use to improve teachers’ performance?

The study used both qualitative and quantitative research approaches. The cross-sectional survey and the phenomenology design were used to collect the data. Stratified, simple random sampling was employed to select the schools while stratified and systematic random was used to select the teachers and the students. Academic deans, the principals of selected schools and Education County Director were automatically included. Data were collected using the questionnaires, document analysis guide and interview guide. Qualitative and quantitative data were concurrently collected and analysed. Descriptive (frequencies, percentage, mean and standard deviation) and inferential statistics (independent t-test, ANOVA) methods were used to analyse the quantitative data. The study upheld the non-maleficence, benefice and truthfulness as the research ethics requires. The study found that principal scored lowest in individualised consideration. The study concluded that the teachers’ performance was important for the school performance and the principals play key roles in the enhancement of teachers’ performance especially through challenging teachers by their actions. The study recommended that the principals should challenge teachers with their performance. The county should have induction training at school level for the newly employed teachers.
ACKNOWLEDGEMENTS

My deepest gratitude goes to my supervisor Dr. Sr. Piliyesi and Ms. Florence Ateka for their input and encouragement in this work. They are always available for professional guidance despite their tight schedule. Special thanks go to Bishop Mbatia for giving me an opportunity to pursue further education. I also feel grateful to Dr. Fr. Mathenge for encouragement and giving me hope when things are tough and seems not working. I greatly thank Professor. Sr. Momanyi the HOD Postgraduate Department for her great motivation and support.

Special thanks go to Veronica my sister and Joseph my brother for their great moral support they have accorded me. Special thanks go to madam Grace for her great support. I highly appreciate the principals, deputy principals, academic’s deans, teachers and the students who assisted me with required information during data collection.

I greatly appreciate the assistance of Nyandarua Education County Director who ensured my smooth collection of data. Special thanks to my lectures who have impacted knowledge, skills, values and interest of study through my course work. Thanks to my classmates who through their interaction have encouraged and motivated me. Appreciation to the entire CUEA community that provided the conducive environment for my academic excellence.
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### LIST OF ABBREVIATIONS AND ACRONYMS

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<tbody>
<tr>
<td>BoM</td>
<td>Board of School Managers</td>
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<tr>
<td>C</td>
<td>Competence</td>
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<td>CED</td>
<td>County Education Director</td>
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<td>CUEA</td>
<td>Catholic University of Eastern Africa</td>
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<tr>
<td>DOI</td>
<td>Digital Object Identifier</td>
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<tr>
<td>DSA</td>
<td>Drugs and Substance Abuse</td>
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<td>ICT</td>
<td>Information Computer Technology</td>
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<td>INSET</td>
<td>In-service Training for Teachers</td>
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<td>IT</td>
<td>Information Technology</td>
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<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
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<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
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<td>KEMI</td>
<td>Kenya Management Institute</td>
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<td>KICD</td>
<td>Kenya Institute of Curriculum Development</td>
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<td>KNECK</td>
<td>Kenya National Examination Council</td>
</tr>
<tr>
<td>MoEST</td>
<td>Ministry of Education and Technology</td>
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<tr>
<td>MoEVT</td>
<td>Ministry of Education and Vocation Training</td>
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<tr>
<td>NACOSTI</td>
<td>National Commission for Technology and Innovation</td>
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<tr>
<td>NCPD</td>
<td>National Council for Population and Development</td>
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<td>SPSS</td>
<td>Statistical Package for Social Science</td>
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<td>UK</td>
<td>United Kingdoms</td>
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<tr>
<td>Acronym</td>
<td>Description</td>
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<tr>
<td>UN</td>
<td>United Nations</td>
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<td>UNESCO</td>
<td>United Nations Education, Scientific and Culture Organisation</td>
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<td>USA</td>
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CHAPTER ONE
INTRODUCTION

1.1 Background of the Problem

Education plays a vital role in bringing enlightened transformation in the society. It enables the positive transformation of an individual, society, economic progress and development of nation Blunkett (as cited in Tuckett, 2015). The education reforms aiming at effectiveness and efficiency are top priorities at the global level and Kenya in particular. Since independence, the education in Kenya has undergone several major reforms aimed at giving quality education and good performance in schools. School leaders play a great role in implementing these changes. Sentočnik, Sales and Richardson (as cited in Tai, Omar, Mohamad and Khuan 2017) opined that effective education changes cannot occur in educational organisations unless the school principals initiate the change process competently. This is in accord with Mangin, Fernando, Gabriela and Jean-Pierre (2014) who stated that leadership plays a great role in the efficiency and effectiveness of any organization. Principals’ leadership plays a central role in the attainment of the teachers’, students’ performance and implementation of the education policies (David, Wong, & Choy, 2015).

To achieve the aforementioned, countries have proposed the enhancement of the schools, essential cogwheel of education, critically focussing on principals’ leadership and teachers’ qualification and development. This is due to the reason that, effective school leadership affects positively teachers’ effectiveness and school performance. Leadership styles like instructional, contingents and transactional have been suggested as styles that principal can use but transformational leadership remains outstanding in influencing and sustaining teachers’ performance. This is due to strong and positive relationship transformational leadership has on
teachers’ performance and commitment as noted by Selamat, Nordin, and Adnan (as cited in Ozmusul, 2015). Ozmusul (2015) further, noted that transformational principals influence teachers in improving their instructional performance through continuous assistance in pedagogical areas. The transformative leader not only enables achievement of high performance but also quality education (Ndinga, 2017; Ozmusul, 2015). This is due to the fact that, the principal has a great responsibility in ensuring apt implementation of curriculum in school.

Globally there is emphasis on the quality education. United Nations Educational Scientific and Cultural Organisation (UNESCO), (2012) acknowledge that quality education enables the individual to acquire problem-solving skills, enhance confidence and inspiration. Quality education equips the citizen with the knowledge and skills that enable them to make an informed judgment, positively contribute to social development and participate in the government and economic growth. The quest for quality education implies that teachers’ performance needs to be enhanced. The current study purported that principal transformational leadership aspects are crucial factors for teachers’ performance. This is because, through inspirational aspect, a transformational leader is able to inspire and motivate followers to perform beyond the expectation as well as influence the follower to own what they are doing (Bass, 1997).

In Kenya, secondary education plays a vital role in the learners’ life. Sifuna and Oanda (2014, P.324) give three main objectives of the secondary education in Kenya. The first one is, preparing the learner for positive contribution to the development of the society. The second is to prepare the learner to choose with confidence and cope with vocational education after school. The third is to prepare the learner to acquire attitudes of national patriotism, self-respect, self-reliance, cooperation, adaptability, sense of purpose, integrity and self-discipline. In achieving
the above objectives, teachers play a very vital role. This calls for a proper understanding of the influence the principal has on teachers’ performance for achievement of the above objectives.

Northouse (as cited in Gitaka, 2014) defines leadership as a process whereby an individual influences a group or other individuals to achieve a common goal. Leadership can also be defined as the art and the process of persuading people to perform apportioned responsibilities freely, efficiently and proficiently (Vernyuy, 2015). Since leadership is an art and process of persuading followers, theorists have always tried to come up with type of leadership, which can influence followers in effective and efficient way. Most of the scholar have stressed the transformational leadership since is able to influence the individual to be dedicated on the wellbeing of the organisation and thus do the best for the benefit of the organisation (Arifin, 2014; Mangin, Fernando, Gabriela, & Jean-Pierre, 2014).

Globally, many countries have emphasised the role of the school leadership in implementing the education policies and teachers performance (Allen, Grigsby, & Peter, 2015; Laura, Melissa, Geert, Geert, & Ruben, 2018). For example, Wallace Foundation in the USA has primarily focused in the provision of a framework and the standards of quality principals’ leadership capable of achieving the best performance in schools (Turnbull, Anderson, Riley, MacFarlane, & Aladjem, 2016). The foundation envisions that effective leadership cadre will enable the principals to influence teachers’ performance. Obama’s Race to Top initiative has caused the schools’ administrators to rethink the school’s leadership that will maximise the teachers and students performance (Allen et al., 2015). The process of offering an integrated education in India cites the relationship between teachers and school leader as very instrumental (Umesh & Ajay, 2015). The principal’s inspiration motivation aspect inspires the teachers to
achieve the school goals. Despite the great expectation from the principals, some of them have been found ineffective and inefficient in their leadership (Turnbull et al., 2016).

Simatwa and Adhiambo (2017) noted that in Kenya most of the principals are occupied with the performance of routine tasks and control of teachers and students, often losing sight of attainment of academic achievement. This has been noted even in other countries. In Texas, Templeton, Hammett, Low, Arrambide and Willis (2017) noted that most of the principals are not well prepared to implement the proposed education policies. Schools demands have also increased to an overwhelming level to the poorly prepared principals in terms of leadership skills and knowledge (Allen et al., 2015). All this has been contributed by the principals’ lack of effective influence on the teachers. Principals have to ensure a harmonious relationship among all the stakeholders. Further, the roles of school principals are still unquestionably vital, and even more complex. Principals carry out a wide range of tasks such as; developing of staff, coordinating the school curriculum, creating a conducive environment for learning, balancing school budget, linking the school and the surrounding community (Ibrahim, Ghavifekr, Ling, Siraj, & Azeez, 2014; Oluwadare, 2011).

However, one role remains essential to all principals: the school academic performance. It is only when the school performs well that leadership is said to be effective and efficient. Principals achieve the required school performance through the teachers. As the front-line implementers in the transformation process, teachers are the real foundation and the means of school performance (Tai, Omar, Mohammad Sahari, & Khuan 2015). Principal leadership is, therefore, important for teachers’ performance and in particular the one which empowers teachers. Transformational leadership is well situated in empowering the followers (Shengnan, Philip, & Daming, 2016). To achieve the required change, school principals must be equipped
with the necessary leadership skills. This will enable them to achieve the demanding goals of education amidst the various challenges like inadequate resources (monetary, human resources, physical facilities). Principals have also to overcome political and globalization interference. In the allocation of the resources, the principal has to ensure that the learner gets optimal excellence in academic (MoED), 2012).

Accentuating on the importance of principal transformational leadership, Vernyuy (2015) stated that if you scrap the surface of an outstanding school, you will find an outstanding principal and if you scratch or peel into deteriorating schools, you will find a feeble leadership. Dipoala and Hoy (2012) observed that principals being in the era of accountability and high-stakes testing require them to be much more skilled than before. They pointed out that teachers need a prototype to follow. An effective leader leads with the example. Principals need to be made aware of the importance of their leadership role in the schools. Yariv (2011) noted that in Israel, though the principal leadership role is among the foremost variable that influences the performance of the teachers, most of the principals are not aware of it. Principals ought to be acquainted with fact that their leadership style has a direct influence on the teachers’ performance and indirect influence on the students’ performance as noted by (Hauserman & Stick, 2013). This shows how attention on the principals’ leadership and teachers’ performance should be diligently focused on, for students to perform well in academic.

According to Ndinga (2017) the principal cannot achieve the school goals and objectives without apt cooperation with the teachers. Teachers need the opportunity to participate in the decision-making, their effort recognised, treated fairly and given the feedback in good time. Feedback provides information about the truth or falsehood of human behaviour, as well as providing the teacher with means to improve their own teaching performance and to correct their
errors (Akkuzu, 2014, p. 38). Effective principals’ leadership ensures optimal teachers’ performance. Optimal teachers’ performance enables learning to take place in all domains (cognitive, psychomotor and affective) according to Broom (as cited in Ramirez, 2016). This will enable achievement of the vision of proposed new curriculum (empowered, engaged, and ethical citizen) KICD (2017). It will also enable the achievement of the international pillars of education. These are; learning to know, learning to do, learning to be and learning to live together UNESCO (as cited in Cua, 2013).

Principal’s transformational leadership highly influence the school climate. The school principal has a duty of creating the spirit of collegiality among teachers, provide the teaching and learning materials and maintain the discipline. These create a high and positive school climate. Effective principal’s leadership can as well assist the teachers to overcome personal limitations like low self-esteem. This calls for a leader who will assist teachers to overcome both environmental and personal challenges. The study that was done by Hannah, Jennings, Bluhm, Peng, and Schaubroek, (2014) has shown that the social construction of individuals who have good leadership typically include; expectations of competence, benevolence, integrity, attentive to followers’ well-being and development and support for the autonomy and engagement in their work and organisations. A transformational leader influences the follower through building trust.

The principal is a very central player in humanizing the climate in the school that comprises the norms, beliefs and attitudes reflected in institutional patterns and behaviour that enhance or impede teachers’ performance. Recommending for Total Quality in education the Koech Report recommended that principals should generally establish a school culture and climate conducive for effective teaching and learning (Republic of Kenya, 1999). The commission noted the importance of the principal’s leadership in determining and moulding the
school climate. This is stressed by Cemboi (2014) who stated that principal leadership determines the school climate whether it will positive or negative.

The transformational leader ability to communicate effectively with teachers, having a good relationship, establishing a feeling of mutual respect and trust enhance teachers’ perception of the working environment in a meaningful way (Burkhauser, 2017). The principal has a role to ensure that teachers are developing so that they may improve their services. This concurs with Zapenda (2017) who stated that most important work of supervisor (in this case principal) is to work with teachers in a way that promote lifelong learning skills, inquiry, reflections, collaborations and dedication to professional growth and development. The studies on why students fail in science subjects show that poor instructional methods as the main variable cause (Kamau & Orodho 2014; Nkonke, Mbugua, Komen, & Muthaa, 2012; Omindi, 2013; Otieno, 2012). This can be mitigated by the continuous professional development of the teachers.

The principal has a role in motivating the teachers and encouraging them to develop their instructional methodologies. The principal should also provide the necessary resources required and encourage the teachers to be innovative so that they may use the scarce resources in an effective and efficient way. The principal’s leadership style influences teachers’ professional growth, which enables teachers to acquire new skills and enlarge their field of knowledge. This develops their classroom performance as well as other areas. The influence of the school leader on the teachers sometimes is elusive (Lai, 2014). This is due to various variables, which influences the teachers’ performance and the wide range of expectations from various stakeholders. Unlike the industry where one product is expected at the end of the process, education is intended to produce multiple products. All intended products are necessary and important. This calls for those who are key players in education especially the principal and
teachers to be well developed to achieve the intended goal and objectives. The current study on the influence of transformational leadership on the teachers’ performance highly contributed knowledge on the role of principal on the teachers’ performance.

Transformational leader fit in effective and efficient leadership category. Buchanan and Huczynski (2010) define transformational leader as leader who treats relationships with the followers in terms of motivation and commitment, influencing and inspiring followers to give more than mere compliance to improve organisational performance. Leithwood (2012, p. 3) described a transformational leader as one who influences organisational members and diverse stakeholders towards the identification and achievement of the vision and goals. On this light, the current study opinioned that the principal’s transformational leadership is a critical element that aid teachers to perform as expected and even go beyond. Transformational leader enables the sharing of the vision and the objective of the organisation to the followers and influence them to be committed to it. The leader enablers the follower to be devoted in the achievement of collective goals. The leader is able to show the followers the direction and motivate them to achieve the targeted goals and objectives and even to go beyond.

For achievement of the aforementioned factors, interplay between transformational leadership aspects and teachers’ performance is necessary. These transformational leadership aspects are; intellectual stimulation, individualise consideration, idealised influence and inspiration motivation. These aspects enable transformational leader to engage and support teacher to perform (Hulpia, Devos, & Rosseel, 2009). The study envisioned that Intellectual stimulation enables the teachers to grow professionally thus becoming more creative and innovative. In addition, by stimulating teachers intellectually, a transformational leader encourages followers to exchange ideas and facilitate a team culture in which open
communication and collaboration are central values Leithwood (as cited by Laura et al., 2018). The individualised consideration enables principals to support the individual teacher for maximum performance. Idealised influence provide teacher with a model to follow while inspiration motivation presents teachers with the compelling vision and goal. Teachers’ performance enables not only the performance of the students but also contributes to the attainment of the noble role of education.

A transformational principal empowers teachers and creates a facilitating environment for teachers to perform excellently their duties. Tian, Risku and Collin (2016) epitomised this by affirming that in determining school strategies, the principal can develop a pervasive culture of teaching and learning. The transformative leader ensures the effort of every person is recognised and appreciated. Transformational leaders always ensure the positive and high school climate for working. Their competence enables them to communicate clearly thus enabling stakeholders to understand and own the school vision and goals and keep the school discipline. They incorporate the teachers and the students in the decision-making process and providing the necessary resources to the school community.

Transformational leadership inspires the group to achieve unexpected or outstanding results (Patnaree, Hallinger, & Pongsin, 2017). It gives workers autonomy over specific jobs, as well as the authority to make decisions once they have been trained (Spahr, 2015). Bass (1998) (as cited by Effelberg and Marc, 2013) opinioned that, transformational leaders change their followers’ attitudes, values, and beliefs to align them with those of the organization and steer their followers towards self-development and greater-than-expected accomplishments. Transformational leadership creates adaptive, innovative and dynamic organizations that are transforming. Transformational leadership is theorised to have the following dimensions as given

*Individualized consideration* is the degree to which the leader attends to each follower’s needs, as a mentor or coach to the follower's concern and the needs, for example, attending to teacher individual need, give empathy and support to the teacher, acknowledge and promote individual contribution and involving teachers in decision-making. The leader gives empathy and support to keep communication open and places challenges before the follower. The leader acknowledges and celebrates the achievement of the individual.

When the principal acknowledges individual teacher contribution, make the teacher feel that what she or he is doing matters. These raise the self-esteem of the teacher thus enabling him or her to perform much better. The individual considerations also enable the principal to understand the teacher strength and weakness thus assist in teachers’ development and training. The principal is able to support the teacher on the strong parts, develop, and improve on the weak part. The individualised consideration involves giving personal attention, treating each employee individually, coaching and advice. The individual consideration scale focuses on emotional support and explicit appreciation for the teachers’ own initiative. Individual consideration has to be understood from the perspective that a transformative leader acknowledges the individual aspirations, actions, beliefs and values rather than favouring the individual (Marjan, Frederik, Karel, & Hans, 2015).

*Inspirational Motivation* is the degree to which the leader pronounces a vision that is likable and inspirational to the followers, for example, articulates the vision in clear and inspirational way, challenge teachers with a higher standard and communicate optimism. It entails communication of higher expectations, provides challenge and meaning to the followers.
The leader challenges the follower with high standard, communicate optimism about the future goals and provide the meaning for the task. Purpose and meaning provide the energy that drives the group or the individual toward the goal.

Berkovich and Eyal (2017) carried out a study to identify the influence of the principal transformational leadership on the teachers in Israel schools. The study found that transformational principals are able to motivate teachers and make the teachers become self-driven. Further, the study noted that transformational leaders are able to make teachers become more committed to the school’s activities. A survey that was done by Oluwadare (2011) in six states in South West Geo-Political Zone of Nigeria, found that principal instructional competence was very instrumental in influencing the teacher's performance. Following instructional competencies were found vital: principal co-operating with teachers to define objectives, principal providing facilities, supervising lesson plans, teaching and learning activities, evaluating curriculum plan and implementation. The study also found other administrative competencies (motivating staff, encouraging staff professional development, communicating effectively with staff, resolving conflicts) being vital for principals to run the schools smoothly.

*Intellectual stimulation* entails promotions of intelligence, rationality and careful problem-solving for example encourages teachers’ creativity, innovation; solicit teachers’ ideas and promote teachers career development and growth. It is the degree to which, the leader challenges assumptions, takes risks and solicits follower ideas. The leader encourages the follower creativity and nature and develops people who think independently. They promote learning, innovation, and taking a risk in venturing into the unknown. For teachers to perform they must be creative and innovative. Intellectual stimulation empowers the teachers to be
creative and search the solution to the problems they encounter. It encourages the teachers to develop their career so that they may have the skill and the knowledge required. It is under intellectual stimulation that leaders encourage logical thought, challenge the standing position, and ultimately stimulate ingenuity and invention of the followers Bass and Riggio (2006) as quoted by (Caillier, 2014, p. 220).

*Idealised Influence* provides a role model for higher ethical behaviour; instill pride, gain respect and trust for example higher ethical behaviour in teachers and instill pride, gain respect and trust. The principal must be a person who walks the talk. These encourage and strengthen the teachers. The teachers need a strong leader who they can identify with. The idealised influence aspect of the transformational leader enables the leader to be a model of performance (Olurotimi, Asad, & Abdulkadir, 2015). The current study envisioned that the competence of the principal should be above the board not on the baseline of the minimum requirement. This enables the principal to be the mentor to both teachers and students and be able to handle complicated issues in the school. Nanjundeswaswamy and Swamy (2014, p. 56) stated that according to Bass the aim of transformational leadership is to transform people and organisation into higher performance and change oriented. Influence the follower's mind and heart, enlarge the vision, insight and understanding, clarify reasons, make the behaviours of the followers congruent with the values and bring a change that is self-perpetuating. This aspect was not investigated in the current study since is more linked on the teachers’ social and personal performances (Le Fevre & Robinson, 2015).

Transformational leaders are best suited for this as Achua and Lussier (2010) stated that research shows that transformational leadership is able to positively influence the changes and transform individual, organisations and communities to attain the required changes.
Transformational leaders inspire the followers to give their best for the benefit of the institution and for their own benefit (Zapenda, 2017). Cal and Sheldon (2013) quoting Stingmith and Bell (2011) concluded a study and the findings shows that head teachers in England used both transactional and transformational leadership. However, transformational leadership brought about the greatest school improvements and stimulated great improvement. Visualisation, developing harmony about group goals, providing intellectual inspiration and individual support, philosophy building and contingent recompenses were the leadership dimensions that most accounted for this stimulation (Cal & Sheldon, 2013).

Transformational leaders generate an awareness of the mission or vision of the organisation, and have the ability to influence colleagues to a higher level. Transformational leadership has the ability to get people to want change, improvement and be led. It involves assessing associates’ motives, satisfying their needs, valuing them, and influencing them to change. According to Moolenaar, Daly and Sleegers (2010) transformational leadership is positively associated with the schools’ innovative climate and motivate followers to do more than expected in terms of extra effort and productivity, change teachers practices, organisational learning, commitment and corrective teachers efficacy.

Wardoyo (2015) opined that performance refers to the degree of accomplishment of the tasks that make up an employee job. This implies that performance reflects how well an employee is accomplishing the requirements of the job. In the current study, teachers’ performance comprised pedagogical and professional performance. The current study envisioned that if teachers perform as expected, they could enhance the students’ academic performance. Tehseen and Hadi (2015) who noted that poor performances of teachers lead to students of low quality have echoed this. Mangkunegara (as cited in Wardoyo, 2015) holds that an individual's
performance can be seen from the following factors: fidelity, performance, responsibility, honesty, collaboration in working place. Teachers’ commitment to what they ought to do demonstrate their fidelity and honest in their career. The principal transformational leadership plays a crucial role in the teachers’ performance by creating enabling climate and mentoring, guiding and influencing teachers’ performance.

Teachers play a great role in education since they are primary agents of curriculum implementation. Sifuna, Chege, and Oanda (2016, p. 27) noted that teachers’ performance has been stressed since the time of Greco-Roman. During this time, teachers played a very vital role in society, especially in the kings and emperor families. Teachers were entrusted the role of training the children to acquire the social values and in a very specific way to perpetuate and maintain the family status. Special teachers were employed to teach the emperors and kings children in private. The performance of teachers and the school depends almost entirely on the performance of the head of the school (Ministry of Education Science and Technology [MoEST], 2015, p.158).

Societal change requires good teachers and teaching that is oriented to the required direction. A teacher is the single most important school-based factor that determines the change outcome in the change process (Tai, Omar, Mohammad & Khuan, 2017). This is because teachers are closest to the student and their influence is direct. Oduwaiye, Sofoluwe and Kayode (2013) (as cited by Ndirangu and Aluko (2014) opinioned that quality of teachers in any school system forms important educational resources and improves the school outcomes. Teachers’ professional competent is core in curriculum implementation (Zapenda, 2017).

The performance of teachers will be optimal when they are totally incorporated into the school learning process. The Basic Education Act (2013) has supported this by incorporating one
teacher in the Board of School Management (BOM). This enables teachers to be involved in the decision-making process. Problem of underperformance of teachers have been experienced even in the most developed and stable education systems for example Norway as attested by (Smith & Ulvik, 2017). In sub-Saharan countries deteriorating student performance has been attributed not only to shortage of teachers but also to underperforming of those teachers who are available (Jepson & Forrest, 2006; Ronfeldt, Loeb, & Wycroff, 2013). This has spurred research in teachers’ school leadership and performance and factors affecting teachers’ performance both in developed and in developing countries. The current study was spurred by complains from education stakeholders in Nyandarua county due to a drop in education performance.

Kimani et al., (2013) noted that teachers’ absenteeism, lack of completion of syllabus and poor instructional method highly contribute to the low grade. Further, Kimani et al., (2013) noted that teachers’ lack of interest in what they are teaching highly leads to poor school performance. This is the result of the poor supervision of teachers by the principals. To mitigate the problem, the current study aimed to investigate the influence of principal leadership on teachers’ performance.

In Kenya, there have been cases of parents complaining and sometimes even annexing schools and insisting that non-performing heads of schools be relocated (Ndinga, 2017). This is due to the poor academic performance of the students. The records show that there have been poor performances nationally whereby most of the students have been below the cut grade of the university (Kenya National Examination Council [KNEC], 2016). The situation is not any better in Nyandarua. For example, in addition to poor performance in 2015, Nyandarua County was among the Counties with the highest number of students who had exam irregularity (237 candidates) in four examination centers (KNEC, 2015). Principals’ leadership and teachers’ performance must be examined to address the above issues. Heck (as cited in Kimani, Kara and
Njagi (2013) acknowledge the growing demand from the government and the public for teachers’ accountability of poor performance in schools.

Schools are commonly evaluated using students’ performance and teachers cannot be dissociated from the schools they teach and academic results of those schools (Engin, Bektas & Ogältay 2015). Students’ low academic achievement has been attributed to teachers’ failure. Many factors hinder teachers’ performance. Some factors are personal and others come from school climate (Burkhauser, 2017, p.137).

Nyandarua County is located in the Central region of Kenya. It covers an area of 3,107.7Km$^2$. It has 178 secondary schools. They are categorised as follow: two national schools, seven extra-county schools, nine county schools and lest 164 being sub-county schools. All the county schools are supposed to be boarding. Some of these schools have the well-established infrastructure and are centers of excellence in Counties. Their performances have always been ‘average’. The criterion of admission is; hosting district gets 20 percent allocation, the remaining 80 percent comes from county other districts. School fees charged here is slightly lower than that of extra-county (Oduor, 2014, October 13). County schools are very essential in the county because their performances reflect the performance of the County. Table 1 shows the average performance of Nyandarua County for the past four years, (2014-2017) while Table 2 give grading scale in Kenya.

Table 1

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of the schools</th>
<th>Number of the students</th>
<th>Average grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>178</td>
<td>11244</td>
<td>C- (5.26)</td>
</tr>
<tr>
<td>2015</td>
<td>178</td>
<td>11643</td>
<td>C- (5.2)</td>
</tr>
<tr>
<td>2016</td>
<td>180</td>
<td>12572</td>
<td>D+ (4.126)</td>
</tr>
<tr>
<td>2017</td>
<td>180</td>
<td>12788</td>
<td>D+ (4.467)</td>
</tr>
</tbody>
</table>

Source: Nyandarua County 2017 KCSE analysis
Table 2

Kenya Grade Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B-</th>
<th>C+</th>
<th>C-</th>
<th>D+</th>
<th>D-</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

Source: KNEC 2017

The data shows that on average the County performance is 4.862 that translate to D+. Comparing to the minimum grade of join Kenyan university C+, Nyandarua County performance is far below. Something really needs to be done. The current study, however, is aware of other factors that can contribute to low performance. Factors like the social economic background of the students and entry marks of the students from the primary school may highly contribute to the low performance of the students. However, Patnaree, Hallinger and Pongsin (2017) acknowledge the significant role played by the school leadership in enhancing teachers’ performance. Teachers are key agents in the students’ academic performance. The current study envisions that principal transformational leadership is required to enhance the students’ performance. As Muricho and Chang’ach (2013) noted, school leadership and teachers play a vital role in quality education and academic performance of the students. Further, they noted that the creation of the centers of excellence in county level was aimed at improving the quality of education from the grassroots aiming at the realisation of the Kenya vision 2030.

The poor performance of the Nyandarua County schools has left education stakeholders, especially parents, in the County wondering what to do (Wachira & Kinuthia, 2012). County schools’ performance reflects the performance of the County since they are centres of excellence. The poor performance of the schools has rippled negative consequences’ in the County as well as in the country. The current study envisions that the transformational principals’ leadership will
mitigate the problem of poor performance. This study, therefore, is not only important but also timely.

1.2 Statement of the Problem

In Nyandarua County there are complaints of low teachers’ performance. This has been attributed to teachers’ absenteeism, teacher being reluctant about the school’s programmes and activities, teachers staying in staffroom chatting during the lesson time, teachers lack the mastery of the subject they teach, principals not supporting teachers (Kimani, Kara, & Njagi, 2013; Mundi, 2012, August 14; National Council for Population and Development [NCPD], 2017)). In addition, teachers and students have been involved in Drugs and Substance Abuse (DSA) (NCPD, 2017). NCPD has linked lack of effective school leadership and low motivation of the teachers as causes of teachers’ engagement in DSA as well as disinterest in teaching. This has contributed to the poor performance of the schools as the national exam statistics establishes thus leaving the education stakeholders wondering what to do. Poor teachers’ performance has been established not only in academics but also in discipline as well. Kimani, Kara, and Njagi (2013) without giving a specific type of principal leadership noted that principal leadership highly influences the teachers’ performance. It is in this milieu the study focused on the principal’s transformational leadership as a way of mitigating the problem due to its effectiveness a. Nyenjembe, Maslowski, Nirod, and Lavina, (2016) demonstrated.

Principal’s transformational leadership plays a great role in teachers’ performance as noted by (Ezeugbor, Ongeli, & Okaye, 2018). Transformational leader achieves teachers’ performance by supporting, encouraging and motivating them. In a specific way, a transformational leader is able to demonstrate through his or her performance to the teachers that it is possible to achieve the high performance in schools. This makes the transformational principal a model of
performance for the teachers. Education psychologist Bandura’s social-learning theory has shown how social model greatly influences the behaviour of others. Samsudin, Sharamsudin and Arif (2017) contextualise this to mitigate the problem of poor performance. This study, therefore, was not only important but also timely.

1.3 Research Questions

The study was guided by the following research questions:

i. How do the principals’ inspiration motivation aspect influence the County school’s teachers’ performance in Nyandarua County?

ii. To what extent does the principal individualised consideration, influence the County schools’ teachers’ pedagogical performance in Nyandarua County?

iii. To what extent does the principal’s intellectual stimulation aspects influence the teachers’ professional performance in Nyandarua County?

iv. Which are the challenges faced by the principal in transformative leadership in enhancing teachers’ performance in Nyandarua County?

v. Which strategies can principals use to improve teachers’ performance in Nyandarua County?

1.4 The Research Hypothesis

H₀₁: There is no significant difference between the perception of male and female teachers on the principal’s individualised consideration aspect.

H₀₂ There is no significant difference between the perception of teachers in boys, girls and mixed schools.

H₀₃ There is no significant difference between the perception of boys, girls and mixed schools on the principal individualised consideration aspect.
1.5 Significant of the Study

The study of transformational leadership is noteworthy since it is performance oriented. The leader is able to positively change the culture of the school and maintain the change. This improves the teachers’ performance and ultimately the student performance. The findings will be beneficial to the religious sponsors of the school, Ministry of Education and other stakeholders who have a duty of selecting the school principal. Religious sponsors are involved in selecting the principal for public sponsored schools. The current study will enable them to be quality oriented when evaluating principals sent to the sponsored schools.

The Ministry of Education is very vital in making education policies. The current study will inform some of the policies especially those concerning with the running of the schools. When the schools perform well the stakeholders become satisfied with what they have invested in the school. Transformational leadership qualities are essential in transforming secondary schools from low to higher performance in academic as well as in discipline. It also maintains the higher performance in school.

The findings of the study will be useful to the principals. It will enable them to influence the performance of the teachers who are very instrumental in the students’ performance. It will enable them to cultivate essential values like trust, honesty and transparency, which are essential for leadership. This will enable the school to have a high performance and maintain it. It will enable the principals to realise the important role they play in the school and the obligation they have to influence the holistic performance of the teachers for the quality education. The finding will also be important to the teachers. It will make them aware of all the areas they ought to improve for them to achieve the required performance. Teachers will be able to form a synergy with the principal.
The findings of the current study will assist the institutions like the Kenya Education Management Institute (KEMI) in establishing the training needs of principals to enhance teachers’ professional, social, personal and pedagogical competencies. KEMI would use the information to organize teacher-training programs and courses for principals on transformational leadership to improve their schools. The students’ performance of the school will be based on the firm foundation of teachers’ performance.

Teachers’ performance will enhance the school performance. This will be a great relieve to the parents who search for the good performing schools outside the county. It will enable the parents to find the affordable and well-performing schools within the county. The students in the county schools come from the community surrounding. When the students perform, well they give the community a good name and their academic advances make the community to grow. Education is one of the factors that determine the growth and development of the community. Good performing schools transform the community, society and the nation at large by producing good students. The study will add the scholarly material and assist further research in the area of school leadership and teachers performance.

1.6 Scope and Delimitation of the Study

The current study was delimited to the County schools in Nyandarua County. The current County is composed of former Nyandarua district. In the 80s and 90s, the district used to perform very well nationally and it used to be one of the academic giants as attested by Wachira and Kinuthia (2012). Today the performance is poor with the majority of County schools getting below C+. Five out of nine County schools, which are 56% of total County schools, were sampled. Taking only the County schools equalised the schools in terms of the resources and the students’ entry marks.
The study was also delimited to the principals, teachers and the students. The principals were taken since they are the chief executives of the schools they manage and it is their leadership style that was under investigation. The study was delimited to the transformational leadership style. This is because the transformational leadership behaviours have significant effects on promoting organizational effectiveness and student outcomes (Berkovich & Eyal, 2017). The teachers are the one who is immediate recipients of the principals’ leadership style. Their performance is very vital for the performance of the school. The study focused on the influence of the principal leadership on the teachers’ pedagogical and professional performance. The students were included since everything in the school is aimed at the maximum achievements of the students and one way of measuring teachers’ performance is through students’ performance. The study was delimited to one County Education Director (CED). CED was important due to the supervisory role in the County. The study investigated only three aspects of transformational leadership (individualised influence, inspirational motivation, and intellectual stimulation) due to their influence on the teachers’ pedagogical and professional performances (Aziah & Ahmal, 2018).

1.7 Theoretical Framework

This section deals with the theory used in the current study, the strength of the theory, weakness and application of the theory to the study.

1.7.1 Transformational Leadership Theory

Bass’ (1985) Transformational Leadership Theory guides the current study on principal leadership. Transformational leadership theory as an important approach to leadership was conceptualised by James Macgregor Burns (2003). According to Burns, the transforming approach creates significant change in the life of people and organisation. It is not grounded on
“give and take” association, but on the leader's disposition, qualities and the aptitude to make a change through illustrations, vocalisation of energising vision and inspiring goals. Sun, Chen and Zhang (2017, p. 3) stated that for Burns the drive of the leadership is to influence groups to work towards awe-inspiring goals as an alternative to instantaneous self-centredness. Burns idealised the transformational leader as change-oriented for the sake of the befit of all and transactional leader as non-change oriented but work on the standing principles.

Bass and his comrade predominately advanced the contemporary transformational leadership theory. He developed the concept and used the term transformational rather than transforming. Bass saw transactional and transformational leadership as jointly all-encompassing. According to Bass, the follower of the transformational leader, have trust, admiration, loyalty and respect for the leader which make them be willing to perform harder than originally anticipated.

The transformational leader offer the follower more than just working for self-gain; they provide followers with an inspiring mission and vision and give them an identity, transform and motivate follower to perform beyond their expectation and challenge the workers to come with a new and unique way to challenge the status quo (Effelberg & Marc, 2013). Transformational leader integrates innovative insight, tenacity, energy and sensitivity for the necessity of the others.

Transformational leadership theory has undergone development in an educational environment. For example, Leithwood (as cited by Sun et al., 2017) identified fifteen specific practices classified into four broad categories that made up transformational school leadership. These are; setting direction, developing people, redesigning the organisation and managerial aggregate.
Many scholars have acknowledged that transformation leadership is particularly important in a dynamic environment that requires substantial change and quick response (Martine & Fellenz, 2010, p. 2012). This fit the Kenya situation and in particular Nyandarua County. The Uwezo report in 2012 showed that the majority of learners in primary school have a major challenge in critical thinking which was below 20%, numeracy and reading skills. The hundred percent translation policy from primary to secondary means all these students will processed to secondary school. As these learners progress to the secondary school level, a fundamental decision is needed. The capacity of teachers must be built to handle them. Principals stand in the best position in influencing the teachers’ performance and development. Transformative leadership, though, it respects the laid administrative structure it encourages the follower to come out with new ways of doing things. Teachers’ performance is very vital and transformational leadership will greatly enable the required reforms.

1.7.2 The Strength of the Transformational Theory

Various studies that have used the transformational leadership theory have attested its effectiveness in transforming the low performing institutions to high performing. Anderson and Sun (2017) examination of articles concerning leadership over the period 2000–2014 found that overwhelming 22.7% (275 of 1212 articles) addressed transformational leadership directly and the others addressing the aspects related to the transformational leadership. Anderson and Sun (2017) further noted that most of the studies have used transformational leadership theory since it is strongly related to follower job satisfaction, inspiration and organisation performance and follower commitment to change. Sun and Anderson (2012) pointed out that transformative leadership theory successively addresses public sector highly needed leadership, integrative
leadership, capable of promoting the common good and addressing the complex problems facing the community today.

Sun et al., (2017) noted that the transformational theory has been highly used in China and the USA. They observed that the transformational leadership has positive effects on various schools outcomes especially those that relate to environment, teachers and students outcome. To create the environment that will foster and encourage innovation and trust, a leader needs to involve teachers, students and education stakeholders to be part of the change process Sun., (2017, p. 1).

The current study focused on the public schools that have to overcome the various problem of low performance. Transformational theory enabled the study to address the problem of low performance and show the way forward in mitigating the issue. The core dimensions of the theory (individualized consideration, intellectual stimulation and performance expectations) may be customized for diverse personalities thus shaping specific outcomes in ways that are applicable to the specific employee as noted by (Dong, Bartol, Zhang, & Li, 2017). Further, transformational leadership emphasizes collective grounds, shared values, and ideology among team members by enunciating a persuasive vision, establishing a role model for the team, and nurturing acceptance of shared goals (Dong et al., 2017). This shows that the theory focuses on both individual contributions as well as team contribution for the change and the development of the school. The two focuses, individual and team performance, are the core for the teachers’ performances that result in school performance.

1.7.3 The Critique of Transformational Theory

Weaknesses of transformational leadership theory depend on the application of the study being done. Ndinga (2017) focusing on the individualized consideration and intellectual
stimulation elements of transformational leadership noted that four elements that comprise the theory (idealised influence, inspirational motivation, intellectual stimulation and individualized consideration) could not be substantially separated. The critique in this study is that its emphasis too much on the leadership personality thus requiring the leader to be a perfect person in all areas. This makes it an elitist since it emphasis too much on the heroic aspect of the leader. It also embeds the followers’ performance to leader performance. The researcher chose this model since it addresses comprehensively the leadership style, which can transform non-performing schools to performing one as well as bring holistic teachers performance into play.

1.7.4 Application of Transformational Leadership Theory

Transformational leadership model emphasizes on change for better and excellence transformation of all the aspects of the school. The study envisions this model of leadership to be essential in bringing the needed reforms in Kenyan secondary schools particularly in Nyandarua County whereby teachers’ performance will be enhanced and the school performance will be improved. This will result in the general improvement of the students’ performance especially in the KCSE. Teachers’ performance will also improve the reputation of the teaching profession.

Transformational leaders stress in teamwork, which is vital in the attainment of school objective. For the school to perform they need a transformational principal who will be able to empower teachers and motivate them to focus on the school goals and objective and go beyond the personal consideration. This will enable teachers to give their very best and strive to realise the vision of the school. Principals will also encourage teachers to innovative and work as a team for the benefit of the school goals and objectives. The school needs a principal who will be able to communicate the vision of the school which clarity thus enabling everybody to understand it.
The transformational leader qualities are required for teachers’ performance. Nyandarua county schools need a leader who will challenge the current status quo and bring a new way of doing things. Transformational leaders are proactive, raise follower awareness for transcendent collective interests, and help followers achieve extraordinary goals (Bass, 1985). These dimensions concur with the four areas of teacher’s performance that are pedagogical, professional, social and personal. Transformational model of leadership study is important to this study which emphasis on the holistic performance of the teacher. The study takes the influence of the principal’s leadership of the teachers to be direct and to the student indirect unless the principal is teaching directly in the class. Teachers become the primary and immediate receivers of the principal leadership.

1.8 Conceptual Framework

The conceptual framework in this study was based on the concept that the principal transformational leadership influences the followers (teachers) performance directly. Figure 1 illustrates the conceptual framework. Principal’s transformational leadership is the independent variable and the teachers’ performance is dependent variable.
**Figure 1.** A Model on the school principal transformational leadership in promoting teachers’ performance.

In the model, the principal’s transformational leadership influences directly the performance of the teachers. Teaching experience of teachers, gender and age of principal, facilities of schools, the ratio of a number of teachers to students, principal teaching directly as a
teacher are held as intervening valuable since they influence both the principal leadership and the performance of teachers. Some of the teachers as noted by Machado and Chia-Jung (2015) due to their long period of teaching resist the change and undermine new ways of doing things. For example, the majority of teachers who have taught for long period will likely remain conservatively on the use of chalkboard even when the school has a projector. They always want to use the old pedagogical methods of teaching that they have been using. Their teaching experience makes them resist the change. This makes the principal have difficult times in implementing change. Some of the teachers due to their experience will be very receptive to change and are very pro-development of their profession.

Experience of principal also affects both his or her leadership style as well as teachers’ performance. The experience of the principal enables in handling the teachers well and be able to exercise the leadership style that is more productive. Sometimes the experience of a principal likely leads to resistance to change. The facilities of the school and education policies influence the principal leadership as well as teachers’ performance directly since they determine how far the teacher can be flexible.

To understand the teachers’ performance students plays a great role since they have direct contact with the teacher. The performance of teachers has a direct impact on the students (World Bank Group, 2015). Students will be instrumental in measuring the teachers’ performance. Students performance reflect some extents the performance of teachers.
1.9 Operational Definition of Key Terms

**Pedagogical performance** means the ability to make teaching aids, observance and effective use of time in class, class grade, ability to manage the learner and learning process.

**Personal performance** refers to teacher moral behaviour as guided by teachers’ code of ethics

**Positive high school climate**, it refers to the harmonious relationship between all members of the school community, discipline and mutual assistance of the school members. It involves creating enabling climate where the academic progress and human relationship is highly supported.

**Principal** refers to the chief executive officer of a secondary school in Kenya. He or she is responsible for the administration of everyday activities of the school. One must be a qualified teacher before one becomes a principal.

**Professional performance**, literally professionalism involves the condition, direction, values, goals and quality of expertise and authority relating to a person’s career. Professional performance means that teacher has the initiative in developing his or her career and has mastery of the teaching content since one believes that his or her career is meaningful. These include mastery of content, ability to use the Information Technology (IT).

**School community**- operationalized to mean principal, teachers and students

**Social performance**: - attendance at the staff meeting, participation in co-curricular activities, teacher interaction with the learners and other teachers and good communication

**Student**: - a learner in secondary school level

**Teacher’s performance includes the following main areas**; a) Pedagogical that include; ability to make teaching aids, observance and effective use of time in class, class grade, ability to manage the learner and learning process. b) Professional, which include the initiative in
developing one's career, mastery of the teaching content, and use of Information Technology (IT).

**Teachers will low academic qualification**, refers to the teachers with only undergraduate or diploma degree.

**Teachers with higher academic qualification**, in this study teacher with higher education qualification, refers to the teacher with more than an undergraduate degree.

**Transformational leadership**, this is a model of leadership where the leaders inspire members to go beyond their task requirements. Transformational principals are individuals who are change-oriented, inspiring; good communicators; performance oriented; they empower others to perform better through training, developing and providing enabling climate. They act as a model for teachers and the students. They embolden and values individual teacher contribution and they encourage for the contribution of every member for the higher performance of the school. They are able to inspire teachers to sacrifice for the goals of the school. Teachers and students trust and have faith in transformational principal thus; they are biddable and have cordial relations.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter review relevant literature, which provides an underlying theoretical framework that the researcher used, the transformational leadership theories. The chapter has critically reviewed some of the related leadership theories. The study explored the empirical study from global, regional and local to give a clear picture of the topic according to the research questions. The researcher identified a knowledge gap and illuminated the way principals should apply the transformational leadership to influence teachers’ performance.

2.2 Critical Review of Leadership Theories

This section deals with the review of the concept of leadership theories on the leadership. The following models were reviewed; the trait leadership model, contingent and transactional leadership model. Their strength and weakness were given.

2.2.1 The Trait Theory

Trait leadership theory is one of the oldest leadership theory (Sethuraman & Suresh, 2014). The model focuses on the basic characters like physical and personal characters along with the competencies the leader should possess. It ignores the question whether the leadership traits are genetic or acquired (Khan, Nawaz, & Khan, 2016). The theory holds that traits associated with leadership exist in abundance and remain consistent throughout context. This theory is important to this study since it points out the necessity of principal’s leadership traits and competence essential in influencing the teachers’ performance. The theory, however, falls short since it holds that leadership traits and competence are inherited and cannot be acquired.
This makes the traits and competence inaccessible to many unless you are born with them. The transformational theory holds that leadership traits and competencies can be acquired.

Through training, one can acquire and perfect his or her leadership skills and knowledge. Principals ought to go for refresher courses to gain more skills in leadership rather than being static with the skills and knowledge they have. The current study found that every principal are encouraged to attend the In-service Teachers Training, workshops and seminars organised by the county as a way of enhancing their leadership skills.

2.2.2 Contingency Theory of Leadership

A contingency theory of leadership holds that leadership style is determined by the contingencies. Context determines the leadership style. Thus, there is no precise leadership style since it depended on work being done, followers and environmental factors (Sethuraman & Suresh, 2014). The success of a leader depends upon a number of variables, qualities of followers and situational features (Cherry, 2014). According to the theory, effective leadership depends on the degree of fit between a leader’s qualities and leadership style and that demanded by a specific situation (Lamb, 2013). The theory was important in the current study since the principal must consider various variables in schools like the entry marks of the students, stakeholders’ involvement, qualification of teachers and their background. The literature on leadership shows that leadership style must fit the situation to bring the maximum performance for individual and for the organisation as elaborated by (Lamb, 2013).

However, the theory focused on the contingencies. Since the contingencies determine what kind of leadership, the leader is passive and does not have control of them. Bass (as cited in Khan et al., 2016) pinioned that in contingency theory, leadership should be accorded the maturity of the subordinates. For the issue of change in school to be addressed, principals need to
turn to a different approach. Transformational model is change oriented. It challenges the status quo.

2.2.3 Transactional Leadership Theory

Transactional leadership approaches emphasize the importance of the relationship between the leaders and follower. The leader influences the follower through rewards to followers who on the return become loyal and committed to the leader. The use of incentive in school as a way of motivation is of paramount importance and principal can use some of the incentives like a good letter of recommendation and acknowledgment of the achievement of a teacher. The major setback of this model is that it focuses on the structure and maintenance of the status quo. The principal may use some level of this leadership style where they can offer various forms of rewards and letters of commendation to show approval of teachers’ action. Shamil (as cited in Hannah et al., 2014, p. 606) noted that leadership does not occur in one isolated episode but rather in series of episodes through which leaders interact with others and through this episode foster relations develop shared history. However, the principal’s influence on the teachers through the incentives creates paternalism and it may not be long-lasting. This makes the theory that empower teachers to best suited for principals. Transformational leadership empowers the teachers through individual consideration and intellectual stimulation.

2.3 Empirical Review

This section focuses on some of the important research works with global, Africa perspective in general and Kenya context in particular. The researcher identified the contribution and the research gap of the reviewed literature. Further, the section gives the summary at the end.
2.3.1 Principals’ Inspiration Motivation Attribute and Teachers’ Performance

Literature has shown that school principal plays a major role in promoting teachers’ performance and implementing changes in schools (Lai, 2014). The performance of the principals and their continuous assistance to the teachers highly inspires teachers to perform well. Transformational leadership influences the follower due to the trust they have in him or her. Goddard (as cited in Handford and Leithwood, 2013) attested by stating that, schools are fundamentally social institutions that depend daily on the quality of the interpersonal relations with which they are imbued. Transformational principals’ enable the schools to have a productive interpersonal relationship (Wasonga, Wanzare, & Dawo, 2015, p. 1).

Handford and Leithwood (2013) carried out a study in the USA to determine how the principal’s leadership influence on the teacher's instructional work. The study targeted 39 districts and 138 schools located in nine states. 3,900 teachers in 134 schools responded to the questionnaire. The study found that principals who are competent, caring, honest, consistent, respective, reliable and change-oriented are able to influence the teachers to perform better their instructional work. All this are qualities of transformational leaders. Principals should always set an example of good performance to the teachers. The current study noted when principals do not set an example of good performance to the teachers; teachers do not perform as expected.

The above study identified the transformational leadership ability in raising teachers’ moral in the USA. However, the study only used the questionnaire to collect the data. The targeted group was only teachers. The current study used the questionnaire, interview and data analysis. The targeted population was the teachers, form four students, academic deans, principals and the county director of Nyandarua county public school. The Handford and Leithwood (2013) study focused only on the principal influence on the instructional performance.
of the teacher. The current study focused on the transformational leadership on the influence of teachers’ performance in pedagogical and professional.

Hameiri (2016) conducted a study in Israel public schools to assess the role the transformational school leader play in maintaining the school stability in a challenging environment. The study used simple random to select 200 out of 1500 public schools. The study focused only on the principals and the employed the mailed questionnaire to collect data. The study found that the principal ability to share the vision with the teachers them to perform despite being in the unstable environment. The current study found that principal ability in clearly sharing the school vision inspires the teachers and makes them remain committed to the planned goal. The study recommends the training of the principal to enable them to cope with uncertainties.

However, Hameiri (2016) study showed teachers’ performance in general. The study also used simple random to get the principals sample. The target group of the study is the principal only. The current study focused on the teachers’ performance both in pedagogical and professional areas. The sampling of the principals was through non-random sampling. Teachers, students, academic deans and the school principal of Nyandarua public county secondary schools were the target population of the current study.

Yang (2014) carried out a case study of two outstanding schools in Tiedong District, China on the principal’s transformational leadership in school improvement. The study found that a principal’s transformational leadership is the key to school development. Without dynamic development ideas, schools cannot create success. The study found that transformational leadership strategies enable all the stakeholders of the school especially the teachers and the
students to perform well. The current study found that principal ability to motivate teachers and enhancing the cooperation enables the achievement of the targeted goals.

Yang (2014) study used only the qualitative approach. It involved only two high performing schools in Tiedog District, China. The current study was a cross-sectional survey and used a mixed method approach.

Berkovich and Eyal (2017) carried out a study to identify the influence of the principal transformational leadership on the teachers in Israel schools. The study found that transformational principals are able to motivate teachers and make the teachers become self-driven. Further, the study noted that transformational leaders are able to make teachers become more committed to the school’s activities. The current study found that there is an emotional mechanism that connects the principal and the teacher and thus principal is able to influence the teachers’ behaviour and attitude.

The sample of the study above consisted teachers and students in 69 schools and used the questionnaire to collect the data. The focus of the study was to identify the connective emotions between the transformational leadership of the principal and the teachers. The study used the emotional intelligent theory. The current study, however, focused on the principal’s transformational aspects and teachers’ performance and used Bass (1985) transformational leadership theory. The current study samples consisted of the county director, principal, teachers, deans of academic and the students. The instruments used for collecting data for the current study were; questionnaire, interviews and data analysis guide. Berkovich and Eyal (2017) study were carried out in Israel, while the current study was carried out in Nyandarua County, Kenya.

Berkovich (2018) carried out an exploratory study on the teachers’ trust in the principal and its implication on their behaviour and their attitude in Israel. The study sample consisted of
teachers and principals of 69 schools. The study found that trust act as an enabler of change. Principals are able to motivate teachers to take even extra-role without resistance. Trust between teachers and the principals was found to be the key for the smooth running of the schools. The study found that principal with the transformational leadership aspects is highly trusted by teachers. The study is very significant to the current study since it expounded on the role of trust in influencing the change and performance of the teachers.

The above study, however, focused on the effect of the trust on the behaviour and the attitude of the teachers. Though good behaviour and positive attitude may translate to good performance, the study did not show how trust affects teachers’ pedagogical and professional performance that the current study focused on. The current study sampled teachers, principals, teachers, deans of academic and education county director to get more and detailed information about the principal leadership so that the conclusion may be well anchored on the is happening. The current study used multiple methods in collecting the data for triangulation. This enabled the researcher to have a clear picture of the leadership phenomenon.

A survey that was done by Oluwadare (2011) in six states in South West Geo-Political Zone of Nigeria, found that principal instructional competence was very instrumental in influencing the teacher’s performance. Following instructional competencies were found vital: principal co-operating with teachers to define objectives, principal providing facilities, supervising lesson plans, teaching and learning activities, evaluating curriculum plan and implementation. The study also found other administrative competencies (motivating staff, encouraging staff professional development, communicating effectively with staff, resolving conflicts) being vital for principals to run the schools smoothly. This was vital for the current study that is guided by the transformational model of leadership. A transformational leader is
expected to be a mentor to the followers. The school principal cannot achieve this unless he or she is well competent. The study recommended the selection of the principal who has instructional competency and training of the school principals in both instructional skills and administrative skills.

The sample of Oluwadare (2011) study consisted of 100 principals. The study used a self-administered questionnaire for collecting data. The study also focused on the financial management competence of the principal. The current study used both the questionnaire and interview guide and the target population comprises teachers, student and the principals. The current study focused on the principal’s transformational leadership and the teachers’ performance.

Nyenyembe, Maslowski, Nirod and Lavina (2016) carried out a study to explore the relationship between leadership styles applied by secondary school heads and teachers job satisfaction in Songea District Tanzania. The sample of the study consists of 10 schools heads and 18 teachers per school. The study found that teachers job satisfaction correlate highly positively with individualised consideration (r=0.84) and intellectual stimulation (r=0.64). The principal who is not involved in the teachers’ needs and is not involved in the educational process leads to less satisfaction. Individualised consideration and intellectual stimulation are important aspects of transformational leadership.

Nyenyembe et al., (2016) study show how the transformational leadership style leads to job satisfaction. However, it did not show how it leads to the teachers’ performance. The aim of the study was to explore the influence of the principal leadership style on the teachers’ job satisfaction. The study used the questionnaire only to collect the data. The current study focused on how the principal’s transformational leadership influences the teachers’ performance.
Ngina and Kalai (2016) carried out a study to analyse the principals’ transformative corporate leadership style on the teachers’ job commitment in public secondary schools in Athi river sub-County, Machakos County, Kenya. The study used the correlation research design to collect data. The sample of the study was 13 principal, 13 deputy principals and 260 teachers. The regression analysis of the individualised influence, inspired motivation, intellectual motivation and idealised influence explain 41.4% ($R=0.414$) the variations in teachers job commitment. The correlation analysis showed that there is a significant positive relationship between all aspects of the transformational leadership and the teachers’ job commitment. The current study found that teachers’ commitment included friendly to the administration, low turnover, active and enthusiastic.

Ngina and Kali (2016) focused on the teachers’ commitment. The current study focused on the teachers’ performance. The current study envisioned the commitment of the teachers must be transformed to the performance of the changes in the school. The current study targeted the teachers, the students, the dean of academic and the principals. The data were vital in the current study since the students are immediate beneficially of the teachers’ performance. The student's performance, therefore, is a good indicator of the teachers’ performance.

Obonyo, Adino and Nyerere (2017) studied the predominant leadership style practiced by principals in public secondary schools in Siaya, Kisumu, and Kajiado counties. The target population was 397 principals, 379 deputy principals, 1010 heads of department and 2208 teachers. The study used the stratified and simple random sampling to sample 40 principals, 38 deputies, 1010 heads of department and 221 teachers. The study used the questionnaire to collect the data.
Obonyo et al., (2017) found that most of the schools’ principal use transformational leadership style. The contingent reward, however, was found to overlap the individualised consideration and intellectual stimulation in influencing the teachers’ performance. The study showed that most of the teachers prefer transformational leadership as well as transactional leadership due to the rewards.

The study, however, did not show whether the transformational leadership influences the performance of the teachers. Further, the study did not show the effects of the transformational leadership on the performance of the school. The current study filled the gap by showing how transformational leadership has an effect on the teachers’ performance. The finding of the current study established that teachers’ performance is enhanced when individualised consideration, intellectual stimulation and the inspiration motivation aspects are practiced not only theatrically but also practically. In addition, the current study used different tools to collect the data so that it may collect more and vital information.

2.3.2 Principal’s Individualised Aspect and Teachers’ Pedagogical Performance

Teacher’s pedagogical performance entails the ability to make and use of teaching aids, observance and effective use of time in class, use of Information Technology (IT) and achievement of the targeted class grade. Pedagogical performance enables the teacher to manage learning (Mardia, 214). Teachers are well prepared for the pedagogical competence during their training periods. In Kenya, stressing on the pedagogical performance during the teacher-training period can be seen during the teaching practice in the area of pedagogical being awarded more credit than any other area.

Research done by Ulf (2015) on professional norms guiding principals’ pedagogical norms in the Nordic countries pointed out the central role, the school principal plays in school
are influencing the pedagogical performance of the teacher in the school. The study used the web-based questionnaires where 974 principals participated. The research was based on the pragmatic realism philosophy of education and thus proposed transformative principal leadership as the best in guiding the teachers to be creative and innovative in adopting the pedagogical methodology, which will fit the needs of the time. In Sweden, education management is decentralised most of the internal activities of the schools are coordinated by the school principal. Among other duties, principals are expected to lead pedagogical work and to guide and inspire teachers to develop schools in alignment with the society’s democratization process. The study found that where principals work closely with the students and teachers, the performance is usually high. Evaluate the teaching process in class and ensuring that instructional time is observed increased the performance of the teachers. The study also found that where the school climate is high and positive, teachers were able to perform well.

The study, however, noted the conflict between the teacher autonomy in selecting the teaching methodology and the role of principal. Conflicts arise when the principal tries to assist teachers in the pedagogical performance area. Transformational principals were able to assist teachers in teaching and learning processes, involves them in quality development, enhance the development of formative assessments and develop an internal organisation of the school to promote learning.

The study was important to current study since it showed the need of the principal on the teachers’ pedagogical performance and points out some of the challenges. It also pointed out the important the principals explaining the norms of the schools to the teachers. Where the norms of the schools are clear to teachers, the performance of the schools was high. The study used the
internet questionnaire to collect data. The current study used the self-administered questionnaire as well as an interview guide to collect the data from the teachers and principal.

Machado and Chia-Jung (2015) study in north California four school districts using mixed research method on the principal role of the integrating technology (Wi-Fi Internet, a computer lab and document cameras). The target population was 200 schools and principals. The return rate of the emailed questionnaire was 21% after sending several times. The study used both qualitative and quantitative approaches. The data were collected using questionnaire and interview. The study used random sampling.

The above study found that principal leadership plays a great role in enabling teachers to integrate technology into their teaching. Principal’s support of the teachers through coaching was linked positively to the use of the ICT in schools. Principal’s leadership was found to be effective in making teachers believe the effectiveness of the ICT in class. The study noted that some of the principals oppose the ICT in schools. They perceive being an added cost thus preferring the old teaching methods. They oppose everything that is new since they want to maintain the status quo.

The study pointed out the importance of principal coaching teachers in ICT and its use in the classroom. The study was important to current study since it showed the important role the principal plays in the in the pedagogical performance of the teachers. It showed that the principal provides the means and encourages the teachers to use the technology as one way of enhancing the teaching and learning. The study recommended the principals to be proactive in assisting teachers to integrate the ICT in their teaching aids. However, the study focused on the principal leadership in general. The current study focused on the specific leadership style: transformational leadership. The current study also administered the questionnaire and the interview once.
Further research by Karen and Murphy (2017) in nine states in the USA on the principal impact on the organisational learning found that principal trust on the teacher capacity being the main factor of enabling the teachers to perform in the school. The study noted that principal supervision role must be done in such a way that teacher’ will feel they are trusted. Trust create a climate that enables the teacher to take guidance from the principal. The study distinguished between cognitive trust that means trust in capacities and professionalism and affective trust that mean liking or personal affinity. The study stated that principal ought to have cognitive trust in the teachers and should cultivate this through empowering teachers by training and provision of the required materials. The study concurred with a current study that focuses on the transformational leadership as a way of influencing teachers’ pedagogical performance. The principal is able to influence the teachers when there is well-established trust between them. The study included both teachers and principals. It was envisioned in the current study that transformational leadership is in a position to offer both cognitive and affection trust and influences the teachers to take guidance from the principal and be able to improve their pedagogical performance.

Shengnan, Philip and Daming (2016) study in the mainland China schools on the nature of learning-centered leadership and teachers trust noted that principal leadership influences the professional growth of the teachers, which makes the teacher be more competent on the pedagogical skills. The professional growth enables teachers’ mastery of content. Principal leadership style determines the how teachers perceive the supervision. Principal encourages the teachers to plan the lesson, use the time allocated effectively and be able to be innovative on the choices and use of teaching aids and media. The study used a cross-sectional survey design and collected the data in both primary and secondary schools. 1259 teachers in 41 primary and
secondary schools were involved. The study did not differentiate between the primary and the secondary school principals that had more influence. The current study only used the secondary school of the same level, County schools.

Tai, Omar, Mohamad and Khuan (2017) carried out a study on principal change leadership competencies and teacher attitudes toward change in Malaysia. The study found that there is a strong positive relationship between the principal’s competencies and teachers’ belief. The study was done on 47 high performing schools and 936 teachers participated. Data were collected using questionnaires.

The study found that the principal support highly enables teachers to believe in themselves. Principals’ support of teachers gives them the confidence to take risk of doing difficult things. This produces a generative capability that enables teachers to use teaching techniques that are more challenging. The study found that when teachers believe in their skills and ability they are willing to implement the required changes.

The study gave very vital information on the importance of the principal support to teachers. It enables teachers to have high efficacy. This concurred with the current study that proposed that principal leadership influences the teachers in achieving the school targeted goals in exam, observances and effective use of time in class, mastery of content, use of IT and making teaching aids which are learner-centered. However, the study targeted only the high performing schools. The current study focused on both high performing and low performing school.

Uthman and Kassim (2016) carried out a study on the impact of principal leadership style on teachers in Kaduna State a Nigeria. The study sample consisted of the teachers and the principal of seven secondary schools. Multifaceted questionnaires were used to collect the data.
For the selection of the schools, stratified sampling was used and to select the teachers and the principals’ random sampling was used.

The study found that principal leadership styles have a great impact on the school's environment. Principal leadership styles determine the type of the relationship between the teachers and the administration and this, in turn, determine the activeness of the teachers on their role. The study found out that the schools with the transformational leadership have a conducive environment and teachers become more active. Transformational principals were found to involve the teachers in the administrative role through delegation. This enabled individual teachers’ to participate and contribute in the school activities more actively. Incorporating the teachers in the administration also enabled teachers to feel valued.

Uthman and Kassim (2016) study highly contributed to the current study in showing how the incorporation of individual teachers’ teacher in administration creates an enabling climate in school thus enabling the teachers to perform well. The study, however, did not incorporate the students in the study and did not specify which aspects of the teachers’ performances contribute to the positive climate.

The current study focused on the pedagogical and professional performance of the teachers. It expounded how the transformational leadership of the principal influences them. Current study incorporated the students so that teachers’ performance may be well understood. The instrument used were both the questionnaire and the interview so the detailed data were collected. Uthman and Kassim (2016) study were investigating the impact of the leadership styles on the school organisation while the current study investigated the influence of the transformational leader on teachers’ performance.
In Uganda, Malunda, Onen, Musaaz and Oonyu (2016) carried out a cross-sectional survey study on the extent to which teacher evaluation influence the quality of education in public secondary schools. The study found that principal’s competence in supervision and evaluation of the teachers influences the pedagogical performance of the teachers. The study noted that the principal leadership could enhance or hinder teacher pedagogical performance. The principal should create a good climate, which will enable teachers to perfect their pedagogical skills. The study noted that principal is very instrumental in assisting the weak teachers and in ensuring teachers update themselves with the new ways of teaching. The study pointed out poor school leadership as one of the main reasons why teachers perform poorly in their pedagogical area thus contributing to the low school performance. The study pointed out that though most of the teachers (81.3%) had teaching experience of more than 3 years the pedagogical performance was low.

The sample of Malunda et al., (2016) study consisted of 934 teachers selected through multi-stage sampling technique, 95 head teachers, and 2 officials from Directorate of Education Standards’ (DES) who were purposively selected. The current study collected data from the students to understand the performance of the teachers. The teachers’ experience in Malunda et al., (2016) is the independent variable. However, the experience of teachers was the intervening variable in the current study.

Evaluations of teachers enable the principal and teachers to identify the strength and the weak point of the teachers. It enables the teacher to focus on the improvement of the weak areas and perfect the strong areas. A principal who is the Chief Executive Officer (CEO) of the school assist in the evaluation of the teachers. This exercise needs care since most of the teachers may resist the evaluation and thus resist the change proposed as the study noted. The study rhyme
with this study that envisioned the principal transformational leadership fit in influencing the teachers. This is the gap, which was left by the study. Ndinga (2017) stated that transformational leadership enables a better academic approach to teaching and learning process.

Kimani, Kara, and Njagi (2013) study on teachers’ factors influencing the students’ academic achievement in North Kinangop sub-County of Nyandarua found that the reason for poor performance in the county was due to the low pedagogical performance of the teachers, which was caused by the low motivation of teachers. Majority of teachers were found not to have a lesson plan, scheme of work, some were not giving Continues Assessment Tests (CATs), some could give but they did not mark. The study found that the majority of teachers do not prepare teaching aids and do not observe the time. Poor preparation leads the teachers not to utilised the time fully. Most of them do not use full time allocated to be in class, they either go late to leaving the classroom before time. These are the most basic requirements for a teacher. For mitigation of the problem, the study recommended the TSC to raise the job group of the teachers as a way of motivating the teachers and increasing school performance. The study recommendation differed from the current study since the current study envisioned the principal transformational leadership as the main factor, as most of the empirical study had shown, in mitigating the problem of low performance in Nyandarua County.

2.3.3 Principal’s Intellectual Stimulation and Teachers’ Professional Performance

Teachers’ professional performance is important for efficiency and effectiveness in teachers’ pedagogical performance. The principal’s transformational leadership stands in a better position to motivate teachers, influence self-efficacy of the teacher, instill a sense of responsibility and commitment to the teachers (Berger & Lê Van, 2018). These aspects enhance the teacher’s professional personality.
Aziah and Ahmal (2018) carried out an exploratory study using only the qualitative approach. The study aimed at identifying how the transformational leadership was used to transform the low performing school to higher performing schools. The study investigated all the aspects of transformational leadership. It was found that the principal intellectual stimulation aspect highly influenced the teachers to think outside the box. It enabled the teachers to solve the problems in an innovative way due to the skills and the knowledge. Intellectual stimulation of the principals enabled the teachers to search for the solution rather than complaining due to the problems and challenges. The study recommended the full practice of the transformational leadership aspects for transforming the low performing schools to hero schools.

The above study used the only the qualitative researcher approach only. The current study filled the gap by using the mixed method so that the researcher may understand holistically the influence of the principal leadership on the teachers’ performance. Further, the current study investigated the teachers’ performance in pedagogical and professional are rather than general performance. The study focused on the Nyandarua county public schools.

Mahwish, Obaid, Muhammad and Naeem (2014) study in Pakistan on impact teachers’ professional development on the students’ performance showed a very strong positive relationship between the two. The sample was 100 students and 45 teachers from 3 different schools. The professional development gives the teacher the courage and confidence in class. The teachers ought not only to know how and what but why and when as pinioned by Freppon (2001) in Mahwish., et al (2014). The chi-squire t test of the hypothesis on whether there is a relationship between teachers’ professional development and students’ performance gave the gamma value of 0.45. This showed that 45% of student performance could be accounted for the teacher professional development. The study recommended the teacher's development be
facilitated but did not give the direction. The current study envisioned that, through individualised consideration and intellectual stimulation, principals could facilitate the development of teachers through training and career circle. Supervision aimed at growth and development of the teachers will enable the teacher to overcome some of the challenges they face during teaching.

Thoonen, Sleegers, Oort, Peetsma and Geijsel (2011) conducted a survey of 502 teachers from 32 elementary schools in the Netherlands on the impact of transformational leadership practices, school organizational conditions, teacher motivational factors, and teacher learning on teaching practices. They found that transformational leadership practices stimulate teachers’ professional learning. The study further noted that professional learning motivates the teachers by empowering the teachers. Principals should set good conditions in schools and encourage the teacher to develop their teaching profession. The study did not show the ways the principal can influence the teachers’ professional development. The samples of the study did not include the students.

In Awka Education Zone, Anambra State of Nigeria, Ezeugbor, Ongeli, and Okaye (2018) carried out the study to determine practices adopted by the principal in promoting teachers’ performance. The study used the descriptive survey and stratified random sampling to sample 57 principals and 500 teachers of the secondary school. The study used the structured questionnaire to collect the data. The study found that there is a great improvement in the performance of teachers in schools where teachers’ professional growth is enhanced. The study further noted teachers perform better in health working offices.

Ezeugbor et al., (2018) recommended that it was the responsibility of the school principal to promote the professional growth of the teachers. Further, the study recommended that the
principal be center to play in motivating the teachers and promoting their professional growth. Following methods were used to promote teachers professional growth; workshops, conference, in-service teachers training, symposium, ICT proficiency training, collaborative teaching and staff discussion forums. Principals were found to use the following methods to motivate the teachers; recommendation, involving teachers in decision making, incentives, good interpersonal relationship with teachers, endeavours to meet teachers’ welfare, providing teachers with the and encouragement of teamwork.

The above study, however, focused on the administrative practices used by the principals to promote teachers professional growth and motivating teachers. It did not gave the type of leadership that best fit in promoting the teacher's professional growth and in motivation. The current study focused on the transformational leadership and teachers’ performance. The current study collected the data from teachers, principals, students and Education County Director using questionnaire, interview and document analysis. This enabled the researcher to have more information to make inferences that are more informed.

Teachers’ throughput entails the efficiency and effectiveness of engaging education resources (students, other teachers, school managers, parents, curriculum, instructional materials and school facilities) for the accomplishment of pre-determined educational goals (Olusola, Sunmaila, Olufemi, & Abiodun, 2016, p. 204). Professional development enables the teacher to be effective and efficient in the utilising the resource. Professional growth of the teachers enables them to be innovative and to have high pedagogical performance as attested by (Machado & Chia-Jung, 2015).

Using ex-post facto design, Olusola et al., (2016) study in Nigeria on teachers’ attitude, years of teaching experience and self-efficacy as determinants of teachers’ productivity in
teachers’ professional found that professional growth of teachers highly contributes to the teachers’ self-efficacy and positive attitude. These enable the teachers to be effective and efficient in their profession. The study noted that where the teachers’ professional growth is emphasised teachers perform better and are able to handle the students well. The study found that there is a strong positive relationship between the teaching experience and the teacher productivity. The study found that though the government has the program for the in-service development of teachers school heads have a higher role in the arrangement of the professional development of the teachers. this can be done through; supervision, training, capacity building, seminars, workshops, conferences, fellowship programs encouragement of retraining and skill upgrading courses, teachers’ meetings, study circles, training sessions, peer assistance and review, mentoring, book clubs, teachers’ network and curriculum materials design.

The study is in line with a current study that holds that professional development empowers the teachers by equipping them with new skills and knowledge required to perform the duties entrusted to them. Empowerment builds the individual self-efficacy that is vital and plays a major role in how one approaches, goal, task and challenges as envisioned in Bandura, (1994) theory of self-efficacy. The current study tries to solve the question of how teachers can improve the pedagogical skills.

The Olusola et al., (2016) study, however, did not give the type of leadership that can provide this in the school. The study does not show the relationship between the school principal leadership and the teachers’ professional growth. Noting the gap, the current study aimed at providing the relationship in a principal’s leadership and the teachers’ professional performance.

In the business institutions, professional growth has been found to be important in talent management for employees (Were, 2015). Talent management assists in engagement, retention
and deployment of those individuals, who are of particular value to an organization, either in view of their high potential for the future or because of their critical role as attested by (Sakaja, Kipkoech, & Nelima, 2015). Teachers play a critical role in education. They should be prepared for today’s work and for the future.

Tondeur, Krug, Bill, Smulder and Zhu (2015) exploratory study on integrating the ICT in Kenya secondary school found that school management and principal being among the obstacles in for implementation of the ICT in the schools. The study noted in some of the school principals lacked the mentorship and supportive role to the teachers. The study further noted that most of the teachers lack the skills and despite the installations of ICT facilities in the schools, some of the teachers did not know how to use them. The study found that the main failure of many past programmes in schools expensive equipment was little or no support for teachers’ professional development.

However, the Tondeur (2015) study only focused on the role of the principals in the integration of ICT in schools. The current study focuses on the principal influence on teachers’ performance. The current study envisioned that the transformational principal leadership can provide a good climate in the schools for professional development of the teachers and being a role model to the teachers. The principal should be a model to the teachers in the professional development on how to handle the technology like using the computer programme in setting the timetable, using the projector in teaching and advancing skills and knowledge through the advancement of the education statues. The research included four schools which were in County 6 hours’ drive from Nairobi, randomly sampled hence they were in different categories. The view in the current study is that context may influence the leadership and different categories of the school may influence the teachers, students and the principals differently. To minimise the
chance of taking the schools that are in different categories, the current study selected the schools categorised as county schools.

Wanjala, Aurah and Koros (2015) study on the pedagogical factors that affect the integration of computers in mathematics instruction in secondary schools in Bungoma County, Kenya found that most teachers lack essential computer skills/knowledge about using computers for instruction. The study noted that there is a need for teachers’ professional development for proficiency in operation of computers. The study found that though most of the schools lack computers those that have the school principals do not encourage the use of the computers in teaching. The study noted the importance of supporting and encouraging the teachers to the computers in the schools. However, the study does not show the role of school principals in supporting and encouraging the use of the computer in schools. The study is important in the current study since it shows the significant relationship between the capability of teachers in using the computer and the use of the computer. The study points out that since most of the teachers lack the computer knowledge they do not use the computer in teaching mathematics. The current study envisions that principal transformational leadership will influence the teachers to acquire the required knowledge and skills. This is lacking in the Wanjala et al., (2015) study.

Wanjala, et al., (2015) study used a descriptive survey design. Stratified and simple random sampling techniques for selecting a sample of 200 teachers that was drawn independently and randomly. Questionnaires, interview and observation schedules were used to collect data from respondents. The study targeted only the teachers from schools of different status. The study also focused only on the computer competency of the teachers. The current study focuses on the teachers, principal and the students so that a comprehensive picture of teachers’ professional performance may be understood.
The study was done by Ndirangu and Aluko (2014) on the management practices and the performance of the students in national examinations in public schools in Kiambu County found that principal has a great role in organising both the human resource and the physical resource available in the schools for the best results. One of the findings that are of great benefit to this study is that professionalism enables the teachers to use the available resources in the best way and more so enable the teachers to manage the class for smooth and harmonies learning. The study compared the low performing schools and higher performing schools and found that principals and teachers in higher performing schools highly organise the available resource for maximum utilisation. This concurs with the Macharia, Githua and Guantai (2009, p. 155) observation that, most of the teaching and learning material can be easily made by the teacher. The study used the descriptive correlation research design, collected the data using the semi-structured questionnaire, and closed-ended questionnaire from the principals only. The study categorised the schools into the top, average, and low performing categories.

The study was important to the current study since it pointed out the role of the principal in the management of the school's resources and how the quality of teachers influence the utilisation of the school resource. However, by categorising the schools into the top, average and low performing may overlook the important variable of the student entry marks. The top-performing schools may be from the national schools while the lower performing may be from the sub-county schools. National schools despite having high students’ entry marks have also more human and physical resources than sub-county school as noted by (Wanjiku, 2013). The study also focused on the management aspect of the principal. The current study addressed the gap by taking the population of the study from the county schools category. The current study focused on the transformational leadership of the principal and its influence on the teachers’
performance. The data were collected from the principal, County Director, the teachers, and the students.

2.3.4 Challenges Faced by Principals in Transformative Leadership in Enhancing Teachers Performance

Principals face numerous challenges in their process of enhancing the performance of the teachers. The survey by Cherkowski, Walke and Kutsyuruba (2015) on the principal ethical decision-making process in Canada found the principal face great challenges due to unethical behaviours of the teachers. Some of the unethical behaviours the study found are; gossip among staffs, staffs complaining about others or making unprofessional comments about students and or parents; the misuse of sick days for a personal time such as travel; some teachers not treating all children fairly; and teachers failing to deal with conflict professionally and inappropriate ways. This ruins the trust among the school community and the spirit of teamwork is weakened. The current study holds that principal transformational leadership will be in the position of forming a school community whereby everybody acts ethically and respect of all is upheld. This was envisioned by Burns (1978) that transformational leaders tap into the highest needs of their followers and engage in a mutually stimulating relationship that can result in social change through moral leadership.

Cherkowski et al (2015) study used the qualitative approach. To collect the data the study used mailed open-ended questionnaires to collect data and sampled principals from 10 provinces. The return rate of the questionnaire was low with only 177 principals responding out of the 3000 principals who were targeted. The current study will fill the gap by interviewing the principals. Interviews will enable the researcher to get the in-depth information about the challenge the
principals’ face. Cherkowski et al., (2015) focused on general principal’s leadership, the current study focus on the transformational leadership.

The study raises issues that are very important to this study. Kenya Teachers Code of Conduct and Ethics (2015) require teachers to carry out their duties professionally and with integrity. No 11 state categorically that, a teacher’s assigned duties shall take precedence over all his or her other activities. The current study envisioned that the professional performance of the teacher entailed upholding the code of conduct and ethics. Principal transformational leadership could assist teachers to act professionally and with the integrity. This would enable the creation of positive and high school climate that is important for enhancing teachers, performance.

Terosky (2014) study on 18 K-12 public schools in the New York City found that most of the school principals are facing the challenges of new roles beside the instructional roles. The school principals are being called on to address issues such as socio-emotional concerns (e.g., character training, anti-bullying policies, student Internet use during and after school hours, parenting guidelines), health-related and nutritional matters (e.g., eye screening, administering vaccines, addressing childhood obesity and environmental and green initiatives (e.g., mandated recycling programs, school gardens). This may lead the principals to compromise the instructional responsibility since though the tusk are added principals are not trained or supported to handle the added roles. The study found that the policies guiding the principals are not very clear and so principals find difficult in balancing instructional responsibility and the added the responsibility.

The study used both qualitative and quantitative approach and collected the data through the interview, observation and data analysis. The target population of the study was the principals in the urban schools. The study left a gap since it did not collect the data from the
teachers to understand whether the principals support them or not. The study also looked only at the instructional role of the principals in the schools. The study was done in public urban schools, unlike the current study.

Ampong, Gyambrah, Schmidt and Werner (2017) carried out an exploratory study on enhancing leadership development in Ghanaian senior secondary schools. The study employed an exploratory research design. The sample of the study consisted of 10 private and public secondary schools in the capital city of Accra. The study focused on principals, teachers, administrative staffs and some workers from the Ministry of Education who were purposively selected. The data was collected through semi-structured interview.

The above study found that principals in their transformational leadership faces indiscipline among students, uncooperative teachers, and lack of motivation among teachers. Principals also faced a lack of support from the parents, especially on the discipline matters. Some of the principal lacked the leadership skills. The study gives internal and external challenges that face the principal in their transformative leadership. The internal challenges are; teachers lack motivation due to low salaries, uncooperative teachers and students’ indiscipline. The external challenge is the lack of support from the parents on discipline matters. This concurred to the current study, which found parents were not fully supporting the principals in enhancing teachers’ performance. The study further gives the principal intrinsic challenges; lack of leadership skills. The study proposes the training of the principals and teachers through in-service training, coaching, capacity building, seminars, and feedback. Ampong et al., (2017) study however used focused on the key informant group to collect the data. The study used a qualitative design and targeted both private and secondary schools. The current study used a
mixed method researcher approach and the correlation triangulation to collect the data. The current study also focused on the public schools in Nyandarua County.

Abaya (2016) study on the challenges public secondary school principals faced in their leadership roles in south-western Kenya along the border areas of Nyanza and Rift Valley province pointed out various challenges both from within and from outside the school. Though the locale of the research has the challenge of insecurity due to the social-culture of the surrounding communities, the study found that lack of resources as major challenges for the school's principals. This causes the principals not to be in the position of providing teaching and learning materials. The study found that the government subsidy is not enough for the principal to run the school effectively. The study did not give challenges faced by different categories of the schools. The current research focused specifically on the County schools. This enabled to point out the problems faced out specifically in the schools of this category. The locale of the current study was in a peaceful county, there were no issues of the ethnic wars in Nyandarua County.

The above study used the qualitative research method and purposively sampled the principals who have been in schools since 2007. The target group was only the principal and only six principals qualified the criterion of being in schools from 2007. The study is important to the current study since it pointed out the lack of resources in schools, one of the problems facing most of the principals in developing countries (Bush & Glover, 2016). The current study used a mixed method approach. However, the research did not show the role of the principal in mitigating the problem. As noted by Adan and Keiyoro (2017) that Kenya secondary schools have been urged to initiate income-generating projects since government subsidy is not enough. These projects are necessary for micro-economic dynamics in the schools today. The researcher
was aware of the intricacy of resources mobilisation in the public secondary schools. The view of this study was the principal must never lose the aim of creating conditions for enhanced teaching that ultimately improves students’ achievement.

Selemani-Meke (2013) carried out a study on factors that influence negatively on the teacher motivation as the regards the implementation of what they learn at continuing professional development programmes in Zomba Ruler Education District, Malawi. The study found out that, poor allowances that the teachers receive during the training and poor conditions of services contribute to the lack of motivation in implementing what they have learned from the programmes. The study recommends the intervention of the government to ensure teachers are well rewarded.

Though the study focused on the teachers’ conditions during the programme and what teachers are paid when they attend the programme, it concluded on why the teachers do not implement in class what they learn during the programme. The study overlooks the school factors that may hinder the teachers from implementing the knowledge and skills they have learned. The study current study focuses on the factors the principal in the transformative leadership face in influencing the performance of teachers

The above study used in the qualitative approach. The study used the focused group, interview and document analysis to collect. The target population was teachers only. The current study used both qualitative and quantitative approaches and targets the principals, teachers and the students. This enabled the triangulation of the findings to get more results that are comprehensive.

Tsegaye & Moges, 2014 study on roles and challenges of secondary school instructional leadership for the achievement of student learning in some selected schools in the South Gondar,
Ethiopia. The study found that lack of provision of on-going training and development of the teacher by the government being a great challenge the principals’ face on their role of enhancing the teachers’ performance. The study found that most teachers used the traditional teaching method where the learning is teacher-centered instead of the learner-centered method. The study did not investigate whether the principal could mitigate the problem. The current study sought to bridge the gap by establishing the role of the principal transformational leadership on the teachers’ performance.

The above study used the descriptive survey design and gathered data through questionnaire and interview. The sample comprised principals, unit leaders, teachers and students in eight secondary schools. The current study was done in Kenya in Nyandarua and the interview was done to the County Education Director to establish the available channels for teacher development.

Dawo (2015) study on the relationship between school workload management and teacher transfer intention in public secondary schools in Mbita and Suba Sub-Counties, Kenya found that teacher transfer hinders professionalism and destabilizes staff. The main reason for teachers’ turnover was due to school workload and teachers going to schools, which are located near the urban center. This study highly contributed to the current research since the teachers turn over to affect the process of the team building. The Henri Fayol (cited in Okumbe, 2013) gave the stability of tenure of personnel being an important principle of management since it gives the employee time for settling.

The study above used the mixed method and population targeted were the County Staffing Officer, principals and teachers. The study used the questionnaires and interview to correct data. The study recommended the staffing of more teachers to ease the teachers’
workload. However, the study did not focus on the role of the principal in ensuring the retention of the teachers in the school. The current study intended to fill this gap by showing how the principal leadership overcome this through the attraction of the teacher to remain in the schools they are heading.

2.3.5 Principal Transformative Leadership Strategy in Enhancing Teachers’ Performance

Teachers’ performance is very vital in school and should be enhanced for the achievement of the desired goals and objective in education. Transformational leadership uses the four dimensions (idealised influence, inspirational motivation, individualised consideration and intellectual stimulation) to encourage rational thought, challenge the teachers’ status quo and encourage creativity and innovation for the higher performance Bass and Riggio (as cited in Caillier, 2014). Principal transformational leadership creates an enabling climate in school that enables the teachers to perform. Sergiovan and Starrat (as cited in Denmanik and Aldridge (2017) opinions that, the school climate is indeed shaped by the behaviours and action of the principal.

Kinicki (as cited in Arifin, 2015) propose that employees’ values, beliefs and attitudes significantly influence their performance. Bradshaw, Waasdorp, Debnam and Johnson (2014) held that teachers’ beliefs and attitude are among the core factors, which forms the school climate. They further showed that when the school climate is high and positive there is less absenteeism of teachers and teachers are able to perform their duties. The study holds that strategies, which facilitate teachers willingly to perform to their best like the sharing of the school vision, formulation of goals together with teachers, supporting of the individual teacher and encouraging the teacher's creativity will enhance the teacher's performance. Barrick,
Thurgood, and Courtright (2015) call this aspect of employees’ willingness to fully invest themselves physically, cognitively and emotionally into their work “engagement”.

Using cross-sectional study Tajasom and Ahmad (2011) conducted a study examining the teachers’ perceived principal leadership style and school climate in the Malaysian public secondary schools in Northern Malaysia. 10 schools were sampled in an urban area and 17 teachers were sampled in every school. The study used a questionnaire to collect data.

The study found that transformational leadership through caring for teachers’ impact positive and high school climate which is necessary for teachers’ performance but sometimes fails in enforcing the school policies. For this effect, transactional leadership was recommended. Transformational leadership was found to promote positive and high school climate through participatory decision-making, provision of adequate teaching and learning resources. The study was important in the current study as it showed how transformational principal could improve the school climate to positive and high. Further, the requirement by the Kenya Education Acts 2013 of inclusion of one teacher one teacher and a parent representative in Board of Management (BOM) as way of creating positive school climate. When school communities are incorporated in decision-making, it becomes easier for implementation of a decision made. The population target of the study consisted only of teachers in urban areas. The current study targeted teachers, principal and students of County schools that were not in urban.

Denmanik and Aldridge (2017) study on the impact of the transformational leadership on school climate and teachers’ self-efficacy in Indonesia high schools found that positive and high school climate enhances teachers self-efficacy. From the study, school discipline, collegiality, availability of resources and participatory decision-making were found to enhance the teachers’ performance. Positive and high school climate enable the teachers to perform well. Incorporating
teachers in decision-making lessens the resistance during implementation. It also makes teachers feel valued. The students’ discipline gives teacher easier time during their classroom delivery. Cordial relationship of the school community creates an environment that enables members to turn to each other for support in difficult situations. The current study held that the strategies of the creation of positive and high schools climate enabled the teachers to perform.

The study above used the schools of different levels. Due to time, the sampling of the schools was purposive. The current study focused on the school in the same category, the sampling of the teachers were random. The current study also included the students in the sample.

Study in Singapore by Lee & Nie (2017) on perceptions of principal’s and immediate supervisor’s empowering behaviours in relation to teachers’ psychological empowerment found that delegation of authority, support, articulating a vision and fostering collaborative relationships of the teachers by the principal and immediate supervisors enables teachers to perform. The study further noted provision of in-service training and mentorship in the schools empowers teachers thus enhancing the teachers’ performance.

The study was carried out on 289 teachers who volunteered. The study gives the view of the teachers of only those who volunteered. The focus of the study was the general teachers’ perception of both the immediate supervisor and the principal empowerment and on the teachers’ information was collected. The study did not give the principal leadership necessary for the attainment of the teachers’ empowerment. The current study focused on filling the gap by first focusing on principal transformational leadership and it also sampled the teachers in their schools. The current study collected data from the teachers, students and the principals.
A study in Uganda Mbale Municipal by Olurotimi, Asad and Abdulkadir (2015) devoted to the motivation of teachers found that teachers’ appreciation due to their effort, giving them food in school and acknowledging their improvement motivates and make them like to be in schools. This reduces the teachers’ absenteeism and lateness in class. The study focused on the addressing things that make teachers complain.

Olurotimi et al., (2015) study targeted on the teachers and focused on the motivation on the lower level but not on the higher level. Sustainable teachers’ performance must go beyond the enticement without prejudicing the lower level needs. Transformational leadership, which was the focus of this study, filled the gap by aiming at motivating the teachers’ to go beyond their self-gain and achieve the school goals. The above study does not focus on the role of the principal in motivating the teachers. The current study focused on the role of the principals’ in influencing the teachers to perform beyond the laid goals. Long lasting motivation goes beyond addressing the issues that make the teachers complain (Alshmemri, Shahwan-Akl, & Maude, 2017, p. 12). The current study aimed at filling this gap since the ultimate aim of transformational leadership is to build the positive job altitude for the teachers.

In the Nigeria state of Kwara, Suleiman, Hanafi and Taslikhan (2017) carried out a survey to examine the impact of teachers’ capacity building on academic performance. The study found that capacity building through workshops and seminars increase the teachers’ academic performance since they enable teachers to acquire new knowledge and skills and perfect the skills they have. The study noted that the quality of the workshops matters a lot. The workshop must impart the necessary knowledge and the skills, which will enable the teacher to teach well. The study noted that giving teachers’ seminars do not translate to positive academic performance on the part of the students they teach in the classroom. Teachers must acquire skills and the
knowledge that will enable them motivates and attracts the attentiveness of the students in the class.

The population for the study was all secondary school teachers in Ilorin West Local Government Area of Kwara State, Nigeria. Stratified simple random sampling techniques were used to select 361 out of 6,237 teachers for the study. The study focused only on the academic performance of the teachers that was measured by the students’ performance. To measure the teacher's performance using the student performance in the exam may not show whether the teachers perform or not. This is because student performance in the exam is influenced by many factors the main one being students’ self-motivation such as self-efficacy, attentiveness and intellectual ability as noted by (Asikhia, 2010). The study only corrected the data from the teachers. To address the gap, the current study had a wider scope of the teacher performance, checking the record of work, teachers, attendance to school and the use of teaching aids gave more information of teachers performance. The data were collected from teachers, students, principal and the County Education Director.

Njeri (2015) study using a cross-sectional survey on the influence of principals’ leadership styles on school climate in a secondary school in Ganze district. Data were collected using questionnaires from 15 principals, 100 teachers and 100 prefects drawn from 15 public secondary schools. Comparing different leadership style, the study found that the one where the school community participates in decision making and share common vision contribute to school positive climate. The study noted that most of the school principals in Ganze district use an autocratic type of leadership making the students and teachers always to be in fear. This resulted in teachers’ lack of initiatives, innovation and the vigour of work. Due to poor leadership, most teachers do not complete the syllabus. However, the study use only descriptive and lack
inferential data analysis thus there is no significant testing of which leadership contributes to positive high school climate.

The study was important in the current study since it pointed out some of the outcomes of the negative low school climate, fear and lack of vigour in teaching. Fullan (2011) likens this to the wrong driver(s). Wrong drivers can neither foster the intrinsic motivation of teachers nor foster teachers’ teamwork. Fullan (2011) further stated that the right drivers are effective because they directly change the culture

2.4 Summary of Reviewed Related Literature and Identification of Reviewed Gap

The empirical studies reviewed from global, regional and local focused on the influence of the transformational leadership on the teachers’ performance. The literature shows that the principal has a direct influence on the teacher’s performance and indirect performance on the students. Most of the studies focused on the general principal’s leadership. The current study focused on the transformational leadership and the influence on the teachers’ performance.

The literature review also showed the challenges the principals’ face in enhancing the teachers’ performance. Some of the challenges are; unprofessional behaviour of teachers, lack of parent support in matters of students’ discipline, lack of proper teachers’ training, lack of proper policies that guide the principals and lack of the resources. The literature acknowledges the importance of the principals’ leadership in overcoming the challenges. However, they did not show which type of leadership style is appropriate. The current study envisioned the principal’s transformational leadership styles appropriate in overcoming the challenges of enhancing the teachers’ performance.

Most of the global studies collected the data from the teachers and the principals using the mailed questionnaires only. The current study collected the data from the principals, teachers,
students and Education County Director. The study employed questionnaires, interview guide and document analysis. This enabled triangulation for the validity of the information given.

The literature review also showed that there is little research on the principal influence on the teachers’ performance regionally and locally. Most of the local study focused on the principal influence on the students’ performance. This called for more studies on that area, specifically on the local level.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The chapter describes the research design and the methodology that the researcher used to conduct the study. It has the following sub-headings: research design, the location of study, target population, sample size and sampling procedure, research instruments, instrument reliability, instrument validity, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research Design

The research design constitutes the blueprint for the collection, measurement and analysis of data (Kathori, 2004). The current study adopted mixed method designs, which are a combination of qualitative and quantitative research designs. Precisely, convergent parallel mixed method approach was used. The convergent parallel mixed method is a one-phase design in which researchers implement the quantitative and qualitative methods during the same timeframe and with equal weight. It generally involves the concurrent, but separate collection and analysis of quantitative and qualitative data so that the researcher may best understand the research problem Creswell and Plano (as cited in Creswell, 2014).

The quantitative approach used a cross-sectional survey design to investigate how the principal transformational design helps on teachers’ performance. The cross-sectional survey collects data to make inferences about the population of interest at one point in time and it is appropriate to make causal relationships between the independent variables and the dependent variable (Kathori, 2004). The testing of the hypothesis used the quantitative data. Principal transformational leadership was the independent variable in the current study and pedagogical
and professional teachers’ performance dependent variables. A cross-sectional survey was chosen since it is best in finding out the prevalence of occurrence, situation, problem, attitude or issue as stated by Kumar (2014).

The qualitative approach used phenomenology, which is the way of access to the world as we experience it reflectively (Manen, 2014, p. 28). The study sought to understand the participant experience. It sought to understand the experience of the teachers on the principal’s leadership, the experience of the students on the teachers’ performance and principal’s leadership. Further, it sought to understand the principal experience of his or her own leadership role in teachers’ performance.

The convergent mixed methods approach was useful in this study in various ways. First, it enabled the researcher to analyse the influence of the principal’s transformational leadership aspects on the teachers’ performance. Secondly, it enabled the researcher to collect the data from various respondents: teachers, students, principal and the county director. This assisted in getting a wide view and deeper understanding. Thirdly, it enabled the integration of qualitative and quantitative methods thus drawing the strength of each. Creswell (2014, p.266) opinioned that mixed method is a useful strategy for a complete understanding of the research problems/questions.

3.3 Location of Study

The study covered the County schools in Nyandarua County shown in appendix A. Nyandarua County consist of six sub-Counties. It is bordered to the North by Laikipia County, to the East the Aberdare’s ranges, to the South Kiambu County and to the West Nakuru County. Farming is the main source of income. The population according to 2009 census is 596,258
people with 14.2% having secondary school education (Commission on Revenue Allocation [CRA], 2011). The administration center is at Ol-Kalau town.

There are nine County schools. The schools are distributed in such a way that every sub-County has a County school, with some having more than one County school. The schools are composed of two mixed schools, three girl’s schools, and four boy’s schools.

3.4 Target Population

A population is a group of a person having a common characteristic (Creswell, 2014). In the current study, the target population comprises of all teachers (132), form four students (1170), academic deans (9), and principals (9) of nine County secondary schools and one Education County Director of Nyandarua.

3.5 Sample and Sampling Procedures

A sample is a small portion of the population under study (Bryman & Bell, 2007). Sampling is the process of selecting few (sample) from a bigger group (population) as the basis for estimating the prevalence of unknown piece of information, situation or outcome regarding a bigger group (Kumar, 2014, p. 229). The current study considered three factors; the heterogeneity of the population, the magnitude of the acceptable error and the confidence level. These factors should be considered to determine the sample size according to (Zikmund, Babin, Carr, & Griffin, 2010, p. 433). The sample frame of the current study consisted all teachers in schools with more than one year in the school, form four students, academic dean, the principal of the school and the Education County Director. Stratification and systematic sampling techniques were used to select schools, teachers and the students. The sample size of the teachers and the students were determined using the Fisher formula (as cited in Zikmund, 2003). The formula was important in enabling the sample size to be within the threshold of the confidence
level. This assisted the researcher in testing the hypotheses. The confidence level of the current study was 95% and the error term was 0.05. This ensured the external validity (Zikmund, Babin, Carr, & Griffin, 2010).

\[
n = \frac{Z^2pq}{E^2}
\]

\(n\) = the desired sample size  
\(Z\) = the standard normal deviation, set at 1.96 which corresponds to 95% confidence  
\(E\) = Acceptance range of error  
\(p\) = participating rate (assuming equal probability with non-participating it will be 50% = 0.5)  
\(q\) = non-participating rate (assuming equal probability with participating school it will be 50% =0.5)  

\[n = (1.96^2 \times 0.5 \times 0.5)/0.05^2 = 384\]

\(n=384\)

For the population less than 10,000 then the following adjusted formula will be used.

\[
nf = \frac{n}{1+\frac{n}{N}}
\]

Where;

\(nf\) = desired sample size  
\(n\) = desired sample size  
\(N\) = the population

For the students \(\frac{384}{1+\frac{384}{1170}} \approx 289\). 300 students were chosen

For the teachers \(\frac{384}{1+\frac{384}{132}} \approx 98\). 70 teachers were chosen

**3.5.1 Sampling Schools**

The county has a total of nine schools. The schools were first stratified into three strata. According to the statistics from the office of the Education County Director of Nyandarua, there are two mixed schools, three girls’ schools, and four boys’ schools. One mixed school, two boys’ schools and two girls’ schools were selected. The simple random sampling method was used to select schools from each stratum whereby every school was given a code. Papers containing the
codes of the schools were put into separate containers. The separate containers represented the difference stratum. The paper was then picked and the school it represented were studied. Since determining of the strata in stratified sampling is very complex, the guiding rule which was used was that the sample must be large to enable the sub-group efficiently fit as stated by (Zikmund et al., 2010). The table 3 below gives the summary of the percentages of each sample. A large sample was considered fit since it minimises the sampling error as stated by (Vogt, 2007, p. 84).

Table 3  
Sampling of the Schools

<table>
<thead>
<tr>
<th>Types of school</th>
<th>Total Population (N)</th>
<th>Total Sample (n)</th>
<th>Sample %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed</td>
<td>2</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>Girls</td>
<td>3</td>
<td>2</td>
<td>67</td>
</tr>
<tr>
<td>Boys</td>
<td>4</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>5</strong></td>
<td><strong>56</strong></td>
</tr>
</tbody>
</table>

3.5.2 Sampling of the Principals and Academic Deans

Five principals and five academic deans of the sampled schools were purposively selected since they were automatically included in the sample when the schools were sampled. Principals primarily provided qualitative data; their transformational leadership influence is the one that was under investigation. According to Mensah and Oteng-Abayie (2017, p. 1608) qualitative studies focus on relatively few participants who have the ability to describe their experiences and/or knowledge with respect to some research questions.

Since school has only one dean of academic. The dean of the sampled school was automatically included in the research. Deans of academic had the information on the teachers’
performance and they understand well the role principal's leadership plays on the teachers’ performance.

### 3.5.3 Sampling of the County Education Director

There is only one County Education Director (CED) in the County. Therefore, purposive sampling was used where the director was automatically included. Purposive sampling is selecting a sample with a definable characteristic (Haslam & McGarty, 2014, p. 109). The CED was included in the study has a supervisory role in the county and ensures that competent leaders manage the schools under his or her jurisdiction.

### 3.5.4 Sampling of Teachers

There were 132 teachers in the county schools. The male teachers were 71 while 61 were female. This made the gender to be almost equal with the males being slightly higher. To select the sample of teachers in every school, first, the teachers who have been in the schools for more than one year were purposively sampled. This was necessary for a teacher to have experienced the principal leadership. In every school, 14 teachers were sampled each gender having the same number. This was done to enable equal presentation of the gender of the entire population. Second, teachers were stratified into two genders. All school except one which had only 7 female who had stayed in school more than one year had more than 7 teachers in every gender. 7 female and 7 male teachers were randomly sampled in every school. This was done to guarantee the desired distribution among the selected group of the teachers’ population. Papers were written yes and no for each group. Only seven papers in each group contained (yes) while others had (no). The papers were put into the container and the teachers were requested to pick. Those who picked yes participated in the study. Then a systematic sampling of the teacher followed. The list of the teachers in the school was used. All the teachers regardless of the teaching subjects had an
equal chance of being selected. This was done to all the sampled schools except one of them. In that school, there were only seven female teachers hence they were automatically included.

3.5.5 Sampling of the Students

Form four students were purposively selected due to the time they had stayed in the school. They had more experience of their teachers’ performance and the leadership of the principal. They had also experienced the change that had occurred in school. In every school, 60 students were randomly sampled. In the case of mixed schools, the students were first stratified in genders and then they were randomly sampled. Since the proportion of boys was higher (50) than girls (35) in a mixed school, larger large number of boys 38 (76%) was taken than girls 22 (69%) to ensure proportionality in the presentation. To get the sample the researcher wrote papers with (no) and (yes) and the put them into baskets. The students were asked to pick and all those who picked (yes) participated in the research. Table 4, the sampling matrix, give the summary of the sampling techniques used and the percentages of the schools, academic deans, principals, County Education director, teachers and students.

Table 4

Sample Matrix

<table>
<thead>
<tr>
<th></th>
<th>Total population (N)</th>
<th>Sample size (n)</th>
<th>Sample % of total</th>
<th>Sampling Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>9</td>
<td>5</td>
<td>56%</td>
<td>Stratified ; Random</td>
</tr>
<tr>
<td>Academic Deans</td>
<td>9</td>
<td>5</td>
<td>56%</td>
<td>Purposive (automatic inclusion)</td>
</tr>
<tr>
<td>Principals</td>
<td>9</td>
<td>5</td>
<td>56%</td>
<td>Purposive (automatic inclusion)</td>
</tr>
<tr>
<td>County Education director</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>Purposive (automatic inclusion)</td>
</tr>
<tr>
<td>Teachers</td>
<td>132</td>
<td>70</td>
<td>55%</td>
<td>Stratified; Systematic</td>
</tr>
<tr>
<td>Students</td>
<td>1170</td>
<td>300</td>
<td>26%</td>
<td>Stratified; random</td>
</tr>
<tr>
<td>Total</td>
<td><strong>1330</strong></td>
<td><strong>386</strong></td>
<td><strong>29%</strong></td>
<td></td>
</tr>
</tbody>
</table>
3.6 Description of the Data Collection Instruments

This section contains the description of the instruments, the current study used to collect the data. The study used questionnaires, interview guide and document analysis guide to collect the data from student, teachers CED and principals. The questionnaire is the primary method of data collection used for survey research (Leddy-Owen, 2016).

The questionnaire is a written list of questions to which answers are recorded by the respondents (Kumar, 2014). The questionnaire contained open-ended, Likert’s scale and closed-ended questions. The purpose of closed questions was to get the numerical data. This enabled the quantitative data collection and analysis. The closed-ended questions were on the scale requiring the respondents’ to express the answer as well as interval-level where the respondents ranked the answers according to the question asked. This enabled the researcher to include every possible response. In open-ended questions, the respondents were be given the opportunity to provide their response.

The interview guide was used to collect the data from the principals and the ECD. The study used the semi-structured/ semi-standardised interview. This entails asking the main question, in the same way, each time but is free to alter their sequence and probe for more information (Fielding & Thomas, 2016). These enabled the researcher to more information from the respondent.

Document analysis guide was also used to collect the data on the teachers’ performance work. The document analysis was done from the public documents on professional development books, teachers’ attendance register, and students’ performance records.
3.6.1 Questionnaire for the Student

The questionnaire for the students consisted of two main sections. Section 1 focused on the demographic data and section 2 focused on principal’s transformational leadership and teachers’ performance. Section 2, further, was divided into five parts (Part A, B, C, D and E) that dealt with three aspects of the transformational leadership, challenges and possible strategies principal can use to enhance the performance of the teachers. Part A, with 6 items, had the information on the aspect of the principal’s inspirational motivation. Part B, with 11 items, sought the information on the principal’s individualised consideration aspect. Section C, with 4 items solicited the information on the principal’s intellectual stimulation aspect. Part D, with two items, sought the information on the challenges faced by the principals while enhancing teachers’ performance. Part E, with one item, sought the information on the possible ways principal could use to enhance teachers’ performance.

3.6.2 Questionnaire for the Teacher

Teachers’ questionnaire was similar to those administered to the students. They consisted of two main of sections. The first section contained demographic information that inquired about gender, age bracket and academic qualification. The second section focused more on the principal transformational leadership. The second section contained five parts like the student's questionnaire (part A, B, C, D and E). Part A, with eight items, explored the principal’s motivational aspect. Part B, with ten items, solicited the information on the principal’s individualised concern. Part C contained fifteen items and addressed the principal’s intellectual stimulation. Part D and E contained one open question each on the challenges faced by the principal in enhancing teachers’ performance and some possible ways of enhancing the teachers’ performance respectively.
3.6.3 Questionnaire for Dean of Academic

The dean’s questionnaire consisted of two sections. The first part consisted of the demographic inquiry on gender, age bracket, and academic qualification. The second section contains five parts. The second section contained five parts like the student's questionnaire (part A, B, C, D and E). Part A, with eight items, explored the principal’s motivational aspect. Part B, with ten items, solicited the information on the principal’s individualised concern. Part C contained fifteen items and addressed the principal’s intellectual stimulation. Part D and E contained one open question each on the challenges faced by the principal in enhancing teachers’ performance and some possible ways of enhancing the teachers’ performance respectively.

3.6.4 Interview Guide

The interview method of collecting data involves the presentation of oral-verbal stimuli and reply in term of oral-verbal responses (Kathori, 2004). Interview Guides were used to extract in-depth information from the CED and principals. The interview was personal whereby the researcher interviewed the respondent face to face. Both the structured and semi-structured interview guide was used.

3.6.5 Interview Guide for Education County Director

The interview guide for the CED consisted of two main sections. The first section addressed the demographic information (gender, age bracket, time in the office as CED and level of education). The second section sought the information on the principal transformational leadership. The second section has four parts (part A, B, C and D). Part A solicited the information on the principal’s individualised concern. Part B sought the information on the principal’s intellectual aspect. Part C explored the challenges faced by the principal in enhancing
teachers performance and part C focused on the possible ways to enhance the teachers’ performance.

3.6.6 Interview Guide for Principals

The interview guide for the principal, like the one of the County Director, contained two sections. The first section has demographic information. It inquired about age, gender, academic qualification, time in that school and the experience of a principal. The second section focused on the aspects of the principal transformational leadership and the teachers’ performance. The second section will contain five parts like the questions of the students. Part A focused on the principal’s inspiration motivation aspect. Part B solicited the information on the aspect the principal’s individualised concern. Part C sought the information on principal intellectual stimulation aspect. Part D addressed the challenges the principal encounter in enhancing the teachers’ performance and part E inquired about the possible ways of enhancing teachers’ performance.

3.6.7 Document Analysis Guide

A document is a record of the past events that are recorded or printed and persevered for future reference (Gall, Gall, & Borg, 2012). Documents which are helpful like schemes of work, teachers’ attendance records and records of work covered, lesson plan and the students overall performance were analysed. These documents assisted in establishing how teaching is done and the principal role in curriculum implementation and supervision. In the schemes of work, the following were checked: whether the entries are done correctly, learning activities and the learning resources especially the ICT, who inspect them, the frequency of inspection and the assessment methods. In the lesson plan, the following were checked: whether the entries are done correctly, who inspect and frequency of inspection. In the teacher's attendance record, the
following were checked: how teachers attend the school, the frequency of inspection and who
does the inspection. The instrument comprised two sections one for recording whether the item is
available the other the comments on the item. All schools schemes of work, records of work,
students progressive reports were inspected. However, the lesson plans were not available in all
schools.

3.7 Validity, Pilot Testing and Reliability of the Research Instruments

This section contains the validity of the research instrument, piloting of the research
instrument, reliability of the research instruments and trustworthiness of the qualitative data.

3.7.1 Validity of the Research Instrument

The validity of the instrument is the ability to measure what it is intended to measure
(Zikmund, 2003). The quality of the research instruments is very critical since the conclusion of
the study is based on the information obtained using them. For the content validity, which refers
to the measuring the intended domain of the content, was done by incorporating all the
suggestions by the experts in the department of the education. The suggestions of the principal in
the piloted schools was also incorporated. Face validity deals with how the measurement
appears. The principals’ suggestions of the piloted schools and the suggestions of the peers were
used to adjust the instruments. The researcher gave questionnaires ahead of time to two experts
in educational administration and planning to critic each item, modify them and give suggestions
which were implemented and also changed where necessary.

3.7.2 Pilot Testing

Pilot testing is conducted to detect weakness in design and instrumentation (Cooper &
Schindeler, 2014). This enables the researcher to determine the accuracy of the research
instrument. According to Creswell (2014) pilot study enables the establishment of the content
validity and improve the research instrument. The pilot testing was done for the teachers’ deans’ and students’ questionnaire. Pilot testing highly assisted the researcher to detect any deficiency and difficulty that the respondents would likely face in responding to the item. For example, in the questionnaire for the Dean part E question, no 3 (a) was modified to include all the possible responses. Before, the question read, please indicate whether teachers prepare the following professional documents: Scheme of works, Lesson plan, Record of works, Students’ progress record. None of the above was added to give the comprehensive possibility of the option.

In this study, pilot testing was conducted in two schools in Nyandarua County that were not part of the sample. 10 teachers, 109 students and 2 deans of the academic were served with the questionnaires. The participants were encouraged to give the comments on the items for improvement.

3.7.3 Reliability of the Research Instrument

Reliability is the extent to which an experiment, test or any measuring procedure yields the same result on repeated trials (Flanagan, 2016). An instrument is reliable to the degree that it supplies consistent results after repeated trials (Vogt, 2007). Therefore, reliability is the accuracy of the results obtained by the use of a research instrument and not about the instrument itself. It is concerned with the estimate of the degree to which a measurement is free from the random error. Cooper and Schindeler (2014) attest to this by stating that, reliability is a necessary contributor to validity though not a necessary condition for validity. In the current study, the Cronbach Alpha, also known as Alpha or coefficient alpha Vogt (2007) was used to ascertain the reliability. SPSS version 23.0 was used to compute the alpha. Students and teachers questionnaire were subjected to the Cronbach’s test since the number of the respondents was big enough. Table 5 gives the summary of the Cronbach’s Alpha of the teachers and the students.
Table 5

Reliability Statistics for Students

<table>
<thead>
<tr>
<th></th>
<th>Cronbach's Alpha</th>
<th>Cronbach's Alpha Based on Standardized Items</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>.794</td>
<td>.801</td>
<td>12</td>
</tr>
<tr>
<td>Teachers</td>
<td>.806</td>
<td>.815</td>
<td>11</td>
</tr>
</tbody>
</table>

Cronbach’s alpha is the measure of whether the items used correlate. According to Vogt (2007, p. 115) it is the most widely used statistic to measure the reliability. Cronbach’s alpha range from zero (0) when there is the total inconsistency of items to 1.0 when items are totally/perfectly consistency. An alpha of .70 and above is considered satisfactory (Vogt, 2007). Since both alphas of the students and teachers instruments were above .794 and .806 respectively they were considered to have adequate reliability. The items in the scale had good reliability thus none was deleted (see some selected items column for alpha if the item is deleted in the appendix (IX) and (X).

3.7.4 The Trustworthiness of Qualitative Instruments

According to Trochim and Donnell (as cited in Kumar, 2014, p. 219) credibility and reliability in qualitative research include four elements; credibility, transferability, dependability and conformability. Credibility involves establishing that the result of qualitative research is believable from the perspective of the participant of the research. To ensure the validity and trustworthiness of the research, the study employed multiple strategies to make the research credible.

Transferability refers to the degree to which the results of the research can be transferred to other context or settings. This was done by collecting comprehensive notes. Dependability is concerned with whether one could get the same results if repeated. This was established through
the audit trail and peer examination (Gall, Gall, & Borg, 2012). Conformability refers to the degree to which the results could confirm or corroborate by others. To establish conformability the researcher used the crystallisation and peer examination (Gall, Gall, & Borg, 2012).

Dependability The rationale for selecting the participants from which the research was conducted, all aimed at ensuring dependability and consistency of the data collected. Moreover, using multiple sources of data collection helped to boost the study’s reliability.

3.8 Data Collection Procedure

The researcher sought the permission from the Catholic University of Eastern Africa and the National Commission for Technology and Innovation (NACOSTI) and Nyandarua County Education Office prior to data collection. This is an obligatory requirement before one carry out the research. After obtaining the permit and the letter of the authorization, the researcher proceeded to the office of the Nyandarua County Education Director then to the schools. The researcher spelled out the importance and the purpose of the study to all the stakeholders. Free consent for participation was also sought by explaining the freeness of participation and assurance of the confidentiality to all the participants.

Quantitative data was collected using the closed-ended questions and the document analysis schedule. The qualitative data were collected using the open-ended questions, interviews and the document analysis schedule. The scales collected both quantitative and qualitative data.

All the questionnaires were administered by the researcher directly to the respondents. To the students, the researchers in all the schools was assisted to collect the data by the deputy principal and the dean of academic. For the interview, the researcher employed face-to-face interview to the principals and to the County Director. The interview guide was used to ensure that the interview questions were uniform to the respondents of the same category.
3.9 Data Analysis Procedure

For quantitative data, descriptive and inferential statistics were used to analyse the data with the help of the Statistical Package for Social Sciences (SPSS) version 23.0. For the Likert scale average was sought in every variable. This was to comply with the principle of interpreting the data in the Likert’s scale as directed by Likert (as cited by Warmbrod, 2014). The negative items in the scale were first converted into positive value before calculation of the mean. For qualitative data, the data were coded into themes. The convergence data of both quantitative and qualitative data was explained after analysing data for each design separately.

Descriptive data analysis were used whereby basic statistical techniques were applied. This technique includes average, summations, frequencies and the percentages. The descriptive data analysis is necessary for summarisation of the data for easy reading and understanding by other readers (Kathori, 2004). For testing the hypothesis, the influential statistic was used. The hypothesis tested was, there is no significant difference between the perception of female and male teachers on the principal’s individual consideration aspect.

The qualitative data from the open-ended questionnaire, document analysis and interview guides were analysed. The raw data were examined and analysed to establish usefulness and completeness. These involved breaking the data into manageable units, synthesising and looking for patterns among the variables. The data were sorted and then categorised into themes. The findings were represented through narrations, excerpt and direct quotations.

3.10 Ethical Considerations

Ethics relate to values of human behaviour and the rightness and wrongness of the human action (Flanagan, 2016). According to Crandel (as cited in Bryman and Bell, 2007)
ethics in research addresses four areas. These are, whether there is harm to participants, whether there is a lack of informed consent, whether there is an inversion of the privacy and whether deception is involved. In view of the proceedings, the researcher observed ethics before, during and after the research.

Before the collection of data, the researcher obtained a permit from the NACOSTI for research and permission from the department of research CUEA. To obtain the permit from the NACOSTI, the researcher submitted the letter from the department of postgraduate CUEA, soft copy of the signed proposal and paid the required fee for the processing of the permit. The ECD was also informed. During the collection of the data, the researcher obtained the informed consent from the participants. The researcher also explained the purpose of the study to the participants. This enabled the participants to have adequate information regarding the research. Comprehension of the information gives the respondent the power of free choice thus enabling them to consent or decline participation in the research. Further, the researcher introduced himself and explained the reason and importance of the research being carried and that there is no penalty if one fails to respond. Anonymity and confidentiality were assured and maintained during and after collection of the data. The researcher treated the respondent with dignity and courtesy protecting every person’s rights. After the collection of the data, the study recorded the data as it was. All these were being done to ensure the non-maleficence and beneficence, the target of the ethics in research Iphofen (as cited in Boddy, 2016). The study also acknowledged all the sources used in the study. This is necessary for the academic honesty.
CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSIONS OF THE FINDINGS

4.1 Introduction

The chapter presents the findings, interpretation and discussions of the data obtained concerning the influence of the Principal’s Transformational Leadership on Teachers’ Performance in the County Schools in Nyandarua County. Data were collected using the questionnaire, interview, and document analysis guide. The data were collected from the students, teachers, academic deans, principals, Education County Director and from the teachers’ professional documents. The questionnaire contained open-ended items requiring the respondent to give an elaborate response. Other items required the respondents to state the degree of the agreement (a scale of 5 points going from 1= strongly disagree to 5= strongly agree). The average of the scores on the items was calculated to give the summary score presenting the transformational leadership of the principal. All the items in the questionnaires, interview and document analysis guide pursued to respond to the themes outlined in the research questions and hypothesis.

The chapter is composed of the following parts: return rate, demographic characteristics of the participants, principal inspirational aspects and teachers performance; principal individualised aspect and the teachers pedagogical performance; principal intellectual performance and the teachers professional performance; challenges encountered by the principal in enhancing teachers performance and some of the ways principal can use to enhance the teachers’ performance. Descriptive statistics such as frequencies, averages, percentages and standard deviation are used to give the analysis summary. Inferential statistics, independent t-test and ANOVA were used to test the hypotheses.
4.2. Return Rate

Table 6 gives the summary of the return rate of the questionnaire. The questionnaires were collected from the teachers, the academic deans and the students. Deputy Principal, teachers on duty and the dean of academic assisted the researcher in distributing and collecting the questionnaires.

Table 6
Summary of the questionnaire return rate

<table>
<thead>
<tr>
<th>Participants</th>
<th>Number of questionnaires distributed</th>
<th>Number of questionnaires returned</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic deans</td>
<td>5</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Teachers</td>
<td>70</td>
<td>69</td>
<td>98.6</td>
</tr>
<tr>
<td>students</td>
<td>300</td>
<td>300</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>375</strong></td>
<td><strong>374</strong></td>
<td><strong>99.73</strong></td>
</tr>
</tbody>
</table>

The researcher distributed 375 questionnaires in the selected county public secondary schools. 300 were distributed to the students; 70 were distributed to the teachers and five were distributed to the deans of academic. All the questionnaires from the students and the academic deans were returned thus having a 100% return rate. 69 out of 70 targeted teachers returned the questionnaire. This translated to 98.6%. In total 374 (99.733%) of distributed questionnaires were returned. This rate of return is considered successive as attested by (Kumar, 2014; Vogt, 2007) who stated that the return rate above 70% as excellent.

The success was due to the mode of the distribution and the collection the researcher employed. The researcher distributed the questionnaire to the teachers during lunchtime when all the teachers were in the dining and during the tea break. Most of the students’ questionnaire were distributed after classes and in all 5 schools, the teacher on duty and academic dean assisted in
the distribution and collection of the questionnaire. It is only in one school that the students’ questionnaire was distributed in the morning since the students were free. The researcher waited for the respondents to finish filling out the questionnaires and then collected them. The return rate was reliable since it was above the threshold of 30% (Vogt, 2007). Thus, the researcher continued and analysed the data.

4.3. Demographic Information of the Respondents.

Demographic information was obtained from the principals, teachers, students and the deans of the academic. Figure 2 gives a summary of the distribution of respondents.

Figure 2. Distribution of the respondents.

The target group included the teachers, students, deans of the academic, principals and the Education Director of public county schools in Nyandarua County. The figure above shows that, most of the respondents were students consisting of 300 (79%) of the entire group. The higher ratio of the students’ sample is due to their higher population. Teachers consisted of the
second highest sample at 69 (19%) followed by the principals and academic deans both at 5 (1%). The lowest was county director 1 (0.002%). All the respondents were deemed to be the key members of the school community thus they could provide the needed information on the principal leadership and teachers’ performance in the secondary schools.

4.3.1 Students' Demographic Information

Form four students participated in the current study. Their demographic information comprised of their age brackets, gender and their leadership responsibility. Table 7 summarises the age and the gender of the students while figure 3 summaries the leadership position.

Table 7

<table>
<thead>
<tr>
<th>The Age Brackets and the Gender of the Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>Age Bracket</td>
</tr>
<tr>
<td>up to 16</td>
</tr>
<tr>
<td>17-20</td>
</tr>
<tr>
<td>21-24</td>
</tr>
<tr>
<td>above 24</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Gender</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

The findings show that majority of the students who were studied fall on the age bracket of 17-20, total number of 289 (96.3%), those who were below 17 years were only 2 equivalent of 0.7 %, under the age bracket of 21-24 years were 8 or 2.7% and only 1 was above the 24 years equivalent of 0.3%. This variable was important to the study since from the age it can be established that students’ evaluation of the teachers’ performance and the transformational leadership of the principal is reliable and can be depended upon. The findings show that the majority of the form four students fall under the age of 17-20. This concurs with the study
findings of (Cemboi, 2014; Kavutha & Kariuki, 2015; Wekesa, 2013; Makori & Onderi, 2013) who found that most of secondary school students’ age gap falls between 16yrs-20yrs.

4.3.3. The Gender of the Students.

Both genders of the students were included in the study. The findings in figure 7 indicate that 158 boys participated in the study an equivalent of 52.7% and 142 girls participated in the study equivalent of 47.3%. This variable was important to the study since it controlled any bias that can emanate due to gender perception. The percentage is almost equal thus indicating that the responses presented the perception of the students’ population as a whole. The gender of the students may influence the teachers’ performance especially. This is attested by the study of Maribel and Trinidad (2016) which found girls tend to be docile than boys in the class.

4.3.4. The Students’ Leadership Position

Student’s leadership position influenced the interaction of the student with teachers and the principal. Student’s leaders participate in some of the meetings between the teachers and the principal. The school captain participates in some of the BOM meetings. The class prefects are in charge of the record showing the time the teacher enter class and the time the teacher leaves the class for the lessons. On that backdrop, the variable was essential since students leaders could be well placed in giving essential information on their teachers’ performance and principal leadership.
The findings show that 270 (90%) had no leadership position, 4 (1%) were game captains, 5 (2%) were school captains and 21 (7%) were class prefects as summarised in Figure 3. Majority of the students who participated did have a leadership position. This is because very few students are assigned the leadership role and the researcher sampled all the students regardless of their leadership position.

4.3.5. Demographic Information of Teachers, Academic Deans and the Principals

Demographic information of teachers and the deans of academic include gender, age bracket and education qualification. Information on deans of academic has additional information the number of the years one has been in that office. Table 8 gives a summary of teachers, deans of academic and the principals’ demographic information.
Table 8

Age, Gender and Academic Qualification of the Teachers, Deans of Academic and Principals

<table>
<thead>
<tr>
<th>Variable</th>
<th>Teachers</th>
<th></th>
<th>Deans of academic</th>
<th></th>
<th>Principals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-25</td>
<td>9</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26-35</td>
<td>22</td>
<td>31.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36-45</td>
<td>9</td>
<td>13</td>
<td></td>
<td>2</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Above 46</td>
<td>29</td>
<td>42.1</td>
<td></td>
<td>3</td>
<td>60</td>
<td>5</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>34</td>
<td>50.7</td>
<td></td>
<td>3</td>
<td>60</td>
<td>3</td>
</tr>
<tr>
<td>Female</td>
<td>35</td>
<td>49.3</td>
<td></td>
<td>2</td>
<td>40</td>
<td>2</td>
</tr>
<tr>
<td>Academic qualification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma in ED</td>
<td>15</td>
<td>21.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.ED Arts</td>
<td>36</td>
<td>52.3</td>
<td></td>
<td>2</td>
<td>40</td>
<td>5</td>
</tr>
<tr>
<td>B.ED Sci.</td>
<td>10</td>
<td>14.5</td>
<td></td>
<td>1</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>BSC.PGDE</td>
<td>7</td>
<td>10.1</td>
<td></td>
<td>1</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>M.ED</td>
<td>1</td>
<td>1.4</td>
<td></td>
<td>1</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

The age factor of the teachers, deans, and the principals is important since it influences the perceptions of the individual. It also influences the relationship between individuals. The current study found that 29 (42.1%) of teachers are above 46 age bracket, 9 (13%) between the age the 36-45 years, 22 (31.9%) between the age 26-35 and 9 (13%) were between the age of 18-25. Though the majority of those who participate in the study are above 26 years age bracket, findings show that 9 (13%) of teachers are below 26 years. Comparing this with the age of the students shows that some of the teachers have a very small gap of age between them and the students. Table 7 shows that 9 (3%) students were over 21 years old. When the age is too close between the teachers and the students, the teacher may not able to control students effectively and this may affect teachers’ performance in a negative way. Ansari and Pianta (2018) noted that though teachers’ competence plays a great role in teachers’ performance the age gap between teacher and the students also influence the teachers’ performance.

Teo and Noyes (2011) noted that age and gender influence the teachers’ openness to a new method of teachings. Most teachers above 50 years were found to resist in embracing the
new technology as well as guidance from young teachers. The current study did not investigate the influence of the gender age of teachers on the performance.

On the teachers’ gender, the findings show that the number of the male and the female teacher who participated are almost the equal. 35 (50.7%) female and male 34 (49.3%) teachers participated in the research. The percentage is almost equal for both male and female teachers who participated in the study. This was important since it minimises the gender-based prejudice in the response of teachers to their perception of the principal.

The result in table 8 shows that all the principals are over 45 years. This concurs with the findings of Njeri, (2015; Ngina & Kalai, (2016). The age is an important factor in leadership since most people respect and obey those who are older than they are. It is also easy for older individuals to give instruction to those who are younger to them. However, age has also a paternalistic aspect. Older people demand obedience from the young ones without question. They tend to patronise the young one.

On the gender of the deans, two female and three males’ deans participated in the study equivalent of 40% and 60% respectively. The distribution is almost equal owing to the fact that the number of the schools which were selected were five. This indicates that the position of the academic deans can be held by any gender regardless of the type of school provided the holder has prerequisite conations required by the TSC.

Two (40%) female principals participated in the study. Both were the heads of girls’ schools. Three (60%) males participated in the study. They headed the boys’ and mixed schools. The variable is important since it shows whether the principal gender influences teachers’ performance and which aspects of the transformational leadership is used. The findings show
that male principals head boys’ schools while female principals headed the girls’ schools. This show that type of school determine the gender of the principal.

4.4 Principal’s Inspiration Motivation Attribute and Teachers’ Performance

This section focuses on the first research question, the principal’s inspiration motivation attribute and teachers’ performance. Teachers, students, principal and the Education County Director responses were discussed. The inspiration motivation is an aspect of transformational leadership.

4.4.1 Teachers’ Response

Table 9 presents a summary of the teachers’ response to the principal inspirational motivation aspect. The Likert’s scale was used to get the information. The scores of the scale are strongly disagree (SD) = 1 disagree (D) = 2 undecided (UD) =3 agree (A) =4 and strongly agree (SA) =5. Scores of the scale were presented in frequency and percentages. The mean and the standard deviation were also calculated.
Table 9

Teachers’ Response to Principal Inspirational Motivation Aspect and Teachers’ Performance

<table>
<thead>
<tr>
<th>Inspiration Motivation Items</th>
<th>Teachers’ Responses</th>
<th>SD</th>
<th>D</th>
<th>UD</th>
<th>A</th>
<th>SA</th>
<th>n</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal articulate clearly the vision of the school</td>
<td>4</td>
<td>5.5</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>15.19</td>
<td>32</td>
<td>46.4</td>
<td>22</td>
</tr>
<tr>
<td>Principal explain to me the goal of the school clearly</td>
<td>5</td>
<td>7.5</td>
<td>4</td>
<td>5.8</td>
<td>10</td>
<td>14.5</td>
<td>39</td>
<td>56.5</td>
<td>11</td>
</tr>
<tr>
<td>Principal motivate me to perform well</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>10.1</td>
<td>21</td>
<td>30.4</td>
<td>24</td>
<td>34.8</td>
<td>17</td>
</tr>
<tr>
<td>The support of the principal highly inspires me</td>
<td>5</td>
<td>7.2</td>
<td>4</td>
<td>5.8</td>
<td>10</td>
<td>14.5</td>
<td>39</td>
<td>56.5</td>
<td>11</td>
</tr>
<tr>
<td>I feel highly motivated by the actions of the principal</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>10.8</td>
<td>1</td>
<td>1.4</td>
<td>29</td>
<td>43.0</td>
<td>31</td>
</tr>
<tr>
<td>I feel confident with what I am doing due to the support of the principal</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>11.6</td>
<td>7</td>
<td>10.1</td>
<td>30</td>
<td>43.5</td>
<td>24</td>
</tr>
<tr>
<td>The principal always gives assurance that things will be good when we face challenges</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1.4</td>
<td>8</td>
<td>11.6</td>
<td>28</td>
<td>40.6</td>
<td>32</td>
</tr>
<tr>
<td>I feel challenged by the performance of the principal</td>
<td>20</td>
<td>29.0</td>
<td>11</td>
<td>20.3</td>
<td>15</td>
<td>21.7</td>
<td>17</td>
<td>24.6</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Mean</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The attitude inspiration motivation mean ranged from 4.32 to 2.01 with a mean of 3.76 that translate into agree. This show that principals of county schools on average have an aspect of Inspirational Motivation. The response on whether the principal communicates optimism got the highest score mean of 4.32, std. deviation 0.737. 60 (87.2%) teachers agreed
that principal communicate optimism. The teachers agreed that the principal’s give assurance even when things are tough. This is very recommendable and should be strengthened. Teachers’ encounter many challenges in their career. Since principals were teachers before they assumed leadership, they understand well the situations of the teachers. Optimism communication is important in enabling teachers to be resilience in their profession. On whether the actions of the principal demotivate teachers, 60 (87.2%) disagreed that they demotivated by the principal’s action.

On the other hand, the table shows that in some of the areas principals have the lowest score. For example, the principal challenging teacher with his or her performance. The finding shows that 31 (49.3%) of the teachers disagreed that the principal challenges them with the higher standard and 20 (28.9%) agreed. The item scored the mean of 2.01 and a standard deviation of 1.26. This translate to disagree. The finding concurs with the finding of the Handford and Leithwood (2013) who found that most of the principals do not translate the inspirational aspect into practice. The performance of principals should set an example for the teachers.

The principals may fail to challenge the teachers in various ways. First, it can be through low performance in the subject the principal teach. Second, through low academic qualification. Third, maybe both low class performance and academic performance. Table 8 show that all the principals who participated in the study have only a bachelor’s degree. This qualification is the same as most of the teachers. Some teachers have a higher academic qualification than the principal does.

Laura et al.,(2018) stated that transformational principal’s performance ought to challenge the teachers. Through this principal is able to motivate teachers and demonstrate that
the communicated goals are achievable. The findings show that though the principal inspires the teachers to perform well, they do not translate this into the action.

Though the teachers’ response to the Principal Inspirational Motivation Aspect is above average, principals need to work on them since they have average scores. One of the teachers responded that the “principal should lead by example. They should perform in their subjects to set standards of high performance for the teachers.”

Transformational leadership theory as explained by Bass (1997) holds that a transformational leader challenges the follower through his or her performance. This is sure ways of demonstrating you are convinced on what you tell others. Principals ought to lead by example. They need to demonstrate what they advocate for by example.

4.4.2 Response of the Academic Deans and the Students

The purpose to seek more information from deans of academic and the students on this aspect was to get deeper understanding through getting the same information from a different group of respondents. Table 10 shows the response of the academic deans and the students.
Table 10

The Response of Deans of Academic and the Students on the Inspiration Motivation Aspect

<table>
<thead>
<tr>
<th>Academic Deans Responses</th>
<th>SD</th>
<th>D</th>
<th>UD</th>
<th>A</th>
<th>SA</th>
<th>n</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal explains the vision of the schools to the teachers clearly</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>60.0</td>
<td>2</td>
</tr>
<tr>
<td>Principal encourage the teachers to perform well even when things are tough</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Principal challenge teachers with higher standard</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>80.0</td>
<td>1</td>
</tr>
<tr>
<td>Principal gives teachers assurance even when things are tough</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>20.0</td>
<td>1</td>
<td>20.0</td>
<td>3</td>
</tr>
<tr>
<td>Teachers feel motivated by the way principal talk to them</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>40.0</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>7</td>
<td>23</td>
<td>66</td>
<td>22</td>
<td>124</td>
<td>41.3</td>
<td>93</td>
<td>31.0</td>
</tr>
<tr>
<td>Students’ Response</td>
<td>4.48</td>
<td>0.4874</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our teachers clearly understand the vision of our school</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>15</td>
<td>5.0</td>
<td>31</td>
<td>10.3</td>
<td>248</td>
</tr>
<tr>
<td>Our principal challenge us to perform higher in academic</td>
<td>8</td>
<td>2.7</td>
<td>11</td>
<td>3.7</td>
<td>29</td>
<td>9.7</td>
<td>90</td>
<td>30.0</td>
</tr>
<tr>
<td>Our principal is highly dedicated to the teachers’ performance</td>
<td>2</td>
<td>0.7</td>
<td>7</td>
<td>2.7</td>
<td>65</td>
<td>21.7</td>
<td>45</td>
<td>15.0</td>
</tr>
<tr>
<td>Our principal give guidance on what we are supposed to do</td>
<td>9</td>
<td>3.0</td>
<td>12</td>
<td>4.0</td>
<td>40</td>
<td>13.5</td>
<td>61</td>
<td>20</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>4.281</td>
<td>1.2935</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Academic deans’ responses show that the principals have inspiration motivation aspect. The average response is 4.48 and a standard deviation of 0.4874 that translate to agree. The mean is higher than that of teachers (3.76). This may be contributed by the fact that the number of deans (5) is very low compared to the number of teachers (69) in this study. The finding
shows that there is almost the same trend in the response between the deans and teachers. The highest item that sought the optimism communication got five that shows “strongly agree”. 5\((100\%)\) the deans agreed that principal communicates optimism to teachers. However, as the response to whether the principals challenge the teachers with higher standard scored the lowest mean 4.2 compared to the other items.

217\((72\%)\) of students’ agreed that teachers’ understand the vision of the school. The item that sought whether the teachers clearly understand the vision of the school scored the mean of 4.07 and a standard deviation of 1.918 that translate to agree. This shows clearly that, principals explain the vision of the school to the teachers. If the teachers understand the vision clearly, the students should perceive it. Further, the students’ response is an indication that the principal exercises the aspect of inspiration motivation not only to the teachers but also to the students. The finding of the study concurs with the study of the Hameiri (2016) who found out that most of the principals are able to articulate the vision of the school to the school community.

4.5 Principal’s Individualised Consideration Aspect and Teachers’ Pedagogical Performance

Every teacher is unique. Individualised consideration aspect focuses on the individual teacher’s need and contribution. This section shows the responses of the participants on the principal’s individualised consideration aspect.

4.5.1 Teachers’ Response to the Principal’s Individualised Concern Aspect and Teachers Pedagogical Performance

Individualised concern aspect of the principal’s leadership directly influences the teachers’ pedagogical performance. Teachers response were sought to establish this aspect. Table
11 gives the summary of teachers’ response to the principal’s individualised aspect and teachers’ pedagogical performance.

Table 11
*Teachers’ Response to the Principal’s Individualised Concern Aspect and Pedagogical Performance*

<table>
<thead>
<tr>
<th>Item</th>
<th>SD</th>
<th>D</th>
<th>UD</th>
<th>A</th>
<th>SD</th>
<th>n</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
</table>
| ![Image of the table representing teachers' response to the principal's individualised concern aspect and pedagogical performance.](image)

Total Average

69 3.36  .871

100
The mean for the principal individualised concern range from 3.01 to 4.19 with a mean of 3.36 and a standard deviation of 0.871 that translate to average. The item that sought whether the school climate is good for teaching had a highest mean score of 4.19 and a standard deviation of 0.777 that translate to agree. 56 (81.2%) teachers agreed that school climate is good for teaching. Teachers agreed that principals assisted them to achieve the targeted results. 42 (60.5%) teachers agreed that the school discipline is maintained as well as the school climate. The item that scored lowest sought whether the principal provides IT resources for teaching scored mean of 3.01, which translate to average. The item has the highest standard deviation of 1.302. This variation may be due to some of the schools investing in the IT resources while others have not. The average response shows that the resource materials are not enough. The provision of the IT materials enhances pedagogical performance as attested by (Machado & Chia-Jung, 2015).

The finding resonates with the CED’s response. The director stated that most of the teachers especially from the low performing schools complain that principals do not provide all the resource materials that they require for effective teaching. CED said that,

Teachers in some of the schools complain about the school investing in the things that are not necessary in contributing to the performance like painting the school’s building with the very expensive paints and buying the school buses yet there is no single computer for teachers in school (ECD, personal communication, May 23, 2018)

Majority of the principals agreed that they lack enough funds to provide all the required materials for teaching and learning. One principal stated that even when the funds are given the development committee put up visible structures to be seen by people outside the schools. She stated that,
We have not provided the IT materials for teaching and learning due to many factors though we are in the process. First, the development committee determines some of these projects. When the funds are given the development committee emphasize on projects that focus on the physical appearance of the school. Second, some of the equipment is expensive to install in the classrooms and our classrooms are not secure enough to install these gadgets. Third, our schools have many pressing issues due to the high enrolment of the students. We concentrate on them and other needs will come later (principal, personal communication, May 25, 2018).

Further, analysis of the scheme of work showed that IT materials are not included as teaching and learning resources. The reason of lack of IT resources may be contributed by how the schools prioritise their needs. Kimani, Kara and Njagi (2013) noted that the main reason why the schools have no teaching and learning materials is due to how they prioritise their needs. Principals as transformational leaders need to prioritise the teaching resources that enhance individual teacher’s pedagogical performance. Further, the principal need to emphasis on the use of IT during teaching and encourage teachers to be creative and use all the available resource including their tablet or smartphones. For the teachers using the lesson plan, it was found that 47 (68.1) teachers agreed that they use the lesson plan to plan their work. This is contrary to what was found in the documents analysis. The documents analysed there was no lesson plan. The mean score 3.38 of this item, however, was lowest. The finding from the document analysis indicated that teachers do not use the lesson plan.

The lesson plan is a fundamental document in teaching and learning. It enables the teacher to organise teaching in a systematic manner and manage effectively. It is an instrumental document in assessing the students and improvement of pedagogical performance of a teacher (Nitko & Brookhart, 2007). Further, the findings show that the principal emphasis on the use of the lesson plan. Deans of the academic response on the attitude of the teachers on the use of
professional document (lesson plan, schemes of works, a record of work) showed that teachers are positive. Figure 5 shows the response of the response of the deans of the.

**Figure 4.** The response of the Deans of Academic on the Teachers’ Attitude on the Use of Professional Documents (scheme of work, lesson plan and records of work).

From figure 5, 4 (80%) academics deans responded that teachers attitude to the professional documents is positive. Only one (20%) who responded that teachers are indifference toward professional document. Despite a positive attitude, no school had lessons plans. Schemes of work were uplifted from the previous one.

On the use of the scheme of work, the findings show that the deans agreed that teachers use the scheme of works 4.23 and SD 0.750. The mean is slightly higher than that of the use of the lesson plan 3.38 and SD 1.164, which is undecided in Likert’s scale. This difference can be explained by the mode of preparing the documents. The findings from the document analysis from all schools showed that the departments prepare schemes of the work. In one school, they were using the 2017 scheme of work. In other schools, it was only the date which had changed but other things remained very similar with the 2017 scheme of work including the common
mistakes. For example, the objective of one scheme of work read that at the end of the lesson GeigerMüller tube. There was a mistake in the spelling of the instrument name (Geiger–Müller tube) and the objective was not spelled out correctly. The mistakes were similar in 2017 and 2018 schemes of work respectively. This show the schemes of work were only uplifted and done collectively at the departmental level. The lesson plan is supposed to be generated by the individual teacher. In all the schools, there was no lesson plan.

Professional documents are essential in assessment and evaluation of the lesson as well as students (Nitko & Brookhart, 2007). Scheme of work is a base for long-range forecasting and thus enable the teacher to prepare the required resources to achieve the targeted objectives. Further, it enables the teacher to organise the syllabus according to the students understanding. As a planning tool, it enables the teacher to manage time effectively.

The lesson plan shows how actual teaching will be done. It takes consideration of who will be taught, what will be taught and how it will be taught. It enables the teacher to teach an incoherent and systematic way. Well-planned lesson enables the teacher to teach with confidence as well as pedagogical performance. Therefore, as Nitko and Brookhart (2007) noted, the absence of professional documents and improper preparation is an indication that teaching is not done professionally. This can be seen from the students’ response in table 15 on whether teachers teach with confidence only 139 (45.1%) agreed and when they were asked whether they finish the syllabus in time in table 12 the response 59 (19.7%) agreed.

The response to the individualised concern shows that teachers’ attitude is average. The average score is a dangerous zone since the chances of teachers dropping to disagree are very easy. Principals and the school management board need to do something in ensuring teachers are well provided with various teaching, learning, and materials.
4.5.2 Deans of Academic Response on the Principal Individualised Aspect and Teachers’ Pedagogical Performance.

Academic deans’ response was sought to establish a deeper understanding of the principal individualised concern aspect and teachers’ pedagogical aspect. Academic deans understand the teachers’ performance and principal readership due to their position. Table 12 gives the summary of their responses.

Table 12

The response of Deans of Academic

<table>
<thead>
<tr>
<th>Items</th>
<th>SD</th>
<th>D</th>
<th>UD</th>
<th>A</th>
<th>SA</th>
<th>n</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers who do not perform well are well supported in a special way</td>
<td>1</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>60</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>by the principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal provides teachers with the necessary resources for teaching</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>20</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Principal supervise teachers during class lesson</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>40</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Teachers seek the guidance of principal when they face difficulties in teaching</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>20</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Princips encourage teachers to use ICT in their teaching</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>40</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Principal encourages teachers to have the lesson plan</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>20</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>Most teachers plan their lesson well</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>20</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>Teachers who plan their lesson well have higher performance</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>80</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Principal encourage teachers to complete syllabus in time</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>80</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Teachers must be pushed by the principal to complete the syllabus in time</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>40</td>
<td>2</td>
<td>40</td>
</tr>
</tbody>
</table>

Mean 5 3.98 .786
The responses of academic deans give a deeper understanding of the individualised concern aspect of the principals. The total average score is 3.98 and the standard deviation is 0.786 that translate to slightly above average. The response is slightly above the teachers’ response 3.36 and standard deviation of 0.871. Two items that sought to investigate on whether the teachers plan the lessons and the principals encourage the teachers to complete the syllabus in time scored the highest average of 4.80 each, which translate to agree in Likert’s scale. However, it was hard to ascertain the preparation of the lessons since in all the documents analysed there was no lesson plan.

The response on whether teachers who are low performer are given special attention scored the lowest mean of 2.80 and standard deviation 1.0095. It is only item with 1 (20%) dean strongly disagreeing. The findings show that weak teachers are not given special care for them to improve. This can be explained by the response of one principal when the question of taking care of low performing teacher was probed, the response was: “we receive a lot of pressure from the office to have higher performance and the same pressure we pass it to the teachers. We do not have room for underperformers. Every teacher must perform (principal, interview, May 23, 2018).

4.5.3 Students Response on Principal’s Individualised Concern and Teachers’ Pedagogical Performance

To have a deeper understanding on the principal’s individualised concern aspects and teachers’ performance, the study sought students’ information. Table 13 gives the findings from the students. The finding are further summarised and mean and standard deviation are given.
### Table 13

Students’ Response to the Principal Individualised Concern and Teachers’ Pedagogical Performance

<table>
<thead>
<tr>
<th>Item</th>
<th>SD</th>
<th>D</th>
<th>UD</th>
<th>A</th>
<th>SA</th>
<th>n</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal ensures the school has the necessary books</td>
<td>10</td>
<td>3.4</td>
<td>22</td>
<td>7.4</td>
<td>59</td>
<td>19.9</td>
<td>77</td>
<td>25.9</td>
</tr>
<tr>
<td>principal regularly check the exercise books</td>
<td>26</td>
<td>8.7</td>
<td>35</td>
<td>11.7</td>
<td>75</td>
<td>25.2</td>
<td>115</td>
<td>38.6</td>
</tr>
<tr>
<td>Principal teachers attend class always</td>
<td>5</td>
<td>1.7</td>
<td>17</td>
<td>5.7</td>
<td>39</td>
<td>13.0</td>
<td>91</td>
<td>30.3</td>
</tr>
<tr>
<td>Principal ensures teachers observe time in class</td>
<td>28</td>
<td>9.4</td>
<td>39</td>
<td>13.0</td>
<td>51</td>
<td>17.1</td>
<td>108</td>
<td>36.1</td>
</tr>
<tr>
<td>The principal visit class when the teacher is teaching</td>
<td>70</td>
<td>23.8</td>
<td>88</td>
<td>29.9</td>
<td>47</td>
<td>16.0</td>
<td>45</td>
<td>15.3</td>
</tr>
<tr>
<td>Teacher continues to teach normally when the principal visit the class</td>
<td>91</td>
<td>31.0</td>
<td>41</td>
<td>13.9</td>
<td>30</td>
<td>20.2</td>
<td>90</td>
<td>30.6</td>
</tr>
<tr>
<td>Teacher fear the principal</td>
<td>129</td>
<td>43.9</td>
<td>42</td>
<td>14.3</td>
<td>52</td>
<td>17.7</td>
<td>29</td>
<td>9.9</td>
</tr>
<tr>
<td>The principal ensures we finish syllabus in time</td>
<td>92</td>
<td>30.7</td>
<td>46</td>
<td>15.3</td>
<td>103</td>
<td>34.3</td>
<td>33</td>
<td>11.0</td>
</tr>
<tr>
<td>Principal attend to our needs</td>
<td>29</td>
<td>9.7</td>
<td>15</td>
<td>5.0</td>
<td>96</td>
<td>32.0</td>
<td>53</td>
<td>17.7</td>
</tr>
<tr>
<td>Mean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.66</td>
<td></td>
</tr>
</tbody>
</table>

Some of the items sought principal involvement in the pedagogical performance of the teachers while others sought teachers’ pedagogical performance. Some of the students did not fill some of the items. The item, which scored the lowest 2.36 mean and standard deviation 1.473 sought to investigate whether teachers fear the principal. 136 (46%) of the students disagreed that they finish the syllabus in time. Only 59 (19.7%) students agreed that they finish the syllabus in time. The response is contrary to the information from the document analysis. The scheme of work in all the schools showed that teachers were revising the syllabus since they had covered it.
The record of work in all schools also showed form four students were revising since they had covered the syllabus.

The table shows that the response on whether the principal address the needs of the students scored the lowest mean of 3.81 and the highest standard deviation of 2.227. 160 (53.4%) students agreed that principal attends to their needs. This shows that there is still a big number of the students who feel that principals are not much concerned about their needs. This may result in students being dissatisfied. Principals need to address the issues of the students as one way of creating a conducive climate for teachers.

239 (79.6%) students agreed that teachers attend classes. It is necessary for teachers to attend the class as scheduled in the timetable. However, observing time in class scored 3.53 and ad 1.251, which translate to average in the Likert’s scale. From these two responses, it can be inferred that though teachers attend class they do not effectively manage time scheduled for the lesson. Observing time is one of the indicators of proper planning. Lack of a lesson plan in all schools may explain why teachers do not observe time during the lesson.

Analysis of teachers’ attendance document indicated that almost all the teachers come to school and are within the school until the stipulated time. The class prefects keep the records of the class teachers’ attendance. Teachers who miss class explain in written form to the principal the reason(s) of missing the class and indicate how the lesson missed shall be recovered. Similarly, teachers are expected to explain in written form reason for not being in school if they are absent. Teacher class attendance shows the fidelity of the teacher to his or duty as noted by (Wardoyo, 2015). However, this fidelity was not fully reflected on teachers preparation of lesson plan and scheme of work.
On the issue of the principal supervising teachers in class, the mean score is 2.68 and SD 1.380 which disagrees with the Likert’s scale. This shows most of the principals do not directly supervise when the teacher is teaching. Even though there are various methods of supervisions, supervising the teacher in class assist in understanding the weakness and strength of the individual teacher. This enables the principal to assist the teacher in the improvement of the pedagogical skills. Further, it enables the principal to support the teacher in reinforcing good pedagogical skills.

Principals during interview reported that they do not supervise teachers when teaching. They attributed this to the negative perception of class supervision among teachers. This is demonstrated during the principal, interview (May 24, 2018) who stated that “When you enter into class some teachers stop teaching, and they stare at you. Furthermore, teachers complain in meeting that they are not comfortable to teach when the principal is in class.’’ The finding is same with teachers’ and academic deans’ responses on the principal individualised concern. The responses indicated that principals need to pay more attention to the individual’s needs of the teachers, especially on the pedagogical performance. The students’ response showed that teachers’ pedagogical performance need to be emphasised.

Interview with the county director found that there are programs, which are aimed at training the Heads of departments and teachers on how to supervise. The main aim is to assist teachers in the improvement of the pedagogical skills. County director reported that students are involved as well in ensuring that teachers attend class as scheduled.

171 (58%) disagreed that teachers fear principal. Fear hinders the interpersonal relationship and thus affect the individualised concern. If teachers fear the principal, their behaviour during the absence of the principal would change. They would be driven by fear not
conviction. A transformational leader leads through convictions of the followers that what the goals being persuaded is worth (Arifin, 2014). To get more information, student were asked to state the behaviour of the teachers when the principal is absent. The findings showed that teachers behave normally when the principal is not in school. Figure 4 shows the summary of the response.

![Figure 5. Response of the students on the behaviour of teachers when the principal is absent.](image)

The response shows that (185) 62% of the students stated that the teacher behaves normally when the principal is absent. Only (19) 6% who stated teachers are inactive while (19) 32% stated that teachers are very active.

**4.5.4 Hypothesis Testing**

Three hypothesis were test to establish whether there are significant differences between the various groups. The first hypothesis tested whether there is a significant difference between the difference between the perception of the male and the female teachers. This was done to establish if there is any bias that could arise due to the influence of gender. Independent t-test
was calculated using SPSS version 23.0. The hypothesis was tested at 95% confidence level and a p-value of 0.05. Table 14 and gives the summary of the findings.

The second hypothesis tested whether there were significance differences between the perception of the teachers in boys, girls and mixed schools. The third hypothesis tested whether there were significance differences between the perception of the students in boys, girls and mixed schools. Since the sample size of teachers and the students were not equal, Welch ANOVA test was done using SPSS version 23.0. when the sample size is not equal the assumption of equal variances is violated and thus the chance of committing Type one is increased. To address this Welch ANOVA test carried which is a most efficient strategy when the sample size is unequal Zimmerman (as cited by Adusah, 2011). Table 15 gives the summary of Welch ANOVA test for teachers and students.

Hypotheses:

H_{01}: There is no significant difference between the perception of male and female teachers on the principal’s individualised consideration aspect.

H_{02} There is no significant difference between the perception of teachers in boys, girls and mixed schools

H_{03} There is no significant difference between the perception of boys, girls and mixed schools on the principal individualised consideration aspect
Table 14

*T-Test analysis of H₀₁ Hypothesis*

<table>
<thead>
<tr>
<th>Group statistics</th>
<th>Gender</th>
<th>n</th>
<th>Mean</th>
<th>Std. deviation</th>
<th>Std. error mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individualised</td>
<td>Male</td>
<td>34</td>
<td>4.03</td>
<td>1.561</td>
<td>.268</td>
</tr>
<tr>
<td>Consideration</td>
<td>Female</td>
<td>35</td>
<td>4.01</td>
<td>1.261</td>
<td>.213</td>
</tr>
</tbody>
</table>

**Independent sample t-test**

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>Sig.</th>
<th>t</th>
<th>df</th>
<th>Sig.(2-tailed)</th>
<th>Mean difference</th>
<th>Std. Error difference</th>
<th>95% confidence interval of the difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individualised</td>
<td></td>
<td></td>
<td>.211</td>
<td>.647</td>
<td>.041</td>
<td>0.967</td>
<td>0.014</td>
<td>-0.667, 0.695</td>
</tr>
<tr>
<td>consideration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Equal variances</td>
<td>assumed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.041</td>
<td>63.37</td>
<td>0.967</td>
<td>0.014</td>
<td>0.342</td>
<td>-0.670</td>
<td>0.698</td>
<td></td>
</tr>
</tbody>
</table>

From the statistic table, the finding shows that the mean of 35 female teachers and 34 male teachers is 4.01 and 4.03 respectively. This translate to agree in the Likert’s scale. From the independent t-test table, the statistics show that the p-value (0.647) is greater than 0.05. Thus, Levene’s equal variances assumed was accepted. This implies a failure to reject the null hypothesis at at-value of 0.041 and degree of freedom of 67. The p-value (0.967) in the t-test of equality is greater than 0.05 hence non-difference of the mean is significant. Therefore, there is no significant difference between the perception of the male and female teachers in the principal’s individualised consideration.

The finding shows that male teachers and female teachers perceived the principal individualised consideration in the same way. This is important in schools set-up where one gender may feel isolated by the principal. When one gender feels aloof, other issues like false allegations may start coming up thus affecting the relationship between the teachers themselves
and between the teachers and the principal. Similarly, politics thrives where one group feel isolated.

To get a deeper understanding, hypotheses were tested to find out whether the perception of the teachers and the students were influenced by the type of the school. Three types of the school participated in the current study: boys, girls and mix schools. Since the sample sizes were unequal, the Welch ANOVA carried out. Welch ANOVA is used when the sample sizes are unequal Zimmerman (as cited in Adusah, 2011). This reduces the chances of committing type one error. Appendix XI gives the summary of the Welch ANOVA of the teachers and the students.

The descriptive analysis table shows that sample sizes are different of both the teachers and the students. Since the sample sizes are not equal. The significant table in the anova cannot be confidently be used to determine the significant difference thus the Robust test of equality of means is used. Summary presentation of ANOVA tables is:

For teachers’ \( F(2,66)=1.176, p=0.028 \)

Since the p-value is less than alpha (0.05) the null hypothesis is rejected and the alternative hypothesis upheld. Therefore, there is a significant difference between the perception of teachers in boys, girls and mixed schools.

The multiple comparison table showed that there was no significant difference between the perception of the teachers in the boys’ school and teachers in girls’ schools. In the same way, there was no significant difference between the perception of teachers in the boys’ schools and teachers in mixed schools. However, there was a significant difference between the teachers in the girls’ schools and teachers in the mixed schools.

For students \( F(2, 66)=6.496, p=0.0001 \)
Since the p-value is less than the alpha, the null hypothesis is rejected and the alternative hypothesis upheld. Therefore, there is a significant difference between the perception of students in boys, girls and mixed schools. The multiple comparison table showed that there was no significant difference between the perception of the students in the boys’ school and students in the girls’ school. However, there was a significant difference between the students in boys’ school and students in the mixed school. In the same way, there was a significant difference between the students in the girl school and the students in the mixed school.

The finding concurs with the findings of (Eboka, 2016) who found that the type of school whether mixed or single gender influences the principal leadership style differently. Maribel and Trinidad (2016) study noted that there is a slight difference in behaviour of the students in mix-gender and the single-gender school with the mixed school's students being slightly balanced. The findings were very important in the current study transformational showed not that type of the school influence the perception of the teachers and the students. The individualised consideration should not only factor in the individual teacher or student but the type of the school as well.

4.6 Principal’s Intellectual Stimulation and Teachers’ Professional Performance

The section sought to find out the principal’s intellectual stimulation aspect and the teachers’ professional performance. The intellectual stimulation aspect enables the teachers to be creative, give their views and become ardent in developing their skills and knowledge all the participants were requested to give their view.
4.6.1 Teachers’ Response to the Principal’s Intellectual Stimulation and Teachers’ Professional Performance

Teachers were requested to give their views on principal intellectual stimulation aspects. 69 teachers responded to all the items. Table 15 gives the summary of the teachers’ responses.

Table 15

<table>
<thead>
<tr>
<th>Item</th>
<th>SD</th>
<th>D</th>
<th>AV</th>
<th>A</th>
<th>SA</th>
<th>n</th>
<th>Mean</th>
<th>Std. deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal encourage teachers to grow professionally</td>
<td>5</td>
<td>7.2</td>
<td>9</td>
<td>13.0</td>
<td>17</td>
<td>26.6</td>
<td>20</td>
<td>29.0</td>
</tr>
<tr>
<td>Principal appreciate my achievement</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1.4</td>
<td>25</td>
<td>36.2</td>
<td>24</td>
<td>34.8</td>
</tr>
<tr>
<td>Principal acknowledge my contribution</td>
<td>1</td>
<td>1.4</td>
<td>1</td>
<td>1.4</td>
<td>22</td>
<td>31.9</td>
<td>24</td>
<td>34.8</td>
</tr>
<tr>
<td>Principal solicit teachers’ ideas before a major decision</td>
<td>5</td>
<td>7.2</td>
<td>3</td>
<td>4.3</td>
<td>8</td>
<td>11.6</td>
<td>28</td>
<td>40.6</td>
</tr>
<tr>
<td>Principal values teachers contribution during the decision making</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2.9</td>
<td>18</td>
<td>26.1</td>
<td>30</td>
<td>43.5</td>
</tr>
<tr>
<td>Principal support me to go for workshops in areas of my specialisation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>20.3</td>
<td>37</td>
<td>53.6</td>
</tr>
<tr>
<td>The workshops I attend assist me to perform better</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>4.3</td>
<td>15</td>
<td>21.7</td>
<td>30</td>
<td>43.5</td>
</tr>
<tr>
<td>Principal encourage team work</td>
<td>1</td>
<td>1.4</td>
<td>1</td>
<td>1.4</td>
<td>13</td>
<td>18.8</td>
<td>30</td>
<td>43.5</td>
</tr>
<tr>
<td>Principal encourage the teachers to be professional in my work</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>18.8</td>
<td>29</td>
<td>42.0</td>
</tr>
<tr>
<td>Principal encourage hard work for the promotion</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>4.3</td>
<td>17</td>
<td>24.6</td>
<td>30</td>
<td>43.5</td>
</tr>
<tr>
<td>The principal is available for assistance when the need</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>4.3</td>
<td>17</td>
<td>24.7</td>
<td>30</td>
<td>43.5</td>
</tr>
<tr>
<td>Principal regularly check records of work</td>
<td>2</td>
<td>2.9</td>
<td>1</td>
<td>1.5</td>
<td>21</td>
<td>30.9</td>
<td>29</td>
<td>42.6</td>
</tr>
<tr>
<td>Mean</td>
<td>3.91</td>
<td>0.892</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The finding shows that 56 (81.1%) teachers agreed that principal encourages to professional in their works. The item that had the highest number of teachers who agreed, 55 (79.8%) teachers agreed that principal support them to go to the workshop in the area of their specialisation. 38 (56%) teacher agreed the principal to encourage the teachers to grow professionally and 51 (73.5%) teachers agreed that workshops they attend assist them to perform better. This is important and should be for the professional development of the teachers and resonate with the information from the principal interview.

From the principals’ interview, it was found that the County organises different workshops aimed at the development of teachers. Principal support the teachers with the small amount of allowance and some said they pay even the required fees. One of the trainings that all the principals agreed they encourage and pay for the teachers to attend was marking the national exams training. One of the principals stated that:

Teachers who have been trained as examiners are a great resource to the school. I have seen a change in the performance of those teachers. The trained teacher is also able to assist other schools in assessing of the student. We look forward to training more and the school is ready to pay for the cost of those who will get an opportunity (principal personal communication, May 25, 2018).

However, some of the teachers stated that some of the workshops and training they attend are not helpful. They cited low standards of the facilitator and the impracticability of some suggestions by the trainers. Table 15 gives the summary of the teachers’ response.

4.6.2 Response of the Academic Deans on the Principal’s Intellectual Stimulation Aspect and Teachers’ Professional Performance

The academic deans responded to all the items. Table 16 gives the summary of the deans of academic response. All the 5 (100%) deans responded to all the items.
Table 16

*Academic Deans and Students Response to the Principal Intellectual Stimulation Aspect and Teachers Professional Performance*

<table>
<thead>
<tr>
<th>Academic Deans’ Response</th>
<th>SD</th>
<th>D</th>
<th>UD</th>
<th>A</th>
<th>SA</th>
<th>n</th>
<th>Σf</th>
<th>Mean</th>
<th>Std. deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal encourage teachers to update themselves in the area of specialisation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>80</td>
<td>2</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Principal encourage teachers professional growth</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>60</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Principal plan for workshops for teachers, professional growth</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>40</td>
<td>3</td>
<td>60</td>
<td>0</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Students’ Response**

| Principal encourage teachers to use IT in class (projector, tablet, and phone). | 101 | 37.9 | 26 | 8.7 | 62 | 20.8 | 70 | 23.5 | 39 | 13.1 | 298 | 2.73 | 1.462 |
| Teachers understand well what they are teaching | 23 | 7.8 | 22 | 7.4 | 98 | 32.7 | 47 | 15.7 | 92 | 30.7 | 300 | 3.45 | 1.200 |
| Teachers teach with confidence | 34 | 11.3 | 29 | 9.7 | 98 | 32.7 | 47 | 15.7 | 92 | 30.7 | 300 | 3.45 | 1.319 |
| Our teachers ensure we understand the topic they are teaching | 47 | 15.7 | 75 | 25.0 | 65 | 21.7 | 66 | 22.0 | 47 | 15.7 | 300 | 3.00 | 1.315 |
| **Mean** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | **3.23** | **1.324** |

The findings showed that the average mean score from the academic deans was 4.07 and a standard deviation of 0.514. This show in general academics deans agreed that principal has intellectual stimulation aspect. The findings show that in average principals scored highly on the two items that were investigating on the encouragement on the development in the area of specialisation and professional growth 4.20 and 4.40 respectively. This resonates with the teachers’ response that the principal encourages and support teachers to grow professionally.
Growing professionally enable teachers to acquire skills and knowledge for better teaching. However, there is the difference between the response of teachers and the response of deans.

The item, which sought whether the principal's plan workshop for teachers scored the lowest mean. The finding shows that most of the principals though they encourage teachers to develop professionally mostly they do not organise workshops for teachers. The response can be explained by the fact that principals support the teachers to attend the organised workshop by the county but themselves they do not organise for their teachers. This was attested through the principals’ interview whereby all principals stated that they support teachers to go for workshops and seminars as required by the county, but they do not organise for the teachers individually.

One teacher stated that for the principal to enhance teachers’ performance in school, “teachers should also be given motivational talks and training in schools rather than students only” teacher, questionnaire, May 24, 2018.

The teachers and deans finding shows that though the principal encourages they do practically plan for their teachers. They support the established ones that had been planned by the county. This may imply that principals do not consider the areas where the teachers need to grow in their particular schools. Owing to the facts that every school has its unique challenges, principals need to develop their teachers to address these challenges in a unique way. This can be achieved by developing teachers in their respective schools as attested by (Balyer, 2012).

From the students’ response, it was found out that teacher use of the IT in class was below average 2.73. The analysis of the scheme of work found the same; there was no IT as teaching resources. The findings show that teachers were not innovative to use their phones or tablets as teaching aids. The finding is the same as the finding of Moyo and Hadebe (2018) who found that most of the teachers in Zimbabwe do not use the IT in teaching in the classroom.
4.7 The Challenges Faced by the Principal in Enhancing Teachers’ Performance

This section deals with the challenges the principal faced in enhancing teachers’ performance. The researcher used the open-ended question to solicit the students’, teachers’, and the deans of academic responses. Education County Director and principals were interviewed. All the participants were asked this question. Table 17 summarises the responses of all the respondents.

Table 17

Challenges Faced by the Principals in Enhancing Teachers’ Performance

<table>
<thead>
<tr>
<th>Challenge by the principals</th>
<th>County director</th>
<th>Principals</th>
<th>Academic deans</th>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of performance-oriented BOM</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>37</td>
<td>100</td>
</tr>
<tr>
<td>Lack of parents support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turnover of teachers with a higher academic qualification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack mastery of subject qualification of some teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unethical behaviours of some teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inadequate skills before one become principal</td>
<td></td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational policy</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political interference</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of enough teachers</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some teachers lack subject mastery</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of parent support</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unethical behaviour of some teachers</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of enough resources ( monetary and materials)</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turnover of teachers with a higher academic qualification</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative attitude of some teachers toward students</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of BOM support in motivating teachers</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The religious affiliation of some teachers</td>
<td></td>
<td>4</td>
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<td></td>
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</tr>
<tr>
<td>Frequencies changes of syllabus</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Lack of enough ICT resources</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of enough teachers</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cold climate</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of enough teachers</td>
<td></td>
<td></td>
<td></td>
<td>42</td>
<td>93.33</td>
</tr>
<tr>
<td>Lack of enough resources</td>
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</tr>
<tr>
<td>Lack of the parent support</td>
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<td></td>
<td></td>
<td>40</td>
<td>88.89</td>
</tr>
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<td>Cold climate</td>
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<td></td>
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<td>5</td>
<td>11.11</td>
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<td>33.3</td>
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<td>Inadequate resources</td>
<td></td>
<td></td>
<td>150</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Lack of enough time</td>
<td></td>
<td>20</td>
<td></td>
<td></td>
<td>6.67</td>
</tr>
<tr>
<td>Some teachers have unethical behaviours</td>
<td></td>
<td>130</td>
<td></td>
<td></td>
<td>43.33</td>
</tr>
<tr>
<td>Teachers inciting students against the principal</td>
<td></td>
<td>120</td>
<td></td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Some teachers do not understand well the subjects they teach</td>
<td></td>
<td>280</td>
<td></td>
<td></td>
<td>93.33</td>
</tr>
<tr>
<td>Some teachers do not support the principal</td>
<td></td>
<td>150</td>
<td></td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Some teachers criticise the principal</td>
<td></td>
<td>200</td>
<td></td>
<td></td>
<td>66.67</td>
</tr>
</tbody>
</table>
4.7.1 County Director on the Challenges Faced by Principal in Enhancing Teachers Performance

County director gave four main challenges faced by the principals in the county. First one was lack of the BOM which is performance oriented. This challenge was also noted by 3 (60%) principals who stated that BOM does not support the motivation of teachers. The County Director noted that most of the BOMs were not focused on schools performance. County Director stated that “the process of choosing the BOMs was not much on the values they could add to schools but much on the politics or religious affiliation” (County Director, interview, May 23, 2018).

The second was lack of support from the parents. The County Director noted that the free education was making the parents not to be much involved in the students’ learning. For example, parents were refusing to buy books saying the government promised to provide. This resonated with the response of the principals. 40 (88.89%) teachers’ and all the principals’ responses resonated with this. Parental support is necessary for the enhancements of the teachers’ performance. Parents are among the key stakeholders of education and should be in the frontline in enhance teachers performance as a way of enhancing the school performance (Adan & Keiyoro, 2017; Akkuzu, 2014; Ampong et al., 2017)

Third teachers leaving teaching career after they attain the higher academic qualification. The County Director noted that most of the teachers when they furthered their education searched for greener pasture. This contributed to the loss of experienced teachers.

The fourth was unethical behaviours of the teachers. This resonated with 2 (40%) principals and 130 (43.33%) students who cited teachers’ unethical behaviours of teachers as a challenge that the principal faced. Teachers are required to uphold the work ethics in their
profession (Teachers Service Commission Act, 2015). Some of the teacher's unethical behaviours mention by County Director were harassing the students sexually, going to work while drunk, beating the students and fighting among themselves (County Director, interview, May 23, 2018). The finding concurs with the finding of Cherkowski et al., (2015). They noted that principals in Canada faced the challenge of unethical teachers behaviour.

Bass and Avalio (1997) spelled out that transformational leader influences the follower to have higher ethical behaviours. This enables the organisation to gain a good reputation and followers to be trusted by others. Principals as transformational leaders ought to influence higher ethical behaviour among the teachers. This enables the teachers to gain respect from the students thus enhancing their performance.

4.7.2 Principals Response on the Challenges facing them in Enhancing Teachers’ Performance

To establish the challenges, principals were requested, during the interview, to give the challenges they encounter in enhancing teachers performance. Lack of enough teachers affect all the principals. To mitigate the problem teachers are employed under BOM. Employing teachers under BOM causes more strain inadequate resources. The teachers employed by the BOM have a high rate of turnover. This highly affects the students’ performance. The current policy of 100% transition rate has made the ratio of teachers to students to be too high thus straining the few teachers available. This has made some principals to employ teachers who are not registered by the TSC. One of the principal stated that:

With the current number of the students, our teachers are very few. In subjects that require more involvement of teachers, I always sympathise with them but I do not have anything to do. I have tried to employ even unregistered teachers especially in sciences but they are not available. For example, in this school, we have only one computer teacher and every student want to do computer (Principal, interview, May 25, 2018).
This is a problem of both developed and developing worlds as noted by the (Makori & Onderi, 2013). However, as stated by Adhiambo (2016) shortage of teachers is more prevalent in sah-Saharan countries schools. The finding showed that Nyandarua County public schools suffer the same fate of inadequate teachers.

The challenges of lack of sufficient funds also affected all the principals. The principals stated that these have made them not to provide teachers with some of the materials they required like a projector and the computers. The lack of enough funds also limits the school in organising the seminars and workshop for teachers. This resonates with the Tsegaye and Moges (2014) findings. They found that limited resources hamper the training and development of teachers.

A unique challenge, religion of some of the teachers, was reported by 4 (80%) principals. The principals reported that some of the teachers’ religious affiliation has made them not to be very cooperative with other teachers. Their religion prohibits communication-using WhatsApp and so they do not participate in the social media of the school. This has made them view teachers who are using the social media as possessed by demons. When the students fail, they claim that the students are possessed by the demons. Some have suggested that the whole school is possessed and thus it will under no circumstances perform well.

Four (80%) principals expressed the disappointment they are having with news teachers especially those who are fresh in teaching. Those who are joining teaching career have a challenge on the mastery of content. This can be attested by the response of the students on whether teachers ensure that they understood the topic. When the students were asked whether the teacher ensure they understand, the topic they are learning, 120 (40%) disagreed while 66 (22%) response was average. Figure 9 shows students response on whether teachers ensure they understand the topic they are learning.
4.7.3 Teachers’ response to the Challenges that Principal Encounter in Enhancing Teachers’ Performance

Among the 69 teachers only 45 (65%) teachers who responded to that question. All those who responded mentioned the challenge of lack of enough teachers and limited resource, as the main challenges the principal face in enhancing teachers’ performance. 5 stated that the county is very cold and thus teachers seek transfer to warm places. The students did not report this challenge. This may be due to the students coming from the same county while some of the teachers come from not very cold counties. This challenge may pose a dissonance between the teachers and the students since the teachers may complain about something students do not view as a problem.

4.7.4 Students' Response to Challenges the Principal Encounter in Enhancing Teachers’ Performance

All the students gave their view of the challenges principals face in enhancing teachers’ performance. Majority of the students 280 (93.33%) cited teachers’ lack of understanding of what they are teaching as the major challenge in enhancing the teachers’ performance. The lowest number of the students 20 (6.67%) mentioned lack of time. 200 66.67% students cited teachers criticising the principal as a challenge. This show that teachers complain to the students about their dissatisfactions with the principal. 150 (50%) of the students pointed out that some teachers do not support the principal. The finding agrees with the findings of Ampong et al., (2017) who found that one of the challenges the Ghanaian senior secondary schools principals faced was uncooperative teachers.
4.8 Strategies Principal Can Use to Enhance Teachers’ Performance

This section deals with the response on the strategy that the principal can use to enhance teachers performance. ECD and the principals were interviewed while deans of academic, teachers and students filled the open-ended questionnaire. Table 18 gives the summary of the responses.
Table 18

*Teachers’, Academic Deans, Students’ Principals’ and Education County Director Response on the Strategies the Principal Can Use to Enhance the Performance of Teachers*

<table>
<thead>
<tr>
<th>Strategies</th>
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<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>Motivational talks</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td><strong>Teachers Response</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision of enough teaching and learning material</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>Principal listening to the teachers</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Principal giving the teachers free hand in some issues</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Reinforcement of students’ discipline</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>In-service training for teachers (INSET)</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td><strong>Academics Deans</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshops</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>Induction of the new teachers</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>Capacity building</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Provision of adequate teaching materials</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Principals to visit the class during the lesson</td>
<td>150</td>
<td>53.57</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers to be well trained</td>
<td>201</td>
<td>71.78</td>
</tr>
<tr>
<td>Discipline to be maintained in the school</td>
<td>222</td>
<td>29.29</td>
</tr>
<tr>
<td>Appreciating teachers who perform well</td>
<td>169</td>
<td>60.38</td>
</tr>
<tr>
<td>Provision of enough books</td>
<td>100</td>
<td>35.71</td>
</tr>
<tr>
<td>Enough teachers</td>
<td>151</td>
<td>53.93</td>
</tr>
<tr>
<td>Principal to be good teachers</td>
<td>15</td>
<td>5.36</td>
</tr>
<tr>
<td><strong>Principals</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proper training of the teachers</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Enough teachers</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td><strong>County director</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperation between principals and teachers</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Committed teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parental support</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

125
4.8.1 Education County Director Response on the Strategies Principal Can Use to Enhance Teachers’ Performance

The main way of enhancing the teachers’ performance mentioned by the county director was cooperation between the principal and the teachers. Principals should cease one-man show way of administration. Most of the principals in the county according to the county director do not cooperate with the teachers. Cooperation enables the teachers to feel they are part of the system. According to the director, principals could achieve this through teachers’ welfare. This will enable teachers to interact with the teachers freely. Further, it contributes to teachers building trust with the principal. The findings resonate with the findings of Le Fevre and Robinson (2015) who found that the cooperation of teachers and the principals as well as among teachers themselves enhances the teachers’ performance. Arifin (2015) stated that cooperation between teachers and the school leadership motivate teachers to perform.

4.8.2 Teachers’ Response to the Strategies that Principal could Use to Enhance the Teachers’ Performance.

Fifty (72.5%) teachers responded to this question. Table 19 gives the summary of teachers’ response. The finding shows that the majority of teachers 60% cited workshops as the main way of enhancing their performance. This corresponds with the response of the deans of academics. 40% stated the provision of the teaching and learning materials. 50% stated that one of the strategies is motivational talks. The least mentioned strategy 10% was teachers giving teachers free hand on some issues. Some of the teachers 20% stated that the discipline of the students should be maintained while 30% principal listening to the teachers.

The finding shows that the activity which develops teachers should be highly emphasised followed by those which enables teachers to perform provision of the resources. The finding
differs with the finding of Kimani et al., (2013) monetary incentive most effective strategy of enhancing teachers’ performance. The finding concurs with the findings of Ezeugbor et al., (2018) who found that teachers appreciated different methods of motivation and those methods which promote their professional growth to be more effective. The finding concurs with Bass (1985) transformation, leaders enable the followers to seek the higher needs rather than focusing on the personal gain.

4.8.3 Deans of Academic Response on the Strategies Principal Can Use in Enhancing Teachers Performance.

All the deans of the academic responded to the item on the strategies the principal could use to enhance the teacher's performance. The findings show that those activities that develop teachers with the skills and knowledge rate high. All the deans cited the In-service Training for Teachers (INSET). Four (80%) deans cited workshop, induction of the new teachers, capacity building as the strategies for enhancing the performance of the teachers.

Deans’ responses have the same trend as teachers. The strategies that aim at the development of teachers are highly cited. This may be indications of realisation on the need for personal growth and development. To motivate teachers to perform, the principal and the education administrators should aim at the growth and development of teachers as well as provision of the resources.

Only one (20%) dean cited the provision of the adequate teaching materials. This is contrary to what could be expected from the deans’ response to the challenges facing the principal in table 18. All the deans stated that lack of the resources (material and human) as a challenge that faces the principal. From the response, it can be noted that the strategy that leads
to promotion to a higher job group or the status scored the highest. One of the requirements for one to be promoted to be the principal is a completion of programmes offered by KEMI.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The chapter gives the summary of the findings and the conclusion of the study. The chapter highlights the recommendation about the principal’s transformational leadership and the teachers’ performance. Further, the chapter highlights the suggestions for areas for further study.

5.2 Summary of the Findings

The study aimed at finding the influence of the principal’s transformational leadership on teachers’ performance in public county schools in Nyandarua County, Kenya. The study was guided by the following research questions guided the study: How does the principal’s inspiration motivation aspect influence the County schools teachers’ performance in Nyandarua County? To what extent does the principal individualised consideration, influences the County schools teachers’ pedagogical performance in Nyandarua County? To what extent does the principal’s intellectual stimulation aspects influence the teachers’ professional performance in Nyandarua County? Which are challenges faced by the principal in transformative leadership in enhancing teachers performance in Nyandarua county? Which strategies can principal use to improve teachers’ performance in Nyandarua County?

The study anchored its point of view on the Bass transformational leadership theory. It reviewed three related theories of leadership: the trait leadership theory, contingency leadership theory and transactional leadership theory. Literature related to the research questions were reviewed. It was established that though there is a lot of literature on the principal transformational leadership, there was limited literature, especially about Nyandarua County.
The main gap identified was that the literature did not address the influence of principal transformational leadership on the teachers’ performance.

Principals were found to practice inspiration motivational aspects. However, the principals were not challenging teachers by their performance. This implies that the principals are not able to perform but they want teachers to perform. As a leader, the principal must demonstrate through actions what he or she is encouraging others to do. The finding showed that there is a clear understanding of the school vision by both the teachers, the principals and the students showed that the school community is moving in the same direction. This is important in achieving the intended goals. The remaining factor was to transform the vision into the action, the performance.

The findings on the principal’s individualised consideration and the teachers’ pedagogical performance scored the lowest mean compared to the others: inspirational motivation and intellectual stimulation. It was found that there was the low provision of the materials required for teachers to perform well pedagogically especially with IT materials. Low performing teachers were not given special attention for improvement. Most of the principal was more on transactional kind of leadership than transformational. For teachers to perform all must contribute positively to the overall performance. All teachers must be encouraged and assisted to perform well with special care to those who are a low performer.

Principals were found principal encourages teachers to develop professionally by supporting all the programmes organised by the county for the teachers. This is an aspect of the intellectual stimulation. However, principals were not organising programmes for teachers in their school. Lack of funds was a main contributing factor to this. On other hand, teachers were found not be creative in improvising the media of teaching especially in IT. Intellection
stimulation enables teachers to be creative and use the available resources to the maximum. Teachers were also found not to be learner-centered thus, students responded that they do understand the topic the teacher is teaching.

Various challenges were cited lack of enough teachers and the resources being the main challenges to all the schools. The new teachers in the teaching profession were reported to lack the mastery of the content. The religious affiliation of some teachers was found to affect the teachers’ relationship and how they view the performance of the school.

Participants suggested various strategies that could be used to enhance teachers’ performance. All the strategies that were given could be categorised under the transformational leadership aspects. This shows that if the principals exercised the transformational leadership in full, teachers, performance could be enhanced.

5.3 Conclusions

The following six conclusions were made based on the findings of the study. First, the principal’s inspirational motivation aspect is effective when demonstrated through his or her performance. Secondly, the individual teacher needs to be assisted in his or her unique way. This can be made through the supervision of teacher while teaching so that one may be assisted to improve the teaching methodology. Other ways of improving teachers’ performance include the provision of materials and planning seminars for teachers, workshop and team building for teachers.

Third, the study concluded that transformational leadership if practiced effectively, it will support teachers’ pedagogical and professional performance. The principal should lead with the example. They should walk the talk by actively being involved in the teaching and learning process.
Fourth, the study concluded that there is a need to increase the resources, especially trained teachers. This will enable teachers to have enough time to focus on the students. Teachers need to be provided with the teaching and learning materials especially the IT materials and be trained to use them. This will enhance the teachers’ pedagogical performance and professional performance.

Fifth, the study concluded that principals in Nyandarua do not fully practice individualised consideration. The principals do not give care to low performing teachers. This is contrary to the transformational leader as advocated by (Bass, 1997).

Sixth, parents and BOM play a great role in supporting the principal in enhancing teachers’ performance. Principals need, therefore, to ingeniously corporate them in process of enhancing teachers’ performance. This is due to the fact that, successive school leadership can be regarded as the sole responsibility of the principal (Ndinga, 2017).

5.4 Recommendations

The part gives the recommendation of the findings. The recommendation focused on the county director, the principals, the BOM, the teachers, the parents and the students. On the base of the research findings, the following recommendations were made primarily focusing on principal leadership and the teacher performance:

5.4.1 County Director of Education

The Nyandarua County should have induction training at a school for the new teachers. New teachers need to be well prepared to assume the noble duty of education. The professionalism of the teaching career needs to be instilled in the teachers who are joining the teaching career. This can be effective if organised at the county level. There is also a need to focus on quality teaching. This can be achieved through the preparation of the teachers to be
competent in pedagogical and professional areas. The principals should be well prepared at the county level to assist teachers to develop in pedagogical and professional competencies. Further, the teacher’s professional growth should not aim at only mastering instructional skills also the professional identity in beliefs and practice as attested (Berger & Lê Van, 2018).

5.4.2 The Principals

Principals should be aware they play a key role in the school. They should lead by example since action speaks louder than words. Their demand for good performance from teachers should start with them. They should be a model of higher performance for the teachers. This will challenge teachers to perform well. They also need to employ different methods that are affordable and available to enhance teachers’ growth and development. Methods like the symposium, staff discussion and involving teachers in collaborative teaching method can highly assist teachers to perfect their teaching skills. Other methods that can be employed are; book clubs, participation in curriculum design seminars and teachers networking as noted by (Olusola et al., 2016).

5.4.3 The School BOM

The School Board of Management should focus on enabling teachers to perform well. They should prioritise the programmes that enable teachers’ maximum production. They should also provide teachers with the necessary requirement, for example, projectors, computer and conducive classroom where projection can be done. Teachers’ development programmes should be supported and some organised at school-based. This will enable teachers continues growth and development.
5.4.4 The Teachers

Teachers should uphold the teaching ethics of professionalism and integrity. They should play on the frontline for their own development and growth. This will enable them to perfect their pedagogical skills. They should not wait only on the programmes organised by the county or by the schools. Teachers ought to be active in acquiring new skills and knowledge.

5.4.5 The Parent

The parents should support the school with the necessary support. This will enable the school's programmes to run smoothly. The parents should also assist teachers in ensuring the students are complying with what teachers’ require them to do especially during the holidays.

5.4.6 The Students

Students should cooperate with teachers, respect and obey them. They should realise everything in school is done for their benefit. They should be open to letting teachers know what they have understood and what they have not. They should also be truthful on the responsibility they have been entrusted to them especially by the Ministry, the responsibility of assessing the teachers.

5.4.7 Teachers’ Learning Institutes

The teachers learning institute should aim at quality producing quality teachers. Quality should be emphasised in the entry, during at the end of the training period of student-teacher. They should have a mastery of subject content. Professionalism and competence should be well emphasised. The ministry should closely monitor the process of the teachers training and standardise the process in all the teachers training institutions.
5.5 Suggestions for Further Studies

This study surveyed out the influence of the principal transformational leadership on the teachers’ performance among public county schools in Nyandarua County, Kenya. Teachers’ professional and pedagogical performances were specifically investigated. There is a need to investigate the personal and social performance of the teachers and how they are influenced by the principal transformational leadership. This will give the full picture of the teacher’s performance.

The findings show that teachers are not comfortable when being supervised directly by principals. Therefore, clinical supervision by the principal should be studied. This will give a clear picture of why the teachers are not comfortable with being supervised by the principal in class. It will also show the way forward. Further, the study recommends the future research to focus on the similar sample for sub-county, extra-county and national schools in Nyandarua County to increase the generalisability of the findings.
REFERENCES


APPENDICES

APPENDIX I: INFORMED CONCEPT OF THE PARTICIPANT

Department of the Education Administration and planning
Catholic University of Eastern Africa
P.O. Box 62157-00200
Nairobi

Dear participant,

RE: PRINCIPAL TRANSFORMATIONAL LEADERSHIP AND TEACHERS’ PERFORMANCE AMONG PUBLIC COUNTY SECONDARY SCHOOLS IN NYANDARUA COUNTY, KENYA

I am a student the perusing master degree in education management and planning at the Catholic University of Eastern Africa. I am carrying out this study as part of the requirement for graduation in master’s degree in education administration and planning. The study is aimed at establishing the influence of principal transformational leadership on the teachers’ performance in the county schools in Nyandarua County. I am kindly requesting if you could freely participate in this study. Your participation will be of great help.

The information obtained will be used purely for academic purpose. You are assured the utmost confidentiality of your identity and response.

Your Sincerely,

John Karoki
APPENDIX II: QUESTIONNAIRE FOR ACADEMIC DEAN

Department of the Education Administration and planning

Catholic University of Eastern Africa

P.O. Box 62157-00200

Nairobi

Dear Academic Dean,

RE: PRINCIPAL TRANSFORMATIONAL LEADERSHIP AND TEACHERS’ PERFORMANCE AMONG PUBLIC COUNTY SECONDARY SCHOOLS IN NYANDARUA COUNTY, KENYA

I am a student the perusing master degree in education management and planning at the Catholic University of Eastern Africa. I am carrying out this study as part of the requirement for graduation in master’s degree in education administration and planning. The study is aimed at establishing the influence of principal transformational leadership on the teachers’ performance in the county schools in Nyandarua County.

The questionnaire is purely for academic and you have assured the utmost confidentiality of your identity and response. Kindly answer the question as honestly as possible.

Section 1: Demographic Information

1. Gender: (Tick one √)
   i. male [ ]
   ii. female [ ]

2. Age:
   i. 6-30 [ ]
   ii. 31-35 [ ]
   iii. 36-40 [ ]
   iv. 41 and above [ ]
3. Education qualification:
   i. Diploma in Education [ ]
   ii. B. Ed (arts) [ ]
   iii. B.Ed. (science) [ ]
   iv. BA (BSC) PGDE [ ]
   v. M. Ed [ ]
   vi. Any other, specify………………………

4. Number of years as academic dean:
   i. Below 5 [ ]
   ii. 6-10 [ ]
   iii. 11-15 [ ]
   iv. Above 16 [ ]

Section II: Principal Transformational Leadership

The following statements show the different ways that principals as transformational leaders perform their duties. Show your views on whether the principal performs these duties by ticking the (√) the appropriate box. The scale is arranged in ascending order in terms of scores, with 1 being the lowest and 5 being the highest.

1=Strongly Disagree (SD)  2=Disagree (D)  3= Undecided (ND)  4= Agree (A)  5= Strong Agree (SA)

Please [√] in appropriate space

<table>
<thead>
<tr>
<th>Part A. Influence Principal’s Inspiration Motivation Aspect on the Teachers Performance</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal explains the vision of the schools to the teachers clearly</td>
<td>SD</td>
<td>D</td>
<td>UD</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>The principal encourages the teachers to perform well even when things are tough</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal challenge teachers with higher standard</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal gives teachers assurance even when things are tough</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers feel motivated by the way principal talk to them</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b Part B. Principal Individualised Influence and Teachers Pedagogical Performance
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>vi.</td>
<td>Teachers who do not perform well are supported in a special way by the principal so that they may perform.</td>
</tr>
<tr>
<td>vii. 7</td>
<td>The principal provides teachers with the necessary resources for teaching</td>
</tr>
<tr>
<td>viii. 9</td>
<td>The principal supervise teachers during class lesson</td>
</tr>
<tr>
<td>ix. 10</td>
<td>Teachers seek the guidance of principal when they face difficulties in teaching</td>
</tr>
<tr>
<td>x. 12</td>
<td>The principals encourage teachers to use ICT in their teaching</td>
</tr>
<tr>
<td>xi. 14</td>
<td>The principal encourages teachers to have the lesson plan</td>
</tr>
<tr>
<td>xii. 15</td>
<td>Most teachers plan their lesson well</td>
</tr>
<tr>
<td>xiii. 16</td>
<td>Teachers who plan their lesson well have higher performance</td>
</tr>
<tr>
<td>xiv. 17</td>
<td>The principal encourages teachers to the finished syllabus in time</td>
</tr>
<tr>
<td>xv. 18</td>
<td>Teachers must be pushed by the principal to complete the syllabus in time</td>
</tr>
<tr>
<td>c</td>
<td><strong>Part C. Principal Intellectual Stimulation and Teachers Professional Performance</strong></td>
</tr>
<tr>
<td>xvi. 19</td>
<td>The principal plan for the teachers’ workshop to enable them to grow professionally</td>
</tr>
<tr>
<td>xvii. 20</td>
<td>The principal encourages teachers’ professional growth</td>
</tr>
<tr>
<td>xviii. 21</td>
<td>The principal encourages the teachers to update themselves with the new skills and knowledge in the area of their specialization</td>
</tr>
</tbody>
</table>

**Part D: Challenges the Principal Encounter in Enhancing the Teachers’ Performance**

1. Kindly explain some of the challenges the principal encounter in enhancing the teachers’ performance

   i) ........................................................................................................................................

   ii) ...........................................................................................................................................
Part E: Ways Principal Can Use to Enhance the Teachers’ Performance

2. Please may you suggest ways that can be used by the principal enhance the teachers’ performance?

i)........................................................................................................................................................................

ii).............................................................................................................................................................................

3. (a) Please indicate whether teachers prepare the following professional documents. Tick as many as appropriate.

a. Scheme of Work [ ]

b. Lessons plan [ ]

c. Records of Work [ ]

d. Student progress record [ ]

b) Please indicate the teachers’ perception on the above (a) professional documents:

Negative [ ]  Positive [ ]  Indifferent [ ]

c) Kindly suggest ways the principal can use to improve the teachers’ perception of the professional documents stated in (a).

i)........................................................................................................................................................................

ii)...........................................................................................................................................................................

iii)...........................................................................................................................................................................

Thank you for accepting to participate in this study!
APPENDIX III: TEACHERS’ QUESTIONNAIRE

Department of the Education Administration and planning
Catholic University of Eastern Africa
P.O. Box 62157-00200
Nairobi

Dear Teacher,

RE: PRINCIPAL TRANSFORMATIONAL LEADERSHIP AND TEACHERS’ PERFORMANCE AMONG PUBLIC COUNTY SECONDARY SCHOOLS IN NYANDARUA COUNTY, KENYA

I am a student the perusing master degree in education management and planning at the Catholic University of Eastern Africa. I am carrying out this study as part of the requirement for graduation in master’s degree in education administration and planning. The study is aimed at establishing the influence of principal transformational leadership on the teachers’ performance in the county schools in Nyandarua County.

The questionnaire is purely for academic and you have assured the utmost confidentiality of your identity and response. Kindly answer the question as honestly as possible.

John Karoki

SECTION I: Demographic Data

Please give your answer by putting a [✓] in the appropriate box or write your answer in the space provided.

1. Gender:
   i. Male [ ]
   ii. Female [ ]

2. Age:
   i. 25 and below [ ]
   ii. 26-35 [ ]
   iii. 36-45 [ ]
   iv. Above 46 [ ]
3. Education qualification:
   i. diploma in education [ ]
   ii. B. Ed (arts) [ ]
   iii. B. Ed. (science) [ ]
   iv. BA (BSC) [ ]
   v. PGDE [ ]
   vi. M. Ed [ ]
   vii. Any other specify…………………………..

SECTION II: Principals’ Transformational Leadership and Teachers’ Performance

The following statement shows the different ways that principals as transformational leaders perform their duties. Show your views on whether the principal performs these duties by ticking the (√) the appropriate box. The scale is arranged in ascending order in terms of scores, with 1 being the lowest and 5 being the highest.

1=strongly disagree (SD)  2=Disagree (D)  3= Undecided (UD)  4= Agree (A)  5= strong agree (SA)

<table>
<thead>
<tr>
<th>Part A: Principal’s Inspiration Motivation Aspect and Teachers’ Performance</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. The principal articulate clearly the vision of the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. The principal explains to me the goal of the school clearly</td>
<td></td>
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<tr>
<td>iii. The principal motivate me to perform well</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>iv. The support of the principal highly inspires me</td>
<td></td>
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<tr>
<td>v. I feel highly motivated by the actions of the principal</td>
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<tr>
<td>vi. I feel confident with what I am doing due to the support of the principal</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>vii. The principal always gives assurance that things will be good when we face challenges</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>No.</td>
<td>Statement</td>
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<td>-----</td>
<td>---------------------------------------------------------------------------</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>viii.</td>
<td>I feel challenged by the performance of the principal.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ix.</td>
<td>The principal make feel comfortable in school.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>x.</td>
<td>The principal appreciate when my subject is well performed in school.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>xi.</td>
<td>The principal acknowledge my contribution.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>xii.</td>
<td>The principal treats each teacher uniquely as an individual with unique needs</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>xiii.</td>
<td>The principal support me to achieve the targeted class mean grade.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>xiv.</td>
<td>The principal ensures school climate is good for teaching.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>xv.</td>
<td>Principal ensures that school discipline is maintained.</td>
<td></td>
<td></td>
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<tr>
<td>xvi.</td>
<td>The principal always support me to achieve beyond the school targeted goals</td>
<td></td>
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</tr>
<tr>
<td>xvii.</td>
<td>The principal provides the IT resources for teaching.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>xviii.</td>
<td>The principal encourages the use of the student-centered method of teaching</td>
<td></td>
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</tr>
<tr>
<td>xix.</td>
<td>Principal encourage me to use the lesson plan when teaching in class</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>xx.</td>
<td>Principal encourage me to use the scheme of work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>xxi.</td>
<td>The principal appreciate my professional growth.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>xxii.</td>
<td>The principal acknowledge my contribution in meetings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>xxiii.</td>
<td>The principal solicit the teachers’ ideas before a major decision in the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
xxiv. The principal values my contribution to decision making

xxv. Principal support me to attend workshops to acquire more teaching skills specialisation

xxvi. The workshop I attend assist me to perform better in class

xxvii. The principal encourages teamwork in school

xxviii. The principal encourages proficiency in teaching

xxix. The principal encourages the teachers to work hard for promotion

xxx. The principal is always available when I need her/his professional assistance

xxxi. Principal regularly check the record of work

xxii. The principal highly support the use of the Information and Technology (computer, projector, tablet) for teaching

Part D: Challenges Faced by the Principal in Enhancing Teachers’ Performance

Briefly explain some challenges that principal face while assisting teachers to perform better

i) ………………………………………………………………………………………………………

ii) ……………………………………………………………………………………………………

iii) ………………………………………………………………………………………………………

2. Kindly suggest some possible ways the principal can use to enhance the teachers performance.

i) ……………………………………………………………………………………………………

ii) ……………………………………………………………………………………………………

iii) ………………………………………………………………………………………………………

Thank you for accepting to participate in this study
APPENDIX IV: STUDENTS QUESTIONNAIRE

Department of the Education Administration and planning
Catholic University of Eastern Africa
P.O. Box 62157-00200
Nairobi

Dear Student,

I am a student the perusing master degree in education management and planning at the Catholic University of Eastern Africa. I am carrying out this study as part of the requirement for graduation in master’s degree in education administration and planning.

The questionnaire is designed in such a way that your view can be shown by putting (√) in the appropriate space provided and writing in the space provided. The questionnaire is purely for academic and you have assured the utmost confidentiality of your identity and response. Kindly answer the question as honestly as possible.

John Karoki

SECTION I: Demographic Data

Please give your answer by putting a [ √ ] in the appropriate box or white your answer in the space provided

1. Gender:
   i. Male [  ]
   ii. Female [  ]
2. Age:
   i. Below 16 Years [  ]
   ii. 17-20 Years [  ]
   iii. 21-22 [  ]
   iv. Above 22 [  ]
3. Your leadership position in the school:
   i. School captain [  ]
   ii. Class prefect [  ]
   iii. Game captain [  ]
   iv. any other [  ]
Section II: Principal Transformational Leadership and Teacher Performance

The following statements show the different ways that principals as transformational leaders perform their duties. Show your views on whether the principal performs these duties by ticking the (√) the appropriate box. The scale is arranged in ascending order in terms of scores, with 1 being lowest and 5 being the highest.

1=strongly disagree (SD)  2=Disagree (D)  3= Undecided (UD)  4= Agree (A)  5= strong agree (SA)

<table>
<thead>
<tr>
<th>Part A: Principal Inspiration Motivation and Teachers’ Performance</th>
<th>SD</th>
<th>D</th>
<th>UD</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Our teachers clearly understand the vision of our school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Our principal challenge us to perform highly</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>iii. Our principal is highly dedicated to the teacher’s performance</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>iv. Our principal give guidance on what we are supposed to do</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v. The principal attend to our needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi. The principal appreciate teachers for their work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part B: Principal Individualised Considerations and Teacher’s Pedagogical Performance</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ii. The principal ensure that school has the necessary books for study</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>iii. Principal regularly check the exercise books</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ix. Principal ensures teachers observe time allocated to be a class</td>
<td></td>
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<tr>
<td>x. The principal visit class while the teacher is teaching</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>xi. When the principal visit class during the lesson the teacher continue teaching normally</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Part C: Principal Intellectual Stimulation and Teachers’ Performance

iv. Principal encourage teachers use the IT resources (tablet, projector) to teach us

v. Our teachers ensure we understand the topic he is she is teaching

vi. Our teachers teach with confidence

Part D: Challenges Faced by Principal while Enhancing Teachers’ Performance

1. Kindly rate the teaching behaviour of the teachers when the principal is not in school i
   i) Inactive [ ]
   ii) Moderate Active [ ]
   iii) Very Active [ ]

2. Briefly may you state the challenges faced by the principal in enhancing teachers performance
   i) ........................................................................................................................................
   ii) ........................................................................................................................................
   iii) ........................................................................................................................................
Part E: Ways the Principal Can Use to Enhance the Teachers’ Performance

Please suggest ways the principal can use to enhance the teachers’ performance in school

i) ..............................................................................................................................................

ii) ...............................................................................................................................................  

iii) ...............................................................................................................................................  

Thank you for accepting to participate in this study
APPENDIX V: PRINCIPAL INTERVIEW GUIDE

SECTION I: Demographic Information

1. Gender:
   i. Male [ ]
   ii. Female [ ]

2. What is your age bracket:
   i. 29 and below [ ]
   ii. 30-34 [ ]
   iii. 35-39 [ ]
   iv. 40-44 [ ]
   v. 45-49 [ ]
   vi. 50-55 [ ]
   vii. 55 and above [ ]

3. Qualification [probe for other qualification like masters, PHD, and other apart from the first degree required to be a teacher. Probe the area of specialisation, the duration they have taken and whether they are helpful]

4. How many years have you served as principal?

5. How many schools have you headed? (probe for the performance of the schools, the challenges)

SECTION II: Principal Transformational Leadership and Teachers Performance

Part A: Principal Inspiration Motivation and Teacher Performance

6. How do you motivate teachers? (Probe for how higher performers are acknowledged, those who are low performers are treated, the method used to motivate them and the most effective method)
Part B: Principal Individualised Concern and Teachers Pedagogical Performance

7. The teachers’ teaching documents (Probe for which professional records [schemes of work, lesson, records of works and any other] are the documents inspected, who inspect them, frequency of inspection, are they prepared by a teacher at personal level, departmental level annually or per term; the perception of teachers on professional document and measures taken to ensure teachers use them)

8. Supervision of teachers in  (Probe on how regular; who supervise; the perception of teachers on supervision; whether conference before and after, whether it is helpful) if no, (probe for the other strategies used)

Part C: Principal Intellectual Stimulation Aspect and Teachers Professional Performance

9. How do you empower the teacher? (Probe for school-based, professional circle, conferences. Probe whether they are helpful and how teachers perceive them)

Part D: Challenges Encountered in Enhancing the Teachers’ Performance

10. Which challenges do you encounter in your effort to promote teachers performance? (Probe for how teachers cooperate, about resources and the society around)

Part E: Ways of Enhancing Teachers’ Performance

11. In your own opinion what can be done to improving teachers performance (probe for the solutions which are based on the school leadership, the government and the Institute of higher learning)
APPENDIX VI: COUNTY DIRECTOR INTERVIEW GUIDE

PRINCIPAL TRANSFORMATIONAL LEADERSHIP AND TEACHERS’ PERFORMANCE AMONG PUBLIC COUNTY SECONDARY SCHOOLS IN NYANDARUA COUNTY, KENYA

SECTION I: Demographic Information

1. Gender:
   i. Male [ ]
   ii. Female [ ]

2. Years’ you have served the County as Education County Director
   i. Below 5 Years [ ]
   ii. 6-9 Years [ ]
   iii. 10 and Above [ ]

SECTION II: Principal Transformational Leadership and Teachers’ Performance

Part A: Principal Individualised Concern and Teachers Pedagogical Performance

3. How can you compare the schools with higher performer principal and low performer principal in terms of teacher’s complaints? (Probe on what teachers complain about)

Part B: Principal Intellectual Stimulation Aspect and Teachers’ Professional Performance

4. Which programs do you have in the County for teachers’ professional development and growth? (Probe on the programmes available, modality of training, whether there is training programme specifically for principals)
Part C: Challenges Facing the Principal in Enhancing the Teachers Performance

5. your view, which is, main challenges facing the principal in the county as they enhance teachers’ performance (probe for most commonly reported problem by teachers’ parent, and the principals)

Part D: Ways of the Enhancing Teachers’ Performance

6. Which ways can be employed to enhance the teachers’ performance (probe on the those based on the school leadership, the higher institute of learning, the parent and the society)

7. Some of the strategies the County has put to promote the principals in their process of enhancing teachers’ performance.
# APPENDIX VII: DOCUMENT ANALYSIS GUIDE

## 1. Scheme of works

(Check the following)

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Comment</th>
</tr>
</thead>
</table>

- Are the scheme of works available
- Are the entries complete
  
  (Dates, topics, objectives, learning activities, resource materials)
- Does it show various learning activities
- Teaching and learning resources

## Inspection of the scheme of works

- Frequency of inspection
- Who does the inspection
  
  Dean
  
  HOD
  
  Teacher
  
  Principal
  
  Any other….
  
  None
- Use of ICT
  
  Improvised, materials, teaching aids used
### Assessments methods used

<p>| | |</p>
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#### 2. Lesson Plan

<p>| | |</p>
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</table>

Are there lesson plans

<p>| | |</p>
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</table>

Are the entry done correctly

<p>| | |</p>
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</table>

Check (time estimate, content, learning activities, resource materials)

<p>| | |</p>
<table>
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</table>

The frequency of inspection once per term, twice per term none

<p>| | |</p>
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</table>

### Teaching and learning materials

<p>| | |</p>
<table>
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<th></th>
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#### 3. Teachers’ attendance record

<p>| | |</p>
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Are there teachers attendance record

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**Check the following:**

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</table>

Are they inspected

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</table>

Who inspects

<p>| | |</p>
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</tr>
</thead>
</table>

Frequency of inspection

|  |  |
APPENDIX VIII: MAPS

MAP OF KENYA SHOWING CENTRAL PROVINCE

MAP OF NYANDARUA COUNTY

Source: https://www.google.co.ke/search?q=map+of+nyandarua+county (July 2018)
### APPENDIX IX: TEACHERS CRONBACH’S ALPHA TABLES

#### Case Processing Summary

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cases</td>
<td>38</td>
<td>95.0</td>
</tr>
<tr>
<td>Excluded</td>
<td>2</td>
<td>5.0</td>
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<tr>
<td>Total</td>
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<td>100.0</td>
</tr>
</tbody>
</table>

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>Based on</th>
<th>Standardized Items</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.806</td>
<td>.815</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

#### Item-Total Statistics

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Scale Mean if Item Deleted</th>
<th>Scale Variance if Item Deleted</th>
<th>Corrected Item-Total Correlation</th>
<th>Squared Multiple Correlation</th>
<th>Cronbach's Alpha if Item Deleted</th>
</tr>
</thead>
<tbody>
<tr>
<td>principal articulate the vision of the school clearly</td>
<td>39.39</td>
<td>29.110</td>
<td>.492</td>
<td>.577</td>
<td>.788</td>
</tr>
<tr>
<td>principal explain goals to the teachers</td>
<td>39.66</td>
<td>29.637</td>
<td>.413</td>
<td>.637</td>
<td>.796</td>
</tr>
<tr>
<td>principal inspire through action</td>
<td>39.39</td>
<td>26.678</td>
<td>.727</td>
<td>.750</td>
<td>.763</td>
</tr>
<tr>
<td>principal motivate teachers</td>
<td>39.55</td>
<td>27.930</td>
<td>.539</td>
<td>.571</td>
<td>.783</td>
</tr>
<tr>
<td>principal support each teachers uniquely</td>
<td>39.63</td>
<td>28.671</td>
<td>.563</td>
<td>.571</td>
<td>.782</td>
</tr>
<tr>
<td>principal provide the IT resources</td>
<td>40.34</td>
<td>30.231</td>
<td>.243</td>
<td>.347</td>
<td>.817</td>
</tr>
<tr>
<td>school discipline is maintained</td>
<td>39.53</td>
<td>28.418</td>
<td>.543</td>
<td>.479</td>
<td>.783</td>
</tr>
<tr>
<td>principal solicit teachers ideas</td>
<td>39.66</td>
<td>27.583</td>
<td>.536</td>
<td>.557</td>
<td>.783</td>
</tr>
<tr>
<td>principal support me to go for workshops in areas of my specialization</td>
<td>39.45</td>
<td>29.011</td>
<td>.581</td>
<td>.508</td>
<td>.782</td>
</tr>
<tr>
<td>principal is available for assistance</td>
<td>39.61</td>
<td>30.137</td>
<td>.376</td>
<td>.490</td>
<td>.799</td>
</tr>
<tr>
<td>principal regularly check records of work</td>
<td>39.84</td>
<td>30.461</td>
<td>.246</td>
<td>.404</td>
<td>.815</td>
</tr>
</tbody>
</table>

#### Scale Statistics

<table>
<thead>
<tr>
<th>Mean</th>
<th>Variance</th>
<th>Std. Deviation</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>43.61</td>
<td>34.299</td>
<td>5.857</td>
<td>11</td>
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</tbody>
</table>
### APPENDIX X: STUDENTS CRONBACH’S ALPHA TABLES

#### Case Processing Summary

<table>
<thead>
<tr>
<th>Cases</th>
<th>Valid</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>93</td>
<td>93.9</td>
</tr>
<tr>
<td>Excluded</td>
<td>6</td>
<td>6.1</td>
</tr>
<tr>
<td>Total</td>
<td>99</td>
<td>100.0</td>
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</tbody>
</table>

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

<table>
<thead>
<tr>
<th>Cronbach's Alpha Based on</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standardized Items</td>
<td>12</td>
</tr>
<tr>
<td>Cronbach's Alpha</td>
<td>.794</td>
</tr>
</tbody>
</table>

#### Item-Total Statistics

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Scale Mean if Item Deleted</th>
<th>Scale Variance if Item Deleted</th>
<th>Corrected Item-Total Correlation</th>
<th>Squared Multiple Correlation</th>
<th>Cronbach's Alpha if Item Deleted</th>
</tr>
</thead>
<tbody>
<tr>
<td>principal is dedicated for the teachers performance</td>
<td>37.37</td>
<td>47.169</td>
<td>.632</td>
<td>.519</td>
<td>.757</td>
</tr>
<tr>
<td>principal challenges students for higher performance</td>
<td>36.54</td>
<td>55.556</td>
<td>.416</td>
<td>.322</td>
<td>.785</td>
</tr>
<tr>
<td>principal appreciate teachers work</td>
<td>37.45</td>
<td>49.881</td>
<td>.531</td>
<td>.492</td>
<td>.769</td>
</tr>
<tr>
<td>principal attend the need of the students</td>
<td>37.78</td>
<td>43.475</td>
<td>.721</td>
<td>.666</td>
<td>.743</td>
</tr>
<tr>
<td>principal gives guidance on what we are supposed to do</td>
<td>36.75</td>
<td>52.666</td>
<td>.487</td>
<td>.419</td>
<td>.776</td>
</tr>
<tr>
<td>teachers use IT</td>
<td>38.92</td>
<td>49.701</td>
<td>.420</td>
<td>.303</td>
<td>.782</td>
</tr>
<tr>
<td>how teachers behaves in absence of principal</td>
<td>39.03</td>
<td>56.292</td>
<td>.340</td>
<td>.273</td>
<td>.789</td>
</tr>
<tr>
<td>teachers understand the school vision</td>
<td>37.44</td>
<td>50.749</td>
<td>.540</td>
<td>.423</td>
<td>.770</td>
</tr>
<tr>
<td>teachers attend class always</td>
<td>37.47</td>
<td>51.556</td>
<td>.429</td>
<td>.390</td>
<td>.779</td>
</tr>
<tr>
<td>teachers regularly check books</td>
<td>37.71</td>
<td>52.817</td>
<td>.350</td>
<td>.248</td>
<td>.787</td>
</tr>
<tr>
<td>teachers mark CATS regularly</td>
<td>38.24</td>
<td>54.617</td>
<td>.186</td>
<td>.297</td>
<td>.806</td>
</tr>
<tr>
<td>principal visit class during the lesson</td>
<td>38.66</td>
<td>51.619</td>
<td>.317</td>
<td>.248</td>
<td>.793</td>
</tr>
</tbody>
</table>

#### Scale Statistics

<table>
<thead>
<tr>
<th>Mean</th>
<th>Variance</th>
<th>Std. Deviation</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>41.22</td>
<td>59.975</td>
<td>7.744</td>
<td>12</td>
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</table>
APPENDIX XI: TEACHERS’ AND STUDENTS’ WELCH ANOVA TEST

Descriptive analysis

<table>
<thead>
<tr>
<th>Type of school</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
<th>95% Confidence Interval for Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower Bound</td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>27</td>
<td>4.12</td>
<td>1.775</td>
<td>.342</td>
<td>3.42</td>
</tr>
<tr>
<td>Girls</td>
<td>28</td>
<td>3.66</td>
<td>.742</td>
<td>.140</td>
<td>3.38</td>
</tr>
<tr>
<td>Mixed</td>
<td>14</td>
<td>4.13</td>
<td>.336</td>
<td>.090</td>
<td>3.93</td>
</tr>
<tr>
<td>Total</td>
<td>69</td>
<td>3.94</td>
<td>1.223</td>
<td>.147</td>
<td>3.64</td>
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<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boy</td>
<td>120</td>
<td>3.0999</td>
<td>.50467</td>
<td>.04607</td>
<td>3.0086</td>
</tr>
<tr>
<td>Girls</td>
<td>120</td>
<td>3.1662</td>
<td>.72832</td>
<td>.06649</td>
<td>3.0346</td>
</tr>
<tr>
<td>Mix</td>
<td>60</td>
<td>3.4439</td>
<td>.56284</td>
<td>.07266</td>
<td>3.2986</td>
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<tr>
<td>Total</td>
<td>300</td>
<td>3.1952</td>
<td>.62561</td>
<td>.03612</td>
<td>3.1241</td>
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</table>

ANOVA

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Sum of Squares Between Groups</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
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</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>3.502</td>
<td>2</td>
<td>1.751</td>
<td>1.176</td>
<td>.315</td>
</tr>
<tr>
<td></td>
<td>98.257</td>
<td>66</td>
<td>1.489</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>101.760</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>4.904</td>
<td>2</td>
<td>2.452</td>
<td>6.496</td>
<td>.002</td>
</tr>
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<td></td>
<td>112.122</td>
<td>297</td>
<td>.378</td>
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<tr>
<td></td>
<td>117.026</td>
<td>299</td>
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Robust Tests of Equality of Means

<table>
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<tr>
<th>Type of school</th>
<th>Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
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<tr>
<td>Teachers</td>
<td>Welch</td>
<td>3.908</td>
<td>2</td>
<td>42.755</td>
</tr>
<tr>
<td>Students</td>
<td>Welch</td>
<td>8.051</td>
<td>2</td>
<td>156.946</td>
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</tbody>
</table>

a. Asymptotically $F$ distributed.
<table>
<thead>
<tr>
<th>(I) type of the school</th>
<th>(J) school</th>
<th>Mean Difference (I-J)</th>
<th>Std. Error</th>
<th>Sig.</th>
<th>Lower Bound</th>
<th>Upper Bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Boys</td>
<td>.455</td>
<td>.369</td>
<td>.442</td>
<td>-.45</td>
<td>1.36</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>.369</td>
<td>.442</td>
<td>1.36</td>
<td>.45</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mix</td>
<td>-.010</td>
<td>.353</td>
<td>1.000</td>
<td>-.88</td>
<td>.86</td>
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<tr>
<td></td>
<td>Boys</td>
<td>-.455</td>
<td>.369</td>
<td>1.000</td>
<td>-.87</td>
<td>.06</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>-.465</td>
<td>.167</td>
<td>.021</td>
<td>-.06</td>
<td></td>
</tr>
<tr>
<td>Mix</td>
<td>Boys</td>
<td>.010</td>
<td>.353</td>
<td>1.000</td>
<td>-.88</td>
<td>.88</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>.465</td>
<td>.167</td>
<td>.021</td>
<td>.87</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>Boy</td>
<td>-.06637</td>
<td>.08089</td>
<td>.691</td>
<td>-.2573</td>
<td>.1246</td>
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<tr>
<td></td>
<td>girls</td>
<td>-.34410</td>
<td>.08604</td>
<td>.000</td>
<td>-.5486</td>
<td>-.1396</td>
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<tr>
<td></td>
<td>mix</td>
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<td>.015</td>
<td>-.5109</td>
<td>-.0445</td>
</tr>
<tr>
<td></td>
<td>Boy</td>
<td>.34410</td>
<td>.08604</td>
<td>.000</td>
<td>.1396</td>
<td>.5486</td>
</tr>
<tr>
<td></td>
<td>girls</td>
<td>.27773</td>
<td>.09849</td>
<td>.015</td>
<td>.0445</td>
<td>.5109</td>
</tr>
</tbody>
</table>

*The mean difference is significant at the 0.05 level.*
## APPENDIX XII: WORK PLAN

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DATE</th>
<th>FACILITATOR</th>
<th>EXPECTED OUT PUT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit research proposal for guidance</td>
<td>April, 2018</td>
<td>Project supervisors</td>
<td>Corrections integrated in the project proposal</td>
</tr>
<tr>
<td>Submit research proposal for defence</td>
<td>May, 2018</td>
<td>Defence panel</td>
<td>Successful proposal defence</td>
</tr>
<tr>
<td>Integrating corrections into the research project proposal and submitting to the supervisors for approval</td>
<td>May, 2018</td>
<td>Project supervisors</td>
<td>Approved research proposal</td>
</tr>
<tr>
<td>Data collection, analysis, compilation of chapter 4 &amp; 5</td>
<td>May-June, 2018</td>
<td>Researcher</td>
<td>Complete research report</td>
</tr>
<tr>
<td>Submission for project report for defence</td>
<td>July-august 2018</td>
<td>Project supervisors</td>
<td>Successful research report defence</td>
</tr>
<tr>
<td>Integration of final corrections binding of thesis and submission</td>
<td>August-September</td>
<td>HOD and project supervisor</td>
<td>Successful acceptance of the final thesis</td>
</tr>
</tbody>
</table>
## APPENDIX XIII: BUDGET ESTIMATES

<table>
<thead>
<tr>
<th>Details</th>
<th>Days</th>
<th>Unit cost (Shs)</th>
<th>Total (shs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transport during proposal and presentation and defence</td>
<td>5</td>
<td>4,000</td>
<td>20,000</td>
</tr>
<tr>
<td>Accommodation during proposal and report presentation and defence</td>
<td>120</td>
<td></td>
<td>1400,000</td>
</tr>
<tr>
<td>Subsistence during proposal and presentation and defence</td>
<td>5</td>
<td>4,000</td>
<td>20,000</td>
</tr>
<tr>
<td>Data collection transport and subsistence</td>
<td>-</td>
<td></td>
<td>10,000</td>
</tr>
<tr>
<td>Stationery/miscellaneous</td>
<td>-</td>
<td></td>
<td>10,000</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>-</td>
<td></td>
<td>10,000</td>
</tr>
<tr>
<td><strong>Total estimated cost</strong></td>
<td></td>
<td></td>
<td><strong>210,000</strong></td>
</tr>
</tbody>
</table>
APPENDIX XIV: RESEARCH AUTHORIZATION LETTER FROM THE UNIVERSITY

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
Faculty of Education
Department of Postgraduate Studies in Education

CUEA/DVC-ACAD/FOE/PGSE/NACOSTI/003/May 2018

8th May, 2018

The Director,
National Commission for Science, Technology and Innovation (NACOSTI)
NAIROBI, KENYA

RE: JOHN KAROKI KARIUKI – REG. NO. 1030177

I am writing to introduce to you Karoki who is a final year MED student at The Catholic University of Eastern Africa, Nairobi – Kenya, and to request you to assist him to accomplish his academic research requirements.

Karoki’s MED Degree in Education specialization is Educational Planning and Administration. He has completed all course work requirements for this programme. However, every student in the programme is required to conduct research and write a report/dissertation submitted during the final years of studies.

Accordingly, Karoki’s research topic has been approved. He will conduct research on the following topic:

“Principal’s Transformational Leadership and Teachers’ Performance among Public County Secondary Schools in Nyandarua County, Kenya

Thanking you in advance for any assistance you give to Karoki.

Sincerely,

Dr. Marcella Momanyi
Head of Department,
Postgraduate Studies in Education
APPENDIX XV: RESEARCH AUTHORIZATION LETTER FROM NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-3182235, 3182209
Fax: +254-20-3182149
Email: dp@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref. No: NACOSTI/P/18/24888/22716 Date: 23rd May, 2018

John Karoki Kariuki
Catholic University of Eastern Africa
P.O. Box 62157-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Principal’s transformational leadership and teachers’ performance among public county secondary schools in Nyandarua County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Nyandarua County for the period ending 22nd May, 2019.

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

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

GODFREY T. KALERWA Msc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nyandarua County.

The County Director of Education
Nyandarua County.
APPENDIX XVI: RESEARCH AUTHORIZATION PERMIT

THIS IS TO CERTIFY THAT:

MR. JOHN KAROKI KARIUKI
of THE CATHOLIC UNIVERSITY OF
EASTERN AFRICA, 62157-200
NAIROBI, has been permitted to conduct
research in Nyandarua County
on the topic: PRINCIPAL’S
TRANSFORMATIONAL LEADERSHIP AND
TEACHERS’ PERFORMANCE AMONG
PUBLIC COUNTY SECONDARY SCHOOLS
IN NYANDARUA COUNTY, KENYA
for the period ending:
22nd May, 2019

Applicant’s
Signature

Director General
National Commission for Science,
Technology & Innovation

REPUBLIC OF KENYA

National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No A 18572
CONDITIONS: see back page