TEACHERS’ AND STUDENTS’ PERCEPTIONS OF PRINCIPALS’ TRANSFORMATIONAL LEADERSHIP AND STUDENTS’ ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS OF NAIROBI COUNTY, KENYA

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A research Dissertation submitted in partial fulfillment of the requirements of Doctor of Philosophy Degree in Educational Administration and Planning

The Catholic University of Eastern Africa
JULY, 2013

DECLARATION

I, the undersigned, declare that this Dissertation is my original research work and has not been presented in any other University for academic credit. Information from other sources has been duly acknowledged.

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This Dissertation has been submitted for examination with our approval as University supervisors

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DEDICATION

This work is dedicated to all who are committed to uplifting the educational standards in the Public Secondary Schools in Kenya. Keep it up!
ABSTRACT

The study sought to establish teachers’ and students’ perceptions of the Principals’ transformational leadership in Nairobi County, Kenya. A secondary concern was to determine if transformational leadership led to increased levels of satisfaction, improved classroom management and willingness to expend effort among the teachers of such principals. Two transformational leadership variables of Intellectual Stimulation and Individualized Consideration were examined and correlated with the study dependent variable, the student academic achievement. Seven research questions guided the study along with the following null hypotheses: H₀₁: there is no significant relationship between student perception towards principals’ transformational leadership and student achievement; H₀₂: there is no significant relationship between teacher perception towards principals’ transformational leadership and student achievement. A mixed method approach was adopted by the study where both naturalistic and descriptive survey designs were used. Qualitative approach was utilized to gather more in-depth information from the principals and other respondents. A total of 21 eligible public secondary schools were drawn from a sampling frame of 73 schools through stratified sampling method. A total of ten teachers, ten students and the principal from each eligible school were sampled and included in the study. A total of 21 principals from each eligible school were included in the study. The total sample size was therefore four hundred and forty one (441) respondents drawn from the selected 21 public secondary schools. Questionnaires and interview guides were employed to collect data. Likert items with a 5-point response scale ranging from strongly disagree to strongly agree were included in the questionnaire. The data was sorted out and analyzed by use of descriptive and inferential statistics. Correlations and T-test were used to examine how well the transformational leadership factors correlated with student performance. The data was analyzed using Statistical Package for Social Sciences (SPSS) and Microsoft’s Excel and data presented using tables. The results of the study indicated that (i) there was a moderate, negative correlation between student perception towards principals’ transformational leadership and student achievement, which was statistically significant (ii) there was a strong, positive correlation between teachers’ perception towards principals’ transformational leadership and student achievement, which was statistically significant (iii) there was a significant difference in the student and teacher perceptions towards principal’s transformational leadership (iv) there was a positive correlation between teacher perception of principals’ individualized consideration and student achievement, which was statistically significant (iv) as the principals’ intellectual stimulation increases, student academic achievement also increased. Methods used by principals to enhance student academic achievement included: teacher and student motivation; Strict discipline, team teaching, provision of revision materials, setting high standards, purchase of teaching and learning resources and benchmarking. Challenges faced by principals included, parents abandoning their parenting roles, insufficient funds to manage the schools, negative attitude from teaching and non teaching staff amongst others. The study recommends action plan by TSC in establishing training needs and training principals in transformational leadership, mentoring program for newly appointed and underperforming head teachers, involving secondary school principals in decision making and motivation of principals through capacity building.
ACKNOWLEDGEMENTS

I have come this far by God’s Grace, Amen! I begin by thanking my supervisors Dr. Marcella Momanyi and Dr. Charley Waweru for having constantly advised, guided and encouraged me. I also record many thanks to Dr. Kimano Githui whose guidance during the initial stages of this work was invaluable. In addition, I thank Dr. Sister Jacinta for her advice and support.

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Finally, to those who in one way or another contributed to the academic content of this work, but were not mentioned in any of the already mentioned categories, I thank you all.
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<tr>
<td>AME</td>
<td>Active Management by Exception</td>
</tr>
<tr>
<td>CDE</td>
<td>County Director of Education</td>
</tr>
<tr>
<td>CR</td>
<td>Contingent Reward</td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>DQASO</td>
<td>District Quality Assurance and Standards Officer</td>
</tr>
<tr>
<td>IC</td>
<td>Individualized Consideration</td>
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<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
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<tr>
<td>IS</td>
<td>Intellectual Stimulation</td>
</tr>
<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>KSSHA</td>
<td>Kenya Secondary Schools Heads Association</td>
</tr>
<tr>
<td>KUPPET</td>
<td>Kenya Union of Post Primary Education Teachers</td>
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<tr>
<td>KEMI</td>
<td>Kenya Education Management Institute</td>
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<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>KNUT</td>
<td>Kenya National Union of Teachers</td>
</tr>
<tr>
<td>LF</td>
<td>Laissez Faire</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education Science and Technology</td>
</tr>
<tr>
<td>QASO</td>
<td>Quality Assurance and Standards Officers</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers’ Service Commission</td>
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<td>PME</td>
<td>Passive Management by Exception</td>
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CHAPTER ONE

1.0 INTRODUCTION

1.1. Background to the Problem

Formal secondary education in Kenya is the second level in the formal education system, which caters for the age group between 14-18 years (form one to form four) within the school system. This sub-sector consists of over 4,000 public secondary schools and about 600 private secondary schools with a total student population of over 850,000 (MOEST, 2009, p. 26). There has been a major concern on the secondary students’ achievement in the national examinations as measured by the Kenya Certificate of Secondary Education (KCSE). For instance, every year when the KCSE examinations results are released, records indicate that a large percentage of the students score grade “D” (Mean Score: 3.00 out of 12.00), at such times, fingers point at the school principal, seeking answers.

There have been cases of parents invading schools and insisting that non performing heads of schools should be transferred. In 2012, for example, over 201,086 (47.4%) students who sat for the KCSE examination scored grade D+ and below; 107,653 (24.8%) scored grade C and C- while only 123,704 (28.6%) students scored grade C+ and above. The same trend was observed in 2011 and previous years. The situation is the same in Nairobi County, the capital city of Kenya (Kenya National Examinations Council, 2012).
Literature, established that the challenges experienced in public secondary schools, in terms of low teacher morale, uncooperative parents, low school academic achievement and un-conducive school environments can be addressed through change from the old way of doing things, to a new way – through transformational leadership. Transformational leadership is a model of leadership where the leaders inspire members to go beyond their task requirements. Transformational leaders are individuals, who are change oriented, are inspiring; good communicators; people who walk the talk; they are people who let go-and let others do! They adopt a participatory form of leadership, regard teamwork as of high priority and entice teachers to maximize input, which can be expressed in teacher commitment to duty, teachers’ involvement in monitoring of students’ progress and student achievement. Transformational leadership represents the essential quality for successful management. It creates adaptive, innovative and dynamic organizations that are transforming.

The head teachers of public secondary schools who are also referred to as principals in Kenya are appointed under the Teachers Service Commission (TSC), and run the day-to-day administrative operations of schools. The TSC monitors the teachers and school heads through quality assurance officers (QASO) who conduct regular inspections in schools and then report to the ministry. Due to the concerns by the government on the quality of education, and in an attempt to improve secondary school management and hence quality of education, the Ministry of Education, through the Kenya Education Management Institute (KEMI), rolled out a programme that made it mandatory for secondary school principals to attend a four months course, through distance learning, on school leadership with the aim of equipping them with a Diploma in Education on management of secondary schools.
The areas proposed by KEMI as essential to school managers included amongst others; human resource management and staff motivation, financial management, procurement and stores, fraud and credit management, integrity and good governance, strategic leadership, curriculum management and ICT integration in Education (Republic of Kenya, 2011).

There are a total of 47 counties in Kenya, Nairobi being one of them. Nairobi County is made up of three larger regions namely, Northern region, Western region and Eastern regions. There are a total of seventy three public secondary schools in Nairobi County and approximately one hundred and sixty private secondary schools. The size of Nairobi is 696 square kilometer and 1661m/5450ft. The population in 2009 was 3,138,295 and the density was 4509/km2.

According to the Ministry of Education (Republic of Kenya, 2011), Nairobi public secondary school enrolment figures are lower than those in most rural areas. Nairobi, despite having higher socio-economic indicators has been recording the lowest primary and secondary enrolment rate over the last five years. This can partly be explained by parents’ preference for learning institutions in other Counties, possibly due to the rural environments that are regarded by parents as being more conducive for learning (Abdalla, 2009, p. 26).

The researcher is aware that there can be a number of factors that could influence this phenomenon of parents’ preference of schools that are out of Nairobi, namely the perceived discipline of students in schools that are out of Nairobi and the fact that some parents may
prefer boarding schools for their children so as to shield them from certain vices that are associated with towns. However, one of the main concerns of the parents is the academic achievement of majority of students in Nairobi in that many schools record a mean score in the Kenya Certificate of Secondary Education (KCSE) that is below the average score required for university admission.

The Ministry of Education plays such roles as policymaking, resource mobilization, quality assurance; auditing how resources are used, field implementation, and capacity building, all with the aim of ensuring improved educational standards, enhancing accountability and empowering school heads and principals, especially during this period when there has been a shift towards school reforms.

The current study assumes that teachers’ and students’ perceptions of their school leaders can influence student academic achievement. Teachers’ and Students’ perception of principals’ transformational leadership is dependent on the fact that they have interacted with the principals under evaluation and are familiar with them. This research focused on the relationship between the public secondary school principals’ transformational leadership as perceived by teachers and students and students’ academic achievement. Academic achievement is considered by the study as one of the possible reasons for the parents’ preference for schools out of Nairobi, that are perceived as performing better in academics and in national examinations.

A number of public secondary schools in Nairobi continue to perform well, by scoring at least a mean score of 7.00 (Grade C+) and above out of the possible 12.00 (Grade A) in the Kenya Certificate of Secondary Education. A mean score of 7.00 is considered as
average in this study. Such schools include Starehe Boys’ Centre, Starehe Girls’ Centre, The Kenya High School, Pangani Girls’ school, Precious Blood Riruta, Buru Buru Girls, Lenana school, Moi Forces Academy and Nairobi School amongst others. The mentioned schools comprise a total of 18% of the total number of public secondary schools in Nairobi. This shows that majority of public secondary schools, that is, 83% do not manage to achieve this average mean score, most recording a mean score of below 7.00 (Grade C+) out of the possible 12.00 (Grade A), (Ministry of Education, 2011). The current research views transformational leadership as crucial in changing schools into institutions of excellence in terms of student achievement. A principal who exhibits transformative attributes are likely to develop a school climate that is conducive for optimal teaching and learning and hence improved student achievement. Table 1 presents the grading scale for the KCSE examination:

Table 1: KCSE Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>E</th>
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<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>
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Source: KNEC 2013

The average grade is based on performance in the seven subjects. Where a candidate sits for more than seven subjects, the average grade is based on the best seven subjects. University admission is based on the best seven subjects and performance in particular subjects relevant to degree courses. The mean scores achieved in Nairobi County over the past ten years indicate that majority of the students who sit the Kenya Certificate of
Secondary Examinations do not achieve the minimal grade required for university admission which is grade C+.

The question that comes to mind is the role of the leadership of the principals whose schools continue to perform well as compared to the principals whose schools do not perform as well. According to Cotton (2003, pp. 2-3), the following types of behaviors by a principal have a significant impact on student achievements: establishment of a clear focus on student learning by having a vision, clear learning goals, high expectations for learning for all students, cordial relationships with relevant stakeholders, interpersonal support, and parent/community participation.

The school principal’s role, in collaboration with other stakeholders, in improving student performances and academic achievements cannot be underemphasized. According to Harris (2004, p. 134), successful leadership in schools results in higher levels of student achievements. He emphasized the importance of sharing leadership with all the teachers in the school. He also pointed out that findings from other studies have identified the limitation of autonomous leadership approach in securing school improvements. The reviewed literature indicated that majority of public secondary schools in Nairobi County have fairly adequate infrastructure and teaching and learning materials. This is more so because the government provides funds for infrastructure development and for the purchase of teaching and learning resources, through the Free Secondary Education (FSE) funds to public secondary schools on a yearly basis, where each student receives a total of Ksh. 10,265.

A study conducted by Ngware, Oketch and Ezeh (2010 p. 38) that examined the quality of secondary school inputs in urban settlements with a view to understanding how it
sheds light on benchmarks of education quality indicators in Kenya, indicated that with regard to infrastructure, teacher qualifications, and textbook provision, most public secondary schools had fairly adequate inputs. The researcher is however aware of the fact that other factors can impact on students’ academic achievement, for instance, socioeconomic background of the students, attitude towards certain subjects, entry marks of the students from primary school (Kenya Certificate of Primary Education score), teacher job satisfaction and commitment amongst others. Many researchers have acknowledged that the role of school leadership is the most significant factor in enhancing student achievements (Hallinger and Heck, 1998; Walker and Scott, 2000; Mulford, 2003).

It has been found that effective leaders develop school cultures that help motivate both the students and teachers leading to the creation of better teaching and learning environments which are more conducive to higher levels of student achievements (Dinham, 2004). These research findings are important to the current study since it provides a gap, few studies focused on the relationship between the principals’ transformational leadership and academic achievement of students. The current study seeks to establish the perceptions of the teachers and students towards their principals’ transformational leadership and student academic achievement in Nairobi County.

The type of leadership that is the focus of this study is transformational leadership model that is identified when the principal shows the following attributes; individualized consideration where the principal shows concern for the teachers, takes care of their welfare, encourages and complements them, serves the interests of the followers, respects the teachers, inspires and persuades them. This attribute is crucial in that subordinates are
considered important for the transformation of the organization and; intellectual stimulation where the principal encourages staff development through training and involves staff in decision making e.g. prioritization of development in the school; teachers’ views are sought in this respect.

Transformative principals make information available for all to facilitate mutual decision making and they share credit with followers. These principals have a low turnover rate because the teachers want to stay in the school. They regard mistakes from the teachers as a means for improving the school through learned lessons; they welcome open discussions on the means of improving the organization, interact with the teachers and create an atmosphere for developing the potential of others in serving the organization. The transformative principal regards teamwork as of high priority within the school. This principal takes time to listen to the teachers before engaging them in a discussion and teamwork is encouraged as the best way of getting the best for the school (Kearney, 2005, p. 79).

In order for secondary schools to realize their organizational goals, principals need to find ways by which they can reform their schools so as to improve student performance. It is important that school principals acquire skills to empower their teachers so that organizational goals can be realized. This is because teacher motivation is crucial in ensuring improved teacher classroom management, identification with school goals and ability for teachers to put in more effort in their work e.g. making constant follow-up on students’ work, checking students’ assignments, marking students’ examination scripts and giving prompt feedback amongst other duties.
Principals are required to exhibit appropriate leadership skills to entice teachers to maximize input, which can be expressed in teacher commitment to duty, teachers’ involvement in monitoring of students’ progress and student achievement. This current study assumes that the effectiveness of teachers in their classrooms is a function of the capacities for example, instructional skills, motivations and commitments of workplace personnel, the characteristics of the settings in which they work, for example, schools and the external environment. The teachers could be empowered through offering them opportunities to participate in decision making in the school, providing them with teaching and learning resources for example, text books, laboratory apparatus, and chemicals to conduct experiments, reference books and stationery.

Ubben, Hughes and Norris (2001) define empowerment as the act of increasing either ones’ own or others’ influence over life’s circumstances and decisions. The school principal is a person who sets a positive and supportive tone for the organization by allowing others the freedom to risk and to grow. They stated that there is need for empowerment at all levels of the organization, not just for students but also for staff. Teachers are crucial to improved teaching and learning and to student academic achievement. Evidence suggests that their “pedagogical content knowledge” (knowledge about how to teach a particular subject content) is central to their effectiveness. At the classroom level, substantial evidence suggests that student learning varies as a consequence of; class size, student-grouping practices, the instructional practices of teachers, and the nature and extent of monitoring of student progress (p.32).
The school principal can offer opportunity for the teachers to attend in-service training to better themselves as well as further training to upgrade them. Staff developmental opportunities are a source of empowerment that the teachers may require so as to be motivated for them to put more effort in their work and improve student achievement. Extra effort on the part of the teachers would manifest in form of giving students extra work and giving prompt feedback to the students and also being available for students to ask questions.

Today’s principals have been charged with the task of shaping their schools to become beacons of productive learning (Ubben, Hughe & Norris, 2001, p. 3). According to Dolence and Norris (1995 p.2), all people, societies, organizations and nations are affected by fundamental transformation, although not all at the same tempo. James and Connolly (2000) emphasize that change is everywhere and it is important for school leaders to embrace it. The school principals always bear the blame when education quality and performance of students is under scrutiny and the current opinion from educationists is that the current educational reforms and school restructuring requires the formation of new decision making structures at school level such as school councils (made of student leaders, formerly the prefect body) and other planning committees e.g. academic committees, development committees and discipline committees that comprise members of Board of Governors and teachers in schools.

Society is undergoing fundamental transformation worldwide. One consequence of this global phenomenon, which also has significant local implications, is that school leadership has to change accordingly. Currently there are numerous challenges to school
principals due to changing educational environments, trends of educational reforms and the pursuit of multiple school function in the new century (Cheng, 1996).

The researcher reviewed previous works done on school leadership to establish the type of leadership most advocated by the scholars. The findings indicate that school leadership most advocated for, especially during this period of school reforms is transformational leadership. The researcher proposes therefore that schools would be transformed and that there would be an improvement in the quality of education and performance of students if school leadership embraces transformational leadership. This study presents transformational leadership as one of the possible factors contributing to high student achievement in national examinations.

Burns (1978, p.110) was the first to advocate for a new kind of leadership referred to as Transformational leadership. This (extraordinary) leadership was found to raise followers’ consciousness levels about the importance and value of designated outcomes and ways of achieving them. It was also found that these leaders motivate followers to transcend their own immediate self-interest for the sake of the mission and vision of the organization. Transformational leaders also raise the followers’ confidence levels and take into consideration the individual needs of the followers and these help them develop higher potential. Such engagement (emotional, intellectual and moral) encourages followers to develop and perform beyond expectations.

This current study assumes therefore that the transformative leader will be able to make the teachers work better by putting more effort in the preparation of their lessons; they will be motivated to demand that the students set high academic targets and students will
have adequate motivation to put more effort in their academics and perform well. Research has established that transformational leadership increases followers’ commitment to work as compared to authoritarian or laissez faire leadership.

Ramsey (1999, p. 4) asserts that the biggest problem facing schools is the shortage of leaders who are empowered and capable of leading their schools in times of transformation. There is need for a transformational kind of leadership, if there is to be improvement in the performance of both the teachers and students. Research has shown that the type of leadership offered in schools impact on teacher outcomes and ultimately on student achievement (Barnett et al, 1999; Ejimofor, 2005).

Transformational leadership is recognized as one of the current approaches to leadership that has been the focus of much research since the early 1980s. Over the past few years, there had been the study of transformational leadership in several parts of the world. Transformational leaders believe in the need for change. They, then articulate a vision of the future of the organization, and provide a model that is consistent with the vision. They then foster the acceptance of group goals and provide individualized support afterwards. As a result, followers of transformational leaders often feel trust and respect towards the leader and are motivated to do more than they are expected to do.

According to Fullan and Miles (1999, pp. 79-83) almost all educational changes of value require new skills, behavior, belief, understanding, capacity, commitment, motivation, insight and discretionary judgment. Conditions that support learning must be part and parcel
of any change effort. Change initiatives do not run themselves and therefore leadership for change is necessary.

In Africa, a major topic in this context is how to resolve the problem of low teacher motivation and its detrimental effect on student achievement. Much effective school research over the past two decades has concentrated on examining the relationship between the leadership behavior of school principals and the enhancement of organizational performance (Cheng & Chan, 1996, p. 64).

Advocates of school reform believe that reforming schools will make a difference to the motivation of teachers and students. For there to be adequate motivation and achievement of students, there is need to understand educational leadership, because research indicates that it is a critical factor to the reform and improvement of schools. Contemporary educational reform places a great premium on the effective leadership and management of schools. The logic of this position is that an orderly school environment, that is efficient and well managed, provides the preconditions for enhanced student learning.

Since principals are crucial to school effectiveness, an understanding of the impact of their behavior on a number of school variables is necessary. This necessity is driven by the available information on the indirect nature of a principals’ influence on student learning. A number of researchers have established a positive impact between principal’s behavior and a number of variables within the school environment. Many of these variables are centered on the teachers in the school.

Ogawa and Bossert (1995, p. 23) found that effective principals had a positive impact on teachers, which in turn has an overall positive effect on the performance of the
school in a number of areas including student learning. More studies have highlighted the mediating role principal's serve between teachers and learners (Silins & Murray-Harvey, 1999). Results from these studies have suggested that principals have the ability to indirectly affect student achievement by improving the tone or learning environment of a school (Johnson, Livingston, Schwartz & Slate, 2000).

The principals’ role in this study is to be viewed as the person who can change the school for the purpose of improved student academic achievement. Teacher commitment and teacher job satisfaction have been shown to be important in school organizational climate which directly impacts on student learning. Empowering school managers with knowledge and skills in transformational leadership might help to successfully transformation and contribute to the betterment of learner achievement.

It is essential that principals create an environment conducive to empowerment, demonstrate empowerment ideals, encourage all endeavors toward empowerment, and applaud all empowerment successes. The successful schools will be the ones where leaders are best able to apply the creative energy of teachers toward constant improvement. An effective approach to adopt constant improvement as a way of life is through empowerment of teachers.

In this study the researcher reviewed the theory of transformational leadership in an attempt to clarify the significance of this theory and the essence of extraordinary leadership (participatory, vision oriented, embraces team work and enjoys sharing success) in schools, especially in public secondary schools in Nairobi County. It explored the need for new leadership in the light of the pursuit of school effectiveness, improved student performance and the worldwide educational reform trends
1.2. Statement of the Problem

The leadership of principals are interpreted and defined through their teachers and students. It is assumed that principal leadership behaviors influence teacher engagement with students which results in a measured impact on student performance.

Nairobi, being the capital city of Kenya needs to produce quality graduates that can make a positive contribution towards the realization of vision 2030. The secondary school principal, especially in Nairobi, is envisaged as being pivotal in this endeavor. Principals in Nairobi need to exhibit exemplary leadership so as to propel their institutions to excellence.

A large percentage of students who sit for the Kenya Certificate of Secondary Education examinations (KCSE) in Nairobi County tend to score grades that are below the minimum university entry requirement of C+. Results over the past 10 years indicate that the mean score of Nairobi County has been below this grade. (MOE, Nairobi Province Education Board, KCSE results analysis, 2012).

The education officials in Nairobi, including the Directorate of Quality Assurance and Standards (DQASO), the District Education officers (DEOs) and the County Director of Education (CDE), in 2012, set out to work with principals of both public and private secondary schools to come up with strategies that can help improve the academic achievement of students in secondary schools. This is because some schools consistently manage to get their schools to record high academic achievements in KCSE, while others perform below the average score of 7.00(C+) despite the high entry behavior of the students from the primary schools after completion of Kenya Certificate of Primary Education (KCPE). In 2011 the then Minister of Education made a recommendation to the Teachers’ Service Commission, that all underperforming principals and their deputies be transferred or
demoted, all these moves allude to the concern of education authorities over principals’ leadership.

Research on effective schools has shown that for principals to be effective, they need to exhibit a new type of leadership. The attributes of principals’ transformational leadership that this study explored included *Individualized consideration* and *intellectual stimulation*. Studies have shown that principals who exhibit transformational leadership excel in academia (Nguni et al, 2006; Sammons et al., 1995; Newmann & Wehlage’s, 1995). Little research in the Kenyan context has examined the relationship between the principals’ transformational leadership and students’ academic achievement as measured by the Kenya Certificate of Secondary Education examination.

The research gap identified in the literature review was that although empirical research supports principals’ influence on a number of school factors and teacher outcomes; limited study in Kenya has correlated teachers’ and students’ perceptions of the principals’ transformational leadership to student performance. Therefore this study addressed such a need.

**1.3. Research Questions**

It is worth noting that teacher qualities were worked out and held constant. The research was guided by the following specific questions:

i. To what extent does the principals’ transformational leadership correlate with student academic achievement?

ii. What is the relationship between teacher and student perceptions towards principals’ transformational leadership and student academic achievement?
iii. Is there a significant difference in student and teacher perceptions towards principal’s transformational leadership style?

iv. What is the relationship between the principals’ attribute of individualized consideration and student academic achievement?

v. What is the relationship between the principals’ attribute of intellectual stimulation and student academic achievement?

vi. What methods do school principals use to promote student academic achievement in secondary schools in Nairobi County?

vii. What challenges do principals encounter in their effort to promote academic achievements of students and how can they overcome them?

viii. What strategies can principals and school management put in place to improve student academic achievement?

1.4. Research Hypothesis

H₀₁: There is no significant relationship between student perception towards principals’ transformational leadership and student achievement.

Hₐ₁: There is a relationship between student perception towards principals’ transformational leadership and student achievement.

H₀₂: There is no significant relationship between teacher perception towards principals’ transformational leadership and student achievement.

Hₐ₂: There is a relationship between teacher perception towards principals’ transformational leadership and student achievement.
H\textsubscript{03}: There no significant difference in student and teacher perceptions towards principal’s transformational leadership style

H\textsubscript{A3}: There is a significant difference in student and teacher perceptions towards principal’s transformational leadership style

H\textsubscript{04}: There no relationship between the principals’ attribute of Individualized Consideration, Intellectual Stimulation and student academic achievement

H\textsubscript{A4}: There is a relationship between the principals’ attribute of Individualized Consideration, Intellectual Stimulation and student academic achievement

1.5. Significance of the Study

The transformational leadership model is significant to this study in that it is envisioned as being change oriented and has the potential of making leaders’ raise the followers’ commitment to work and ultimately, improvement of students’ academic achievement. The findings of the study will be beneficial to the Ministry of Education that will utilize the information to emphasis the necessity of having transformational leaders as the leadership required in transforming schools and leading to improved student academic achievement.

The findings of the study will be useful to the principals of secondary schools since principals often encounters the need to transform the school from low performance to acceptable performance or from acceptable performance to high performance. This requires that the principal understands the need for adoption of the new type of leadership,
transformational leadership that research has revealed elevates the performance of staff and students in learning institutions.

Teachers’ Service Commission will find the information beneficial especially since it is the entity mandated with the function of identification of school heads in public schools. Principals will see the necessity of distributing leadership responsibilities among teachers and other employees according to their ability and area of specialization. Distributed leadership will enable teachers to develop and use their talents towards school improvement. The principal will also use the same information to seek the participation of all stakeholders for the enhancement of student academic achievement.

The findings of the study would also be of importance to Kenya Education Management Institute (KEMI) in establishing the training needs of head teachers and principals so as to enhance professional development and leadership in schools. KEMI would use the information to organize teacher training programs and courses for principals on transformational leadership so as to improve their schools and put in place strategies that would help improve student academic achievement.

1.6. Basic Assumptions of the Study

The study was guided by the following assumptions:

The most important assumption made by this study was that there would be significant statistical difference in the Kenya Certificate of Secondary Examination (KCSE) results of students who have principals who practice transformational leadership constructs
of intellectual stimulation and individualized consideration versus students who have 
principals who do not practice these leadership constructs.

The study also assumed that teachers who are satisfied with their jobs would put in 
more effort in their work to improve their classroom management skills all of which would 
contribute to students’ academic achievement.

The study also assumed that most of the secondary schools have adequate infrastructure and 
teaching and learning resources.

1.7. Scope and Delimitations of the Study

The research was delimited to the following;

The study is delimited to heads of public secondary schools in Nairobi County. A 
total of 7, representing 30% of the public secondary schools in Nairobi County were 
sampled from each region; Northern, Eastern and Western though the Eastern and 
Northern regions did not meet the requirements of the research, of having at least three 
schools in the region having scored an average mean of 7.00 and above in the KCSE 
examination.

The study was also delimited to the principals, teachers and students of secondary 
schools in Nairobi County. Principals were selected because they are the chief executives 
of the schools they manage and it is their leadership style that is under investigation. The 
teachers and students were included in the study to establish their perceptions of their 
principals’ transformational leadership as opposed to the principals’ own perception.
The study was however delimited to the principals’ transformational leadership style as a factor that affects student academic achievement. It was delimited to the two transformational leadership attributes of intellectual stimulation and individualized consideration.

1.8. Theoretical Framework

The theories on which this study is grounded are the transformational leadership theory model (Bass, 1985) and social perception theory model.

1.8.1. Transformational Leadership Theory

The concept of school leadership in this study is guided by the transformational leadership theory. The proponents of transformational leadership theories include amongst others, Burns (1978), Bass (1985, 1998) and Yukl (1999). The theory emphasizes the importance of leaders' inspiring subordinates' admiration, dedication, and unquestioned loyalty through articulating a clear and compelling vision. Creating high-performance workforce has become increasingly important and to do so leaders must be able to inspire members to go beyond their task requirements. Transformational leaders focus their effort to long term goals, put values and stresses on development, inspire the subordinate to follow their vision and achieve it. The central concept for transformational leadership is change and the role of leadership in envisioning and implementing the transformation of organizational performance. With transformational leadership, the subordinates feel trust, admiration, loyalty and respect toward the leader and they are motivated to do more than they are originally expected to do.
Transformational leaders are proactive, raise follower awareness for transcendent collective interests, and help followers achieve extraordinary goals (Bass, 1985). Transformational leadership may be found at all levels of the organization: teams, departments, divisions, and organization as a whole. Such leaders are visionary, inspiring, daring, risk-takers, and thoughtful thinkers.

This leadership model is important to this study because all teachers in Kenya usually undertake a course at university level that focuses on school administration and research has found that the leadership style adopted by the school heads affect institutional outcomes. In the course, the students learn about leadership styles and the essence of adopting the best leadership practice. Problems have been witnessed in secondary schools that board on poor school governance, evident by the student academic achievements that are below average for Nairobi County. Cases of indiscipline in schools, chronic absenteeism of both students and teachers and drug abuse amongst other problems tend to be associated with the leadership of the school principal, this is the reason for the current need for an extra ordinary leadership style.

Pitner (1988, pp. 105-108) offers a theoretical model and the understanding of the possible link between school leadership and student achievement. Called the *reciprocal-effects model* it reflects the reciprocal nature of the interaction of leadership, intervening variables, and student achievement, and suggests various interactions through which principals might exhibit leadership behavior in schools over time. This current study adopted the Pitner reciprocal-effects model (Figure 1.). In this framework, the variable of the principal's role is assumed to be both a dependent and an independent factor. As an independent variable, the principal is considered to be the agent of change, influencing
directly the actions of teachers, the teachers’ classroom management, the learning conditions within the school, and the attainment of outcomes such as teacher job satisfaction and indirectly, student learning outcomes. Any subsequent changes in the condition of the school would produce feedback that will, in turn, impact the principal’s future leadership actions.

**Figure 1: Pitner’s Reciprocal-Effects Model**

Source: Pitner, 1988, pp. 105-108

The reciprocal-effects model assumes that some or all of the relationship between administrators and student achievement occurs through interaction with features of the school organization (Hallinger & Heck, 1996b). This is consistent with the notion that principal behaviors are ultimately related to student performance through their interactions with other people, most notably teachers. As a dependent variable, administrative behavior is subject to the influence of other variables within the school, such as teachers, students, organizational culture, and parents. As an independent variable, the principal influences the actions of teachers, the school, and student achievement (Hallinger & Murphy, 1985). The transformational leadership theory is supported by the full range theory.
Burns formalized transforming leadership as a construct in 1978. Bass’ (1985) theory of transformational leadership expanded Burns’ model to include the transformational and transactional leadership (Bass, Avolio, Jung, & Berson, 2003). In its current form, the Full range leadership has shown leaders as having five transformational leadership attributes, three transactional leadership attributes, and one non transactional laissez-faire leadership.

Bass (1985) stated that the earlier theories of leadership had concentrated on the ways leaders rewarded the follower behavior. This type of leadership was limited to making exchanges with followers. Bass suggested the need for a paradigm shift to understand how leaders influence followers to transcend self-interest for the greater good of their units and organizations in order to achieve optimal levels of performance. He referred to this type of leadership as transformational leadership. Bass’s original theory included four transformational and two transactional leadership factors.

Transformational leadership model is theorized to comprise the following factors:

*Idealized influence*, this refers to the socialized charisma of the leader, whether the leader is perceived as being confident and powerful, and whether the leader is viewed as focusing on higher-order ideals and ethics; the theorists believe in the philosophy that a leader can influence followers only when she/he practices what she/he preaches. The leaders act as role models that followers seek to emulate. Such leaders always win the trust and respect of their followers through their action. They typically place their followers’ needs over their own, sacrifice their personal gains for them, and demonstrate high standards of ethical conduct. The use of power by such leaders is aimed at influencing them to strive for the common goals of the organization (Northouse, 2001, p. 193).
The principal should therefore be the role model for his staff. This can manifest itself through the manner in which he/she attends to duty, being punctual, attending assigned lessons and on time, genuinely being courteous and truthful in the way he/she executes his/her duties. In this way, the principal is regarded as an influence to the teachers who will strive to put extra effort in their work, for instance, by teaching extra hours and doing remedial work with students.

The principal here plays a crucial role in ensuring that the teachers places high expectations for student to perform well, for instance, ensuring that their assignments are completed and that they are disciplined, the principals achieve this through themselves being role models.

*Inspirational motivation* refers to the ways leaders energize their followers. The Leadership views the future with optimism, stressing ambitious goals, projecting an idealized vision, and communicating to followers that the vision is achievable; the foundation of transformational leadership is the promotion of consistent vision, mission, and a set of values to the members (Bass, 1985, Avolio, 1991). Their vision is so compelling that they know what they want from every interaction. Transformational leaders guide followers by providing them with a sense of meaning and challenge. They work enthusiastically and optimistically to foster the spirit of teamwork and commitment.

In a school situation the principal can involve the staff in deliberating on school goals, beliefs and vision at the beginning of the year and also involve the staff in governance functions e.g. decision on crucial matters in the school. When staff is involved in decision making, they feel part of the school and this is a crucial role that the principal plays towards
promoting academic achievement of student because teachers will be motivated and improve in their overall classroom management that translates into better student discipline and academic achievement.

*Intellectual stimulation* refers to leader actions that appeal to followers’ sense of logic and analysis by challenging followers to think creatively and find solutions to difficult problems. The principals can encourage teachers to be innovative and creative. They encourage new ideas from the teachers and never criticize them publicly for the mistakes committed by them. The principal should focus on the “what” in problems and do not focus on the blaming part of it. This principal has no hesitation in discarding an old practice if it is found ineffective (Northouse, 2001, p. 193).

When a principal focuses intellectual thought, knowledge, and insight toward building relationship between teachers and parents and teachers and students, these groups develop greater capacity to work together for the common good of the student. The principal’s main role is to help teachers work smarter by actively seeking different interpretations and keeping the group on the task. This study sought to explore this construct further by relating it to teacher classroom management that will be a source of effective learning and student achievement.

*Individualized consideration* refers to leader behavior that contributes to follower satisfaction by supporting and paying attention to the individual needs of followers, and thus allowing them to develop and self-actualize. Leaders act as mentors to their followers and reward them for creativity and innovation. The followers are treated
with respect. They are empowered through delegation of tasks. This approach not only educates the next generation of leaders, but also fulfils the individuals need for self-actualization. It also naturally propels followers to further achievement and growth (Bass, 1985, Avolio, 1991).

This pillar of transformational leadership requires the principal to be receptive to teachers’ attitudes and philosophies. They should be active listeners who will show teachers and learners that they truly care. The identification of the positive attributes of staff and students and publicly recognizing those who have contributed to school improvement is a valuable practice that can help in the enhancement of a good school culture and ultimately improvement in students’ academic achievement. The principal however should have high expectations of the teachers and students but not expect 100% excellence as this may lead to frustration if not realized.

1.8.1.1 A critique of the ‘Transformational Leadership’ Theory

The greatest critique against transformational leadership theory is that the four elements which comprise the theory (idealized influence, inspirational motivation, intellectual stimulation and individualized consideration) are not sufficiently distinctive to facilitate a meaningful separation of its theoretical arguments from those of other leadership theories (Northouse, 2001). Transformational leadership has also been attacked for being too elitist as well as placing a disproportionate emphasis on the “heroic” aspects of leadership which is at the expense of the concerns of followers (Ibid, p. 193). Implicit in such criticism is the notion that transformational leaders are somehow endowed with special traits which
followers have no way of accessing; consequently follower destinies are inescapably tied to the ambitions of dominant leaders.

According to critics, the model places too much emphasis on the transformational qualities of the leader, thereby reinforcing the notion that the principal is the sole source of leadership at the school. Yukl (1999) has drawn attention to several conceptual weaknesses in transformational leadership theories. These include ambiguity in the underlying influence processes for transformational and transactional leadership. He suggests that these processes, which are used to explain the effects of the leader on his/her followers, should be clearly identified.

According to Leithwood and Jantzi (2000b), their transformational leadership model does not assume that the principal will be the only source of leadership in the organization and is consistent with the sharing of leadership with teachers and other stakeholders. Ibid (2000b) argue that it is difficult to distinguish between transactional and transformational leadership and that this difficulty puts in question the findings of empirical research regarding the effects of transformational leadership. In the current study, the transformational leader has been contrasted from the transactional leader in that the former has traits that inspire and motivate the followers to share in the leaders’ vision. The same theorists criticize the use of quantitative methodology by Leithwood and Bass, (1985) which they consider to be inappropriate because of the unpredictability of transformational leadership as different types of leadership will emerge in different situations and/or points in time.

Despite the weaknesses highlighted, the theory best portrays the new type of transformational leadership that the Nairobi County, so much desires, a situation where the
traditional leadership styles and the new leadership styles will be incorporated in the overall school management.

1.8.2 Transactional Leadership

Transactional leadership was contrasted with transformational leadership so as to establish the levels of this type of leadership style exhibited by the principals since leaders tend to possess varying degrees of all leadership styles. Transactional leadership entails a system of exchange that is based upon the fulfillment of obligations. The reward is received after attainment of objectives (Bycio, Hackett & Allen, 1995). Transactional leadership comprises contingent reward leadership, management by exception active and management by exception, passive. Abraham Maslow, among others has found that people have needs (physiological, safety, love, esteem and self-actualization) and the transactional leader takes advantage of these in presenting them as rewards to a following that does the leader's bidding. This leadership style is incorporated to guide the study since leaders exhibit varying levels of each of the mentioned leadership styles though some styles may appear to dominate.

1.8.3 Laissez-faire Leadership

Laissez-faire Leadership was contrasted with transformational leadership so as to establish the levels of this leadership style exhibited by the principals. In Laissez-faire leadership, the leader avoids making decisions, avoids taking responsibility, and does not use their authority. The leader avoids taking action and followers tend to lack guidance on how to execute their duties. Because of this, many processes are out of control. Even if goals and objectives are shared, rarely is there a defined plan to accomplish them (Bycio, Hackett & Allen, 1995). In this current study, mean scores derived from the principals’ leadership
exhibiting laissez faire traits were established and correlated to principals’ transformational leadership. The research established the principals of Nairobi exhibited very low levels of laissez faire leadership.

1.8.4 Teacher Empowerment

Empowerment radiates from an individual a sense of self-actualization behavior that Maslow terms the created ego. The principals’ ability to enhance conditions that facilitate follower individual empowerment and in turn influence greater productivity within the organization was considered as important to the study. For example, theorists such as Maslow and Alderfer, pointed out that emotional security is a basic need that provides a foundation for other higher level needs (Erlandson, & Bifano 1987). Emotional security is dependent on the climate and conditions under which one works. The principal in Nairobi County is viewed as the person who should set a positive and supportive tone for the school by allowing staff freedom to risk and to grow. This need for empowerment is at all levels of the organization.

1.8.5 Social Perception Theory

Perception may be defined from physical, psychological and physiological perspectives. But for the purpose of this study, it shall be limited in its scope. Eggen and Kauchak (2002) states that it is the way individuals evaluate people with whom they are familiar in everyday life. They gave cognitive dimension of perception; they see perception as the process by which people attach meaning to experiences. They explained that after people attend to certain stimuli in their sensory memories, processing continues with perception. Perception is critical because it influences the information that enters working
memory. This current study sought to establish the perceptions of the students and teachers of their principals’ transformational leadership.

Baron and Byrne (1997) referred to “social perception” as the process through which we attempt to understand other persons, in this case, process by which teachers and students understand their principals. The relatedness of this view of perception to the present study is further explained, that every impression that comes in from without, be it a sentence, which we hear, an object or vision, no sooner enters our consciousness than it is drafted off in some determinate directions, making connection with other materials already there and finally producing what we call our reaction. Perception cannot be done in vacuum, it depend on some background information that will trigger a reaction. This is consistent with the view of researchers (Glover et al., 1990) and the overall research problem of this study.

Two aspects of social perception, namely non-verbal communication channels and attribution ground the current study. Specifically, attention is given to addressing what non-verbal communication channels are and the substantial impacts they can have on our thoughts, feelings, and ultimately the inferences we make about other people. Principals communicate both verbally and non verbally and these interactions influence the student and teacher perceptions of their management. Teachers’ and Students’ perception of principals’ transformational leadership is absolutely dependent on the fact that they have interacted with the principals under evaluation and are familiar with them. They therefore, have minds already pre-occupied with memories and reactions that the instruments for data collection will measure.
Perception may be energized by both the present and past experience, individual attitude at a particular moment, the physical state of the sense organ, the interest of the person, the level of attention, and the interpretation given to the perception. Social perception refers to the initial stages in which people process information in order to determine another individual's mind-set and intentions. It is combined with the cognitive ability to pay attention to and interpret a range of different social factors that may include: verbal messages, tone, non-verbal behavior, and knowledge of social relationships and an understanding of social goals. The students and teachers responded to a likert scale that had items that depicted their perceptions in relation to their experiences with their principals.

1.9 Conceptual Framework

The conceptual framework for this study is based on the concept that transformational leadership leads to change in the followers (teachers) and this change leads to improved academic performance of students.

The conceptual framework (Figure 2) is based on the Pitner model (1988). In this framework, the principal influences a number of variables within the school environment namely, teachers, teaching and learning resources, school infrastructure and physical facilities, students and school culture. It illustrates the indirect influence that the principal has on student academic achievement. The model shows that an effective school and high student achievement is characterized by the following factors amongst others; effective teacher classroom management as shown by the safety and orderliness of schools, expectations for success, frequent monitoring of students' progress, and opportunity created for students to learn.
The principal has a direct influence on teacher classroom management and when teachers are motivated, and empowered to be part of decision making process, they will in turn be more effective in the execution of assigned tasks and lead to high student academic achievement. This is because the teacher will have more interest in the students and monitor closely the progress of the students while at the same time setting high targets for the class in terms of achievement.

The principals’ transformative leadership behavior of developing and sharing an inspiring vision for example improvement of KCSE performance of the organization’s future and behaving in certain ways for example developing monitoring strategies and communicating these to Heads of departments are illustrated as crucial to student academic achievement. These strategies are often on syllabus coverage, standardized setting of continuous assessment tests, prompt marking of the continuous assessment tests, giving timely feedback and giving remedial classes that bring out the best in individuals and teams.

The principals’ transformative behavior should also exhibit the following constructs of transformational leadership; Individualized consideration, namely public recognition of desired teacher and student behavior, active listening and showing genuine concern and respect for others and Intellectual stimulation: encouraging creativity and encouraging staff involvement in decision making and autonomy.
Figure 2: A Model on the role of the secondary school principals’ transformational leadership in promoting student academic achievement

- Teachers’ and students’ perceptions of the principals’ transformational leadership:
  1. Developing and sharing an inspiring vision of the organization’s future
  2. Behaving in ways that bring out the best in individuals and teams
  3. Consideration: Public recognition of desired teacher individualized / student behavior / Active listening / Showing genuine concern and respect for others (psychological empowerment)
  4. Intellectual stimulation: Encouraging creativity / Encouraging staff involvement in decision making and autonomy
  5. Motivation
  6. Creating student centered classrooms: students are engaged, nurtured, and free of risk within their classroom.

- Intervening variables:
  Effective teacher classroom management:
  - Teaching methodology
  - Setting performance targets
  - Monitoring of students
  - Success
  - Creating an opportunity for students to learn
  - Student discipline
  - Teaching – learning resources

- Principal as a teacher teaching directly influences student achievement

- Schools academic achievement:
  Improved means scores in the KCSE examination
The principal has the responsibility to motivate staff by identifying their needs and assisting the teachers satisfy these needs. For example, a teacher who is having a problem of accommodation, or where to stay, can be assisted in the best way possible to settle down. This will then enable the teacher to concentrate on their work, improve their classroom management and ultimately positively influence student achievement.

In this model, the principals are considered to be agents of change, in that they influence directly the actions of teachers, the learning conditions within the school, and the attainment of outcomes such as teacher job satisfaction and indirectly, student learning outcomes. The principal can influence teachers by motivating them; this can be through offering them opportunities to further their education through training and attendance of workshops concerning their areas of specialization. Remedial lessons can be organized to assist the weaker students and strategies can be put in place to ensure early coverage of syllabus. Principal can also influence positively by teaching e.g. biology and this will directly have a positive effect on student achievement through the methodology of teaching and positive classroom management practices.

The principals’ developing and sharing an inspiring vision e.g. improvement of KCSE performance and developing a favorable school culture can lead to empowered teachers. Empowerment leads to teacher satisfaction because they feel valued and develop a sense of belonging. This can lead to improved teacher classroom management and student achievement. The principal therefore plays a crucial role of empowering teachers for school improvement and promotion of student academic achievement. Empowerment is likely to
bring improvement in teacher output that will enhance classroom practices by committing oneself to planning teaching and using effective teaching methodologies, including frequent assessment of the learners. The latter will gain more confidence and are likely to perform well in Kenya Certificate of Secondary Education.
1.10 Operational Definition of key Terms

**Academic achievement** – Conventional definition of academic achievement refers to it as relating to scholarly performance: a student’s academic average. In this study, academic achievement is measured through a national examination score, the Kenya Certificate of Secondary Education. A mean score of 7.00 (Grade C+) out of the possible 12.00 (Grade A) is considered as average.

**Classroom management** refers to actions taken to create and maintain order in the classroom that enable instruction to take place.

**Contingent reward (CR):** an arrangement where work is exchanged for pay (Bass, 1985).

**Empowerment** is defined and measured in terms of teachers’ power to control critical decisions about teaching and learning conditions.

**Effective principal** - An administrator who exhibits transformational leadership behavior from the perception of the teachers she/he leads.

**Individualized consideration (IC):** leader understands of the needs of each individual follower. The leaders work continuously to get followers to develop to their full potential.

**Intellectual stimulation (IS):** a process in which subordinates are encouraged to think of old problems in new ways, thereby sparking broader problem awareness and producing creative solutions.

**Kenyan System of Education (8-4-4);** system of Education that was introduced in Kenya following the recommendations of “The Presidential Working Party on the establishment of a Second University”. The structure has 8 years of primary Education, 4 years of secondary and 4 years of University Education.
**Principal** - refers to the chief executive officer of a secondary school in Kenya

**Principal’s characteristics** - refer to the academic and professional qualifications of the principal, leadership style and personal attributes.

**Principals’ recognition of teacher efforts**- refers to the words of appreciation the principal expresses in case of desired teacher behavior, letters of commendation to the teacher by the principal.

**Transformational leadership**: is a model of leadership where the leaders inspire members to go beyond their task requirements. Transformational leaders are individuals who are change oriented, inspiring; good communicators; people who walk the talk; they let go-and let others do, they adopt a participatory form of leadership and regard teamwork as of high priority. They entice teachers to maximize input, which can be expressed in teacher commitment to duty, teachers’ involvement in monitoring of students’ progress and student achievement.

**Teacher classroom management**: will be measured by the methodology of teaching that the teacher uses in the classrooms, the safety and orderliness of the classrooms, teachers’ expectations of students’ success, teachers’ frequent monitoring of the students’ progress and the opportunities created for the students to learn.

**Teacher job satisfaction**- The degree to which a teacher feels secure, challenged, rewarded and successful at the current school in which they work.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The literature relevant to the topic involves studies that explore the students’ and teachers’ perceptions of the principals’ transformational leadership and school outcomes. This chapter reviewed literature in order to provide a theoretical background to the study. Empirical studies have been explored specifically to identify the knowledge gap. The basic principles of follower perceptions, dimensions of leadership and transformational leadership are expounded. This chapter also provides an exposition of how managers of secondary schools should handle educational leadership according to transformational leadership principles.

2.1 Worldwide Educational Reform Trends

The search for effectiveness, emphasis on development planning in schools and the assurance of school education quality are efforts on reform movements. From these reforms, several trends exist and challenge school leadership (Cheng, 1996). There is a shift from quantity to quality: People are not satisfied with the quantity of educational service but are more concerned with quality. There is also movement from simplistic to sophisticated technology, such as technology of strategic management, development planning, participative management and quality assurance. Responding to these trends, there is need for a new school leadership that can facilitate transformation.
Because of the large scale school reforms, researchers have pointed out that in the context of decentralization and school system restructuring, schools need transformational leadership in order to be effective (Caldwell, 1994, Leithwood 1994). This is in line with the current study that sought to establish the teachers’ and students’ perceptions of the secondary school principals’ transformational leadership in Nairobi County and relate this with students’ academic achievement.

The policy reforms in the Kenyan Education system include the development of Sessional Paper No 1 of 2005 that emphasizes issues of improving access, equity, quality, retention and quality completion rates both at the primary and secondary school level of education (MOE: 2005,p.24). This paper is important to this study because it emphasizes the essence of quality education. This current research is concerned with the quality of students leaving the secondary schools after completion of the secondary school cycle of four years. The question that the study sought to answer was the correlation between the principals’ transformational leadership and students’ academic achievement.

2.2 The Concept of Leadership

Most definitions of leadership tend to possess two functions: “providing direction” and “exercising influence.” Each of these functions can be carried out in different ways, and such differences distinguish many models of leadership from one another.

This current study concurs with Yukl, who notes that leadership influences ‘the interpretation of events for followers, the choice of objectives for the group or organization, the organization of work activities to accomplish objectives, the motivation of followers to
achieve the objectives, the maintenance of cooperative relationships and teamwork and the enlistment of support and cooperation from people outside the group or organization” (1994, p. 3).

2.3 The concept of Perceptions

Teachers' and students’ perceptions of their school leaders influence student achievement in their schools. Perception may be energized by both the present and past experience, individual attitude at a particular moment, the physical state of the sense organ, the interest of the person, the level of attention, and the interpretation given to the perception.

2.4 Teacher perceptions

The manner, in which teachers perceive the conditions of their workplace, including their relationships and interactions with students and co-workers, is an important part of understanding how satisfied they are, which directly affects productivity. Teachers who are not satisfied in the workplace are more likely to leave the profession (Choy et al., 1993). If teachers can receive support from their principal, if they are involved in the decision-making process, and if they work within a positive school climate and culture, they are more likely to succeed and remain in the profession (Lumsden, 1998). The current study envisions students’ and teachers’ perceptions’ of the principals’ transformational leadership as being crucial in determining school effectiveness and overall student academic achievement.

2.5 Historical Perspective of the Concept of Leadership

In the 1900s, there existed the Great Man theories where leadership was considered to be an innate ability. In the 1930s, democratic leadership was advocated for example group leadership. In the 1940, trait theory that stated that leaders are born and not made and that a
good leader had a set of specific traits was advocated. The concept of transformational leadership was first introduced by Burns in 1978. Later, Bernard Bass (1985) expanded upon Burns original ideas to develop the Transformational Leadership theory. This information is important in the current study since it unveils information on the nature of leadership and the manner in which it has evolved to this period where leaders are facing the challenges that come with educational reforms, that calls for servant leadership and an all distributed leadership where all members of staff and students (through student councils) should be involved in school management.

### 2.6 Theories of Leadership

Approaches to the study of leadership divide the school of thought on leadership into the following categories:

The first category comprises the *Great Man theory* that is based on the belief that leaders are exceptional people, born with innate qualities, destined to lead. These theories attempt to explain leadership on the basis of inheritance. There has been a debate as to whether leaders are born and not made. In this study, the theory points to the transformational leader who may have inherent leadership attributes.

Personalities like Mahatma Gandhi and President Obama may be portrayed as transformational and the current study seeks to equate the current secondary school principals to the leadership of these leaders. One may be born with an attribute of leadership but it is only when they get an opportunity to put the same into practice that it becomes developed (Northouse, 2001).
The *trait theories* on the other hand are based on the belief that traits, or qualities associated with leadership exist in abundance and continue to be produced. This is again in line with the argument above that all persons are born with leadership traits. Principals too have traits that can be developed for successful management of schools (Northouse, 2001).

The *power and influence* approaches advocates assert that leaders exercise power, influence and assume the centralization of decision-making and a passive role of subordinates. These theorists focus on authoritarianism (Reeds, 2005). In the past, principals were regarded as authoritarian. This view however has changed as people become more educated and aware of their rights. The other categories include the *behaviorist theories* that concentrate on what leaders actually do rather than on their qualities. Indeed leaders should lead by deeds, and transformational leaders should be able to evoke the best in their followers who will then follow.

The *situational leadership theorists* advocates see leadership as relatively specific to the situation(s) in which it is being exercised. For example military leadership may demand skills, qualities and behavior, which differ from those, associated with successful leadership in education, industry or the church (Northouse, 2001). On the other hand, *contingency theory* is the refinement of the situational viewpoint and it focuses on identifying the situational variables which best predict the most appropriate or effective leadership style to fit the particular circumstances.

*Transactional leadership theory* approach emphasizes the importance of the relationship between the leader and the followers, focusing on the mutual benefits derived from a 'contract' through which the leader delivers such things as rewards or recognition in
return for the commitment or loyalty of the followers. This leadership advocates for the maintenance of status quo. It is more concerned with processes rather than forward thinking. It is concerned with basic levels of Maslows’ hierarchy needs. The principal may use some level of this leadership style where they will offer various forms of rewards and letters of commendation to show approval of teachers’ actions (Reed, 2005).

A section of the literature reviewed has shown that principals exhibit different degrees of each of these leadership styles. In transactional leadership for example, the teachers and students can get rewarded for their favorable actions. Where the student who scores Grade “A” gets a certain reward and equally, the teacher who gets the student to score grade “A” gets rewarded too. This mode of leadership has been found to lead to improved performance.

*Transformational leadership theory* is the focus of this study, and it emphasizes change and the role of leadership in envisioning and implementing the transformation of school performance. The study envisions this type of leadership as being essential in bringing change in our Kenyan secondary schools, a change that would see teachers empowered to engage more and identify with the vision of the institutions and ultimately, improvement in performance of students in the Kenya Certificate of Secondary Education Examinations.

A review of leadership literature reveals a number of definitions concerning its nature and application. Burns (1978) as cited by Reed (2005) suggested that leadership is one of the most often observed and least understood phenomenon. Beyond defining leadership, studies consistently center on the question: What makes a leader effective or ineffective?
Current developments in leadership have focused on transformational and transactional approaches, so as to conform to the reforms taking place worldwide. Empirical evidence have pointed out that transformational leaders generate an awareness of the mission or vision of the organization, and have the ability to develop colleagues and followers to higher levels of ability and potential (Reeds, 2005). Top performing managers have been seen as more transformational in their leadership style than ordinary managers. This is the focus of this study that sought to establish the correlation between the students’ and teachers’ perceptions of the transformative principals and student achievement. This is because some schools record high academic achievement while others record low academic achievement of students in national examinations despite the entry behavior of students.

Whereas previous research, such as the one conducted by Ngware, Oketch and Ezeh (2010) showed that there are issues of inadequate infrastructure, inadequate teaching and learning resources, socio-economic background of students and students’ entry behavior that are worthy of discussion, this study examined specifically at the correlation between the students’ and teachers’ perceptions of the principals’ transformational leadership and student academic achievement in Nairobi County.

A study conducted by Mandell and Pherwani (2003), that explored the effects of gender on transformational leadership, found that there were no gender differences for transformational leaders’ scores of male and female managers. Ibid (2003) state that the concept of transformational leadership is change orientated and comprises of a list of attributes of the leader that contribute to change. This study is relevant to the current study since the study sought to establish the relationship between the principals’ transformational
leadership and student academic achievement. The question whether the principals’ leadership will bring about a positive change in the schools in terms of student academic achievement is pertinent to the current study. The positive change under discussion here is how the teachers will be influenced positively, and hence an improved teacher classroom management by the nature of school principals’ leadership. This was then linked with student academic achievement.

Much of the recent literature on effective schools has connected the leadership role of the school principal, and school learning environment, to the achievement of school outcomes such as those related to teacher performance. Advocates of transformational leadership have claimed that transformational leaders are more able to manipulate environmental contexts so as to achieve their organizational objectives compared to transactional and laissez-faire leadership styles (Bass, 1988). The type of leadership style that is under investigation in the current study is transformational whereby the study assumes that all principals exhibit varying levels of transformational leadership and that this is the leadership that will bring about the change in schools.

A study by Muchiri and Cooksey (2011) on the effects of substitutes for leadership on performance indicated positive effects of some substitutes for leadership on performance outcomes. The study supported the view that leaders influence employee attitudes, perceptions and performance by indirectly shaping the environment in which the subordinates work. The current study will use the findings of this study to highlight the role of the principal’s leadership behavior in the promotion of student academic achievement. The principal can indirectly shape the school environment to bring about change. This is also in
line with Pitner’s reciprocal effects model of the principals’ influence on student achievement.

A study by Bogler and Somech, (2004) that examined teacher empowerment in relation to outcomes that reflect the behavior of teachers established that teacher empowerment is key in their performance in a school setting. Teacher empowerment has been studied in relation to job satisfaction, participation in decision-making (Gruber, 1987) commitment, conflict, instructional practice and student academic achievements (Marks & Louis, 1997), and principal leadership (Blasé & Blasé, 1996).

Teacher empowerment is important to the current study because, it is envisioned as a method of promoting student achievement since an empowered teacher will be more effective in teaching and is also likely to put measures in place to improve student learning. The principal therefore has a vital role of empowering their teachers through various methods like encouraging their intellectual stimulation and development through training, showing individualized consideration by caring for staff; listening and assisting them resolve some of their problems.

Previous research (Sweetland & Hoy, 2000), supports several assumptions regarding teacher empowerment some of which are; empowerment is considered effective when it is geared towards teachers’ professional development; to be effective, teacher empowerment needs to be authentic. Teacher empowerment is, therefore, perceived as a crucial factor that affects school effectiveness (Wall & Rinehart, 1998). Some studies have established a positive relationship between organizational commitment and regular employee attendance, and an inverse relationship between organizational commitment and turnover intention (Balfour & Wechsler, 1996).
A study by Rowald (2011) that examined the relationship between leadership behaviors and performance revealed that the relationship between three leadership behaviors (i.e. transformational leadership, laissez-faire, and consideration) and performance was being moderated by facets of team members’ heterogeneity. This is in line with the model adopted by the current study that contends that the effect of the principals’ leadership is indirect. The effect can however be direct when the principal teaches a certain subject in a class. For instance, when the principal teaches biology in form four, the effect on student achievement will be direct and will be influenced by the manner in which she/he prepares for the lessons, the emphasis and expectations that they give the students and the targets that they set with the class.

The results of a study by Krishnan (2005) reveal that transformational leadership enhances leader-follower terminal value system congruence, follower’s identification with the organization, and follower’s attachment and affective commitment to the organization. The most significant finding is however that the effect of transformational leadership on the outcomes is moderated by the duration of relationship between leader and follower in the case of congruence and identification, but not in the case of attachment and affective commitment. This study confirms previous studies on the effects that the transformational leader has on followers. This current study sought to explore this influence especially in relation to academic achievement of students that very few transformational leadership studies have focused on.
2.7 The Ideal Conceptions of the Principal-ship

Traditional definitions of leadership focused on the administrative processes and functions that must be emphasized for schools to work well. Sergiovanni (2001) states that schools of proficient principals are marked by collegiality and a sense of common purpose. The proficient principal demonstrates a vision and provides leadership that appropriately involves the school community in the creation of shared beliefs and values. They demonstrate moral and ethical judgment; they also demonstrate creativity and innovative thinking.

Cotton (2003) asserted that the following types of behaviors by a principal have a significant impact on student achievements: The establishment of a clear focus on student learning by having a vision, clear learning goals, and high expectations for learning for all students, cordial relationships with relevant stakeholders, emotional support, visibility and accessibility and parent/community participation. This is important in the current study because it sought to establish the correlation between the students’ and teachers’ perceptions of the principals’ transformational leadership and student academic achievement.

The mediating factor of teacher classroom management was also explored as research has confirmed that the principal’s behavior influences the variables in the school, it is an assumption of the current study that the transformative principal will influence teacher classroom management practices positively. The image that the principal projects in the school affects how students, staff, parents and the community perceive the school. In using communication skills, the proficient principal articulates beliefs persuasively, effectively
explains decisions, checks for understanding, and behaves in ways that reflects these beliefs and decisions. The proficient principal mobilizes others to collaborate in solving problems and accomplishing school goals. The principal facilitates the establishment of a curriculum that provides direction for teaching and learning and possesses a clear view of the past, present and future of the school.

2.8 Transformational Leadership and Transactional Leadership

It was the work of Burns (1978) which first drew attention to the ideas associated to transformational leadership. He conceptualized two factors to differentiate ‘ordinary’ from ‘extraordinary’ leadership. Transactional (ordinary) leadership is based on exchange relationship in which follower compliance (effort, productivity, and loyalty) is exchanged for expected rewards. Transformational leadership augments transactional leadership. Transactional leadership does little to bring about the enhanced commitment and extra effort required for change which will occur when the members of an organization experience transformational leadership (Leithwood, Tomlinson and Genge, 1996).

Transformational leadership is well suited to the challenges that school reforms brings. It has the potential of building high levels of commitment (amongst teachers) to the complex and uncertain nature of the school reform agenda and for fostering growth in the capacities teachers must develop to respond productively to this agenda (Leithwood and Jantzi, 1997).

Bass (1985) explained how transformational leadership could be measured, as well as how it impacts follower motivation and performance. The extent to which a leader is
transformational is measured first, in terms of his influence on the followers. The followers of such a leader feel trust, admiration, loyalty and respect for the leader and because of the qualities of the transformational leader are willing to work harder than originally expected. The leader encourages followers to come up with new and unique ways to challenge the status quo and to alter the environment to support being successful.

The challenges facing secondary schools and the need for school reform have been cited as reasons for advocating transformational leadership. Barnett (1999) advocates it as the kind of educational leadership required to promote the transformation of school culture and motivation of teachers that are necessary for school reform and improvement. These cited challenges call for reform in the management in our institutions. Any reform package requires a determined leader whose vision and support make possible the success of reform strategies (Mwiria, 2007).

2.9 Dimensions of Transformational Leadership

According to Reed (2005, p.75), transformational leadership comprises of four dimensions, Idealized influence, Inspirational motivation, Intellectual stimulation and Individualized consideration. These dimensions can be linked to a public school in Nairobi County in that due to the educational reforms and changes, the focus has been on the importance of embracing change. The emphasis is currently on servant leadership, where the leader positively inspires the followers to share the vision of the leader in meeting school goals. The dimensions are described as;
Idealized influence is a dimension that is as a result of trust and respect of followers to the leader for doing right. This done through stories and symbols to communicate the vision and mission and serving as role models. The transformational leader operates out of a deeply held personal value system that includes qualities like justice and integrity which in turn unite their followers changing their goals and beliefs for the better. The principal needs to act as a role model by leading through example. She/he needs to guide the staff into sharing the vision of the school by the principal exhibiting enthusiasm in working towards the realization of the objectives of the school.

Intellectual stimulation is the second dimension and it is regarded as an element that promotes intelligence, rationality, and careful problem solving abilities (Leithwood, & Jantzi, 2005). The transformational leader makes employees seek their own answers. The principal needs to give teachers opportunities for staff development and give them autonomy to make decisions especially those that impact on teaching and learning. This is in relation to my study that seeks to establish the extent to which principals in Nairobi practice transformational leadership as shown through the extent that this attribute is exhibited by the principal. This study explored the effects of the role of principals’ transformational leadership on the promotion of student performance.

Individual consideration is another dimension that is expected of transformational leaders. The transformational leader treats employees as individuals and not just members of a group. This is done through compassion, appreciation and responsiveness to employee needs alongside recognition and celebration of achievements (Leithwood, & Jantzi, 2005). This study attempted to establish the extent to which principals are transformative and the
effect of this leadership style on the promotion of student academic achievement in Nairobi County.

Inspirational motivation: transformational leaders inspire their followers to achieve greatly through high expectations. They have power and influence giving employees a high degree of trust and confidence in them. The principal needs to empower teachers and identify the appropriate methods of empowering them, for instance, creating opportunity for them to train further to enhance their professional development and allowing them to participate in decision making. When teachers are empowered, it is expected that they will be have more interest in ensuring that the school goals are met.

2.10 Influence of Transformational Leaders on Followers.

Transformational leaders boost intrinsic motivation and provide intellectual stimulation thus encouraging followers to challenge the status quo and the old ways of doing things. Transformational leadership is said to be complex and dynamic in that leaders can affect followers by highlighting different aspects of their follower’s social self-concept and change their focus from one level to another.

According to Dvir (2009) the transformational leader exerts additional influence by broadening and elevating their follower’s goals thus they exhibit Idealized Influence, Inspirational motivation, Intellectual stimulation and Individualized consideration which in turn arouse admiration, inspire motivate, provide intellectual stimulation and treatment of their followers with idealized consideration. The followers in turn reach full potential generating enhanced performance.
The transformational leader puts passion and energy into everything. The leader leads the change. The followers are the products of the transformation. Transformational leaders are often charismatic. One of the traps of transformational leadership is that passion and confidence can be mistaken for truth and reality. These leaders may have relentless enthusiasm that is not controlled can wear out followers. The leader may also get frustrated especially if people are happy as they are and are not open for change. Northouse (2001) defines leadership as a process whereby one individual influences a group of individuals to achieve a common goal. He states that transformational leadership can help managers become exceptional leaders.

Transformational leadership is the ability to get people to want to change, to improve and to be led. Of all the factors that contribute to what students learn at school, present evidence has led to the conclusion that leadership is second in strength only to classroom instruction. Furthermore, effective leadership has the greatest impact in those circumstances. This evidence supports the present widespread interest in improving leadership as a key to the successful implementation of large-scale reforms.

Efforts to improve the recruitment, training, evaluation and ongoing development should be considered highly cost-effective approaches to successful school improvement. These efforts will be increasingly productive as research provides understanding of how successful leaders make sense of and productively respond to both external policy initiatives and local needs and priorities, and of how those practices seep into the fabric of the education system, improving its overall quality and substantially adding value to our students’ learning.
2.11 The Kenya Certificate of Secondary Education

The 8-4-4 system was launched in January 1985 and emphasized vocational subjects. It was assumed that the system would enable school dropouts at all levels to be either self-employed or to get employment in the non-formal sector. The rationale of the system was, first, the challenge for national development that called for a change of the system, and 8-4-4 would respond to this challenge, fully involving the youth in this endeavor. Thus, the system would fill in gaps that the previous education system did not (i.e., responding to the needs of the country and its people).

Second, there was a need for a more relevant curriculum. The 7-4-2-3 curriculum was viewed as not catering to most of the pupils enrolled. There was the need for a practical-oriented curriculum that would offer a wide range of employment opportunities.

Third, the 8-4-4 system would ensure equitable distribution of education resources, such that all students had a chance to excel regardless of their origin, creed, or race.

Fourth, the system would ensure that students graduating at every level had some scientific and practical knowledge that could be utilized for self-employment, salaried employment or further training (Sifuna and Otiende, 1994; Eshiwani, 1993).

But since its initiation, there has been a criticism of the system that has been seen to be overloaded and the quality of graduates has been seen as poor. This study sought to establish the perception of the teachers’ and students’ towards the principals’ transformational leadership and relate these to student achievement in the Kenya Certificate of Secondary Education examination that students undertake in the second level of the 8-4-4 system of education.
2.12 Studies linking Transformational Leadership and Teacher Outcomes

Recent paradigm shifts in conceptualizing leadership have encouraged educational researchers to consider these relationships between school climate and student learning from the perspective of new leadership models. Prominent among them is the transformational and transactional leadership model (Burns, 1978), which suggests that follower performance can be lifted to beyond what is normally considered as average. Further, transformational leaders are able to manipulate and alter their environmental constraints in order to achieve their performance goals (Kirby, King and Paradise, 1992).

Much of the recent literature on effective schools has connected the leadership role of the school principal to the achievement of organizational outcomes such as those related to teacher performance. The principal concept of transformational leadership is, as seen in its name, the power of transforming people through interaction. It may be regarded as the power pushing people beyond their self-interests and towards the shared goal of the whole organization (Bush 2008). The principal has the task of empowering teachers to enable them share and identify with the vision of the school such as that of setting high performance targets and putting mechanisms in place to ensure that the targets are met.

Past studies indicate that transformational leadership affects an individual or team in setting goals, making a decision on action to be taken and learning. Leithwood (1999) identified 20 studies providing evidence linking leadership to teacher outcomes. Although the results on some measures were mixed, the reviewers found that transformational leadership consistently predicted the willingness of teachers to exert extra effort and to change their classroom practices and attitudes.
The most consistent findings link transformational leadership to organizational learning, organizational effectiveness, and organizational culture. These findings suggest that transformational leadership should influence teachers’ commitment to the organization. Organizational commitment is defined by Mowday, Porter, and Steers (1982) as having three facets: identification with the values and goals of the organization, willingness to exert effort on behalf of the organization, and commitment to stay in the organization. Transformational leadership theory has cast these relations in a new perspective, where advocates have claimed that transformational leaders are more able to manipulate environmental contexts so as to achieve their organizational objectives compared to transactional and laissez-faire leadership styles (Barnett, 2005).

This study sought to establish the perceptions of teachers and students to the principals’ transformational leadership and students’ academic achievement in public secondary schools in Nairobi County. It sought to establish the role that the principal plays in the manipulation of the school environment so as to enhance student achievement.

Some secondary school teachers had expressed dissatisfaction with their work due to unconducive environment created by administrative flaws (Bolger, 2002). It also has been revealed that teachers feel dissatisfied in school environments that do not provide opportunities for teacher development. These findings support the research studies that have repeatedly shown that transformational leadership is positively connected to teacher outcomes (Dumdum, Lowe, & Avolio, 2002). A study conducted by Dvir, Eden, Avolio, and Shamir (2002) showed that transformational leaders had a direct impact on followers’ empowerment, morality, and motivation. The nature of the gap in my study was to establish
if the principals’ transformational leadership affects student achievement, and if so, whether the influence is direct or indirect.

In another experimental study, Barling, Weber, and Kelloway (1996, p. 98) reported a significant impact of transformational leadership on followers’ commitment. Other studies also showed positive relationships between transformational leadership and personal outcomes such as satisfaction, performance, and commitment (Bycio, Hackett, & Allen, 1995). By showing respect and confidence in their followers, transformational leaders create a great degree of trust and loyalty on the part of the followers to the extent that followers are willing to identify with the leader and the organization. Most of the studies on transformational leadership in educational institutions focused only on teachers. This study focused on the role of the transformative principal behavior in promoting student achievement in KCSE examinations and this added to the knowledge gap.

Extensive research is available which indicates that transformational leadership is positively associated with organizational commitment in a variety of organizational settings and cultures (Bono & Judge, 2003). Previous research has found that transformational leadership has a large impact on organizational commitment (Nguni, 2005).

Self-efficacy belief has been a focus of organizational research for nearly three decades (Bandura, 1986). Self-efficacy represents an individual’s belief in his or her capabilities to successfully accomplish a specific task or set of tasks. Transformational leaders are able to raise the self-efficacy of followers by showing confidence in followers and helping them work through individual problems and developmental challenges (Bandura, 1986). Can the principal manage, through the leadership style to influence student academic
achievement through making the student develop self efficacy or belief in themselves? The principal could do this through encouraging the students by inviting motivational speakers and also organizing for guidance and counseling sessions for the students.

Burns (1978) referred to motivation as one of three main domains of a follower’s development. He proposed that transformational leaders motivate followers in such a way that the followers’ primary motive is to satisfy self-actualization needs rather than the lower needs in Maslow’s (1954) needs hierarchy. Burn’s theory had “suggested that transformational leaders expand their followers ‘need portfolios’ by raising them in line with Maslow’s hierarchy” (Eden, Avolio, & Shamir, 2002)

Transformational leadership has a positive influence on personal outcomes (Nguni, Sleegers, & Denessen, 2006). The literature demonstrates that transformational leadership has a positive influence on empowerment, job satisfaction, commitment, trust, self-efficacy beliefs, and motivation. From a theoretical standpoint, this literature review reinforced the conceptual model of transformational leadership proposed by Bass (1985) and demonstrated that transformational leadership is significantly correlated with personal outcomes.

Empirical research has also shown that transformational leaders have organizations with strong cultures and are better than other leaders at providing activities which continue to build culture. Studies in various organizational types demonstrate that transformational leaders provide the leadership style which produces effective organizations (Maehr, and Midgley, 1991).

Prior research has concluded that there exists a positive relationship between transformational leaders and organizational vision. The transformational leader has inspired
organizational employees to believe in new visions that have new opportunities. Past research showed that empowerment is viewed as an outcome of transformational leadership. It also showed that transformational leadership is connected to empowerment through self-efficacy.

A study conducted by Demir (2008, p. 123) highlighted that transformational leadership contributes to teachers’ self-efficacy, collective efficacy, and collaborative culture. The study strengthened these results by finding similar relationships of transformational leadership with teachers’ self-efficacy, collective efficacy, and collaborative culture. In addition, it provided evidence that teachers’ self-efficacy and collaborative school culture moderated the relationship between transformational leaders and collective teacher efficacy.

According to the study conducted by Amoroso (2002), principal’s behavior has a significant impact on how a teacher views his/her work environment. As such, principals have an indirect impact on student learning. The study found out that the number of years a teacher teaches in a particular station had an indirect negative impact on job satisfaction. It also found out that most of the demographic variables such as age, level of education and experience had a little effect on both teacher commitment and job satisfaction. But the study did not investigate whether the principal could have a direct effect on student learning. The focus of the study was on teacher outcomes. The current study sought to bridge the gap by the establishing the perceptions of the teachers and students of the principals’ transformational leadership and then correlated the findings to student academic achievement.
Findings in another research conducted by Ejiofor (2007) revealed that principals who spent more years in the same school perceived their leadership as transformational while principals with less number of years in the same school did not. Principals’ years of professional experience and gender did not account for a significant variance in their perceptions of their ability to be transformative in their leadership styles. This is the line that the current study has undertaken, to use the transformational leadership constructs and review the effects of these constructs using both teachers and students as respondents so as to verify and add new knowledge to previous findings.

Ozaralli (2003) found that transformational leadership contributed to the prediction of subordinates’ self-reported empowerment. Theoretically, it is possible that teachers who interact with transformational leaders can be inspired, encouraged, and motivated to increase their work efforts and to fulfill their potential. Followers get greater opportunities for self-determination and for creative thinking while performing their tasks. Some principals do encourage their staff and do not feel insecure by delegating duties. These leaders tend to be successful and are likely to post good results in KCSE examinations. These leaders are also considered to be transformative in nature.

The findings by Ozaralli (2003) are consistent with previous literatures studied in Thai context (Nilpan, 2000; Chongvisal, 2002; Newchantuek, 2002), which transformational leadership has a positive association with job satisfaction and organization commitment. The results reinforce that supervisors who show transformational leadership can encourage organizational commitment of their subordinates by supporting goal attainment, linking their efforts with their performance, creating teachers’ personal commitment to the organizational
vision, mission, and goals, and motivating them to get involved and challenge their potential for school performance.

Furthermore, transformational leaders place emphasis on subordinate’s job satisfaction. Teachers tend to be more satisfied with their job or tasks due to the feeling of self-accomplishment through that the leader empowering them to take responsibility and have initiative in regards to their own tasks. Also, transformational leaders can stimulate their followers’ efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways.

Previous studies by Avolio (2004) stated that psychological empowerment mediated the relationship between transformational leadership and employee attitude outcomes such as job satisfaction and organizational commitment. It is possible that teachers who are led by transformational leaders are expected to identify with their leaders and therefore, are expected to have greater feelings that they can have an impact on their organization, through enhancements to their psychological empowerment. These supervisors get teachers involved in envisioning an attractive future and inspire them to be committed to achieving that future. They build team spirit through their enthusiasm, high moral standards, integrity, and optimism and provide meaning and challenge their followers’ work, enhancing followers’ level of self-efficacy, confidence, meaning, and self-determination. Whereas these studies examined the effects of principals’ transformational leadership on teacher outcomes and commitment to work, this study sought to determine relationship between the principals’ transformational leadership and student academic achievement. Teacher classroom management was one of the intervening variables.
Laschinger, Finegan, Shamian, and Wilk, (2003) argued that conditions for organizational empowerment enhance an individual’s perceived psychological empowerment. Teachers who perceived that they can access resources from the school would interpret their psychological state as being empowered. The finding highlights the importance of creating environments that provide structures that empower teachers to accomplish their work. Such environments result in teachers’ feeling of accountability, pride, self-confidence, and accomplishment in their works.

In order to promote positive feelings of psychological empowerment, school management, including the principal should clearly behave in the way of transformational leadership. These leaders can articulate a vision that inspires the teacher to take accountability with their tasks. A clear specification of tasks, goal setting, roles, and intrinsic rewards may also facilitate feelings of psychological empowerment among teachers (Itsara et.al, 2010).

Itsara et al. also contend that transformational leaders who seek to understand needs, create positive climates, and promote the feeling of confidence among teachers would also be likely to contribute to a greater empowerment. Moreover, management should consider creating work conditions and structures that are in place to enable teachers to accomplish their work meaningfully. This requires management to design a less hierarchical organization by providing supports and power to access resources and information for teachers, especially in allowing teachers’ supervisor to have more discretion in empowering their direct followers. This in turn should translate into healthier attitudinal outcomes of teachers in
school. The above study found out that perceived transformational leadership of the direct supervisors was positively related to teachers’ psychological empowerment, job satisfaction, and organizational commitment (Itsara et.al 2010).

2.13 Teachers’ Job Satisfaction

Job satisfaction can be defined as “a pleasurable or positive emotional state resulting from the appraisal of one’s job and job experience” (Locke, 1976). Job satisfaction stems from the follower’s perception that the job actually provides what he or she values in the work situation (Nguni, Sleegers, & Denessen, 2006). Teachers’ job satisfaction is a variable that is associated with positive employee motivation, performance and productivity. High levels of employee satisfaction have been highly associated with more employee work performance and less absenteeism. This element of teacher job satisfaction is important in the current study because this variable has been positively correlated with positive teacher productivity. Studies have also correlated the principals’ transformational leadership and teacher job satisfaction. In the current study, the students’ and teachers’ perceptions of the principals’ transformational leadership has been correlated with student academic achievement while at the same time, the teacher productivity has been examined in relation to the principals’ leadership.

Teachers are arguably the most important group of professionals for our nation’s future. Bishay (1996), while quoting Sylvia & Hutchinson, 1985 states that it is crucial that we determine what increases teacher motivation. Many factors have been examined in an attempt to find which ones promote teacher motivation. Pay incentives have been found to be
unsuccessful in increasing motivation. They explain that true job satisfaction is derived from the gratification of higher-order needs, “social relations, esteem, and actualization” rather than lower-order needs. Some studies have also revealed that prolonged stay of a teacher in the same school was positively related to job satisfaction (Huang, 2001). In their study of teacher retention and transfer, Miller, Brownell and Smith (1999) indicated that teacher retention was significantly related to job satisfaction.

The current study sought to establish the relationship between the principals’ transformational leadership and student academic achievement while at the same time exploring the effects of the principals’ leadership on the teacher. This is because when teachers are happy with their work and they understand the school goal and vision, then they are likely to contribute towards the attainment of the goal, which is provision of quality education.

Other studies (Latham, 1998) revealed that teachers’ prolonged stay in a particular school was positively related to job satisfaction. Oshegbami (2000) established a linear relationship between job satisfaction and length of service. This could explain the fact that teachers who spent a good number of years in the same school were found to have ample opportunity to develop skills to face the challenges of their environment. They cooperate with their principals and relate cordially with students and colleagues (Huang, 2001).

A study conducted by Amahukpati, (2009, p. 3) showed a positive correlation between transformational leadership and employee job satisfaction. It further revealed no differences in transformational leadership and job satisfaction of lecturers in both private and public institutions. The results of the survey showed that heads of departments do not differ
in their transformational leadership practices in both types of institutions. According to Abassi and Hollman (2000), individuals with high levels of job satisfaction would have healthier physical and psychological records that very likely result in higher productivity and effectiveness in their job performance and willingly staying longer in the organization. These findings strengthen the need for this study to establish the students’ and teachers’ perceptions of the principals’ transformational leadership and correlate this to student academic achievement.

It is important to note that the Report of the Presidential working Party (1981) was set to look into ways of improving the education system in the country. Consequently, there was a marked change in the subjects and workload for teachers, placing more responsibilities on them and therefore affecting their job satisfaction. For example, the implementation of the 8-4-4 system of education in 1985, called for a lot of sacrifice and commitment on the part of teachers. According to Republic of Kenya (2007), numerous official documents over the last decade have increasingly drawn attention to the fragility of perceived teacher job satisfaction. Notably is the recent policy which demands that newly employed teachers stay in the same station for a mandatory five year service before asking for transfer to a new station of work (Sirma & Poipoi, 2010). The teachers therefore require a transformational leader who can help them cope with the demand that have come with the loaded curriculum. This leader should be able to bring out the best in the in the teachers who impact on student achievement.

Teachers’ job satisfaction is still a challenge to the education sector. The main perceived factors influencing teachers’ job satisfaction include; salaries, work place conditions, education policies, delayed promotion opportunities, too much work, inadequate
in-service courses and poor inter-personal relationships and administrative style. If these areas are addressed then teachers’ job satisfaction is likely to improve which would eventually lead to improved performance (Poi poi, 2010).

Previous research has demonstrated that transformational leadership contributes to valued teacher outcomes, including teachers’ commitment and job satisfaction. For example, teachers in schools characterized by transformational principal behavior are more likely than teachers in other schools to express satisfaction with their principal, report that they exert extra effort, and be more committed to the organization and to improving it (Leithwood, Jantzi, & Steinbach, 1999).

Leithwood (1999) found that transformational leadership consistently predicted the willingness of teachers to exert extra effort and to change their classroom practices and/or attitudes. The most consistent findings link transformational leadership to organizational learning, organizational effectiveness, and organizational culture. Providing opportunities for growth and development through training and promotion may be a good motivator as many people like to grow in skills, capability and experience. Dessler (2001), found out that, many people experience satisfaction when they believe that their future prospects are good. Teachers maintain that if people feel they have limited opportunities for career advancement, their job satisfaction may decrease.

Bull (2005) also found out that, most teachers were less satisfied with advancement opportunities and pay. Promotional opportunities therefore, have differential effects on job satisfaction, and it is essential that this be taken into account in cases where promotion policies are designed to enhance teachers’ job satisfaction. Job satisfaction is considered to
have an effect on the quality of teaching and on the school achievement of pupils (Somech and Drach-Zahavy 2000).

Indeed, existing literature on teacher job satisfaction in developing countries, and specifically in Africa, generally suggests a stronger emphasis on monetary aspects and, perhaps more surprisingly, on teacher family surroundings. It should be noted that most of this literature analyzes teachers’ own perceptions about the factors relevant for their (de)motivation.

2.14 Evidence about Principal Leadership Effects on Students

Most of what is known empirically about leaders’ effects on student learning concerns school leaders. Evidence provided by Hallinger and Heck (1996a) in their reviews of past research on leadership effects on student performance conclude that the combined direct and indirect effects of school leadership on pupil outcomes are small but educationally significant.

A study conducted by Creemers, (1996) established that leadership explains three to five percent of the variation in student learning across schools, in fact leadership appeared to be one quarter of the total variation (10 to 20 percent) explained by all school-level variables after controlling for student intake factors. To put the magnitude of this leadership effect in perspective, quantitative school effectiveness studies (Hill, 1998) indicate that classroom factors explain only a slightly larger proportion of the variation in student achievement – about a third.
2.15 Principals’ Leadership and Student Performance

Nsubuga (2003) established that there is a strong positive relationship between the leadership style of head teachers in secondary schools and school performance, but that the contribution of the leadership style towards the overall school performance is low. However, from the study and also through the literature reviewed, it is clear that leadership is a very important component and a critical ingredient in the process of improving the school’s performance.

This study therefore sought to establish the relationship between transformational leadership and student academic achievement in KCSE. This study contends that leadership must be distributed appropriately among the different levels of administration in the school; to the school top management teams and also decentralized among the teachers. This distribution of leadership will lead to teacher empowerment that will translate into effective classroom management. Ten studies reviewed supported the importance and contribution of the principals’ leadership to school performance, teacher work performance and student educational performance (Chan, Cheng & Hau, 1991). The studies revealed that the principals’ leadership can make a difference in students learning attitudes and lead to effective academic learning outcomes. The studies also revealed that school principals can influence teachers’ organizational commitment, job satisfaction and work attitudes. Many studies have been concerned with examining pupil characteristics that might determine subsequent academic achievement in schools. Management of schools was found to be an important factor that has a significant impact on learning achievement.

Kathuri (1986) found out that each of the following to some extent influences learning and therefore academic achievement of students in KCSE: teaching resources,
quality of staff, school community relations, school administration, teaching methods, students previous academic background and students socioeconomic background. Sembiring and Livingstone (1981) found out that head teachers characteristics were amongst the strongest school factors associated with high learning achievement.

Buchanan (1971) expresses the importance of leaders to be people that have high influence upon the operations of school. When teachers are satisfied with Head teachers they work hard towards the attainment of school goals thus resulting in improved students’ performance. Studies have shown that the more a principal displays active management by exceptional leadership behavior, the more likely the intrinsic motivation for learning in students (Bernett et al.). Previous research established that there is a significant relationship between leadership behaviors and excellence in teaching. This means that the more inspirational the principal is, the more teachers will use teaching strategies which encourage an ethos of hard work and enjoyment of learning amongst students and vice versa. Research indicates that the impact of the principal on student learning is indirect. Leadwood and Duke (1999) wrote, “Understanding the effects of the principals’ leadership depends on identifying the components of the school that principals can influence directly and that in turn, affects directly what students learn”.

Heck and Hallinger (1999) dismissed the direct effects model that tried to equate a principal behavior as having a direct impact on student learning. They found that the norms and practices of teachers were greatly affected by the principal and these practices affected student academic achievement. The Pitner model (1988, pp. 105-108) presents two models; one of the models is based on the direct influence of the leader on student academic
achievement while the second presents an indirect effect of the leader on student academic achievement. This study accepts that the principal can have an impact on student learning through a variety of variables within the school. The current study has therefore adopted the indirect effect of the leader on the students’ academic achievement.

A study by Marks and Louis (1997) that examined the relationships among teacher empowerment, instructional practice, and student academic performance indicated that teacher leadership is associated with pedagogical quality and student academic performance indirectly, through enhancements to the school’s organization for instruction.

According to the authors, school organization for instruction begins with professional community. This concept however is in agreement with previous empirical research that the principal of the school has a direct effect on teacher output and teachers have a direct effect on student learning. Sillins, Mulford and Harris (2002) conclude that students’ outcomes are more likely to improve where leadership sources are distributed throughout the school and where teachers are empowered in areas of importance to them. By distributing powers, head teachers do not become weak; they instead become stronger as the institutions they head excel in performance.

A relationship between teacher leadership and a variety of school-related outcomes was reported in Smylie’s 1997 review of 208 international studies, which examined the state of the art in teacher leadership. According to Smylie, relatively few of the studies specifically targeted the outcome of student learning. This creates a gap whereby this research will
explore the leadership impact on student achievement. Taylor and Bogotch (1994) reported a positive relationship between teacher leadership and student attendance. Smylie and Hart (1999) found positive relationships between participation and teachers’ reports of increases in students’ responsibility and enthusiasm for learning, and problem-solving skills. This study therefore attempted to establish the relationship between the principals’ transformational leadership behavior and student academic achievement. The study also explored teacher empowerment as an important aspect that influences teacher job satisfaction, which translates into teacher school classroom management that has a direct influence on the student achievement.

2.16 Principals' Transformative Role and Students' Performance K.C.S.E

The decline in performance in KCSE in the recent few years in Nairobi County have shown fewer numbers of candidates attaining the minimum university entry qualification of C+ and above (MOE, 2008). It has been speculated that the implementation of free secondary education and delay in remitting government subsidies may have an impact on the availability of teaching and learning resources.

The results reveal that a third of candidates score grade D and E. These students who perform poorly do not get admission to universities or tertiary colleges nor are the grades useful when looking for jobs. Candidates’ results are graded from the highest grade (A) to the lowest grade (E) on a 12 point scale. Performance in KCSE which marks the termination of the four year secondary course is crucial because it is used for selection in university training, in middle level colleges and other professions.
2.17  **Teacher Classroom Management**

Berliner, (1986) stated that improving the ability of teachers to effectively manage classroom behavior requires a systematic approach to teacher preparation and an ongoing professional development. He asserted that teachers who have poor classroom management may be reactive to the extent of excluding students from instruction and hence affect their ability to perform academically. Principals need to address such concerns by ensuring ongoing professional development in the area of classroom organization. The current study accepts that the ability of teachers to organize classrooms and manage the behavior of their students is critical to positive educational outcomes.

2.18  **The Concept of Empowerment**

Empowerment, as perceived by Short, Greer and Melvin (1994, p. 38) is defined as ‘‘a process whereby school participants develop the competence to take charge of their own growth and resolve their own problems’’. It is individuals’ belief that they have the skills and knowledge to improve a situation in which they operate. A major aspect of leadership role is to empower teachers to have the maximum opportunity to improve the learning of their students. School leadership relies on the empowerment of teachers and others involved in the teaching and learning process, teachers share in decision making and assume greater responsibilities. They are given more power to act and greater autonomy in almost everything they do.

Empowered teachers participate in critical decisions, e.g. suggesting the activities that students can engage in like attending symposiums; proposing the text books and reference materials that would be of benefit to the students; helping in screening of students through
interviews prior to student intake and admission into the school etc that directly affect teaching and learning.

Empowering work environments may enhance professionalism, facilitate teacher leadership, improve the quality of work life, and enable effective implementation of school reform. Lucas, Brown, and Markus (1991) defined teacher empowerment as a function of the readiness of building-level administrators to share their autonomy with those whose commitment is necessary to make the educational program function at the highest degree of efficiency. According to Maeroff (1988), teacher empowerment consists of improved status, increased knowledge and access to decision-making. Short and Rinehart (1992) identify six dimensions of teacher empowerment namely; decision-making, professional growth, status, self-efficacy, autonomy and impact.

In a study devoted to the concept of teacher empowerment, Short (1994) describes the six dimensions in detail. Decision-making refers to teachers’ participation in critical decisions that directly affect their work, involving issues related to budgets, teacher selection, scheduling, and curriculum. To be effective, teachers’ participation in decision-making must be genuine, and the teachers need to be confident that their decisions actually impact real outcomes. Professional growth refers to the teachers’ perception that the school provides them opportunities to grow and develop professionally, to continue to learn, and to expand their skills during their work in school.

The contexts of leadership involve commitment and credibility (Foster, 1986) and, it is suggested here, involve a radical change in thinking to achieve leadership effectiveness.
The vision of empowerment exemplifies a paradigm shift with the decisions made by those working most closely with students rather than those at the top of the pyramid. Wellins, Byham, and Wilson (1991) indicated that empowerment occurs when power goes to employees who then experience a sense of ownership and control over their jobs. Byham and Cox (1992) stated that empowering employees involves helping them take ownership of their jobs so that they take personal interest in improving the performance of the organization.

According to McKenna (1990), empowerment involves building of personal self-esteem, and possibly the motivation for the worker to further their training and education. Wellins, Bynam and Wilson, (1991), indicated that an organization empowers its people when it enables employees to take on more responsibility and to make use of what they know and can learn. In essence, a more empowered work force is a more productive work force.

Lee (1991) shared this outlook by defining teacher empowerment as the development of an environment in which the teachers act as professionals and are treated as professionals. He further explained that empowerment means that school authorities provide teachers with the authority to make decisions that have, in traditional systems, been made for them, a time and a place to work and plan together during the school day and a voice in efforts to deepen their knowledge and improve their teaching. The most effective leaders are those whose teachers have ownership in the mission of the school and a vital interest in its effectiveness.

Covey (1989) suggested that a leader must begin with "self" to become effective. He suggested that the more aware one is of personal paradigms, the more likely one can take
responsibility for their own paradigms. A paradigm is defined as the way one perceives, understands, and interprets everything going on. Covey (1989) believed one needs to examine one’s paradigms against reality, listen, and be open to other people’s perceptions. Empowerment does not mean that principals relinquish power or that teachers must continually challenge authority. Empowerment is defined as teacher liberation, meaning the teacher is free from the "unwarranted control of unjustified beliefs" (Prawat, 1991).

In a study conducted by Boey (2010) on teacher empowerment in Malaysian secondary schools established that there is a positive correlation between empowerment and teacher commitment in secondary schools. This information is of relevance to the current study because teacher empowerment is considered as important in this study as it is assumed to contribute to teacher job satisfaction and overall learning outcomes in secondary schools in Nairobi County.

### 2.19 The Teachers’ Service Commission

The Teachers’ Service Commission (TSC) was established in 1967 by an act of parliament (Cap 212 of the Laws of Kenya). In 2008, TSC introduced radical measures to select, appoint and deploy head teachers. It developed a policy document on identification, selection, appointment, deployment and training of Head Teachers, in an attempt to improve the management of learning Institutions. The TSC said that it would sever the links of patronage and nepotism in addition to reducing pursuit of personal interests (East African Standard, December, 2008).
The new policy indicated that heads should not stay in one institution for more than eight years, while underperforming ones would be demoted. The new policy also set criteria, standards and policy guidelines for identifying and picking institutional managers. Heads of institutions would be required to have studied a specific number of education management courses at University. The heads of institutions would constantly be in serviced to enable them acquire new administrative and management skills. They would also be required to sit and pass approved education management courses by the KEMI before consideration for promotion to the next grade.

Previously, identification of heads had been based on classroom teaching and on active participation on co-curricular activities. This scenario led to a number of challenges in institutional management which include external interference in appointment and deployment and protection of ineffective heads of institutions by influential partisan parties.

The secretary to the T.S.C concluded by saying that:

Failure to have clear objectives and transparent criteria for appointment of heads of institutions, as well as provide adequate and relevant training in the past, has led to underperformance and declining educational standards (Ibid, 2008).

Republic of Kenya (1988, p.111), The Presidential Working Party on Education and Manpower Training on the Next Decade and Beyond stated that: Heads of Institutions are central to the successful management of educational institutions and implementation of the curriculum. The working party noted that heads of institutions are appointed from amongst serving teachers most of who have had no prior training in institutional management. This
affects effective management of educational institutions and the maintenance of quality and higher standards of education and training.

Like the British principals described by Dennison and Shenton, (1989), Kenyan principals; Have been recruited as teachers, promoted as teachers and suddenly were confronted with school leadership. Subsequently, they learnt by watching others, perhaps by reading the occasional book, thus discussing difficult situations with colleagues and applying common sense.

Leadership is important in schools since it leads to school effectiveness. When all stakeholders in the schools share a common vision and see the need for change, then the organizational goals are effectively met without any member feeling coerced to behave in a certain manner.

2.20 Summary of Reviewed Literature

The studies reviewed reveal that the society is changing and therefore school leadership should also change (Bass, and Avolio, 1994; Caldwell, 1994; Gamage, 2009a; James, & Connolly, 2000; Hallinger, 1999). It also revealed that participatory and reflective leadership styles are necessary for changing times. Leadership has been presented as a process that involves influencing followers in a particular context and guiding them towards goal attainment.

It was evident that a visionary and inspirational leadership is important for school leadership during times of change. Transformational leadership was presented as a style that leads to a relationship of mutual trust and stimulation between leaders and followers.
Transformational leaders elevate their followers to higher levels of motivation that leads to the satisfaction of higher order needs and results to higher order improvements and self-actualization.

Numerous empirical works have presented evidence to support a positive relationship between managers' transformational leadership behavior and employees' individual performance. Studies have also begun to examine the process by which the effects on student academic performance ultimately take place.

2.21 Gaps in Reviewed Literature

From the empirical literature reviewed, the following gaps were identified that formed the basis for this research; Literature revealed that there is little disagreement in professional circles concerning the belief that principals play a crucial role in the lives of teachers, students and schools. The degree of the impact however continues to be a subject of debate. While scholars agree on the importance of the principals’ leadership, there is still little detail concerning how principals respond to their schools’ environmental context as they seek to shape organizational processes and student outcomes (Pitner, 1988, Boyan, 1988, Leithwood, 1990).

Although research supports principals’ influence on teacher outcomes, namely, professional commitment, (La Mastro, 2000; Kirby and Paradise, 1992; Leithwood et al. 1999); teacher efficacy (Demir, 2008; Bandura, 1986) and teacher job satisfaction, (Somech and Drach-Zahavy 2000; Miller, Brownell and Smith 1999), very few studies, if any, have been conducted in Kenya to investigate the principals’ influence on student
outcomes and more so, the secondary school principals’ transformational leadership. There are limited researches that have correlated the teachers’ and students’ perceptions of the principals’ transformational leadership and student achievement in the Kenya Certificate of Secondary Education examination.

Literature points to an indirect influence on student performance by the principal (Hallinger & Murphy, 1985, Pitner, 1988). This study also sought to establish the perceptions of both teachers and students on their principals’ transformational leadership and the role of the two selected principals’ transformational leadership attributes of intellectual stimulation and individualized consideration in the promotion of student academic achievement and whether the influence is direct or indirect within the Kenyan context and hence add knowledge in the field of leadership.

Much of the research on transformational leadership has been confined to the western world than in developing world, including Africa. It is therefore appropriate to confirm the different effects of the dimensions of transformational leadership on student achievement in non western societies, in the Kenyan educational contexts.

Borgler (2001) studied the relationship between transformational leadership and job satisfaction in the context of Israel elementary and secondary schools. Knowledge will be added to the already existing field in that this study specifically focuses on perceptions of both the teachers and students in Nairobi County on their principals’ transformational leadership. There is very little evidence of research done on teachers’ and students’
perceptions of the principals’ transformational leadership and student academic achievement in Nairobi County. This study addressed such a need.

Studies that focused on similar issues as principals’ leadership gave strong support to transformational leadership as promoting skill development, innovation, collegiality, trust and student achievement (Northhouse, 2001; Bogler, 2001; Senge, 1990). There is little empirical evidence in Kenya of an attempt to link transformational leadership to student performance in the Kenya Certificate of Secondary Education examinations.

Most studies did not incorporate students as additional respondents to rate their principals so as to verify and add new knowledge to previous findings. The current research has also used triangulation, a variation in methodology. There is little evidence on this methodology having been used in studies examining transformational leadership in school leaders. In most cases, the Multifactor Leadership Questionnaire (MLQ) was the only tool used. This study therefore focused on addressing such a need.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter describes the research design and methodology that the researcher used to conduct the study. It is organized under the following sub headings: research design, location of the study, ethical issues, target population, sample and sampling strategy, description of research instruments, data collection strategy, data analysis and presentation strategies.

3.1 Research Design

The study adopted both naturalistic and descriptive survey designs. A survey, according to Kothari (2003), is a method of securing information concerning an existing phenomenon from all or a selected number of respondents of the concerned universe. The descriptive survey design yields quantitative information that can be summarized through statistical analyses. Naturalistic research design was appropriate since the research was conducted in a natural school setting.

According to Hutchinson (1990, pp. 123-124), a combination of rigor and flexibility is the nature in the development of naturalistic inquiry. This is because naturalistic inquiry offers a systematic approach for generating substantive theory. Its data collection strategies are participant observation and interviewing. Lincoln & Guba (1985) stated that for a design to be appropriate there needs to be a match (congruence) between the problem being
investigated, the inquiry paradigm, and the context in which the research is conducted for the inquiry to be able to produce meaningful results.

The study examined the phenomenon that has already existed namely, the student academic achievement in Kenya Certificate of Secondary Education (KCSE) examination and the principals’ transformational leadership. The KCSE examination was used as a measure of student academic achievement because it is standard for all schools. Teacher empowerment was examined as an intervening variable. Surveys generally focus on “the vital facts of people, and their beliefs, opinions, attitudes, motivations, and behavior” (Kerlinger, 1986) and generally are cross-sectional in nature. The study used cross sectional survey research design that enabled the researcher gather data in a number of ways, including use of interviews and Questionnaires.

A cross-sectional survey collects data to make inferences about a population of interest (universe) at one point in time and it was appropriate in that it was used to establish the causal relationships between the independent variable (principals’ transformational leadership) and the dependent variable, students’ academic achievement. The design was appropriate because the findings about the beliefs and opinions of many people can be generalized.

In this study, the dependent variable is student academic achievement in Kenya Certificate of Secondary Education while the independent variable is the transformational leadership of the principals.
3.2 Location of the Study

The main administrative divisions of Nairobi are Western Eastern and Northern regions, (see Appendix E). Each of these regions is further divided into several districts. A school was considered eligible if the principal in the school had been in the school for at least a period of five years and the school had sat for the Kenya Certificate of Secondary Examination for at least the same period. Each of the three regions had 33.33% of the schools selected. There were however more challenges when sampling the schools because Eastern region for instance, had a number of schools that had fairly new principals who did not meet the criteria of the study of the five year period. Since the study sampled 7 schools from each region, some of these schools were still sampled.

3.3 Population and the Target Population

According to Creswell (2005), the term population is defined as a group of persons having a common characteristic, for instance, in the current study; the population refers to all the secondary school teachers, form four students and the 73 principals of public secondary schools in Nairobi country. The target population in the current study consisted of all principals, teachers and form four students in the 73 public secondary schools in Nairobi County.

3.4 Sample and Sampling Procedures

A sample is “a small portion of the study population” and according to Cohen, Manion and Morrison (2007), researchers are required to collect data from a smaller number of participants who are part of the large population or group and that smaller number is what
is referred to as a sample. Different sampling techniques were used to select participants of the study.

The study used both probability and non probability sampling techniques to draw the sample. Probability sampling scheme is one in which every unit in the population has a chance (greater than zero) of being selected in the sample, and this probability can be accurately determined. Specifically, systematic sampling and stratified random sampling were employed.

Non probability sampling method on the other hand refers to a technique where some elements of population have no chance of selection. It involves the selection of elements based on assumptions regarding the population of interest, which forms the criteria for selection. Hence, the selection of elements is non random (Creswell, 2005. p. 122). Non probability sampling technique, specifically purposive sampling was used in the selection of principals.

3.5 Sampling of Schools

Statistics from the County Director of Education (CDE), Nairobi indicate that there are a total of 73 public secondary schools in Nairobi County. The researcher used stratified sampling procedures to select the schools that formed the sample. The stratification was by gender and region of the school. Other considerations were also made that determined eligibility of the schools to be included in the sampling frame. These included: whether the school had presented students for KCSE examinations for a period of five years and over; the number of teachers in the schools which was to be over ten teachers and more so and; the
teachers should have been in the station for more than one year. The sampling frame consisted of all the public secondary schools in Nairobi that met this criterion.

The schools were first grouped into three strata based on the major regions of Nairobi County namely, the Eastern, Western and Northern regions. According to Kerlinger (1996), stratified sampling is a procedure for selecting a sample that includes identified subgroups from the population in the proportion that they exist in the population. According to Mugenda (1999, p. 43), a sample size of 30% of the target population is acceptable, representative and reliable. This percentage was used to work out the number of schools to be sampled from each of the three regions as shown in Table 2.
Table 2: Schools stratified by Region and Gender

<table>
<thead>
<tr>
<th>Region</th>
<th>Mixed Schools</th>
<th>Boys' Schools</th>
<th>Girls' Schools</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>33.3</td>
</tr>
<tr>
<td>Western</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>33.3</td>
</tr>
<tr>
<td>Eastern</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>33.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>9</td>
<td>6</td>
<td>6</td>
<td>21</td>
<td>100</td>
</tr>
</tbody>
</table>

A total of 21 schools were sampled out of the 73 public secondary schools, this representing 30% of the total. The national schools were not included in the study since one region did not have any national school and also because the entry behavior of most students in national schools is higher compared to those of their counterparts in provincial schools. The national schools also have better learning facilities and resources as compared to the provincial schools and these could influence the student academic outcomes.

The eligible schools from each region were further stratified along gender lines as boys only, girls only and mixed schools and then selected through systematic sampling procedure. To conduct the systematic sampling, a list of schools from the District Education Officers’ records was used as a sampling frame. Systematic sampling relies on arranging the target population according to some ordering scheme and then selecting elements at regular intervals through that ordered list. It involves a random start and then proceeds with the selection of every \( k \)th element from then onwards. In this case, \( k = (\text{population size/sample size}) \). The total number of schools that were initially sampled for the study was twenty one (21) public secondary schools.
3.6 Sampling of Teachers

The list of teachers as it appears in the staff attendance register was used to draw the sample. According to the records from the County Director of Educations’ office, there were 790 teachers in the 73 Public secondary schools in Nairobi County (County Director of Education, Nairobi County statistics section, 2012)

A total of 25% of the teachers in Nairobi County was to be included in the sample, giving a total of 210 teachers out of a total of 990. The list of teachers in each sampled school formed the sampling frame. The teachers were selected through stratified and systematic sampling. The teachers in each school were selected through stratified sampling by dividing the teaching staff into both genders. The purpose of stratified sampling was to guarantee the desired distribution among the selected subgroups of the population.

Only schools with more than ten teachers were included in the sample since some schools in Nairobi are new and do not have adequate number of teachers required and the few teachers that these schools have may not have the information sought by the study. Table 3 illustrates the sampling procedure for teachers, students and the principals.

Table 2: Procedure used in drawing the sample teachers, students and principals

<table>
<thead>
<tr>
<th>Region</th>
<th>Teachers</th>
<th>Students</th>
<th>Principals</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern</td>
<td>70</td>
<td>70</td>
<td>7</td>
<td>147</td>
<td>33.3</td>
</tr>
<tr>
<td>Western</td>
<td>70</td>
<td>70</td>
<td>7</td>
<td>147</td>
<td>33.3</td>
</tr>
<tr>
<td>Northern</td>
<td>70</td>
<td>70</td>
<td>7</td>
<td>147</td>
<td>33.3</td>
</tr>
<tr>
<td>Total</td>
<td>210</td>
<td>210</td>
<td>21</td>
<td>441</td>
<td>100</td>
</tr>
<tr>
<td>%</td>
<td>47.6</td>
<td>47.6</td>
<td>4.76</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
The ten teachers per school were selected through systematic sampling. Five teachers (50%) were selected from each gender. The sampling frame was numbered in sequential order from one to the total number of teachers in each school. This method of selection of respondents through systematic sampling was used to control for any internal and external threats to validity.

3.7 Sampling of Students

A form four class list from each eligible school formed the sampling frame. The sampling procedure is presented in Table 3. Students were stratified on the basis of gender i.e. Male and female, and then assigned a consecutive number from 1 to N. A total of ten students were selected from each school in each of the strata. Kerlinger (1992) described randomization as the assignment of objects of a population to subsets (sample) of the population in such a way that, for any given assignment to a subset (sample), every member of the population has an equal probability of being chosen for that assignment. In this study, randomization was done when sampling the teachers and students.

Random sampling is important because it is required by inferential statistics. If the researcher desires to make inferences about populations based on the behavior of samples, then random sampling must be used (Ibid). A random sample was then selected from each group, through picking of the numbers from a pool with the numbers. A total of ten (10) students were to be selected from each school and the total sample size of the students was to be 210.
3.8 Sampling of Principals

The principals of the participating schools were selected through non probability sampling since they were automatically selected. This made a total of twenty one 21 (100%) principals who were included in the study. Kerlinger (1992, p. 510) explained purposive sampling as a type of non-probability sampling, which is characterized by the use of judgment and a deliberate effort to obtain representative samples by including typical areas or groups in the sample. The disadvantage of this non probability sample is that it does not use random sampling which makes the sample unacceptable for generalizing back to the population. Dane (1990) points out that the main advantage of purposive sampling is that it allows the researcher to select people or events that were critical for the research. This non probability sampling was useful to the study because principals are the leaders of their schools and it is their leadership attributes that the research seeks to establish.

The principals are in charge of the secondary schools and they were considered to be able to give adequate information. They are the leaders in the school. The heads of schools were also be requested to provide their personal demographic information, school data on performance over the past five years and also how they have been applying aspects of transformational leadership in their institutions. The total sample size was therefore four hundred and forty one (441) respondents that comprised of teachers, students and principals. It will be remembered that the larger the sample, the smaller the standard error of the mean (the standard deviation of the sampling distribution of means) and the better. The larger the sample size the closer the population values, a quality called precision. Nairobi County has been chosen for this study due to the observed low mean scores of students in the KCSE examination.
3.9 Ethical Considerations

The researcher ensured that the respondents are willing to participate in the survey. In order for respondents to give informed consent, the researcher informed the respondents the study's purpose, content, duration, and benefits and that they do not have to answer all the survey questions.

The researcher also assured the respondents of anonymity and confidentiality. If a researcher assures anonymity, it means that the researcher is unable to link respondents' names to their surveys. Participants were treated with dignity and courtesy and their rights were protected. The researcher presented the research proposal to the Ministry of Education to get approval and permit to conduct research in secondary schools in Nairobi County. When applying for authorization to carry out research in Kenya, one is required to submit two copies of the research proposal, for review. The research has to be approved by an ethics review committee to make sure it will not violate any of the above considerations.

Authorization was also sought from the office of the County Director of Education and from the District Education Officers’ offices. There are a total of nine (9) Districts in Nairobi County. In the schools, permission was sought from the heads of the schools. The researcher put mechanisms in place to curb plagiarism. This was achieved by ensuring that all the documents and scholarly work referred to in-text or otherwise is duly acknowledged.

3.10 Description of Research instruments:

The researcher conducted Document Analysis, used Questionnaires and an Interview guide specifically for data collection.
3.11 Document Analysis Guide

School documents that are relevant, schemes of work, registers, records of work covered, and attendance records were examined to ascertain that proper teaching and learning take place in the secondary schools. This was done with a view to obtaining the principals’ supervisory role in curriculum implementation in the selected schools. In examining the records the researcher used a document analysis Guide. Documents from the County Director of Education were also examined to establish the overall performance in the County over the past 5 years. The mean scores were rounded off to the nearest number.

3.12 Teachers, students and Principals’ Questionnaires

The questionnaire was similar apart from a few variations where section C and D were omitted in the students and Principals Questionnaires. They had items referring to the following five sections:

Background characteristics (Personal Data), Transformational, transactional leadership, Laissez faire leadership styles and school performance and challenges faced by principals. The instrument had questions as per the sections highlighted above. The first section (Section A) comprised the demographic information

Section B of the instrument solicits information on transformational leadership based on the full range leadership model that examines the extent to which transformational, transactional and laissez faire leadership is exhibited by the principals.

Section C of the instruments had questions seeking to establish the mean scores in KCSE of the selected schools in Nairobi County. It had questions seeking to establish the
relationship between the transformational leadership of principals and student academic achievement.

3.13 **Assessment Scales**

In the current study, *intellectual stimulation* e.g., providing extra training and improving resources to inspire staff and *individual consideration* e.g. giving more authority and giving power and responsibility to make decision, to the teachers that lead to the expected teacher output such as improved teacher classroom management was explored. These constructs of transformational leadership were rated on a scale of 1-5 by use of a Likert scale where 5 is the highest score for the positive scale.

3.14 **Measurement of Student Performance**

Correlation statistics was used to measure the relationship between the independent variable, principal's transformational leadership and dependent variable, student achievement as measured by the Kenya Certificate of Secondary Education (KCSE). This instrument is based on assessment of course coverage.

3.15 **Principal’s Interview Guide**

This was used to collect in-depth qualitative information from the principals. This instrument had questions that provided in depth information on the principals’ perception of their leadership style. For example:

- What methods do you employ to enhance students’ academic achievement?
- How do you show recognition of the efforts of teachers who support school programs?
3.16 Reliability and Validity of Research Instruments

3.17 Reliability of Research Instruments

The reliability of the items used to measure principals’ transformational leadership was established by calculating the Cronbach’s alpha through the use of the Statistical Package for Social Sciences version 16.0 (SPSS). This method is appropriate owing to the fact that it requires only one administration of the test. It is also appropriate where items have got choices (Cozby, 2003).

Table 4 and Table 5 present the Cronbach’s alpha for the teacher and student questionnaire items number 1-10.

Table 3: Reliability Statistics

<table>
<thead>
<tr>
<th>Cronbach's Alpha Based on Standardized Items</th>
<th>Cronbach's Alpha</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.869</td>
<td>.875</td>
<td>10</td>
</tr>
</tbody>
</table>

The questions were considered reliable if they yielded a reliability coefficient of 0.753 and above (Kouzes & Posner, 2002b). Since the Cronbach’s alpha in this study was 0.869, the instrument was considered to have adequate reliability and was used, see Table 4. The data in Table 4 indicates a positive correlation among all the items used in this subscale of intellectual stimulation. The alpha on the last column that is on Cronbrachs’ alpha if item deleted was checked to ensure that it did not exceed the calculated Cronbach’a Alpha of 0.869.

The items in the scale had good reliability and there was no need to delete any (see column for Cronbach’s alpha if item is deleted in Table 5).
Table 4: *Item-Total Statistics*

<table>
<thead>
<tr>
<th>Item</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>intellectual stimulation</td>
<td>34.69</td>
<td>55.059</td>
<td>.633</td>
<td>.810</td>
<td>.853</td>
</tr>
<tr>
<td>IS2</td>
<td>34.01</td>
<td>65.539</td>
<td>.349</td>
<td>.513</td>
<td>.872</td>
</tr>
<tr>
<td>IS3</td>
<td>34.23</td>
<td>60.176</td>
<td>.382</td>
<td>.755</td>
<td>.874</td>
</tr>
<tr>
<td>IS4</td>
<td>34.18</td>
<td>59.617</td>
<td>.618</td>
<td>.578</td>
<td>.856</td>
</tr>
<tr>
<td>IS5</td>
<td>34.34</td>
<td>58.380</td>
<td>.678</td>
<td>.764</td>
<td>.852</td>
</tr>
<tr>
<td>Individualized Consideration</td>
<td>34.09</td>
<td>61.003</td>
<td>.646</td>
<td>.650</td>
<td>.857</td>
</tr>
<tr>
<td>IC2</td>
<td>34.70</td>
<td>49.933</td>
<td>.836</td>
<td>.817</td>
<td>.833</td>
</tr>
<tr>
<td>IC3</td>
<td>34.78</td>
<td>56.814</td>
<td>.499</td>
<td>.652</td>
<td>.866</td>
</tr>
<tr>
<td>IC4</td>
<td>34.80</td>
<td>56.308</td>
<td>.576</td>
<td>.647</td>
<td>.858</td>
</tr>
<tr>
<td>IC5</td>
<td>34.97</td>
<td>49.416</td>
<td>.773</td>
<td>.827</td>
<td>.840</td>
</tr>
</tbody>
</table>

Cronbach's alpha generally increases as the correlations among test items increase, and is thus known as an internal consistency estimate of reliability of test scores.

3.18 Validity of Research Instruments

In order to validate the research instruments, the researcher used the technique of face validity which is the degree to which the sample of the test items represents the content that the test is designed to measure (Nachimias & Nachimias 2003, p.57).

In this case face validity was used whereby formulated questions and interview schedules were given to three experts in the department of Educational Administration and Planning of the Catholic University to assess their validity and ensure their accurate measurement of what they are supposed to measure.
Three secondary school principals were given the questionnaires to assess their validity. The principals were expected to provide expert advice as to whether the questions posed represent the content as expected and whether the test looks valid to them. Face validity is concerned with how a measure or procedure appears. Does it seem like a reasonable way to gain the information the researchers are attempting to obtain? Does it seem well designed? Does it seem as though it will work reliably? The principals’ recommendations on the necessary changes were used to modify the instruments.

Content Validity is based on the extent to which a measurement reflects the specific intended domain of content. The principals of non participating schools and other experts advised as to whether the aspects of transformational leadership constructs had been adequately included. The corrections made by the experts and suggestions offered were used to make modifications in the questionnaires. The corrections were used to improve both the content and face validity of the research instruments.

Methodological triangulation as used in the qualitative aspect of this study involved mixing methods of data collection through use of questionnaires that comprised of both open and closed ended questions and interview guides so as to get more information and to cast more light on the subject. Methodological triangulation, refers to the use of more than one method of gathering data. Some authors argue that triangulation is just for increasing the wider and deep understanding of the study phenomenon. While others have argued that triangulation is
actually used to increase the study accuracy, in this case triangulation is one of the validity measures (Webb & Campbell, 1996).

Patton (1980) states that the validity and reliability of qualitative data depend to a great extent on the methodological skill, sensitivity and integrity of the researcher. Generating useful and credible qualitative findings requires discipline, knowledge, training, practice, creativity and hard work.

3.19 Data Analysis Techniques

Data was analyzed by use of inferential and descriptive statistics. Inferential statistics measure relationships among different variables in the data and may also be used to infer cause and effect. To assess the effect of transformational leadership on outcome variables; correlations was applied. Correlations, according to Ding (2006) is used to investigate the relationships between a dependent variable (in the current study, this is the students’ academic achievement) and independent variables (in this study, the principals’ transformational leadership) based on a sample from a particular population. Means, standard deviations and correlations of the questionnaire scales were computed by use of statistical data analysis package software version 16.0 (Statistical Package for Social Sciences-SPSS).

Descriptive analysis was appropriate for this study because it involved the description, analysis and interpretation of circumstances of the time of study. Basic statistical techniques were used to analyze various items of the questionnaire. These included averages, percentages, frequencies and totals. This study used frequencies and percentages because they easily communicate the research findings to majority of readers (Gay, 1992).
Demographic data was analyzed as per the categories of age, gender, teaching experience (in the case of teachers) and length of stay in the station. A number of tables were used to present data findings.

Qualitative data from the open ended questions and the interviews were analyzed \textit{thematically} and by use of grounded theory procedures as advanced by Strauss and Corbin (1990). Some that could be quantified were quantitatively analyzed and descriptive statistics involving the use of mean, mode and percentages were used to summarize data. The results that were not quantifiable are presented through \textit{narrations, excerpts and direct quotations}. Standardized, open-ended interview guides were used to elicit qualitative responses from the secondary school principals. This approach facilitated faster interviews that was easily analyzed and compared.
CHAPTER 4

PRESENTATION, DISCUSSION AND INTERPRETATION OF THE FINDINGS

4.0 Introduction

This chapter presents the discussion of the findings of the study. The data was collected from secondary school teachers, students and principals by use of questionnaires and interview guides. Some of the items in the questionnaires required the respondents to state the degree of agreement (A 5-point Scale with scores ranging from 1=strongly disagree to 5=strongly agree). This Likert scale was used to establish the respondents’ perceptions of the principals’ transformational leadership. Scores on the items were averaged to yield a summary score representing principals’ transformational leadership.

Some of the items in the questionnaires required the respondents to provide more elaborate answers to questions that were open ended. In order to get in-depth information, the researcher interviewed the principals in the selected schools. Most of the principals were interviewed in their offices. The researcher used leading questions and invited the heads to expound freely. The research was conducted in public secondary schools in Nairobi County. Sampled schools from three regions (Western, Eastern and Northern) in Nairobi County were included in the study. Most of the schools visited had the mission and vision statements printed and displayed on the walls of the waiting rooms and at the school entrance. The sample size was initially a total of 441 (teachers, students and principals) that was to be collected from 21 schools.
Of the 441 questionnaires distributed, a total of 377 were returned from 18 (85.7%) secondary schools. Three schools did not return the questionnaires. This represented a return rate of 85.2% out of which 180 (47.6%) were from the teachers, 179 (47.0%) from students and 18 (85.7%) from the principals.

4.1 Data Analysis Techniques

The study employed a mixed method approach. The first section of the presentation was quantitative where the independent variable, principals’ transformational leadership was compared to the dependent variable, student academic achievement to determine whether and to what degree a statistical relationship existed (Gay & Airasian, 2000). The model used in this study to determine the nature of principal leadership on student achievement was indirect effect (Pitner, 1988).

4.2 Quantitative Data Analysis

Both descriptive statistics and inferential statistics were used to summarize data. Descriptive statistics, namely frequency tables, means and percentages were used to summarize data so as to establish patterns emerging from the data. Inferential statistics, namely “Pearsons’ r” correlation was used to determine the nature of relationship for each of the research variables.

4.3 Demographic Information

The researcher used descriptive statistics to present the respondents’ demographic information. Analysis of the demographic data was necessary because it provides the information needed to ascertain that the sample is representative of the target population.
4.4 Principals’ Demographic Information

The principals’ demographic variables included: age, gender, marital status, teaching experience, number of years in the station and educational qualification.

i. Principals’ Gender

The study sought to establish the gender of the principals so as to ascertain how representative the sample was. The findings indicated that both female and male principals were equal at 50% each. The principals were therefore fairly distributed in terms of gender. This is more so because of the sampled schools which were also stratified along gender lines and the Government Policy on principal appointment is that boys’ schools should be headed by male heads while girls’ schools should be headed by female principals. The mixed schools however tend to be headed by either gender, though in most cases, it is male principals who head the mixed schools. This variable was important in the study since it was important to ensure that there would be no bias on the evaluation of the principals based on gender.

ii. Principals’ Age

The study sought to establish the principals’ ages. The results showed that 77.8% of the principals were over 40 years of age followed by those who were within the range of 36-40 years at 22.2%. The mean age of the principals in the study was 45.58. The results show that most of the principals were mature and likely to have had a long experience in teaching too. Age of the principal was considered important to the study so as to establish the level of maturity and experience of the principals. This is because the study also required a sample of principals who had been school heads for at least a period of five years.
iii. Principals’ Marital Status

The study sought to establish the principals’ marital status. The results show that 77.8% of the principals were married, this was followed by those who were widowed at 16.7%. The single principals were 5.6%. This variable was examined for the sake of establishing whether the principals heading the schools well distributed in terms of marital status as this may have an influence on the manner in which they execute their managerial duties.

iv. Principals’ Teaching Experience

This variable was important to the study to establish the experience that the principals had in teaching. The results indicated that majority of the heads were experienced in that 69% had teaching experience of 25 years and above and this reflected in their administrative skills.

v. Principals’ Years in current station

This variable was important to the study to establish the years that the principals had in their current stations. The findings showed that most of the principals 55.6% had been in their stations for 11-15 years. This is a long time and the principals were likely to be versed with the needs of their schools. This variable was important to the study in that it was assumed by the study that a principal who had been in an institution for a number of years was well versed with the needs of the institution and had interacted adequately with staff, who could then rate them in reliably, perceptions based on experiences teacher and staff with the principal.
vi. Principals’ Qualification

This variable was important to the study to establish the Qualification that the principals had. This was to help in verifications of their abilities in handling educational matters competently. The findings indicated that 50% of the principals had Masters Degree while another 50% of the principals had Bachelors degree. In terms of qualification therefore, the heads were qualified to manage the secondary schools. The researcher however decided to control for, principal’s gender, school type, principal’s tenure in current school, school category and years served as principal on academic achievement.

4.5 Teachers’ Demographic Information

The researcher used descriptive statistics to present the respondents’ demographic information. The teachers’ demographic variable included: age, gender, marital status, teaching experience, number of years in the station and educational qualification. Analysis of the demographic data was necessary because it provides the information needed to ascertain that the sample is representative of the target population.

vii. Teachers’ Age

The study sought to verify the age of the teachers in the sample so as to verify whether the age of the teacher affected their perception of their principals’ transformational leadership.

The findings indicated that majority of the teachers, 49.7% were over 40 years of age followed by those whose age was within the range of 39-40 years at 18.8%. This variable was
important to the study since age is an indicator of maturity in the manner in which an individual perceives and interprets their experiences in the environment.

viii. Teachers’ Gender

Gender was an important variable to the study so as to establish the correlation between the teachers’ gender with their principals’ transformational leadership. It was to verify whether gender had an influence on the manner in which the teachers perceived the principals’ leadership. The findings indicated that the teaching staff sample size, n=180 consisted of 53.0% male and 47.0% female teachers. In terms of gender representation, the genders were balanced in the sample and therefore the findings can be generalized.

ix. Teachers’ Marital Status

The study sought to establish the teachers’ marital status as this variable was considered as important in that it could influence the teachers’ perception of the principals’ leadership. The study revealed that majority of the teachers were married at 66.9% followed by those who were single at 22.1%. The findings are important to the study since it shows that most of the principals were married and mature too in terms of their interpersonal relations and this could lead to them being more understanding and increase their perception of the principals’ individualized consideration which is a variable of transformational leadership.

x. Teachers’ Teaching Experience

The majority of respondents 60.2% had more than 6 years teaching experience. The teachers’ teaching experience was important as a variable in that it is assumed that the
teachers’ perception of the principals’ leadership may be affected depending on their experience in the teaching profession, that would make them make informed choices.

xi. Teachers’ Years in current station

This variable was important to the study in that verification of the teachers’ length of stay in the station would help in the interpretation of the results. The findings indicated that a total of 61.3% of the teachers had been in their current school for more than 5 years. This could explain the fact that teachers who spent a good number of years in the same school were found to have ample opportunity to develop skills to face the challenges of their environment. These teachers would cooperate with their principals and relate cordially with students and colleagues (Huang, 2001). This is in agreement with the findings of the current study that have established that majority of the teachers in Nairobi County having been in their current stations for a long period, five years and over.

4.6 Students Demographics

The students’ sample size (n=179) consisted of 87 males (48.6%) and 92 (51.3%) females.

xii. Students’ Age.

The study sought to verify the age of the students in the sample so as to verify whether this affected the students’ perception of their principals’ transformational leadership. The findings indicated that the majority of the respondents were below age 18 years (59.8%) followed by age 18-20 years that comprised 25.7%. Students who were over 20 years comprised 11.7% while 2.8% of the students did not state their ages. This variable was
important to the study in that from the age, it can be concluded that the respondents’
assessment of the principals’ transformational leadership can be considered as reliable.

**xiii. Students’ Gender**

This variable was to verify whether gender had an influence on the manner in
which the students perceived the principals’ leadership. The findings indicated that 51.4 % of
the student respondents were females while 48.6% were male students. Gender of the
students was important to the study so as to control for any bias perception that could
emanate from perceptions of members of the same gender.

**xiv. Student Leadership Position**

This variable was important to the study so as to verify whether the leadership position
held by the students affected their perception of their principals’ transformational leadership.
Students with leadership positions in the school interact closely with the principal and would
therefore be well placed to provide a reliable assessment of their principals. The findings
indicated that 35.2% had no specific responsibilities in the schools, 30.1% of the respondents
were class prefects, and a total of 30.7% students did not respond to this question. This is a
representative sample of the students where those in leadership and those who are not are all
included.

**xv. Students’ Religion**

This variable was important to the study so as to verify whether the religion of the students
affected their perception of their principals’ transformational leadership. According to the
findings, 37.4% of the students were Protestants; 30.7% were Catholics; 25.7% were
Muslims; 1.1% of the students who responded to the questionnaires were Hindus and 1.7% of
the students belonged to other religions. A total of 3.4% did not indicate their religions. The results show a normal distribution of the students in terms of religion. The demographic data collected show normal distribution, in which case the results of the findings of the current study can be generalized.

4.7 Location of the School and Student Academic Performance

The researcher sought to establish the performance of the schools in each of the three regions in Nairobi County. The findings are presented in Table 6.

Table 6: School academic achievement

<table>
<thead>
<tr>
<th>School</th>
<th>Region</th>
<th>Mean Score</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 1</td>
<td>Eastern</td>
<td>8.3</td>
<td>8.3</td>
</tr>
<tr>
<td>School 2</td>
<td>Eastern</td>
<td>5.9</td>
<td>5.9</td>
</tr>
<tr>
<td>School 3</td>
<td>Eastern</td>
<td>5.9</td>
<td>5.9</td>
</tr>
<tr>
<td>School 4</td>
<td>Eastern</td>
<td>6.4</td>
<td>6.4</td>
</tr>
<tr>
<td>School 5</td>
<td>Eastern</td>
<td>4.2</td>
<td>4.2</td>
</tr>
<tr>
<td>School 6</td>
<td>Eastern</td>
<td>5.1</td>
<td>5.1</td>
</tr>
<tr>
<td>Total Mean Score</td>
<td></td>
<td>39.9</td>
<td>5.7</td>
</tr>
<tr>
<td>School 7</td>
<td>Western</td>
<td>7.8</td>
<td>7.8</td>
</tr>
<tr>
<td>School 8</td>
<td>Western</td>
<td>8.6</td>
<td>8.6</td>
</tr>
<tr>
<td>School 9</td>
<td>Western</td>
<td>6.5</td>
<td>6.5</td>
</tr>
<tr>
<td>School 10</td>
<td>Western</td>
<td>8.8</td>
<td>8.8</td>
</tr>
<tr>
<td>School 11</td>
<td>Western</td>
<td>5.3</td>
<td>5.3</td>
</tr>
<tr>
<td>School 12</td>
<td>Western</td>
<td>4.2</td>
<td>4.2</td>
</tr>
<tr>
<td>Total Mean Score</td>
<td></td>
<td>45.8</td>
<td>6.5</td>
</tr>
<tr>
<td>School 13</td>
<td>Northern</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>School 14</td>
<td>Northern</td>
<td>10.69</td>
<td>10.69</td>
</tr>
<tr>
<td>School 15</td>
<td>Northern</td>
<td>4.5</td>
<td>4.5</td>
</tr>
<tr>
<td>School 16</td>
<td>Northern</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>School 17</td>
<td>Northern</td>
<td>5.2</td>
<td>5.2</td>
</tr>
<tr>
<td>School 18</td>
<td>Northern</td>
<td>4.8</td>
<td>4.8</td>
</tr>
<tr>
<td>Total Mean Score</td>
<td></td>
<td>41.29</td>
<td>6.45</td>
</tr>
</tbody>
</table>

Source: (Provincial Director of Education, Nairobi County statistics section, 2011)
This variable (location) was used in the study to find out whether performance in all the regions in Nairobi County was similar in terms of student academic achievement. The results obtained from document analysis indicated that schools in Eastern Region had lower KCSE mean as compared with other regions, although all the regions posted the same means grade (C) in the KCSE examination. Table 6 presents performance in Nairobi County for the past 5 years were the average mean score over this period is worked out.

4.8 Teachers' Perception of the Principals Intellectual Consideration (IC), Intellectual Stimulation (IS) and Students Academic Achievement

The means and standard deviations of the principals’ Intellectual Stimulation and Individualized Consideration were computed and presented:

4.9 Teachers' Perception of the Principals' Intellectual Stimulation

The mean of the principals’ transformational leadership variable of Intellectual stimulation was calculated using SPSS. The findings are presented in Table 7.

Table 7: Principals’ Intellectual Stimulation

<table>
<thead>
<tr>
<th>Questions</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>The head of the school provides an enabling environment for me to come up with new ideas (IS 1)</td>
<td>3.62</td>
</tr>
<tr>
<td>I get opportunities to attend in service training (IS 2)</td>
<td>4.30</td>
</tr>
<tr>
<td>The principal provides me with learning resources</td>
<td></td>
</tr>
<tr>
<td>Effective teaching (IS 3)</td>
<td>4.08</td>
</tr>
<tr>
<td>The head of the school encourages me to aim high in the profession and in life (IS 4)</td>
<td>4.13</td>
</tr>
</tbody>
</table>

Intellectual Stimulation 4.02 (agree)
This attribute had a mean range from (M=3.62 to M=4.30), with an average mean of (M=4.02). This score is important to the study in that it indicates that majority of the teachers agreed that their principals exhibited average intellectual stimulation. Their perception therefore was that the principal encourages them to be innovative and creative. They encourage new ideas from the teachers and never criticize them publicly for the mistakes committed by them. This gives the teachers room for innovation and personal growth. Jantzi and Leithwood (1996) contend that the best way to accomplish increasing the level of intellectual stimulation is for the principal to share knowledge with staff in the school, which encourages them to look at past problems in new ways so problem-solving can occur. The solutions that the principal helps the teachers reach should be implemented at the classroom level in the school, that would ultimately increase student achievement.

Intellectual stimulation occurs when the principals encourage teachers to reevaluate what they are doing for students in the school. They would need to reevaluate their teaching styles and general classroom management. The reflection can thus lead to professional development that provides opportunities for teachers to learn new information which would challenge their current practices. Intellectual stimulation occurs when the principal challenges teachers to re-examine assumptions they have about their job role (Mees, 2008). For example, the principal can challenge the teachers to make a contribution towards the management of student discipline or suggest strategies required to improve student academic achievement.
When a principal focuses intellectual thought, knowledge, and insight toward building relationship between teachers and parents and teachers and students, these groups develop greater capacity to work together for the common good of the student. These efforts result in higher levels of trust among the teacher, parent, and student, with students generally accepting greater responsibility for the schooling.

Therefore, principals should focus efforts on those behaviors and activities that foster intellectual stimulation. They should challenge staff to reexamine their assumptions about their work, including those related to building collaborative relationships with parents and students. They should challenge staff to think about how to better perform their work.

Principals should help teachers think of ways to more effectively implement the school’s programs and achieve the school’s mission and vision. Principals should provide materials to, and support conversations among, teachers about teaching and learning. They should provide the opportunity for teachers to study data and compare their analyses with data from highly effective schools. In essence, principals must foster more reflective and deeper thought among teachers about the teachers’ assumptions and work.

4.10 Teachers’ Perception of the Principals’ Individualized Consideration

The mean of the principals’ transformational leadership attribute of Individualized consideration was calculated using SPSS. A transformational principal rated with a high mean attribute of individualized consideration sees the value in developing people by giving personal attention to teachers (Bass, 1990), assisting individuals when they are struggling
personally or professionally (Bass, 1990), and showing concern about staff members’ needs and feelings (Jantzi & Leithwood, 1996; Leithwood et al., 1999). This in turn would have an impact on the teachers and how they execute their duties in the school. The findings are presented in Table 8.

**Table 8: Teachers’ perception of the principals’ Individualized Consideration**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>The head of the school makes me feel good to be around him/her because of their caring personality (IS 1)</td>
<td>4.22</td>
</tr>
<tr>
<td>I am satisfied with autonomy I have in making decisions (IS 2) about my daily tasks.</td>
<td>3.61</td>
</tr>
<tr>
<td>The principal assists teachers who appear to be neglected to cope with their problems. He/she treats each teacher as an Individual with different needs and aspirations (IS 3)</td>
<td>3.52</td>
</tr>
<tr>
<td>The principal gives me credit and appreciation when I do my work well. He/she gives letters of commendation after performance of assigned duty (IS 4)</td>
<td>3.51</td>
</tr>
</tbody>
</table>

**Individualized Consideration** 3.64 (agree)

The range of the mean was from (M=3.51 to M=4.22), collectively being (M=3.64), which is an average score on the Likert scale. This score is important to the study in that it indicates that a number of the teachers agreed that their principals exhibited low levels of Individualized consideration. This attribute entails the principal identifying the positive attributes of staff and students and publicly recognizing those who have contributed to school improvement. This is a valuable practice that can help in the enhancement of a good school culture and ultimately improvement in students’ academic achievement.
In comparison however, the principals’ intellectual stimulation (M=4.02) was practiced more by the principals compared to individualized consideration (M=3.64). These findings concur with a study by Jacobson (2011) that established that intellectual stimulation and charisma were displayed rather frequently and that comparatively, principals’ individualized consideration was the least observed behavior. Perhaps, this can be explained by the notion that is humanly impossible and unworkable for one person (the principal himself or herself) to give individual attention to every teacher in the school in every area of need.

A principal who understands the unique needs of each staff member and is thoughtful of each individual’s personal needs will be able to build personal relationships with these individuals. The caring and respectful personal relationship formed by being attentive to the personal needs of the teacher creates greater teacher motivation which is channeled into harder work on behalf of schools (Bass & Avolio, 1987).

### 4.11 Students’ perception of the principals’ Transformational Leadership

**Subscale of Intellectual Stimulation (IS) and Individualized Consideration (IC)**

i. **Intellectual Stimulation**

The mean of the principals’ transformational leadership attribute of Intellectual stimulation was calculated using SPSS. This score is important to the study in that it indicates that majority of the students also agreed that their principals exhibited intellectual stimulation. Their perception therefore was that the principal encourages them to be innovative and creative. The findings are presented in Table 9.
Table 9: Students’ perception of the Principals’ Intellectual Stimulation

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal provides an enabling environment for students to participate in symposiums and interact with students from other schools. (IS1)</td>
<td>179</td>
<td>3.99</td>
<td>1.036</td>
</tr>
<tr>
<td>I enjoy learning because the principal provides me with learning resources for effective teaching. (IS2)</td>
<td>179</td>
<td>4.01</td>
<td>.906</td>
</tr>
<tr>
<td>The head of the school encourages me to aim high in the academics and in life. (IS3)</td>
<td>179</td>
<td>4.34</td>
<td>.728</td>
</tr>
</tbody>
</table>

This attribute (IS) had a mean range from (M=3.99 to M=4.34), with an average mean of (M=4.13: agree). The students score for the principals’ intellectual stimulation (IS) was higher than the teachers’ score of the principals’ IS that was (M=4.02). The principals were reported to encourage new ideas from the students and never criticized them publicly for the mistakes committed by them. The scores of intellectual stimulation however was average and hence the need for principals to develop the attribute more.

ii. Individualized Consideration

The mean of the principals’ transformational leadership attribute of Intellectual stimulation was calculated using SPSS. This attribute entails the principal identifying the positive attributes of students and publicly recognizing those who have contributed to school improvement. The students’ responses on this variable are lower than the score of the teachers (M=3.64) on the same variable. The findings are presented in Table 10.
Table 10: Students’ perception of the Principals’ Individualized Consideration

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The head of the school makes me feel good to be around him/her because he/she has an impressive and caring personality (IC1)</td>
<td>194</td>
<td>3.76</td>
<td>1.105</td>
</tr>
<tr>
<td>The principal assists students who appear to be neglected to cope with their problems (IC2)</td>
<td>194</td>
<td>3.94</td>
<td>.897</td>
</tr>
<tr>
<td>The principal gives me credit and appreciation when I do my work well (IC3)</td>
<td>194</td>
<td>3.90</td>
<td>.974</td>
</tr>
</tbody>
</table>

The range of the mean was from (M=3.76 to M=3.94), collectively being (M=3.36: agree), which is an average score since it is just above the mid (3.0) level on the Likert scale. This score is important to the study in that it indicates that a number of the students agreed that their principals exhibited Individualized consideration (M=3.36).

This is a valuable practice that can help in the enhancement of a good school culture and ultimately improvement in students’ academic achievement. The students indicated that the principals exhibited more of intellectual stimulation (M=4.13) as compared to Individualized Consideration (M=3.36). This is the same as what the teachers reported where Intellectual stimulation was at (M= 4.04) and individualized consideration is at (M= 3.64).

There was a variation between the teachers’ and students’ perception of the principals’ individualized consideration. This can be attributed to the fact that the teachers and students interactions with the principals are at different levels. When the principal shows
individualized consideration, they understand the students despite their socio economic backgrounds and other varied differences. When students feel that they are understood and their interests are taken into consideration, they tend to work hard in their academics and ultimately high academic achievement. The findings however indicate that the principals exhibited lower individualized consideration as compared to intellectual stimulation.

4.12 Hypothesis Testing

The study sought to test the following hypotheses;

\[ H_{01}: \] there is no significant relationship between student perception towards principals’ transformational leadership and student achievement.

\[ H_{02}: \] there is no significant relationship between teacher perception towards principals’ transformational leadership and student achievement.

\[ H_{03}: \] there no significant difference in student and teacher perceptions towards principal’s transformational leadership style

\[ H_{04}: \] There no relationship between the principals’ attribute of Individualized Consideration, Intellectual Stimulation and student academic achievement

4.13 \[ H_{01}: \] There is no Significant Relationship between Student Perception towards Principals’ Transformational Leadership and Student Achievement.

A Pearson correlation was run to determine the relationship between student perception towards principals’ leadership style and student achievement. The findings are presented in Table 11.
Table 11: Correlation between Students’ Perception of Principals’ Transformational Leadership and Academic Achievement

<table>
<thead>
<tr>
<th></th>
<th>student perception</th>
<th>student achievement scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>student perception</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>-.032</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.671</td>
</tr>
<tr>
<td>N</td>
<td>179</td>
<td>179</td>
</tr>
<tr>
<td>student achievement scores</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>-.032</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.671</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>179</td>
<td>179</td>
</tr>
</tbody>
</table>

The findings presented in Table 11 indicate that there was a negative correlation between student perception towards principals’ leadership style and student achievement, which was statistically significant \( r_{ho} = -.032, p = .671 \). This indicates that the variables do not move in tandem. It was concluded that when student perceptions increase then the student achievement decreases and vice versa. The null hypothesis was therefore not rejected that there is no significant relationship between student perception towards principals’ transformational leadership and student achievement. These results indicate that the principals’ leadership may not directly influence student academic achievement.

The second hypothesis that was tested in the study was:

4.14 \( H_{02} \): There is no Significant Relationship between Teacher Perception towards Principals’ Transformational Leadership and Student Achievement.

A Pearson correlation was run to determine the relationship between teacher perception towards principals’ leadership style and student achievement. The findings are presented in Table 12.
Table 12: Correlation between the Teachers’ Perception of Principals’ Transformational Leadership and Academic Achievement

<table>
<thead>
<tr>
<th></th>
<th>student achievement scores</th>
<th>teacher perception</th>
</tr>
</thead>
<tbody>
<tr>
<td>student achievement</td>
<td>Pearson Correlation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>.057</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.452</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>180</td>
</tr>
<tr>
<td>teacher perception</td>
<td>Pearson Correlation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.057</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.452</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>180</td>
</tr>
</tbody>
</table>

The findings indicated that there was a strong, positive correlation between teacher perception towards principals’ leadership style and student achievement, which was statistically significant ($r_{ho} = .057$, $p = .452$). This indicates that the variables move in tandem. It was concluded that when teacher perceptions increase then the student achievement increases as well and vice versa. The null hypothesis that stated that there is no significant relationship between teacher perception towards principals’ transformational leadership and student achievement was therefore rejected. Interesting to note that there is a negative correlation on relationship of student perceptions and student achievement and a positive correlation on teacher perceptions and student achievement.

There is evidence that principals who exhibit transformational leadership do create a positive school climate and culture (Barnett, McCormick, & Conners, 2001; Leithwood & Jantzi, 2000b; Maehr et al., 1996), and indirectly improved student achievement (Hallinger & Heck, 1998; Jantzi & Leithwood, 1996; Verona & Young, 2001).
4.15: $H_{03}$: There is no Significant Difference in Students’ and Teachers’ Perceptions towards Principal’s Transformational Leadership

To test $H_{03}$, an Independent Sample Test T-Test was calculated using SPSS. To determine whether the differences between teacher and student perception were significant, T-test was employed at the 0.05 level of significance and a calculated P value of 0.000 obtained. This was found to be less than the 0.05 level. The results are presented in Table 13.

**Table 13: Independent Sample Test T-Test**

<table>
<thead>
<tr>
<th>teacher&amp; student perceptions</th>
<th>Levene’s Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal variances assumed</td>
<td>F 0.15  Sig. 0.6</td>
<td>t 9  df 358</td>
<td>Mean Difference -12.36  Std. Error Difference 0.58126  Lower -13.51  Upper -11.22</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>F 21.27  Sig. 0.001</td>
<td>t 349.  df 0</td>
<td>Mean Difference -13.51  Std. Error Difference 0.58072  Lower -13.51  Upper -11.22</td>
</tr>
</tbody>
</table>

The findings reflected in Table 13, indicate that there is a significant difference in the student and teacher perceptions towards principal’s transformational leadership style. The teachers and students interact with the principals at different levels. The teachers could appreciate the manner in which they are given autonomy to make decisions as pertain their subjects and departments whereas the students could feel that they are hardly involved in decision making, unless when represented by the student leadership council. On the other
hand, the teachers could be of the opinion that the principals favour the students and work towards pleasing the students while the teachers’ needs are neglected, in which case they could rate the principals’ intellectual stimulation as low.

4.16 $H_{04}$: There no Relationship between the Principals’ Attribute of Individualized Consideration, Intellectual Stimulation and Student Academic Achievement

The study sought to establish the relationship between the teachers’ perception of the principals’ individualized consideration, intellectual stimulation and student academic achievement. The results show a positive correlation between teachers’ perception of the principals’ transformational leadership and student achievement.

Hallinger, Bickman, and Davis (1996) reported no direct effect of leadership styles on student achievement, but they did suggest there is an indirect effect on school effectiveness through actions that form the school’s culture. They found principals of high-achieving schools evidenced more incidences of involving staff in decisions and parents in programs, protecting faculty, communicating goals and expectations, recognizing achievement, observing teachers, securing resources, and evaluating programs. Their findings indicated the relationship between leadership and achievement is indirect and probably two directional. Table 14 and 15 presents teachers’ perception of the principals’ transformational leadership and schools’ academic achievement.
Table 14: Principals’ Individualized Consideration (IC), Intellectual Stimulation (IS) and Schools’ Academic Achievement

<table>
<thead>
<tr>
<th>School</th>
<th>Average Teacher Perception (IC)</th>
<th>Average Teacher Perception (IS)</th>
<th>Average Student Perceptions (IC)</th>
<th>Average Student Perceptions (IS)</th>
<th>Schools’ Academic achievement (KCSE Mean – 5 YEARS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 1</td>
<td>3.68</td>
<td>4.16</td>
<td>3.36</td>
<td>3.6</td>
<td>8.3</td>
</tr>
<tr>
<td>School 2</td>
<td>3.41</td>
<td>3.01</td>
<td>3.27</td>
<td>3.93</td>
<td>5.9</td>
</tr>
<tr>
<td>School 3</td>
<td>3.84</td>
<td>4.00</td>
<td>3.42</td>
<td>3.98</td>
<td>5.9</td>
</tr>
<tr>
<td>School 4</td>
<td>3.82</td>
<td>4.21</td>
<td>3.96</td>
<td>4.22</td>
<td>6.4</td>
</tr>
<tr>
<td>School 5</td>
<td>3.79</td>
<td>4.08</td>
<td>3.44</td>
<td>4</td>
<td>4.2</td>
</tr>
<tr>
<td>School 6</td>
<td>3.63</td>
<td>4.29</td>
<td>3.01</td>
<td>4.18</td>
<td>6.1</td>
</tr>
<tr>
<td>School 7</td>
<td>3.99</td>
<td>3.87</td>
<td>3.53</td>
<td>4.46</td>
<td>7.8</td>
</tr>
<tr>
<td>School 8</td>
<td>3.29</td>
<td>4.10</td>
<td>3.65</td>
<td>4.24</td>
<td>8.6</td>
</tr>
<tr>
<td>School 9</td>
<td>3.65</td>
<td>4.07</td>
<td>3.87</td>
<td>4.25</td>
<td>6.5</td>
</tr>
<tr>
<td>School 10</td>
<td>3.9</td>
<td>4.20</td>
<td>3.18</td>
<td>4.2</td>
<td>8.8</td>
</tr>
<tr>
<td>School 11</td>
<td>3.83</td>
<td>4.77</td>
<td>3.35</td>
<td>3.96</td>
<td>5.3</td>
</tr>
<tr>
<td>School 12</td>
<td>3.4</td>
<td>4.25</td>
<td>3.64</td>
<td>4.24</td>
<td>4.2</td>
</tr>
<tr>
<td>School 13</td>
<td>3.39</td>
<td>4.65</td>
<td>3.07</td>
<td>4.27</td>
<td>7</td>
</tr>
<tr>
<td>School 14</td>
<td>3.81</td>
<td>4.11</td>
<td>3.40</td>
<td>4.2</td>
<td>10.69</td>
</tr>
<tr>
<td>School 15</td>
<td>3.46</td>
<td>4.23</td>
<td>3.36</td>
<td>4</td>
<td>4.5</td>
</tr>
<tr>
<td>School 16</td>
<td>3.31</td>
<td>4.04</td>
<td>3.38</td>
<td>4.46</td>
<td>6</td>
</tr>
<tr>
<td>School 17</td>
<td>3.44</td>
<td>4.25</td>
<td>3.28</td>
<td>3.96</td>
<td>5.2</td>
</tr>
<tr>
<td>School 18</td>
<td>3.45</td>
<td>4.34</td>
<td>2.39</td>
<td>4.09</td>
<td>4.8</td>
</tr>
</tbody>
</table>

Table 14 presents the findings of the teacher and students’ perceptions of the principals’ individualized consideration and intellectual stimulation. The average scores for each transformational attribute under study was calculated in each school and correlated to student academic achievement. The correlation results are presented in Table 15 and Table 16 respectively.
Table 15: Correlation between Teachers’ perception of Principals’ Individualized Consideration, Intellectual Stimulation and Academic Achievement

<table>
<thead>
<tr>
<th></th>
<th>IS SCORES</th>
<th>IC SCORES</th>
<th>KCSE MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS SCORES</td>
<td>Pearson</td>
<td>.239**</td>
<td>.018</td>
</tr>
<tr>
<td>Correlation</td>
<td>1</td>
<td>.001</td>
<td>.806</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>180</td>
<td>180</td>
<td>180</td>
</tr>
<tr>
<td>IC SCORES</td>
<td>Pearson</td>
<td>.239**</td>
<td>.069</td>
</tr>
<tr>
<td>Correlation</td>
<td>.001</td>
<td>.357</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>180</td>
<td>180</td>
<td>180</td>
</tr>
<tr>
<td>KCSE MEAN</td>
<td>Pearson</td>
<td>.018</td>
<td>.069</td>
</tr>
<tr>
<td>Correlation</td>
<td>.806</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>180</td>
<td>180</td>
<td>180</td>
</tr>
</tbody>
</table>

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

The findings presented in Table 15 indicate that there was a positive correlation between teacher perception of principals’ individualized consideration and student achievement, which was statistically significant ($r_{ho} = 0.69$, $p = .3.57$). This indicates that the variables move in tandem. According to these findings, as principals’ individualized consideration increases, student academic achievement increases too. The findings also point towards a positive correlation between the principals’ intellectual stimulation and academic achievement which was statistically significant ($r_{ho} = 0.018$, $p=.806$). These findings also indicate that as the principals’ intellectual stimulation increases, student academic achievement also increases and vice versa. These findings indicate that the more the principal shows understanding for the teachers and takes their welfare into consideration, the more the teachers will be in more effort in their work and this will manifest in an increase in student
academic achievement since there will be closer supervision of the students by the teachers. At the same time, a principal who exhibits intellectual stimulation encourages their teachers to contribute towards the operations of the school, to participate in decision making on important matters in the school like student discipline amongst others. This principal also encourages staff to develop professionally by giving them opportunities to do so. Teachers of such principals tend to be motivated and this would lead to increase in teacher effort and effectiveness.

The findings presented in Table 16 indicate that there was a correlation between the students’ perception of principals’ individualized consideration and student achievement, which was statistically significant \((r_{ho} = 0.062, p = .413)\).

**Table 16: Correlation between Students’ Perception of Principals’ Individualized Consideration, Intellectual Stimulation and Student Achievement**

<table>
<thead>
<tr>
<th></th>
<th>IS SCORES</th>
<th>IC SCORES</th>
<th>KCSE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IS SCORES</strong></td>
<td>Pearson</td>
<td>1</td>
<td>.567**</td>
</tr>
<tr>
<td>Correlation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.000</td>
<td>.984</td>
</tr>
<tr>
<td>N</td>
<td>179</td>
<td>179</td>
<td>179</td>
</tr>
<tr>
<td><strong>IC SCORES</strong></td>
<td>Pearson</td>
<td>.567**</td>
<td>1</td>
</tr>
<tr>
<td>Correlation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.000</td>
<td>.413</td>
</tr>
<tr>
<td>N</td>
<td>179</td>
<td>179</td>
<td>179</td>
</tr>
<tr>
<td><strong>KCSE SCORE</strong></td>
<td>Pearson</td>
<td>.001</td>
<td>.062</td>
</tr>
<tr>
<td>Correlation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.984</td>
<td>.413</td>
</tr>
<tr>
<td>N</td>
<td>179</td>
<td>179</td>
<td>179</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).**
The findings also point towards a correlation between the principals’ intellectual stimulation and academic achievement which is statistically significant ($r_{ho} = 0.001$, $p=0.984$). These findings also indicate that as the principals’ intellectual stimulation and individualized consideration increases, student academic achievement also increases and vice versa. The students’ perception of both attributes of transformational leadership correlated positively with student academic achievement.

4.17 Teacher’s perception of the Principals’ Transactional leadership variables of Contingent Reward (CR), Active Management by Exception (AME) and Passive Management by Exception (PME)

Transactional leadership comprises contingent reward, active management by exception active and passive management by exception passive. Contingent reward that entails the principal rewarding work done was rated at a range of ($M=3.52$ to $M=3.38$) which is on average ($M=3.45$) showing that the element of motivation is still favored by the students and the same was highlighted during the interview with the school principals and the open ended questions in the questionnaires.

The study established that most principals encouraged teachers to put in effort and make students achieve in academics. Most school principals attached monetary rewards to good performance and students equally worked towards achieving highly in academics so as to receive the award that is monetary or material. For example, for every grade ‘A’ achieved, the student is rewarded with some amount of money or a laptop.
Table 17: Teacher’ perception of the Principals’ Transactional leadership variables of Contingent Reward (CR), Active Management by Exception (AME) and Passive Management by Exception (PME)

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal encourages teachers to work hard so as to get promotions (CR)</td>
<td>180</td>
<td>3.52</td>
<td>1.302</td>
</tr>
<tr>
<td>I feel comfortable with rewards I get for doing a good job in the school (CR).</td>
<td>180</td>
<td>3.38</td>
<td>1.469</td>
</tr>
<tr>
<td>The principal spends most of his/her time following my mistakes (AME)</td>
<td>180</td>
<td>2.48</td>
<td>1.583</td>
</tr>
<tr>
<td>The principal spends most of his/her time solving disputes in the school (AME)</td>
<td>180</td>
<td>2.06</td>
<td>1.129</td>
</tr>
<tr>
<td>The principal does not take action until things go wrong in the school (PME)</td>
<td>180</td>
<td>2.05</td>
<td>1.122</td>
</tr>
<tr>
<td>The principal believes that if there are no problems then there is nothing to change in the school (PME)</td>
<td>180</td>
<td>2.20</td>
<td>1.236</td>
</tr>
</tbody>
</table>

The mean scores of active management by exception active (AME) were within the range of (M=2.06 to M=2.48) with an average mean of (M=2.27: disagree). Active management by exception passive (PME) had a mean score range of (M=2.05 to M=2.20) with an average mean of (M=2.13: disagree).

Both mean scores for AME and PME were below the mid score of 3.0 on the Likert Scale. The conclusion therefore was that the principals did not exhibit much of transactional leadership. Transactional leadership manifested through the mean score of the contingent reward attribute (M=3.45: Agree). The teachers rated the principal’s transactional leadership as moderate but less as compared with transformational leadership attributes of intellectual
stimulation ($M=4.02$) and individualized consideration ($M=3.64$). The findings are important since the study sought to establish the perception of teachers and students towards the principals’ transformational leadership and students’ academic achievement. A number of schools in the three regions (Western, Eastern and Northern) have consistently scored a mean score of 6.40 (Grade C) and below. The study has established moderate levels of transformational leadership and more so, intellectual stimulation and slightly lower levels of the attribute of individualized consideration and moderate levels of transactional leadership among the principals in Nairobi County.

4.18 Teacher’ perception of the Principals’ Laissez Faire (LF) Leadership and their classroom management practices

The study sought to establish the extent to which the principal exhibited Laissez faire form of leadership. This leadership style was included in the study for comparison purposes. This was calculated using SPSS. The mean score for Laissez faire was ($M=1.5$: strongly disagree).

This score is indicative that the principals in Nairobi County exhibited very minimal amount of this form of leadership. The Laissez-faire principal is one who does not participate in the problems raised in the school and leaves them for others to solve instead. Principals may use this leadership style for delegation purposes to have a smoothly running school. They may also use this method when unable to perform a task or solve a problem due to having too many tasks to keep up with. The results are presented in Table 18.
### Table 18: Principals’ Laissez-faire leadership and Teacher Classroom Management

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal, most of the time is absent from school when needed (LF)</td>
<td>180</td>
<td>1.56</td>
<td>.896</td>
</tr>
<tr>
<td>The principal delays in responding to problems that arise in the school (LF)</td>
<td>180</td>
<td>1.45</td>
<td>.733</td>
</tr>
<tr>
<td>I am happy with my work and I do my best to ensure that my class performs well (TCM)</td>
<td>180</td>
<td>4.34</td>
<td>.914</td>
</tr>
<tr>
<td>I use the teaching methods that is student centered to maximize learning (TCM)</td>
<td>180</td>
<td>4.45</td>
<td>.897</td>
</tr>
<tr>
<td>I check that students complete their assignments on a regular basis. (TCM)</td>
<td>180</td>
<td>4.40</td>
<td>.814</td>
</tr>
</tbody>
</table>

Teacher classroom management mean score ranged from (M=4.45 to M=4.34) with an average mean score of (M=4.40: strongly agree). The results indicate that most of the teachers had effective classroom management. This variable was investigated to ascertain since literature has linked teacher classroom management to educational outcomes including student academic achievement.

Other aspects included in the teacher questionnaire were: cooperation received from colleagues, responsibilities in the school, training opportunities for professional growth e.g. participation in In-service training, seminars and workshops, geographical location of the school and satisfaction with working environment. The descriptive statistical method revealed that the majority of the teachers indicated low job satisfaction (Average Mean= 3.13
and Standard Deviation =1.393). Other studies also showed positive relationships between transformational leadership and personal outcomes such as satisfaction, performance, and commitment (Bycio, Hackett, & Allen, 1995). In which case, the teacher job satisfaction in Nairobi County is low and it is an area that may require that school management put in more effort to raise the levels of staff motivation and strengthening of the transformational leadership subscale of individualized consideration (M=3.64) that correlated with academic achievement, for the sake of improvement in teacher performance and student academic achievement.

4.19 Students’ perception of the Principals’ Transactional Leadership variables of Contingent Reward (CR), Active Management by Exception (AME) and Passive Management by Exception (PME)

Transactional leadership attributes comprises contingent reward, active management by exception active and passive management by exception passive. This form of leadership was incorporated into the study to establish the extent to which the principals in Nairobi County exhibit transactional leadership.

Contingent reward was rated at a range of (M=3.81 to M=3.95) which is on average (M=3.88) showing that the element of motivation is still used by the principals and the same was highlighted during the interview with the school principals and the open ended questions in the questionnaires. The students have scored higher for the principals with regard to this attribute as opposed to the teachers’ scores at (M=3.45).
The results in Table 19 indicate that the principals in Nairobi exhibit an amount of transactional leadership, and more so, the attribute of contingent reward.

Table 19: Students’ perception of the Principals’ Contingent Reward, Active Management by Exception and Passive Management by Exception

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal spends most of his/her time following my mistakes (AME1)</td>
<td>179</td>
<td>2.82</td>
<td>1.477</td>
</tr>
<tr>
<td>The principal spends most of his/her time solving disputes in the school (AME2)</td>
<td>179</td>
<td>2.56</td>
<td>1.285</td>
</tr>
<tr>
<td>The principal does not take action until things go wrong in the school (PME1)</td>
<td>179</td>
<td>2.09</td>
<td>1.235</td>
</tr>
<tr>
<td>The principal believes that if there are no problems then there is nothing to change in the school (PME2)</td>
<td>179</td>
<td>2.13</td>
<td>1.283</td>
</tr>
<tr>
<td>The principal tells me that there is always reward for a job well done (CR1)</td>
<td>179</td>
<td>3.95</td>
<td>1.072</td>
</tr>
<tr>
<td>I feel comfortable with rewards I get for performing well in the school (CR2)</td>
<td>179</td>
<td>3.81</td>
<td>1.021</td>
</tr>
</tbody>
</table>

Active management by Exception (AME) subscale had an average mean of (M=2.69; SD 1.381); while passive management by Exception (PME) subscale had an average mean of (M=2.51). This means that principals exhibited low levels of these two attributes.
4.20 Students’ Perception of the Principals’ Laissez Faire and Teacher Classroom Management

The study sought to establish the extent to which the principal exhibited Laissez faire form of leadership. This leadership style was included in the study for comparison purposes. This was calculated using SPSS. The results are presented in Table 20.

Table 20: Means and Standard deviations of the Students’ Perception of the Principals’ Laissez Faire and Teacher Classroom Management

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal, most of the time is absent from school when needed (LF1)</td>
<td>179</td>
<td>1.88</td>
<td>1.221</td>
</tr>
<tr>
<td>The principal delays in responding to problems that arise in the school (LF2)</td>
<td>179</td>
<td>1.81</td>
<td>1.179</td>
</tr>
<tr>
<td>My teachers prepare well for their lessons and teach us well. Difficult concepts are explained to us (TCM1)</td>
<td>179</td>
<td>3.83</td>
<td>1.184</td>
</tr>
<tr>
<td>My teachers ensure that the students are disciplined by punishing undesired behavior (TCM2)</td>
<td>179</td>
<td>4.04</td>
<td>.737</td>
</tr>
</tbody>
</table>

The mean score for Laissez faire was (M=1.19). This score is indicative that the principals in Nairobi County exhibited very minimal amount of this form of leadership. In fact, the students disagreed that the principals exhibited Laissez faire leadership. Teacher classroom management mean score ranged from (M=3.27 to M=4.04) with an average mean score of (M=3.61). The results indicate that in the students’ opinion, most of the teachers had
fairly effective classroom management. The teachers however had awarded themselves a higher score for their classroom management (M=4.37; SD=0.783) compared to the students.

### 4.21 Student Academic Achievement in the Selected Schools

This question was addressed by conducting document analysis of performance in Nairobi County that was availed by the County Director of Educations’ office. This question sought to establish whether there was a significantly higher overall student academic achievement in some schools in Nairobi County. The results obtained in KCSE results were used as a tool to measure students’ academic achievement alongside the schools’ continuous assessment tests. The KCSE results used were for the period from 2007-2011.

The average means scores of the sampled schools were established and the average number of candidates in the schools over the five year period was also established do as to arrive at the approximate performance of individual students. The KCSE mean scores are out of a possible maximum score of 12.00 (A). These grades are compared with the mean scores of the principals’ transformational leadership. The findings revealed that there is indeed an overall higher mean scores and academic achievement in some schools. These differences were discovered by the study to be contributed to by in-school (availability of adequate teaching and learning facilities, staffing, leadership style, school culture and infrastructure) and out of school factors including socio-economic factors affecting the schools and students.

### 4.22 Qualitative data analysis

Content analysis was used to process the raw data from the interviews and to analyze the qualitative data. According to Patton (1990, p. 381), content analysis is the process of identifying, coding and categorizing the primary patterns of data. In this study the data
consist mainly of transcribed interviews and were analyzed in order to understand the views and experiences of the principals. These units were organized into topics. Combining a qualitative and quantitative approach enhances the value of the study because it allows individuals to elaborate on the choices they made on the questionnaire. The principals who were interviewed strongly believed that their leadership was responsible for school improvement.

4.23 Methods used by the Principals to Promote Student Academic Achievement in Secondary Schools in Nairobi County

In an effort to identify the methods used by school leadership to promote student academic achievement in their respective schools, the teachers were asked to give the methods used in their schools in ensuring high student academic achievement as manifested in test scores derived from school continuous assessments (CATS), end of term examinations and in the Kenya Certificate of Secondary Education. Teamwork was cited by a number of principals as essential for improved academic performance in schools. As a principal observed:

Teamwork is one of the most widely recommended ingredients for organizational transformation. The principal shown have enthusiasm for their vision, this will help generate enthusiasm and build momentum towards transformation.

The principal observed that teamwork can also be enhanced through creation of multiple avenues for dialogue on about everything concerning the school. “Inviting dialogue provide for an open discussion and generation of innovative ideas”.
Improved student achievement was reflected by students achieving higher in all the subjects in the curriculum. Their responses varied from school to school although some methods were commonly used in Nairobi County as shown in Table 21.
Table 21: *Methods used by School Principals to Promote Student Academic Achievement in Secondary Schools in Nairobi County*

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthening teacher quality</td>
<td>6</td>
<td>3.1</td>
<td>3.1</td>
<td>3.1</td>
</tr>
<tr>
<td>Building a successful school climate.</td>
<td>14</td>
<td>8.3</td>
<td>8.3</td>
<td>11.5</td>
</tr>
<tr>
<td>Remedial teaching</td>
<td>14</td>
<td>7.3</td>
<td>7.3</td>
<td>18.8</td>
</tr>
<tr>
<td>Setting high standards</td>
<td>12</td>
<td>6.2</td>
<td>6.2</td>
<td>25.0</td>
</tr>
<tr>
<td>Provision of revision materials</td>
<td>12</td>
<td>6.2</td>
<td>6.2</td>
<td>31.2</td>
</tr>
<tr>
<td>Team teaching</td>
<td>11</td>
<td>6.8</td>
<td>6.8</td>
<td>38.0</td>
</tr>
<tr>
<td>Purchase teaching &amp; learning resources</td>
<td>11</td>
<td>5.7</td>
<td>5.7</td>
<td>43.8</td>
</tr>
<tr>
<td>Motivate/ Award best performers</td>
<td>41</td>
<td>22.7</td>
<td>23.4</td>
<td>67.2</td>
</tr>
<tr>
<td>Early syllabus coverage</td>
<td>3</td>
<td>1.6</td>
<td>1.6</td>
<td>68.8</td>
</tr>
<tr>
<td>Symposums</td>
<td>8</td>
<td>4.2</td>
<td>4.2</td>
<td>72.9</td>
</tr>
<tr>
<td>Strict discipline</td>
<td>40</td>
<td>22.2</td>
<td>22.9</td>
<td>95.8</td>
</tr>
<tr>
<td>Benchmarking with performing schools</td>
<td>8</td>
<td>4.2</td>
<td>4.2</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>180</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 21 reveals that motivation by rewarding (Transactional leadership) top performers in secondary schools was ranked higher than other methods with 23.4% of the participants saying that motivation of students and teachers is the most effective method of promoting academic achievement of students. This was followed by strict discipline where 22.9% of the participants were of the opinion that academic achievement can be enhanced by students being guided on what is expected of them and then encouraged to abide by the laid down regulations. Effective instruction and teacher classroom management, high quality
curriculum, teacher qualification, effective leadership, student motivation and teacher motivation were other factors cited in this study as crucial to the promotion of student academic achievement. Other methods revealed by the study were; Building a successful school climate at 8.3%; Remedial teaching at 7.3%; Team teaching at 6.8%; Provision of revision materials at 6.2%; Setting high standards at 6.2%; Purchase teaching & learning resources at 5.7%; Benchmarking with performing schools at 4.2% amongst other methods. Each of these methods is discussed below:

The principals, especially those whose schools have consistently done well in terms of student academic achievement stated that they emphasis teacher quality in terms of training opportunities. A total of 3.1% of the teachers indicated that their main emphasis is on strengthening teacher quality. One teacher recalled:

Strengthening teacher quality is crucial because through training, in and out of service, teachers improve their skills in teaching and overall classroom management that is key to student academic achievement. Of all the work that occurs at every level of our education system, the interaction between teacher and student is the primary determinant of student success.

The teachers were of the opinion that opportunity to train has been a major motivator of the teachers and the ability of teachers to put extra effort in their work, especially of providing the students with extra attention that their need to perform well academically. Strengthening teacher quality through training and empowering the teachers were found to be crucial in the improvement of student performance. Similarly, Ozaralli (2003) found that transformational leadership contributed to the prediction of subordinates’ empowerment. Theoretically, it is possible that teachers who interact with transformational leaders can be inspired, encouraged, and motivated to increase their work efforts and to fulfill their potential.
According to Sanders and Horn (1998), most of the research conducted over the past few years has shown that teacher quality is a major variable in determining students’ academic success. The study conducted by Brophy (1986) found that certain behaviors of teachers, such as using academic objectives to establish learning expectations and effective classroom management strategies, were consistently associated with student achievement. Principals therefore have the task of providing training opportunities for their staff so that they can improve their classroom management skills. They need to provide intellectually stimulating opportunities for the staff to be innovative and creative.

At the same time, followers get greater opportunities for self-determination and for creative thinking while performing their tasks, which could lead to the perceived psychological empowerment. Participation in decision-making was one of the predictors of teachers’ job satisfaction and therefore a contributor to students’ academic achievement. Participation in decision-making is decision-making that is a product of shared influence by a superior and his or her employee (Koopman & Wierdsma, 1998). A number of studies have shown a positive relationship between participation in decision-making and organizational commitment.

A total of 8.3% of the teachers were of the opinion that school culture is crucial in enhancing student academic achievement. This is important to the study in that previous studies revealed that school climate is crucial in improving student achievement (Demir 2008). The study established the importance of creating a positive learning environment focused on the student. Culture has also been linked theoretically and empirically to student success (Leithwood et al., 1999; Barnett and McCormick (2001) and Ogawa and Bossert
(1995) all concur that leaders influence the culture of a school. Through strong, positive, collaborative school culture, student achievement can be increased. A series of research on this topic (Brookover, et. al, 2007; Good & Weinstein, 1986) confirm that academic performance is increased when the school climate is safe, caring, participatory, and responsive. The current study established that the principals in Nairobi County practice moderate levels of transformational leadership and literature points to school principals practicing this leadership as having a clear vision and being able to steer their schools into high performing institutions.

Leithwood, et al. (2008) found that while teachers have the most influence on student performance, principals are essential for setting a conducive learning environment and encouraging good teaching and classroom management practices. The role of the principal is crucial to promoting teachers’ achievements, creating a positive work environment for teachers, and improving staff morale, which also creates the right learning environment for students (Leithwood et al., 2008).

The climate of a school can be defined as the set of internal characteristics that distinguishes one school from another and influences the behavior of its members (Hoy & Hannum, 1997). Schools with a positive climate have been shown to positively impact students. Floyd (2011) concluded that principal’s leadership style influences the climate that, in turn, impacts student performance. The principals of Nairobi County need to develop skills required to ensure that the school climate is friendly for the sake of effective teaching and learning and for the enhancement of student academic achievement.

The study revealed that setting the target mean scores for each class and measuring on the level of achievement was done by majority of the principals. Remedial learning was used
to help the slow learners catch up with the others. A total of 7.3% of the respondents were of the opinion that remedial teaching was used in the school to take care of the students who had learning difficulties. However, the same was reported as being used in most schools to complete the syllabus early prior to intensive revision period before the national examinations. Schools ensure that students who were performing poorly in some subjects were assisted to improve in academics by being given extra attention in their weak areas.

The Government of Kenya in 2012 placed a nationwide ban on remedial teaching during school holidays since this was seen as an avenue that the teachers were using for personal gains. However, remedial teaching for the challenged students should be encouraged so as to uplift them to improve their academic achievements.

Some of the respondents, 6.2% cited the importance of the principal setting a vision and high academic standards as being the main strategy used to ensure that students perform well in their schools. Although they say it in different ways, researchers who have examined education leadership also agree that effective principals are responsible for establishing a school wide vision of commitment to high standards and the success of all students. As one principal stated:

Having high expectations for all is key to student academic achievement. This is because all will know what is expected of them and strive to achieve the same. It is important to ensure that all stakeholders set targets and put in place strategies to achieve the same”.

One principal, on the same question stated what adopting the vision meant for her:
“My expectations have continued to increase every year,” she told the researcher. “I’ve learned that as long as you support students, there is really nothing the students can’t do.”

This meant that they would improve in their academic achievement.

The researcher established that the school principals were aware of the importance and value of providing professional support, and treating staff professionally so that they too can expect a high standard of professionalism in return. As noted by one principal: “I tend to have high expectations and standards of the teachers and they tend to share in my vision and positive energy”.

These Principals realize the importance of school pride, identification with the school and its reputation in the community.

Revision materials and reference books were cited by the respondents as contributing majorly to improvement in student performance. These included past papers of the KCSE examinations, revision books and teachers’ guide books. The teachers stated that when provided with adequate resources, they find that they are able to utilize the same to enhance student academic achievement. One teacher stated:

“Once we complete delivery of the recommended syllabi, in most cases by the month of June, we request the principal to purchase revision materials that we use to give the students adequate practice”.

This assists the students in preparing adequately and they end up achieving well in their examinations. In many of the schools that were studied, principals had this to say:

It is the role of leadership to mobilize teaching resources and putting them into proper use and again, it is the head teachers to set the direction. When this is in place, then the school has to perform.
Transformative principals provide teachers with teaching materials since specific pedagogies must be placed in the hands of those closest to the learner, in this case, the teachers. Peer teaching is a complex process by which students learn from students that are more experienced and knowledgeable about the subject material. In this strategy, students are grouped together and they learn from each other. The principals were of the opinion that this assists in ensuring that students who are not so strong academically learn from each other. One principal said:

“Sometimes the students learn better when they discuss questions and assist each other. The ones who are better in a certain subject assist the weaker ones”.

This method was considered as effective and one principal stated that:

Many students feel more comfortable asking questions to other students, rather than their teacher, it reduces frustration of students who are unable to solve difficult assignments and it offers more time for individualized attention.

A reward is an immediate payoff that results from performing a desirable action. In reinforcement theory a combination of rewards and/or punishments is used to reinforce desired behavior or extinguish unwanted behavior (McLeod, 2007). For developmental consideration, the leader needs to engage in and expect behaviors that support and encourage followers and help them to develop and grow.

One of the principals said,

It is always wise to encourage teachers to go for workshops. This is a form of motivation for teachers since through these workshops they are able to progress professionally. Apart from providing teachers with opportunity to attend workshops, the school may also get textbooks from publishers that are used to award top performers. This way, the principal encourages teachers to read, and master content in their individual subject areas. Top performing students are also motivated through academic trips and provision of prizes especially during prize giving days.
This method of giving rewards was found to be the most common method used as indicated in Table 40 with 23.4% of the respondents indicating that this is the method they use most to enhance academic achievement of the students. The principals indicated that giving of academic awards was a very effective method of ensuring that students compete and improve academically. When asked to comment on this, one principal said:

We call it dangling the carrot! We let the students know what they would get for good performance so that they put effort. This has worked wonders. We tell them that if they score grade A, they would be rewarded something valuable. The form ones, twos and form three students are taken for academic trips and they really like this.

An example of what this means is that principals get their students and teachers to set high targets and then make a promise on the reward to be given once the set targets are met.

Another principal added that:

Both students and teachers appreciate rewards, and I organize with the Board of Governors to award those who are putting extra effort to enhance their performance, be it teachers or students. However, there are those who end up not getting the rewards, this could be discouraging to them. This is because the awards could be given to the same teachers and students each year in terms of producing good results. This could cause dissatisfaction to those do not get any.

In another school, the principal said;

Verbal appreciation however, would always be welcome but I’m not sure about the rewards and the effect it has to the ones who will not get no matter how hard she/he worked there is only that much he or she can achieve. For example if one produces 60% pass every year in his/her subject and is doing his or her best to improve but it does not happen. If the criterion for rewards is 85% pass and above you will never get any awards.

The reward system was critiqued by the principals as a motivator and a de-motivator at the same time. It should therefore be crafted in a manner that it caters for any noticeable improvement in academics.
All the principals responded that strict discipline is among the most crucial methods used by their schools to enhance student academic performance. A correlation between discipline and good academic performance has been established in a number of the studies previously carried out. According to Ovell (2001), discipline in schools is essential for effective learning, good teacher relationship and peer adjustment. A democratic form of discipline leads to a healthy classroom environment that in turn promotes respect for education and a desire for knowledge.

In the current study, a total of 22.9% of the respondents indicated that discipline is key to students’ academic performance. All the interviewed principals said that they were at times forced to use corporal punishment in order to ensure that discipline was upheld and that school programmes were followed. When asked to what extent they think punishment has helped the students to concentrate in their academics, one of the principals remarked:

I could say it only instills fear in them. Actually some do not change after being punished. Some do not even bother; they are ready to be punished daily. We tend to combine punishment with Guidance and counseling. The student leaders also assist in enforcing disciplined in the school.

This method appeared to be one of the most emphasized methods of enhancing student academic performance since with discipline, students would arrive in school at the stipulated time, would complete assignments and would generally cooperative with the school administration and teachers for the sake of their own learning.

The principals were of the opinion that early coverage of the syllabus ensures that students have enough time to work hard so as to improve their academic achievement. One principal stated that:
“I ensure that teachers utilize time assigned for teaching well so that the syllabus can be covered early so as to allow time for revision”.

Another principal said:

I ensure that the teachers complete the syllabus early so that enough time is given to the candidates to prepare for their examinations. Syllabus is completed by September in all the forms so that when form ones move into form two, they will have already long cleared their own syllabus and have already started on the form two one.

This is a strategy that needs to be properly embraced by the principals so that students have ample time for revision. After completion of the syllabus, most heads indicated that they organize for their schools to engage in symposiums and group discussions that assist the students improve, especially in their academic achievement.

One principal said:

We plan for symposiums where the students meet students from other schools and they discuss questions and assist each other to understand various topics. We also place the students in groups at school level so that they discuss questions and assist each other.

The respondents also stated that they engaged the students in group discussions where each student is encouraged to express their views and each view is respected by others. To improve the effectiveness and productivity of student discussion groups in secondary schools, the teacher often needs to undertake an important guiding function, but the students engagement in the discussions assist them to understand certain concepts in a better way.

From the interviews, it was clear that the principals used participatory approach in the management and preparation of students in the schools to ensure academic achievement. One principal said:

You know as well as I do that without involving the teachers and other stakeholders in the school, student academic achievement cannot be adequately realized. I am
very keen in ensuring that students’ learning skills is uplifted through teacher involvement and commitment.

When asked how she ensures that the student management is participatory, she had this to say: “Teachers and parents are involved in decision making on academic matters. The student leaders are usually incorporated in meetings where matters affecting students are being made”.

It was noted that student leaders are involved in decision making in most schools, for example, the students stated that they were consulted before daily routines were drawn so that the input of the student body was incorporated. This made the management of most of the institutions easier.

As the researcher continued with the search on methods used to ensure academic performance’ another principal responded:

You know that my school has not been performing very well over the past few years. You know that some schools tend to receive students who perform well in the Kenya Certificate of Primary Education whereas others like my school get very weak students. The entry behavior of the students is a major challenge and all that I can talk of value addition, not high student academic achievement, schools cannot compete adequately at the same level, bearing in mind that there are many parameters.

On the issue of benchmarking, a principal said:

“I tend to invest in taking students to performing schools so that they can benchmark and emulate good practices that can enhance their academic achievement”.

Assignments are tasks that require student engagement and a final tangible product. Previous studies established that when teachers made regular follow-ups on student homework and assignments, the students improved in their academic achievement. The teachers and students were of the opinions that regular follow up on given assignments made
students concentrate on tasks and this helps in the enhancement of their academic achievement. Assignments are especially important components of an instructional program that enhances students’ sense of learning and progress (Dweck, 2010).

The principals need to ensure that they make a follow up on students work through marking assignments and inserting teacher initials and signatures as a mark for future follow up. The principals on the other had should make random check ups on student note books to confirm that given assignments are checked by the teachers. Feedback should be given to students for future improvements.

4.24 Role of the Principal towards Student Academic Achievement

The interviews were administered to the principals of the participating schools with an aim of getting more information on the role of the principal in academic achievement. Responses from interviews were recorded under headings emerging from interviews with the interviewees. It has been reported that the leadership behavior of the principal and his/her role has a significant impact on creating a more effective school leading to higher levels of student academic achievement (Cotton, 2003). The principals highlighted the following as their perception of their role towards student achievement:

There was consensus among majority of the principals that they need to set the pace in the school and lead by example. Doing what one advocates, role modeling and setting an example describe the actions critical to building trust between the leader and the followers. In this regard, one principal said,
“I think one should lead by example”. “I think a leader has to lead by an example because a leader has to do right and others should be able to see that they are doing it, and that is the way they expect it to be done”. Another principal stated that:

Principal need to take their part in the teaching and learning process. Principals need to do class monitoring and visit and making sure that the work is done for better results. Every principal needs to come early to work and make sure that every teacher is present and conducting their duties as assigned.

So as to lead by example most principals felt that it was appropriate for school managers to teach at least one class: Another principal echoed what another one had said that:

“If teachers see how hard the school manager is working, they are bound to follow the example”.

One principal felt that the role of school manager was very challenging especially during this time of transformation in the education system in particular. He was of the opinion that the principal’s role is to create a vision for the school that will move the school in a positive direction, and expressed this as follows:

I feel it is very challenging especially because as far as I’m concerned, there is quite a lot of departure from what one was used to. The principal should provide clear direction to followers and all stakeholders should understand this vision. School’s vision should focus on student achievement and, as a school works toward reaching that vision of improving student performance, student achievement will increase as well. There are some areas that need quite a lot of interventions especially attitudinal. Students tend to have attitude that some subjects are difficult.

A leader has to model the way things should be done. One principal said, “I will mention punctuality because at school that is what is very important. The minute you start in time it is very likely that things will go smoothly”. One principal expressed the opinion that,
The principal has to be someone who can be able to work with people, not afraid to decide what is wrong and what is right and doing that by pointing out and correcting the mistakes of Teachers and trying to show them the right way to go.

The principals were of the opinion that they need to involve staff in the formulation of the vision and mission statement of the School. The transformative principal exhibits individualized consideration by understanding staff and at the same time correcting mistakes made for the betterment of the school. The transformative principal should help staff curve out the school vision through participatory strategic planning and at the same time guide staff to realize the school goal. The Principals felt that school managers should guide in the formulation of the school vision as one them explained:

..At the same time allow the other staff members to participate in the strategic planning process so that they own the process. Encourage them to be innovative and have initiative and appreciate whatever new ideas they come up with but at the same time guide them since more often than not the leader is someone who has already been there and is usually an experienced person. So I think one should guide by example.

According to Podsakoff et al. (1990), transformational leadership enhances the development of followers, challenging them to think in ways which they are not accustomed to, inspiring them to accomplish beyond what they felt was possible. Participation in the formulation of the curriculum was a role highlighted by a number of the principals. There was a strong feeling among the principals that school heads should also guide and lead the new curriculum changes. There was a feeling that school managers are left behind as far as curriculum changes are concerned. One participant was of the opinion that: “Principals should be put on board as far as the curriculum changes are concerned. If you don’t know the curriculum changes, what are you leading, what are you guiding?”
The Ministry of Education has been organizing seminars for secondary school principals to sensitize them on changes in the curriculum so that they can effectively ensure proper management of the curriculum in their schools. However, this is not adequate since the actual change process of the curriculum occurs purely by the Kenya Institute of Education (K.I.E) conducting the needs assessment in some schools, incorporating some teachers in the review process and then effecting changes.

School managers are accountable to internal stakeholders, namely the Board of Governors, Parents/Teachers’ Associations, teachers, students and non-teaching staff; and external stakeholders including the school community, the Ministry of Education and the Teachers Service Commission. When students do not perform well, principals are held accountable. It is therefore the role of the principals to manage the resources availed to them to ensure that students are taught well and that their academic achievement improves.

According to Bass & Avolio (1994), transformational leaders intellectually stimulate their followers’ efforts to be innovative and creative. They stimulate followers by helping them approach old situations in new ways. They encourage creativity and there do not publicly criticize individuals’ making mistakes. New ideas and creative problem solutions are solicited from followers who are included in the process of addressing problems and finding solutions.

One principal said,

It is always wise to encourage teachers to go for workshops. This will open up their outlook and crave to learn new things. It will also enhance their creativity and innovativeness. These because we need teachers who are open to drastic mind and
paradigm shift because we are constantly facing the shift to the new things”. Teachers who are open minded will also be keen to assist their students. Transformational leadership with emphasis on intellectual stimulation is a model of leadership that, when applied, will lead to successful teams in schools that would enhance student academic achievement. When intellectually stimulated, staff and students are able to something that really stretches their thinking.

There was a feeling that principals need to involve teachers in decision-making for the successful operation of the school. This has implications that principals need to have good participatory decision-making skills. The leader has to be sensitive to teachers needs so as to enable the teachers to have a sense of belonging and ultimately put more effort in assisting the students improve in their academics. The principal, as a transformational leader, should influence teachers by role modeling the appropriate behaviors and engaging the teachers in dialogue. Then teachers will identify with role models who are perceived in a positive light, which serves to empower them to achieve the school objectives. Involving followers in decision-making enhances capacity building. The leader has to be inclusive and not show favoritism towards individuals. This ensures that the staff is adequately involved in decision-making. Transformational leaders value participation and the contribution of others. This enables the leader to get all viewpoints and advice before making decisions. In this regard one principal had this to say: “We need to move away from my own to our own, so that we know that it’s our gain not my gain. The results will be that we share the spoils, we share the gains”.
The study revealed that most school managers in Nairobi County used transformational leadership moderately. Schools are composed of intelligent people whose ideas are crucial in the day-to-day running of the same schools. Teachers and student leaders for example, have the capacity to advise effectively on academic matters in the school. Their ideas and contributions cannot be ignored. Students in schools need to be involved in the school’s administration and in the implementation of decisions because these affect them directly. The head teachers, for example, have to encourage teachers to participate in decision-making because academic progress depends on the quality of teaching exhibited. A transformative leader usually ensures that decision making is inclusive and radically democratic.

All stakeholders including students, teachers and parents are involved in substantive decision making both in the classroom and school wide. School decisions are made to support the school’s mission. Much of the recent research on educational motivation has rightly centered on the classroom, where the majority of learning takes place and where students are most likely to acquire a strong motivation to gain new knowledge (Wlodkowski and Jaynes 1990).

Transformational leaders need to possess motivation skills to inspire their followers to go beyond ordinary levels of commitment. The leader needs to engage with followers in such a way that they are raised to higher levels of motivation and morality. The transformational leader looks for potential motives in followers, seeks to satisfy higher order needs and engage the full person of the follower. A principal explained:

In fact, motivation is not even an issue one could say is peripheral. It is part and parcel of the whole; you know the whole system of the institution. If you divorce motivation
from work, that institution might have demotivated followers, so it has to be part of what is going on.

Another participant felt that in order to improve learners’ achievements and improve the pass rate, learners also need to be motivated and explained as follows: “In our school we are trying that [motivation] now, for instance starting with our learners, we invite speakers to motivate our learners and this also motivates teachers to work better. We also give some incentives.”

Other principals made general comments but saw rewarding good work as a desirable source of motivation. One of them expressed this opinion:

I don’t know, but I believe personally that recognition plays an important role. It’s up to you then, how you go about doing it, depending of nature on your institution, but I believe that recognition of a job well done plays a big role. You know, sometimes teachers just need a pat on the back to recognize that somebody has done something good.

In highly effective schools, as well as schools which have reversed a trend of poor performance and declining achievement it is the head teacher who sets the pace, leading and motivating pupils and staff to perform to their highest potential (Nasongo et al, 2009). Effective leaders engage in proactive leadership. They plan ahead and anticipate ways of behaving in advance. They recognize the importance of the strategic planning process. They take time to interact, learn and share as part of learning to be transformational leaders. In this regard one principal said,

You should have a strategy as part of your mission, you should have a clear strategy and push it and check the results at the end. If you fail in your strategic objectives, you are doomed. Principals have to be empowered in strategic planning.
Another principal supported this and said,

> It is wise for school manager to craft the school vision and mission as part of the school’s strategic plans, however principals find this very difficult”. Proper strategic planning will help the schools to ensure that their students achieve academically because of the strategies that will have been put in place.

The transformative principal need to work with staff, elevating their motivation through engaging them in decision making, including the development of the school development plan.

Another principal said,

> Strategic and vision plan is an important tool for transformational leadership. This plan should be cascaded to all departments so as to ensure that the school growth is visionary, planned and focused.

A number of principals also highlighted the following as some of the functions that the principals need to play for effective schools and effective student academic achievement:

- To understand and communicate their student achievement target;
- To engage staff in analyzing student evaluation data to determine whether there are any gaps between the school targets and their performance;
- To evaluate school processes to ensure that teachers understand the target and have aligned their teaching and assessments to those standards they are responsible for teaching;
- To structure time to regularly examine student work to inform instruction and;
- To keep their school focused on their student achievement goals as the primary work of staff.
4.25 Challenges that the Principals encounter in their effort to promote Academic Achievements of Students

The principals cited some challenges that they encounter in their effort to promote student academic achievement. Student and teacher absenteeism was identified as being a challenge that caused the low student academic achievement. This factor was attributed to the fact that some of the sampled schools were day schools and therefore students walked long distances daily and because they got exhausted, they decide to absent themselves from school. Poor payment of levies also contributed to students being absent from school for long. When students fail to pay school levies, then it becomes very difficult for the principals to ensure that all students are adequately prepared for the national examinations.

Other challenges highlighted by the principals included: poor morale among support staff, Shortage of staff, delay of Free Secondary Education funds (FSE), uncooperative parents, threats to principals, less motivated students, shortage of textbooks, student unrest, vandalism and high enrolments These challenges were placed in categories and presented in Table 22 as follows:
Table 22: Challenges that the Principals encounter in their effort to promote Academic Achievements of Students

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insufficient funds to manage the schools</td>
<td>3</td>
<td>16.7</td>
<td>16.7</td>
<td>16.7</td>
</tr>
<tr>
<td>Negative attitude from some teaching and non teaching staff</td>
<td>1</td>
<td>5.6</td>
<td>5.6</td>
<td>22.2</td>
</tr>
<tr>
<td>Parents who have abandoned their parenting roles and are not role models</td>
<td>3</td>
<td>16.7</td>
<td>16.7</td>
<td>38.9</td>
</tr>
<tr>
<td>High poverty levels of parents contributing to high fee arrears</td>
<td>2</td>
<td>11.1</td>
<td>11.1</td>
<td>50.0</td>
</tr>
<tr>
<td>Inadequate human resource</td>
<td>1</td>
<td>5.6</td>
<td>5.6</td>
<td>55.6</td>
</tr>
<tr>
<td>Inadequate facilities</td>
<td>4</td>
<td>22.2</td>
<td>22.2</td>
<td>77.8</td>
</tr>
<tr>
<td>Illiterate parents</td>
<td>2</td>
<td>11.1</td>
<td>11.1</td>
<td>88.9</td>
</tr>
<tr>
<td>Lack of political goodwill</td>
<td>2</td>
<td>11.1</td>
<td>11.1</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

On the challenges that the principals’ face in their efforts to improve academic achievement, a total of 5.6% of the principals indicated that negative attitude of the parents towards education and learning made it difficult to achieve in academics since the parents attitude had an effect on students attitudes.

One participant felt that the role of school manager was very challenging especially during this time of transformation in the education system in particular and expressed this as follows:

I feel it is very challenging to manage a public secondary school. As far as I’m concerned, there is quite a lot of departure from what one was used to. Management has
an influence in terms of approach and in terms of attitudes between the leader, the school community as well as the whole community. Students too have an attitude towards some subjects and it takes much to shift their attitude especially towards mathematics and the sciences. There are some areas that need quite a lot of intervention especially teacher and student attitude. This calls for the empowerment of school managers to be able to perform their jobs effectively.

The parents, teachers and non teaching staff need counseling sessions so as to be made to appreciate the importance of supporting the structures in order to improve student academic achievement. Some principals however were of the opinion that teacher shortage is the biggest challenge to improve academic achievement. A total of 5.65 of the principals stated this. One principal stated that:

The biggest challenge that we encounter is the teacher shortage. When you work out the curriculum based establishment of the schools, you find that most of the schools have an acute teacher shortage. Most of the classes are large to close to a ratio of 1 teacher: 60 students.

The problem cited of teacher shortage appeared to be affecting most of the schools that reported that they are made to employ teachers under the Board of Governors (BOG), who are the school management organ. The teachers employed by the BOG posed a weakness to the schools that employed them because they contributed to high turnover of teachers and this had an effect on the student academic achievement in secondary schools in the County. Since the introduction of free day secondary (FSE) schooling, the Ministry of Education has been controlling the amount of money charged in secondary schools. This has made the schools operations challenging because the schools always face a challenge due to shortage of funds to put up vital infrastructure such as classrooms and science laboratories etc. This has adverse effects on effective teaching of the science subjects in secondary schools that ultimately impact on student academic achievement. A total of 16.7% of the
respondents cited shortage of funds as a major challenge to student academic achievement. This being so because funds would be used to purchase teaching and learning resources and put up vital physical facilities.

Most of the principals interviewed cited the inadequacy of teaching resources as being the main challenge they encounter in their quest to promote students’ academic achievement. One of them said: “The ratio of text books to students, the space and number of laboratories in the school, the computer laboratory, library, number of classrooms etc all impact on the student academic achievement”.

Most of them also indicated that funds were not enough to implement vital school activities. Some principals stated that the main challenge was staffing. As one commented:

Most times the teachers we have are not enough and therefore the teaching loads of most teachers tend to be high always. In most cases, the Teachers’ Service Commission is unable to staff the schools as per the Curriculum Based Establishment (CBE) i.e. the number of teachers calculated as per the subjects offered in the school and the size of the school.

Teacher shortage has been addressed by the schools through employment of teachers through the Board of Governors. This however has heavily affected the school operations due to the huge salaries paid to the teachers.

Some principals highlighted negative attitude of some stakeholders and that some parents were not supportive of the education of their children. This lack of support is evident when the parents fail to attend meetings called by the school to address academic achievement of the students, failure to pay school fees etc. As one principal stated:
Some parents show no concern at all as to whether, their children achieve highly in academics or not. In fact, some do not pay fees on time and the students keep on being sent home to collect the same. When students are sent home to collect fees, learning hours are lost.

Some parents delay in paying fees and this necessitates them being sent home for fees. A principal said: “The parents never seem to have the commitment to ensure that the fee is paid on time so that students are not sent home at the expense of their studies”.

When students are sent home to collect fees, most of the principals indicated that most of these students are kept at home by their parents for nearly two to three weeks and this impact negatively on the academic achievement of the students. Some principals (16.7%) stated that most of the parents have abandoned their parenting role and have left it to the teachers. Most parents prefer their children being in school to being at home. A principal cited a case where the parent reported that:

My child does not behave at home. In fact they do not listen to us, and they hardly revise the academic work covered in school. I am happy that schools have re-opened; now she can read and prepare for her final examinations.

The above shows some of the challenges that principals face when parents have relegated their responsibilities to schools.

Some principals’ main challenge was poverty levels (11.1 %) or the socio economic background of most of the students. The effect of this is that students are regularly sent home for school fees and this interrupts their learning. This ultimately has an impact of their academic achievement. Other principals (11.1%) reported that when the political goodwill prevails, the school is likely to get a boost of teaching and learning resources. One of the principals had this to say on political goodwill;
Politics is hurting education in Kenya. Right now there are shortages of everything from books to teachers to chairs for students, but if the school is supported by the area politicians, then the school may get more resources to alleviate this problem of resource scarcity.

According to an unpublished study by Action Aid (Kenya), many parents and teachers have complained about a serious decline in effective curriculum delivery due to class overcrowding and a lopsided teacher-pupil ratio. These challenges affect student academic achievement and need to be addressed if meaningful improvement is to be realized.

### 4.26 Measures that Principals can adopt to assist their schools perform better

Table 23 presents the students’ responses on measures that could be adopted to assist them perform well.

From the findings, a total of 6.7% of the students were of the opinion that learning should be supported by ICT. The students were of the opinion that their academic achievement can be improved if the Information and Communication Technology (ICT) is strengthened in schools.

**Table 23: Measures that the Principal can adopt to assist students perform better**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information communication and technology</td>
<td>12</td>
<td>6.7</td>
<td>6.7</td>
<td>6.7</td>
</tr>
<tr>
<td>Revision materials</td>
<td>38</td>
<td>21.2</td>
<td>21.2</td>
<td>27.9</td>
</tr>
<tr>
<td>Reinforced discipline</td>
<td>30</td>
<td>16.8</td>
<td>16.8</td>
<td>44.7</td>
</tr>
<tr>
<td>Benchmarking with performing schools</td>
<td>49</td>
<td>27.4</td>
<td>27.4</td>
<td>72.1</td>
</tr>
<tr>
<td>Inter school competitions</td>
<td>30</td>
<td>16.8</td>
<td>16.8</td>
<td>88.8</td>
</tr>
<tr>
<td>Practice on the science practical.</td>
<td>20</td>
<td>11.2</td>
<td>11.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total(N=179)</td>
<td>179</td>
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The participants were of the opinion that the impact of change on learning and teaching is technology; particularly the use of computers and this is reflected in what the students had to say. One participant was of the opinion that:

Principal and teachers should be empowered in the use computers and with new technology and be empowered to use these effectively for the betterment of our schools. There are lots of schools without even one computer at this day and age of technology. I am glad that our school has a number of computers but more needs to be done on ICT. The principals can create opportunity for teachers to train and be more conversant with ICT.

Another 21.2% of the students highlighted the importance of the provision of revision materials. The students stated that the principals could assist them by providing reference books and revision materials so that they could practice what they have been taught. Discipline appeared to be crucial for the students in that they were of the opinion that high discipline lead to improved student academic achievement. A total of 16.8% of the students emphasized the necessity of good discipline to improving academic standards. A correlation between discipline and good academic performance has been established in a number of studies. Reid (2006) asserts that discipline in schools is essential for effective learning, good teacher relationship and peer adjustment. Student discipline leads to a healthy classroom environment that in turn promotes respect for education and a desire for knowledge. According to the principals who were interviewed, absenteeism is a major area of indiscipline in schools. One of the principals asserted: “It is difficult to predict school attendance on any given day. Day students may come to school for two days and then skip three days consequently in a week. Parents also do not seem to care”.
Reid (2006) in his study reported a positive correlation between performance and school attendance, namely that parenting styles contribute to students’ indiscipline. Students were of the opinion that if allowed and given opportunity to benchmark with performing schools, they would perform better in their academics. A total of 27.4% of the students’ preferred benchmarking with performing schools. This is because they would pick some of the desirable habits from the host school where they go to benchmark. Many secondary schools have been taking a section of their students to top performing schools that have established traditions and good cultures that enhance learning. Among the schools that receive other schools for this exercise include Alliance High School and Alliance Girls High School in Kiambu County and the Kenya High school in Nairobi County.

A total of 16.8% of the students indicated that inter school competitions would be good for their academic improvement. This is an equivalent to symposiums, where students were of the opinion that if allowed to participate in inter school competitions; they would be in a position to improve in their academic performance. Science practicals needed to be strengthened in schools by more opportunity to practice. A total of 11.2% of the students stated this. Some students however indicated that there should be enhanced relationship with students, frequent checking of students’ homework or assignments, having symposiums, discussion groups and increased practice on the science practical. The students responded on the affirmative that teachers were supportive with adequate classroom management practices.
4.27 Strategies that schools have put in place to improve student academic performance

A number of schools indicated that they form committees that help in the identification of needy students so that they can be supported through bursaries and well wishers. This was reported as one of the strategies used by schools to keep students in schools such that syllabus can be adequately covered with all students in class. The principals sought bursaries for weak students so to increase their presence in the school instead of them being sent home for school fees. Other schools indicated that they hold charity walks to raise funds for bright and needy students so as to use the funds to retain these students in schools and enhance their performance.

The principals indicated that they enhance participatory leadership and involve all in decision making. Research on decision making in secondary (Mulford et al, 2001) schools found that the more positively teachers viewed the decision making processes in the school the higher the degree of influence and control they perceived themselves to command. In schools where decision making is perceived by teachers in as consultative and providing adequate opportunities for participation, student perceptions tend to be positive about their school and teachers as well as perceptions about their own performance than where decision making is more top-down, executive, or does not foster widespread teacher involvement. Enhanced team building by involving all in decision making was regarded as crucial in enhancing student academic achievement.
Teachers on the other hand highlighted that they appreciate when they get opportunity for further training. The teachers were of the opinion that the principals could help them improve their work output by supporting them in their work, enhancing student discipline, conducting performance appraisal and giving them feedback for improvement. Organization of training workshops for teachers was regarded as crucial. Teachers stated that they would wish to be provided with opportunity to upgrade themselves professionally through training. The appraisals of the teachers were to be done in a transparent manner with teachers being given timely feedback.

The teachers also expressed need to have their efforts recognized, treated fairly and given timely feedback. The transformative principals’ attribute of individualized consideration was considered to be crucial in assisting students achieve in their academics. This is because teachers expressed that they needed their efforts to be recognized as this would provide them with the motivation they need to put in more effort with their work. These findings are in agreement with the description of Bass & Riggio (2006) who stated that Individualized consideration referred to leaders paying special attention to each individual follower’s need for achievement and growth by acting as a coach or mentor. The principals need to pay attention to the needs of the teachers and provide opportunity for their professional growth.
4.28 Principals’ Transformational Leadership and Students’ Academic Achievement

This study sought to examine the relationship between the principals’ transformational leadership and school’s academic achievement. Consistent with findings in the literature (Hallinger & Heck, 1998; Leithwood & Mascall, 2008), the results revealed weak but significant indirect leadership effects on academic achievement in public secondary schools in Nairobi County. These findings are significant because they expand our understanding on the relationship between school leadership and student academic achievement. This is an aspect that still requires more exploration according to school leadership studies (Hallinger and Heck, 1998).

A study by Nsubuga (2003), established that the contribution of the principal towards students’ academic achievement is low. These results were further supported by studies conducted by Chen, Chan and Hau (1991). The current study established that the correlation between the transformational leadership constructs (Intellectual stimulation and Individualized consideration) and students’ academic achievement varies though their positive coefficient indicates that an increase in these constructs increases students’ academic achievement. The study also established that individualized consideration correlated more strongly to student academic achievement as compared to intellectual stimulation. The findings also established that principals in Nairobi County exhibited more of intellectual stimulation as compared to individualized consideration, and this could explain the low academic performance since the transformational leadership variable (Individualized consideration) that correlates more strongly with academic achievement is not strong among
the principals. The findings also established that both transformational and transactional leadership contributed to overall student academic achievement though the correlation is low. Other intervening variables in the school environment (teacher job satisfaction, teacher classroom management and teacher empowerment) were perceived to contribute to students’ academic achievement.

The current study concurs with the study by Gublin (2008) that established that transformational leadership is a factor for improving student achievement in secondary schools. A study conducted by Khan, Ahmed, Ali and Rahman (2010) found that school principals are not solely responsible for the outstanding educational outcomes observed, but their leadership has been found an inevitable factor in producing the environment where these outcomes occur. This study had findings related to the current study that found minimal relationship between the principals’ leadership and students’ academic achievement.

The findings of the current study were that most principals in Nairobi County exhibited a small but significant level of transformational leadership and yet the student academic achievement was below expectation. Some Constructs of transformational leadership namely intellectual stimulation and individualized consideration needed strengthening. Individualized Consideration, a dimension of the Transformational Leadership model, is a characteristic in which the leader treats others as individuals rather than just as a member of the group and offers individualized support (Bass & Avolio, 1995) influenced the teachers and staff more towards job satisfaction.
The study revealed that intellectual stimulation positively influenced student academic success, though the nature of the influence is not direct. This led to the conclusion that the principal should be a leader who fosters teachers’ intellect. Principals have the responsibility to stimulate thought-provoking, challenging conversations with their students and staff. Principals should focus their efforts on those behaviors and activities that foster intellectual stimulation. They should challenge staff to think about how to better perform their work.

Principals should help teachers think of ways to more effectively implement the school’s programs and achieve the school’s objectives. The positive coefficient for intellectual stimulation and individualized consideration indicated that an increase in these constructs increased students’ academic achievement. The results of the current study also indicated that the principal’s inspirational motivation and Intellectual stimulation positively impacted on the other variables under study. A critical focus of the principal’s intellectual stimulation efforts should be about the development of learning partnerships. Teachers, parents, and students must develop high levels of capacity to work together for the common good of the student. They must develop common expectations and communicate frequently about student performance.

Principals need to strive towards building trust with parents and foster student personal responsibility for learning. These forms of effective teacher behaviors seldom evolve unless the principal establishes a culture for their development. The principal has the responsibility to establish and maintain a collaborative, problem-solving, intellectual culture that supports teachers as they work to build these critical relationships.
Harvey, Royal and Stout (2003) examined the effect of transformational leadership on student outcomes and found that transformational behaviors such as charisma and intellectual stimulation are the primary predictors of student respect for an instructor, satisfaction with an instructor, and trust in an instructor. In addition, individualized consideration and intellectual stimulation were found to be the primary predictors of student involvement.

These findings concur with the findings of the current study in which the principals in Nairobi scored favorably in both intellectual stimulation and Individualized consideration though there was variation between the teacher and student perceptions. Lee and Ahmad (2009) found that job satisfaction affects levels of job dissatisfaction, absenteeism, grievance expression, tardiness, low morale, high turnover, quality improvement and participation in decision-making. These in turn affect the overall performance of the organization (Pitts, 2009; Riketta, 2008).

According to the findings by a study conducted by Griffith (2004) that measured instructor transformational leadership behaviors and student outcomes; student achievement, effective learning, motivation and student evaluations of teacher credibility are positively correlated with transformational instructors who demonstrate encouragement, motivation, coaching, intellectual stimulation, and charisma. These findings are further strengthening the findings of the current study that established a strong correlation between the principals’ intellectual stimulation and individualized consideration that influenced teachers and ultimately student achievement. These results indicate that principals who adopt a transformational leadership style are likely to satisfy their teachers, and improve learning outcomes of their students. Principals, regardless of the student populations they serve, are
held accountable for student achievement in their schools. However, research reviews found that the direct effect of principals on student achievement is near zero (Hallinger & Heck, 1996).

The findings in this study indicate that there are other factors in the school environment that make a significant contribution to student achievement. Principals have the task of creating the organizational conditions through which improved teaching and learning occurs. For example, Hallinger et al (1996) found that principals contributed to reading achievement through the creation of a positive instructional climate (high teacher expectations, student opportunity to learn, clear mission, and grouping for instruction). Walumbwa et al (2004) established in their study that student willingness to exert extra effort, their perceptions of instructor effectiveness, and their overall satisfaction with the instructor are all positively associated with instructor transformational leadership behaviors such as individualized consideration and intellectual stimulation.

Griffith (2003) found that the principal’s transformational leadership showed a strong, positive, and significant relation to the school staff job satisfaction, which in turn showed a moderate, positive and significant relation to the school achievement progress. Thus, schools in which principals were perceived as transformational leaders (stimulating innovation and creativity in their followers by questioning assumptions and approaching old situations in new ways; paying special attention to each individual follower’s need e.g. for further training so as to enhance the academic achievement of their students) had school staff that were more satisfied with their jobs and had greater achievement progress. This is mirrored by findings of Webb (2009) who established that Charisma, and Individual
Consideration were significant predictors of followers’ job satisfaction. Deductively, combinations of these attributes help the principals realize the needed job satisfaction for teachers.

Due to the empirical research, this study concludes that transformational leadership has a positive influence beyond increasing student attainment; it leads to more satisfied and committed teachers who could subsequently influence student learning and school performance, in general.

The findings in the study conducted by Bogler and Somech (2006) implied that teachers who felt that they were respected (status) and had opportunities for professional growth, were effective at their job and put more effort in their work.

As Leithwood and Montgomery commented:

Highly effective principals . . . seek out opportunities to clarify goals with staff, students, parents and other relevant members of the school community. They strive toward consensus about these goals and actively encourage the use of such goals in departmental and divisional planning. Such behavior can be explained by the principal’s knowledge of human functioning and the actions consistent with such knowledge. Highly effective principals appear to understand that school improvement goals will only direct the actions of staff, students and others to the extent that these people also adopt them as their own. Increases in principal effectiveness can be explained as increases in opportunities, provided by the principal, for all relevant others to agree upon and internalize approximately the same set of school improvement goals (2006, p. 31).

When principals’ provide opportunity for teachers’ professional growth (e.g. induction courses at school, opportunity to participate in decision making, attending workshops etc), and teachers believe that they are working in a supportive and nurturing environment that stimulates professional growth and development, this belief impact on their feelings of commitment to the organization and the profession. The more the teachers
perceive that they have opportunities for professional growth, the more they strive to act for the good of the organization and the profession.

Much of the recent research on educational motivation has rightly centered on the classroom, where the majority of learning takes place and where students are most likely to acquire a strong motivation to gain new knowledge (Wlodkowski & Jaynes, 1990). The students reported that their teachers encourage them and spare time to assist them. One student stated that:

Our teachers are usually readily available; they assist weak students and cover syllabus on time. Our classrooms are well managed by the teachers apart from a few who do not care even when students are misbehaving.

The transformative principal would provide opportunity for growth for their teachers and this would serve as a motivator that would make them put more effort in their work, by setting standardized examinations, providing comprehensive marking schemes and being available for students, especially those who require extra remedial lessons.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The basic purpose of this chapter is to give the summary, conclusions and recommendation of the study. It is based on the research findings that is presented and discussed in the previous chapters.

5.1 Summary

The major task of this study was to establish teachers and students perception of principals’ transformational leadership and students’ academic achievement in public secondary schools in Nairobi County, Kenya. The student academic achievement in Nairobi County has been below average since the inception of the Kenya Certificate of Secondary Education Examinations in 1989.

In this study the researcher reviewed the theory of transformational leadership in an attempt to clarify the significance of this theory and the importance of extraordinary leadership in schools. It explored the need for new leadership in the light of the pursuit of school effectiveness, improved student performance and the worldwide educational reform trends.

The study was guided by the following research questions:

i. To what extent does the principals’ transformational leadership correlate with student academic achievement?
ii. What is the relationship between teacher and student perceptions towards principals’ transformational leadership and student academic achievement?

iii. Is there a significant difference in student and teacher perceptions towards principal’s transformational leadership style?

iv. What is the relationship between the principals’ attribute of individualized consideration and student academic achievement?

v. What is the relationship between the principals’ attribute of intellectual stimulation and student academic achievement?

vi. What methods do school principals use to promote student academic achievement in secondary schools in Nairobi County?

vii. What challenges do principals encounter in their effort to promote academic achievements of students and how can they overcome them?

viii. What strategies can principals and school management put in place to improve student academic achievement?

The researcher reviewed previous studies with a view to establish academic gaps which the present study sought to bridge. This was done through library search. The procedure included: reading, evaluating the methodology employed in terms design choice, target population, sample and sampling procedures, data collection instruments, data collection procedures, data analysis, findings and recommendations.

This study employed a mixed approach method to guide the study. Authority to conduct research in Nairobi County was granted by the Research and Authorization Department, National Council for Science and Technology. The target population included
principals, teachers and form four students in Nairobi County. The sample size comprised 18 principals, 180 teachers and 178 students that were randomly sampled from 18 public secondary schools that were selected from the Eastern, Western and Northern regions of Nairobi County. Data was analyzed by use of statistical Package of Social Sciences. The findings are summarized as follow:

**Relationship between student perception towards principals’ transformational leadership and student achievement**

The study found that principals in Nairobi County exhibited low levels of transformational leadership. The findings as whether there is a relationship between student perceptions towards principals transformational leadership and student achievement indicated that there was a moderate, negative correlation between student perception towards principals’ leadership style and student achievement, which was statistically significant. This indicated that the variables do not move in tandem. It was concluded that when student perceptions increase then the student achievement decreases and vice versa. Interestingly enough, when the attributes of intellectual stimulation and individualized consideration were correlated with student achievement separately, positive correlation was observed.

**Relationship between teacher perception towards principals’ transformational leadership and student achievement**

The findings indicated that there was a strong, positive correlation between teacher perception towards principals’ transformational leadership and student achievement, which was statistically significant. This indicates that the variables move in tandem. It was
concluded that when teacher perceptions increase then the student achievement increases as well and vice versa.

The current study also concurs with that of Gacheru (2012) that sought to investigate the impact of transformational leadership on performance of teachers in secondary schools in Nairobi West district. This study established that most of the principals in secondary schools in Nairobi West district engaged in transformational leadership. As a result of engaging in transformational leadership, teachers’ job performance and job satisfaction was enhanced. Their study concluded that transformational leadership promoted job satisfaction and job performance of employees and ultimately, students’ academic achievement. The current research also established through document analysis that schools in the western region performed comparatively much better than schools in the other regions.

To establish whether there was a significant difference in student and teacher perceptions towards principal’s transformational leadership style

The findings indicated that there was a significant difference in the student and teacher perceptions towards principal’s transformational leadership. This conclusion is significant in that it confirms the validity of the results to a certain extent. Teachers and students interact with the principal at different levels and the observed difference is bound to be the case.
Relationship between the principals’ attribute of individualized consideration, intellectual stimulation and student academic achievement.

The findings indicated that there was a, positive correlation between teacher perception of principals’ individualized consideration and student achievement, which was statistically significant. This indicated that the variables move in tandem. According to these findings, as principals’ individualized consideration increased, student academic achievement increases. The findings also pointed towards a positive correlation between the principals’ intellectual stimulation and academic achievement which was statistically significant. These findings also indicate that as the principals’ intellectual stimulation increases, student academic achievement also increased and vice versa.

Methods that school principals use to promote student academic achievement in secondary schools in Nairobi County

The study found out that teacher and student motivation by rewarding was used largely by the principals. Teachers were given opportunity to further and develop professionally and this proved to be one of the main sources of motivation. Strict discipline, building a successful school climate, remedial teaching, team teaching, provision of revision materials, setting high standards, purchase of teaching and learning resources and benchmarking with performing schools were some other key methods that principals encouraged in their schools to enhance student academic achievement.
Challenges principals encounter in their effort to promote academic achievements of students

Some of the challenges cited by the principals included: parents abandoning their parenting roles, insufficient funds to manage the schools, negative attitude from teaching and non teaching staff, high poverty levels which lead to parents failing to pay school fees, shortage of teachers, inadequate facilities, illiterate parents and lack of political good will amongst other challenges.

5.2 Conclusion

The major task in this study was to investigate the relationship between the principals’ transformational leadership and students’ academic achievement in public secondary schools in Nairobi County. Student academic achievement in Nairobi County has been on decline especially as observed by the performance of most public secondary schools in national examinations. This decline elicited a move by the County Director of Education in the year 2011 that was geared towards seeking the cause of the decline and to come up with possible recommendations to curb the situation. This decline prompted the researcher to carry out this study. The researcher reviewed previous studies with a view to establish academic gaps which the present study sought to bridge. This was done through library search. The procedure included: reading, evaluating the methodology employed in terms of design choice, target population, sample and sampling procedures, data collection instruments (that is suitability, validity and reliability), data collection procedures, data analysis, findings and recommendations. The study employed both qualitative and quantitative research paradigms. Authority to conduct research in Nairobi County was
The target population included all the principals in public secondary schools, teachers and form 4 students in Nairobi County. The sample size was 21 principals, 210 teachers and 210 form 4 students drawn from the three regions in the county (Western, Eastern and Northern regions) making a sample size of 441 respondents. In the final analysis, 18 principals, 180 teachers and 178 students returned the questionnaires, making a total of 378 questionnaires. One of the important contributions of the present study is that it underscores the indirect relationship between the Principals’ leadership style and student academic achievement.

Previous research demonstrated that transformational leadership contributes to improved teacher commitment, teacher performance and teacher self efficacy (Poi poi, 2010, Leithwood, Jantzi, & Steinbach, 1999). The current study concludes that educational leadership is about improving teaching and learning and it should be geared towards the creation of the right conditions for learning, framed into clear expectations of what should be achieved.

Based on the findings of this study, the following main conclusions were made: Firstly, and conclusively, strong principal leadership was perceived to be one of the most important contributory factors to a school’s success. Other important factors include a more disciplined environment, better academic approach in teaching and learning process, teachers’ dedication and cooperation, team spirit, good teacher-student relationship, students’
improved attitude towards education, provision of teaching and learning resources, benchmarking and sharing of ideas with performing schools.

Secondly, this study reinforces previous findings that the principals’ influence on students’ academic achievement is indirect, and the principal has a significant relationship with other variable in the school environment that ultimately impact on student academic achievement. This is so because, the research established that most of the principals hardly taught in the school even though the curriculum based establishment (CBE) is usually calculated with the principals being expected to have a teaching load that corresponds to the size of the school (for example, in a single stream school, the principal is supposed to have a teaching load of at least 12 lessons per week, in a double stream school, the load is supposed to reduce to 8 lessons per week etc.). The research established a correlation that was statistically significant between principals’ transformational leadership and student academic achievement, especially when teacher perceptions were analyzed. It was interesting to note that student perceptions of the principals’ transformational leadership however did not move in tandem with student academic achievement. These findings point to other variables in the school that are influenced by school leadership that ultimately impact on student academic achievement, hence the indirect effect argument.

Thirdly, the study established that there were variations in teacher’s and students’ perception of their principal’s transformational leadership. Each teacher and student perceived his or her principal uniquely. This is consistent with other research that has contended that leadership is implicit in nature and based on information processing of
individuals (Hall & Lord 1995). Individuals have different perceptions of leadership and leaders because they have different implicit theories about leadership and leaders and process and store information differently.

Fourth, the study established that Nairobi County school principals exhibited more transformational than transactional leadership behaviors. The researcher postulate that in order for improved school performance (as seen through student achievement) to take place, school principals should not depend solely on being transformative leaders; they should work closely with teachers. Principals spend more time with teachers whereby they provide direction and guidance, assess and provide needed resources, observe and evaluate performance, than with students. Thus, principal behaviors more directly affect teachers’ job satisfaction, commitment to work and performance, accordingly, the principals have stronger relations to outcomes associated with teachers than with students. The study revealed that it is important to have decisive and goal-oriented school leadership in the schools, which also really empowers the teachers in terms of true delegation of power.

Fifth, Transactional leadership, especially the attribute of contingent reward, was practiced by the principals but to a lesser extent as compared to transformational leadership. A combination of transformational leadership and transactional leadership constructs were highlighted as used by school principals to promote student academic achievement. Teacher and student motivation was rated highly as contributing to student academic achievement followed by the need for the principals to establish the vision of the school and set high expectations for teachers and students to achieve this vision.
Sixth, according to the findings, it is evident that principals of public secondary schools today have to be transformational rather than being transactional so as to be able to manage the change process successfully. It has also become evident that school leadership cannot be regarded as the sole responsibility of the principal. Leadership should be regarded as team effort and permeate every role in the school. The principal of the school need to involve the entire staff in the management of the school in order to drive the school toward improvement. Perhaps the principal needs to review her style of leadership and to be more transparent and democratic in her dealings with the members of the entire staff. The principal has to allow everyone to play an active role in transforming the whole school toward improvement, through transformational leadership.

This study concludes that many intervening variables affect student academic achievement, some of which the principal and the school have no control. Very few studies reviewed showed a direct link between the principal leadership and student academic achievement. In fact, this researcher discovered only one study that determined a strong positive link between the two, and only 18 principals were the subjects of that study (Palmour, 2000). The majority of the large-scale work on leadership style and student performance established indirect effects.
5.2 Recommendations

On the basis of the findings of the research, recommendations are made aimed at training and empowering principals of secondary schools with transformational leadership skills, and more so, the principals’ ability to develop and share an inspiring vision of the organization’s future. For instance, the principal needs to appreciate the importance of guiding staff to set targets and putting strategies in place to achieve the set targets. At the same time, the principals should behave in ways that bring out the best in individuals and teams. Recommendations were also made on the strategies to enhance student academic achievement in secondary schools in Nairobi County.

The results indicated that the transformational leadership attributes of intellectual stimulation and individualized consideration correlated with student academic achievement. The study therefore recommends the strengthening of these attributes in the principals through training so that student academic achievement can be enhanced.

The Ministry of Education should embark on intensive empowerment of school principals in crafting an appealing vision and mission of the school through strategic planning. Principals should be encouraged to engage all the stakeholders (Parents, Teachers Association, Board of Governors, students, sponsors and members of the community) in vision building, strategic planning and the implementation thereof. Transformational leaders are visionary and innovative. Therefore, it is recommended that secondary school principals, as change agents be empowered in visionary leadership as part of transformational leadership.
The Ministry of Education needs to keep on conducting needs assessment to establish training needs of the principals so that they can improve on the management of the secondary schools. In order to strengthen the leadership skills of principals, a mentoring program is strongly recommended for newly appointed and underperforming serving principals. This would involve organizing for in-service courses and induction courses for the principals.

The Government and the Ministry of Education should involve the principals more in decision making on matters pertaining to policies that guide the operations of secondary schools. The principals have a challenging task of managing scarce resources to attain maximum student academic achievement. The issue of motivation came up strongly, that motivation could come in form of elevating the principals to a higher job group. Capacity building is important through exposing the principals to further training especially on transformational leadership skills so that they can enhance their management skills.

The findings of the study have implications for practice. Principals should be actively involved in actual teaching, at least of one class so as to influence the school academic performance, in this case directly and also act as an example.

Further, researchers and practitioners should not only be investigating the general or collective impact of leadership styles but also identifying specific leadership attitudes and practices that have stronger impacts on school performance, student achievement, teacher satisfaction and commitment to work.
5.3 Suggestions for Further Research

This study investigated teacher and student perception on the secondary school principals’ transformational leadership and schools’ academic achievement in Nairobi County, Kenya. Specifically the constructs of intellectual stimulation and individualized consideration were examined. There is still need to explore the remaining constructs namely inspirational motivation and idealized influence on school variables in Nairobi County.

To increase the generalizability of the findings, future research should focus on a similar sample size from private secondary schools in Nairobi County. In addition, it would be beneficial for future research to examine the specific components of transformational leadership, idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration in respect to specific teacher outcomes in Nairobi County. This would allow educators to identify the extent to which specific transformational influence specific teacher outcomes. The same study could be conducted in other Counties in Kenya.
REFERENCES


APPENDIX A: Teachers’ Questionnaire

Introduction

Dear Teacher,

Re: TEACHERS’ AND STUDENTS’ PERCEPTIONS OF PRINCIPALS’ TRANSFORMATIONAL LEADERSHIP AND STUDENTS’ ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS OF NAIROBI COUNTY, KENYA

I am a student currently pursuing a Doctor of Philosophy degree in Education at the Catholic University of Eastern Africa. This study is aimed at establishing teachers and students perceptions of the principals’ transformational leadership in public secondary schools and student academic achievement in Nairobi County after which the findings will be disseminated to heads of schools for their own self evaluation. The study envisions that this information will lead to improvement in student academic achievement. This questionnaire has been designed as series of statements where your views can be shown by putting a tick (√) in the appropriate box. The questionnaire is purely for academic purposes and you are assured that your response will be treated with utmost confidentiality. Kindly answer the questions as candidly as you can.

Section A: Demographic Data

Please give your answer by putting a tick (√) in the appropriate box or write your answer in the space provided.
PART 1: Personal Information (Demographics)

1. Gender (Tick one √): Male [ ] Female [ ]

2. Age: ……………Years below 25 years [ ] 26-30 years [ ] 31-35 years [ ] 36-40 years [ ]
   Over 40 years [ ]


4. Teaching experience: 0-2 years [ ] 3-4 years [ ] 5-6 years [ ] over 6 years [ ]

5. How many years have you been teaching in your current station? 0-1 years [ ] 2-3 years [ ]
   4-5 years [ ] over 5 years [ ]

6. Location of school (Tick One √): Western Region…Eastern Region…northern Region…..

7. Department (Tick One √): Science [ ] Humanities [ ] Languages [ ] Technical [ ] any other………………. 

8. Your leadership position in the school: class teacher [ ] HOD [ ] Subject Head [ ] any other, specify…………………………

9. Number of teachers in your school: Males……… Females…….. Total ………..

10. Total number of students (a) Boys…… (b) Girls……..

11. Number of students per class (Stream)…………

12. Educational Qualification: (Tick One √): Induction Course [ ] Diploma in Education [ ]
    Bachelor’s Degree [ ] Master’s Degree [ ]

13. Year of graduation from Teachers’ College/University……………..

14. Year of First Appointment … …………….
**SECTION B**

**Principals’ Transformational Leadership**

What are your views on the way your principal reflects the following practices? Please tick (✓) your answer in the appropriate box using the following 5-point scale, such that the scale is in ascending order in terms of score, 5 being the highest score.

1= Strongly Disagree (SD)  2= Disagree (D)  3= Average (AV)  
4= Agree (A)  5= strongly agree (SA)

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**Intellectual stimulation**

The principal inspires loyalty and commitment in the school

I consider our principal as a sign of success and accomplishment in our teaching profession

3. I have faith in the principal and in the manner he/she manages the school, she/he shows commitment in his/her work

4. The head of the school provides and enabling environment for me to come up with new ideas, he/she assists me to solve old problems in new and alternative ways.

5. I get opportunities to attend in service training for me to develop in my profession

6. I enjoy my work because the principal provides me with learning resources for effective teaching.

7. The head of the school has made me view the teaching profession positively; he/she encourages me to aim high in the profession and in life.

8. The principal stimulates and encourages teachers to participate willingly and happily in conducting school duties.

**Individualized consideration.**
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<tr>
<td>10.</td>
<td>I am satisfied with autonomy I have in making decisions about my daily tasks.</td>
</tr>
<tr>
<td>11.</td>
<td>The principal assists teachers who appear to be neglected to cope with their problems. He/she treats each teacher as an individual with different needs and aspirations.</td>
</tr>
<tr>
<td>12.</td>
<td>The principal gives me credit and appreciation when I do my work well. He/she gives letters of commendation after performance of assigned duty</td>
</tr>
<tr>
<td>13.</td>
<td>The head of the school shows concern for all teachers and shows no favoritism.</td>
</tr>
<tr>
<td>14.</td>
<td>The principal has the ability to make good judgment and curve a proper vision for the school</td>
</tr>
<tr>
<td></td>
<td>Provision of Contingent reward</td>
</tr>
<tr>
<td>15.</td>
<td>The principal tells me that there is always reward for a job well done. He/she encourages teachers to work hard so as to get promotions</td>
</tr>
<tr>
<td>16.</td>
<td>I feel comfortable with rewards I get for doing a good job in the school.</td>
</tr>
<tr>
<td></td>
<td>Active management by exception</td>
</tr>
<tr>
<td>17.</td>
<td>The principal spends most of his/her time following my mistakes and highlighting objectives of the school that have not been met</td>
</tr>
<tr>
<td>18.</td>
<td>The principal spends most of his/her time solving disputes in the school</td>
</tr>
<tr>
<td></td>
<td>Passive management by exception</td>
</tr>
<tr>
<td>19.</td>
<td>The principal does not take action until things go wrong in the school</td>
</tr>
<tr>
<td>20.</td>
<td>The principal believes that if there are no problems then there is nothing to change in the school</td>
</tr>
<tr>
<td></td>
<td>Laissez faire</td>
</tr>
<tr>
<td>21.</td>
<td>The principal, most of the time is absent from school when needed.</td>
</tr>
<tr>
<td>22.</td>
<td>The principal delays in responding to problems that arise in the school and avoids getting involved in solving issues that arise in the school.</td>
</tr>
</tbody>
</table>
23. List and briefly explain some measures that the principal can adopt to assist you perform your duties better.

i……………………………………………………………………………………………………

ii……………………………………………………………………………………………………

iii……………………………………………………………………………………………………

What methods do school principals use to promote student academic achievement in your school?

……………………………………………………………………………………………………

………………

24. What strategies would you say are in place in your school that contributes to the mean scores of your students in KCSE?

i……………………………………………………………………………………………………

ii……………………………………………………………………………………………………

iii……………………………………………………………………………………………………

d) Would you attribute effective teacher classroom management to high student achievement in KCSE? Explain

……………………………………………………………………………………………………

……………………………………………………………………………………………………

….  

25. Briefly explain what you think that the principal could do to make you involve yourself more in school programs and identify with the vision of the school………………..
APPENDIX B: Students’ Questionnaire

Introduction

Dear Student,

Re: TEACHERS’ AND STUDENTS’ PERCEPTIONS OF PRINCIPALS’ TRANSFORMATIONAL LEADERSHIP AND STUDENTS’ ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS OF NAIROBI COUNTY, KENYA

I am a student currently pursuing a Doctor of Philosophy degree in Education at the Catholic University of Eastern Africa. This study is aimed at establishing teachers and students perceptions of the principals’ transformational leadership in public secondary schools and student academic achievement in Nairobi County after which the findings will be disseminated to heads of schools for their own self evaluation. The study envisions that this information will lead to improvement in student academic achievement. This questionnaire has been designed as series of statements where your views can be shown by putting a tick (√) in the appropriate box. The questionnaire is purely for academic purposes and you are assured that your response will be treated with utmost confidentiality. Kindly answer the questions as candidly as you can.

SECTION A

Demographic Data

Please give your answer by putting a tick (√) in the appropriate box or write your answer in the space provided.
1. Gender (Tick one √): Male [ ] Female [ ]

2. Age: ……………Years; 16-18 [ ] 18-20 years [ ] over 20 years [ ]

3. Location of school (Tick One √): Western Region….Eastern Region….northern Region…..

4. Your leadership position in the school: School captain [ ] Games Captain [ ] Class prefect [ ] any other [ ]

5. Religion Tick one √): Catholic [ ] Protestant [ ] Muslim [ ] Hindu [ ] any other (specify)………………………………………………………………………………………………

SECTION B

Transformational School Leadership

What are your views on the way your principal reflects the following practices? Please tick (√) your answer in the appropriate box using the following 5- point scale, such that the scale is in ascending order in terms of score, 5 being the highest score.

1= Strongly Disagree (SD)      2= Disagree (D)      3= AVERAGE (AV)
4= Agree (A)                  5= strongly agree (SA)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ perception of principals’ provision of Intellectual stimulation;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The principal inspires loyalty and commitment in the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I have faith in the principal and in the manner he/she manages the school, she/he shows commitment in his/her work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The principal provides and enabling environment for students to participate in symposiums and interact</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
with students from other schools.

4. I enjoy learning because the principal provides me with learning resources for effective teaching.

5. The head of the school encourages me to aim high in the academics and in life.

6. The principal stimulates and encourages students to participate willingly and happily in conducting school duties.

Students’ perception of principals’ provision of Individualized consideration:

7. The head of the school makes me feel good to be around him/her because he/she has an impressive and caring personality.

8. The principal assists students who appear to be neglected to cope with their problems.

9. The principal gives me credit and appreciation when I do my work well.

10. The principal has the ability to make good judgment and curve a proper vision for the school.

Students’ perception of principals’ provision of Contingent reward

11. The principal tells me that there is always reward for a job well done. He/she encourages students to work hard so as to get promotions.

12. I feel comfortable with rewards I get for performing well in the school.

Students’ perception of the extent to which the principal practices Active management by exception

13. The principal spends most of his/her time following my mistakes and highlighting objectives of the school that have not been met.

14. The principal spends most of his/her time solving disputes in the school.

Students’ perception of the extent to which the principal practices Passive management by exception

15. The principal does not take action until things go wrong in the school.

16. The principal believes that if there are no problems then there is nothing to change in the school.

Students’ perception of the extent to which the principal practices Laissez faire
17. The principal, most of the time is absent from school when needed.

18. The principal delays in responding to problems that arise in the school and avoids getting involved in solving issues that arise in the school.

19. I am comfortable with the geographical location of the school in which I learn.

20. List and briefly explain some measures that the principal can adopt to assist you perform better in your academics.
   i. ..............................................................................................................................................
   ii. ..............................................................................................................................................

21. Would you say that your teachers have contributed significantly toward student achievement in your school? Explain
   briefly..............................................................................................................................................
APPENDIX C: Principals’ Questionnaire

Introduction

Dear Sir/Madam,

Re: Re: TEACHERS’ AND STUDENTS’ PERCEPTIONS OF PRINCIPALS’ TRANSFORMATIONAL LEADERSHIP AND STUDENTS’ ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS OF NAIROBI COUNTY, KENYA

I am a student currently pursuing a Doctor of Philosophy degree in Education at the Catholic University of Eastern Africa. This study is aimed at establishing teachers and students perceptions of the principals’ transformational leadership in public secondary schools and student academic achievement in Nairobi County after which the findings will be disseminated to heads of schools for their own self evaluation. The study envisions that this information will lead to improvement in student academic achievement. This questionnaire has been designed as series of statements where your views can be shown by putting a tick (√) in the appropriate box. The questionnaire is purely for academic purposes and you are assured that your response will be treated with utmost confidentiality. Kindly answer the questions as candidly as you can.

PART 1: Personal Information (Demographics)

1. Gender (Tick one √): Male [ ] Female [ ]

2. Age: 26-30 years [ ] 31-35 years [ ] 36-40 years [ ] 40 years and over [ ]

4. Teaching experience: Below 10 years [ ] 11-20 years [ ] 21-30 years [ ] 30 years and over [ ]

5. How many years have you been teaching in your current station? 0-5 years [ ] 6-10 years [ ]
11-15 years [ ] 16 years and over [ ]

5. Location of school (Tick One √): Western Region….Eastern Region….northern Region…..

6. Type of teacher (Tick One √): Science Teacher [ ] Arts Teacher [ ] any other………………
Specify…………………………..

7. Number of teachers in your school: Males…….. Females……. Total ……..

8. Total number of students (a) Boys…… (b) Girls……

9. Number of students per class (Stream)………..

10. Educational Qualification: (Tick One √): Induction Course [ ] Diploma in Education [ ]
Bachelor’s Degree [ ] Master’s Degree [ ]

11. Year of graduation from Teachers’ College/University…………

PART 11

What is your opinion about your leadership style? Please tick (√) your answer in the appropriate box using the following 5-point scale, such that the scale is in ascending order in terms of score, 5 being the highest score.

1= Strongly Disagree (SD)   2= Disagree (D)   3= Average (AV)
4= Agree (A)                5= strongly agree (SA)
### Intellectual Stimulation

1. You display a sense of power and confidence
2. You instill pride in others for being associated with you
3. You emphasize the importance of having a collective sense of mission
4. You specify the importance of having a strong sense of purpose
5. You think enthusiastically about what needs to be accomplished
6. You express confidence that goals will be achieved
7. You think optimistically about the future
8. You articulate a compelling vision for the future

### Individualized Consideration

9. You treat others as individuals rather than just as a member of a group
10. You can be able to understand the needs of staff and assist them accordingly
11. You assist staff achieve goals through practical and realistic planning
12. You set goals and objectives for the rest of the team
13. You carry the vision of the organization and indoctrinate that to employees’
14. You provide teaching and learning resources as required by the teachers

17. Briefly explain some of the challenges you encounter in your responsibility as the head of the institution………………………………………………………………………………………………………………
18. What are your leadership strengths?


13. Please state the mean score of the school in KCSE of the past FIVE years:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>MEANSCORE</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
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<tr>
<td>2009</td>
<td></td>
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<tr>
<td>2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td></td>
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</tr>
</tbody>
</table>
APPENDIX D: Principals’ Interview Guide

TEACHERS’ AND STUDENTS’ PERCEPTIONS OF PRINCIPALS’ TRANSFORMATIONAL LEADERSHIP AND STUDENTS’ ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS OF NAIROBI COUNTY, KENYA

What methods do you use to promote student academic achievement?

What challenges do you encounter in your effort to promote academic achievements of students and how can they be overcome?

In your opinion, are you able to detect the needs of your staff and assist them accordingly?

How do you show recognition of the efforts of teachers who support school programs?

What can you say about teacher classroom management? Does your relationship with your teachers have an impact on this? Please explain.

What programs or projects have you been responsible for implementing?

What do you enjoy most about your work? What administrative challenges do you encounter as the head of the school?

What would you say your role as a principal is towards student academic achievement in KCSE?

What do you do to empower your teachers?

What do you think is your most outstanding contribution to your present school?
APPENDIX E: MAP OF KENYA
APPENDIX F: MAP OF NAIROBI COUNTY
APPENDIX G: RESEARCH AUTHORIZATION
APPENDIX H: RESEARCH PERMIT