

**AN ASSESSMENT OF TRANSFORMATIONAL LEADERSHIP AND
TEACHERS' PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN
KILUNGU SUB-COUNTY, MAKUENI COUNTY, KENYA**

JOSEPH MUIA KASIMU

**A THESIS SUBMITTED TO THE GRADUATE SCHOOL IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE
OF MASTER OF ARTS IN LEADERSHIP**

PAN AFRICA CHRISTIAN UNIVERSITY

JUNE, 2025

Declaration

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

Signature: _____

Date: _____

Joseph Muia Kasimu

MALD/10230/0/17

This thesis has been handed in for examination with my approval as university supervisor;

Signature: _____

Date: _____

Dr. Edward K. Nzinga (PhD)

Senior Lecturer: PAC University

TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION.....	viii
ACKNOWLEDGEMENT.....	ix
ABSTRACT	x
LIST OF TABLES	xi
LIST OF FIGURES	xiv
ABBREVIATIONS AND ACRONYMS.....	xv
DEFINITION OF OPERATIONAL TERMS.....	xvi
CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY .1	
INTRODUCTION.....	1
STATEMENT OF THE PROBLEM	6
PURPOSE OF THE STUDY	8
OBJECTIVES OF THE STUDY	8
RESEARCH QUESTIONS.....	8
ASSUMPTIONS OF THE STUDY.....	9
JUSTIFICATION OF THE STUDY	9
SIGNIFICANCE OF THE STUDY	11
THE SCOPE OF THE STUDY	12
LIMITATIONS AND DELIMITATIONS OF THE STUDY	12
<i>LIMITATIONS</i>	12

CHAPTER SUMMARY	13
CHAPTER TWO: LITERATURE REVIEW.....	14
INTRODUCTION.....	14
SUMMARY.....	14
LEADERSHIP STYLE	14
TRANSFORMATIONAL LEADERSHIP	16
TEACHERS' PERFORMANCE	21
PERFORMANCE INDICATORS USED TO MEASURE TEACHER PERFORMANCE.....	24
EFFECT OF TRANSFORMATIONAL LEADERSHIP STYLE ON TEACHERS' PERFORMANCE	27
EMPIRICAL LITERATURE REVIEW	30
THEORETICAL FRAMEWORK	33
CONCEPTUAL FRAMEWORK	37
SYNTHESIS OF RESEARCH GAPS	38
CHAPTER SUMMARY	39
CHAPTER THREE: RESEARCH METHODOLOGY	40
INTRODUCTION.....	40
RESEARCH PHILOSOPHY	40
RESEARCH DESIGN	40
TARGET POPULATION	41
SAMPLE SIZE AND SAMPLING PROCEDURE.....	41

DATA COLLECTION PROCEDURES.....	43
VALIDITY OF THE INSTRUMENTS	44
RELIABILITY OF THE INSTRUMENTS	44
DATA ANALYSIS TECHNIQUE	44
CHAPTER SUMMARY	45
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION	47
INTRODUCTION.....	47
RESPONSE RATE	47
TEACHERS' DEMOGRAPHIC FINDINGS	47
DISTRIBUTION OF TEACHERS BY AGE CATEGORY	47
HIGHEST ACADEMIC QUALIFICATION.....	48
DISTRIBUTION OF TEACHERS BY LESSONS PER WEEK.....	49
DISTRIBUTION OF TEACHERS BY SCHOOL CATEGORY	49
PRINCIPALS' DEMOGRAPHIC FINDINGS	50
DESCRIPTIVE STATISTICS	51
DESCRIPTIVE STATISTICS ON PRINCIPAL'S IDEALIZED INFLUENCE	51
DESCRIPTIVE STATISTICS ON PRINCIPAL'S INSPIRATIONAL MOTIVATION.....	54
DESCRIPTIVE STATISTICS ON PRINCIPAL'S INTELLECTUAL STIMULATION	56

DESCRIPTIVE STATISTICS ON PRINCIPAL'S INDIVIDUAL CONSIDERATION	59
DESCRIPTIVE STATISTICS ON TEACHERS PERFORMANCE	62
INFERENTIAL STATISTICS.....	63
LINEAR REGRESSION FINDINGS	63
IMPACT OF THE PRINCIPAL'S IDEALIZED INFLUENCE ON SECONDARY SCHOOL TEACHERS' PERFORMANCE	63
EFFECT OF PRINCIPALS' INSPIRATIONAL MOTIVATION ON SECONDARY SCHOOL TEACHERS' PERFORMANCE	65
INFLUENCE OF PRINCIPALS' INTELLECTUAL STIMULATION ON SECONDARY SCHOOL TEACHERS' PERFORMANCE	67
EFFECT OF PRINCIPAL'S INDIVIDUAL CONSIDERATION ON SECONDARY SCHOOL TEACHERS' PERFORMANCE	69
MULTIPLE REGRESSION	71
CHAPTER SUMMARY	73
CHAPTER FIVE: SUMMARY OF FINDINGS, RECOMMENDATIONS, AREAS FOR FURTHER RESEARCH AND CONCLUSION	74
INTRODUCTION.....	74
SUMMARY OF FINDINGS	74
CONCLUSION OF THE STUDY	75
RECOMMENDATIONS	77
RECOMMENDATIONS FOR FUTURE RESEARCH	80

REFERENCES.....	81
APPENDICES	100
APPENDIX I: INFORMED CONSENT	100
APPENDIX II: THE QUESTIONNAIRE	101
APPENDIX IV: NACOSTI RESEARCH PERMIT.....	117

Dedication

This thesis is dedicated to my wife; Rael Muia and our children; Charity, Eliud, Hidaya, and Ahadi for their patience, encouragement, and inspiration in the process of writing this thesis.

Acknowledgement

I acknowledge God for enabling me complete writing this thesis successfully. I also acknowledge and appreciate my supervisor; Dr. Edward Nzinga, who has given me valuable insight on writing and walked with me in my writing journey. Additionally, I do also acknowledge my family; for their patience and support, my classmates; for their moral support, the library staff, and all those whose support made this thesis a reality.

Abstract

This study assesses the relationship between transformational leadership style and teachers' performance in secondary schools in Kilungu Sub-County, Makueni County, Kenya. It examined the extent to which principals in public secondary schools apply transformational leadership behaviors and the resulting effect on teachers' performance. The study was guided by four specific objectives; to examine the effect of the principal's idealized influence on secondary school teachers' performance, to assess the influence of the principal's inspirational motivation on secondary school teachers' performance, to evaluate the relationship between principal's intellectual stimulation on secondary school teachers' performance and to investigate the consequence of principal's individual consideration on secondary school teachers' performance. The study was anchored in the Positivist Philosophy and guided by the Path-Goal Theory and the Transactional Leadership Theory. A descriptive survey design was employed, targeting principals and teachers in selected public secondary schools through stratified sampling – day schools, boarding schools, and day and boarding schools. The sample included 8 principals and 160 teachers selected through stratified sampling. Data was collected using questionnaires and analyzed using IBM SPSS Version 25 through both descriptive and inferential statistical techniques. The findings revealed that all four components of transformational leadership had a statistically significant positive effect on teachers' performance: idealized influence ($\beta=0.586$, $p=0.000$), inspirational motivation ($\beta=0.516$, $p=0.000$), intellectual stimulation ($\beta=0.589$, $p=0.000$), and individual consideration ($\beta=0.504$, $p=0.000$). Among these, intellectual stimulation emerged as the strongest predictor of teacher performance, $F(4, 152) = 17.812$, $p < 0.05$. However, despite the adoption of transformational leadership behaviors by principals, academic performance in the Kenya Certificate of Secondary Education (KCSE) examinations has remained persistently low across most schools in the sub-county. This suggests that while transformational leadership positively influences teacher performance, other factors may be constraining improvements in student academic outcomes. The significance of this study lies in its potential to inform school leadership practices and education policy in underperforming regions. By identifying intellectual stimulation as a critical lever for enhancing teacher performance, the findings offer actionable insights for educational leaders, policymakers, and stakeholders aiming to bridge the gap between leadership behavior and improved student outcomes. The study therefore recommends a holistic approach that combines effective leadership with broader systemic reforms to improve academic performance in Kilungu Sub-County.

LIST OF TABLES

Table 1	42
<i>Sampling Frame</i>	42
Table 2	47
<i>Age of Participants</i>	47
Table 3	48
<i>Teachers' Highest Academic Qualification</i>	48
Table 4	49
<i>Number of Lessons per Week</i>	49
Table 5: <i>School Categories</i>	49
Table 6	50
<i>Principals' Demographic Characteristics</i>	50
Table 7	52
<i>Principals' Idealized Influence</i>	52
Table 8	53
<i>Principals Perception on their Idealized Influence</i>	53
Table 9	54
<i>Principals' Inspirational Motivation</i>	54
Table 10	55
<i>Principals' Perception on their Inspirational Motivation</i>	55
Table 11	57
<i>Principals' Intellectual Stimulation</i>	57
Table 12	58
<i>Principals' Perception on their Intellectual Stimulation</i>	58
Table 13	60

<i>Principals' Individual Consideration</i>	60
Table 14	61
<i>Principals' Perception of their Individual Consideration</i>	61
Table 15	62
<i>Teachers' Level of Performance</i>	62
Table 17	64
<i>ANOVA^a on Principals Idealized Influence and Teachers Performance</i>	64
Table 18	64
<i>Regression Coefficients^a on Principals' Idealized Influence and Teachers'</i> <i>Performance</i>	64
Table 19	65
<i>Model Summary^b on Principals' Inspirational Motivation and Teachers' Performance</i>	65
Table 20	66
<i>ANOVA^a on Principals' Inspirational Motivation and Teachers' Performance</i>	66
Table 21	66
<i>Regression Coefficients^a on Principals' Inspirational Motivation and Teachers'</i> <i>Performance</i>	66
Table 22	67
<i>Model Summary^b on Principals' Intellectual Stimulation and Teachers' Performance</i>	67
Table 23	68
<i>ANOVA^a on Principals' Intellectual Stimulation and Teachers' Performance</i>	68
Table 24	68

<i>Regression Coefficients^a on Principals' Intellectual Stimulation and Teachers' Performance.....</i>	<i>68</i>
Table 25	69
<i>Model Summary^b on Principals' Individual Consideration and Teachers' Performance.....</i>	<i>69</i>
Table 26	70
<i>ANOVA^a on Principals' Individual Consideration and Teachers' Performance</i>	<i>70</i>
Table 27	70
<i>Regression Coefficients^a on Principals' Individual Consideration and Teachers' Performance.....</i>	<i>70</i>
Table 28	71
<i>Multiple Regression Model Summary^b.....</i>	<i>71</i>
Table 29	72
<i>Multiple Regression ANOVA^a</i>	<i>72</i>
Table 30	72
<i>Multiple Regression Coefficients^a</i>	<i>72</i>

List of Figures

Figure 1 Conceptual Framework on the Relationship between Transformational Leadership and Teachers' Performance	37
---	----

ABBREVIATIONS AND ACRONYMS

BOM: Board of Management

CSO: Curriculum Support Officer

GOK: Government of Kenya

KCSE: Kenya Certificate of Secondary Education

KEMI: Kenya Education Management Institute

MOE: Ministry of Education

PGT: Path-Goal Theory

SPSS: Statistical Package for Social Sciences

TSC: Teachers Service Commission

UNESCO: United Nations Educational, Scientific and Cultural Organization

NACOSTI: National Commission for Science and Technology Institute

MDGs: Millennium Development Goals

DEFINITION OF OPERATIONAL TERMS

Idealized influence: Idealized influence refers to the behavior of leaders who act as role models for their followers by demonstrating high ethical standards, integrity, and commitment, thereby earning respect, trust, and admiration (Northouse, 2022). In this study, it is viewed as the degree to which school principals inspire teachers through exemplary conduct and strong moral values.

Individual consideration: Individual consideration is characterized by leaders providing personalized support, mentoring, and coaching to meet the unique needs, skills, and aspirations of their followers (Bass & Riggio, 2019). In the context of this study, it is operationalized as the extent to which principals attend to teachers' professional and personal development through empathy, support, and individualized attention.

Inspirational motivation: Inspirational motivation involves leaders articulating a clear, compelling vision and setting high expectations to motivate and inspire followers to commit to organizational goals (Robbins & Judge, 2023). In this study, it is measured by how effectively principals articulate vision, foster optimism, and encourage teachers toward achieving excellence in their performance.

Intellectual stimulation: Intellectual stimulation is the leader's ability to challenge followers to think critically, explore new approaches, and question assumptions to enhance creativity and problem-solving (Avolio & Bass, 2021). In this study, it is defined as the extent to which principals encourage teachers to innovate, take initiative, and engage in reflective practices for improved instructional performance.

Principal: A principal is a term that refers to the person in charge of a school administration (Grissom & Bartanen, 2019). The principals were part of the

respondents who took part in the data collection process. It is the principal's transformational leadership style that was investigated as the independent variable.

Teacher performance: It is the observable classroom outcomes indicated by a set of actions, attitudes, and behaviors in the teaching-learning environment that results in accomplishing educational goals for students (Lian & Eddy, 2021). In this study, it was investigated as the dependent variable.

Teacher: A teacher refers to a person who helps learners to acquire knowledge, competencies, or values in a school (Carmel & Badash, 2021). The secondary school teachers were the main respondents of the study whose performance was investigated as the dependent variable of the study.

Transformational leadership style: It is the kind of leadership that encourages, inspires, and motivates workers to innovate and create the change necessary to shape the future accomplishment of an institution (Atan & Mahmood, 2019). In this study, it was the independent variable that was investigated in connection to teachers' performance.

Chapter One: Introduction and Background to the Study

Introduction

Organizations are formed to deliver on a certain mission according to their vision (Lubis & Hanum, 2020). An organization's success is determined by the leader's behaviour, i.e. the effectiveness of the leader's behaviour (Cheong et al., 2019). A leader's behaviour amounts to their style of leadership; the combination of traits, skills, and behaviours they use as they interact with their followers. Njoroge and Otieno (2019) in their study on leadership styles opine that a leadership style has tremendous effects on employees' performance and therefore it is a critical aspect in the organization's success. For a leader to succeed, he/she needs to employ an effective style or a combination of different styles of leadership. An effective leadership style helps an organization achieve its goals and objectives. A school is a good example of an organization; and as such, its success, therefore, depends on the leadership style effectiveness; the principal, in influencing his followers; the teachers, and the students to achieve their goals and objectives (Karim et al., 2021). This chapter contains the study's background, statement of the problem, purpose of the study, objectives of the study, delimitations of the study, research questions, assumptions of the study, justifications of the study, significance of the study, scope of the study, limitations of the study, and a chapter summary.

Background of the Study

In today's world, education plays a fundamental role in societal development and integration into the global advancement process. As modern societies face rapid transformations and complex challenges, education emerges as a powerful tool to address and adapt to these changes (Meyer & Norman, 2020). The increasing demands of a growing population call for a well-educated workforce capable of

sustaining essential services for societal well-being (Kopnina, 2020; Hays & Reinderders, 2020). Consequently, education is not only vital for individual success but also indispensable for national development.

Transformational Leadership

The achievement of quality education is closely tied to effective leadership within the educational system, particularly at the school level. Transformational leadership, in particular, has been recognized as a potent leadership style capable of steering schools towards achieving their academic and institutional goals (Atan & Mahmood, 2019). This leadership approach empowers, inspires, and motivates individuals to embrace innovation and change, thereby shaping the future success of institutions. Transformational leaders influence institutional culture by promoting autonomy, employee ownership, and innovation while cultivating trust and commitment among staff without resorting to micromanagement (Busari et al., 2020).

A distinguishing feature of transformational leadership is its focus on developing leadership potential within others through mentorship, training, and empowerment. This leadership style is anchored on four core components: idealized influence, inspirational motivation, individual consideration, and intellectual stimulation; concepts developed by Bass in 1985 to define transformational leadership in practice (Reza, 2019). Transformational leaders act as role models, inspire shared purpose, recognize individual strengths, and challenge conventional thinking by encouraging creativity and problem-solving. These attributes collectively enhance the organizational environment and increase overall performance.

Empirical research underscores the significance of transformational leadership in organizational settings. Studies have shown that institutions adopting transformational leadership practices tend to perform better than those that do not (Dahleez &

Abdelfattah, 2021). This leadership style has been linked to increased organizational commitment, employee motivation, and job satisfaction (Alghusin & Al-Ajlouni, 2020). Additionally, research by Gaviria-Rivera and Lopez-Zapata (2019) established that the application of transformational leadership strategies boosts employee performance and contributes to institutional efficiency. Similarly, Akdere and Egan (2020) found that transformational leadership fosters organizational loyalty and job fulfillment. These findings highlight the critical role of transformational leadership in shaping employee behavior and productivity across diverse organizational contexts, including schools.

Effect of Transformational Leadership Style on Teachers' Performance

In the context of education, particularly in secondary schools, transformational leadership has a direct influence on teacher performance. Teacher performance encompasses observable actions, behaviors, and attitudes within the classroom that contribute to the attainment of student learning goals (Stronge, 2018). It is pivotal for student motivation and learning outcomes, as teachers are central figures in shaping students' academic journeys and personal development (Scales et al., 2020; Pope, 2019). Effective teachers are those who engage students, plan and deliver high-quality instruction, maintain a conducive classroom environment, and continuously evaluate and improve their teaching practices.

Transformational leadership plays a crucial role in enhancing these aspects of teacher performance. Leaders who practice this style create environments that encourage professional growth, accountability, and excellence. For instance, Barasa (2020) argued that transformational leadership improves teacher effectiveness by fostering goal setting, motivation, and ongoing professional development, which translates into better student performance. Lesson planning and instructional quality

are also influenced, as teachers are encouraged to explore innovative teaching methods and reflect on their practices (Kayani, Kamal, & Bajwa, 2024).

Furthermore, transformational leadership positively affects student engagement, a key indicator of teacher performance. Leaders who inspire enthusiasm and support innovation help teachers create dynamic classrooms that promote active learning (Kayani et al., 2024). Additionally, this leadership style enhances teacher commitment and work ethic by instilling a shared vision and recognizing teacher efforts. Assessment practices also improve under transformational leadership, as leaders emphasize the use of data to inform teaching and measure progress (Kırcaburun, 2023). Collaboration and teamwork, essential components of teacher performance, are strengthened when leaders foster a culture of shared learning and dialogue (Kayani et al., 2024).

Effective classroom management; an integral aspect of teacher performance, is also influenced by transformational leadership. Teachers are encouraged to adopt strategies that minimize disruptive behaviors while promoting positive learning experiences (Chukwuemeka, 2021). Research has identified three primary measures of teacher performance: contributions to student achievement, student perceptions of teacher effectiveness, and the quality of the classroom instructional climate (Bacher-Hicks et al., 2017). Transformational leaders support teachers in achieving these benchmarks by setting high expectations and offering relevant training and resources (Kayani et al., 2024). Professional development and career advancement opportunities are prioritized, further enhancing teacher performance and retention (Kagama & Irungu, 2018).

Teacher performance is especially critical in secondary schools, where student outcomes determine future academic and career opportunities. High performance by

teachers often correlates with improved student achievement in national examinations, such as the Kenya Certificate of Secondary Education (KCSE), which opens pathways to tertiary education. Therefore, understanding the influence of transformational leadership on teacher performance is essential for developing strategies and policies that promote educational excellence and student success.

Empirical Literature

Globally, regionally, and locally, various researchers have examined the relationship between leadership styles and teacher performance. For example, Ahmad et al. (2019) found that transformational leadership elements; idealized influence and inspirational motivation, significantly impacted teacher performance in Punjabi secondary schools. In Indonesia, Kaso et al. (2019) reported that principal leadership was a major determinant of teacher performance. In South Africa, Shava and Heystek (2021) noted that instructional and transformational leadership strategies were pivotal in turning around underperforming schools. Similarly, Tela and Kime (2020) found a strong positive correlation between principal leadership and teacher job performance in Nigerian secondary schools, with transformational leadership being the dominant style used by school heads.

In Kenya, various studies have also documented the effects of transformational leadership on academic outcomes. Kitur et al. (2020) found a significant relationship between principals' transformational leadership and student performance in Bomet County. Musyoki (2022) demonstrated a positive connection between transformational leadership and academic achievement in Makueni County, while Kariuki (2019) revealed that principals influence teacher performance by motivating and challenging them through their leadership behaviors in Nyandarua County.

Empirical Gap

Although transformational leadership has been extensively studied in Kenyan secondary schools, most existing research primarily links this leadership style to student academic achievement rather than directly to teacher performance. Moreover, there is limited empirical evidence specific to Kilungu Sub-County, Makueni County. Therefore, this study seeks to address that gap by examining the impact of transformational leadership on teacher performance in this specific context, with the aim of informing leadership practices and enhancing educational outcomes in the region.

Statement of the Problem

Education is a cornerstone of societal development, especially in a rapidly changing global context, where it plays a critical role in meeting evolving informational and developmental needs (Boldureanu et al., 2020; Kioupi & Voulvoulis, 2019; Kopnina, 2020; Meyer & Norman, 2020). Effective leadership, particularly transformational leadership, has been recognized as essential in enhancing the quality of education and achieving institutional goals (Akdere & Egan, 2020; Alghusin & Al-Ajlouni, 2020; Dahleez & Abdelfattah, 2021; Gaviria-Rivera & Lopez-Zapata, 2019). Globally, regionally, and locally, studies have shown that transformational leadership positively impacts school outcomes, including student motivation, organizational commitment, and academic performance (Ahmad et al., 2019; Kaso et al., 2019; Shava & Heystek, 2021; Tela & Kime, 2020; Kitur et al., 2020; Musyoki, 2022; Okoth, 2018). For instance, Kisirkoi and Kiumi (2023) discovered that transformational leadership significantly influenced teacher engagement and job satisfaction in Kenyan secondary schools. Similarly, Wamalwa et al. (2022) reported that principals who exhibited high levels of transformational

leadership saw marked improvements in teacher productivity and instructional delivery.

However, most of these studies have focused on the impact of transformational leadership on student academic achievement, with limited attention to its influence on teachers' performance—an equally critical factor in educational success. Empirical gaps persist regarding how principals' leadership styles directly affect teacher motivation, instructional practices, and overall performance within the school setting (Mutuma & Muriithi, 2021; Abonyo & Kilemi, 2023).

In Kilungu Sub-County, Makueni County, secondary schools have experienced consistently low academic performance. Of the 24 public secondary schools, over 90% score below a mean of five in KCSE examinations, with only three or four schools achieving a mean above six over the past five years. In 2021, the overall mean score stood at 4.894 (Kilungu Sub-County Quality Assurance and Standards Office, 2021). Furthermore, between 2019 and 2021, only 22.355% of candidates qualified for university admission, with 98% of those from a single school - Precious Blood Kilungu (Kilungu Sub-County QASO, 2021). This disparity indicates that while some schools thrive, the majority continue to struggle, pointing to underlying issues including possible gaps in school leadership.

Despite the known benefits of transformational leadership, no studies have examined its influence on teachers' performance within Kilungu Sub-County. This study, therefore, addresses this gap by assessing the relationship between principals' transformational leadership practices and teachers' performance. The findings are expected to offer practical insights for educational leaders and stakeholders seeking to enhance performance in secondary schools across the region.

Purpose of the Study

The study aimed to investigate the association between transformational leadership and teachers' performance in Kilungu Sub-County, Makueni County, Kenya.

Objectives of the Study

The study was guided by the following objectives:

- i. To examine the effect of principals' idealized influence on teachers' performance in public secondary schools in Kilungu Sub-County, Makueni County, Kenya.
- ii. To assess the influence of principals' inspirational motivation on teachers' performance in public secondary schools in Kilungu Sub-County, Makueni County, Kenya
- iii. To evaluate the relationship between principals' intellectual stimulation and teachers' performance in public secondary schools in Kilungu Sub-County, Makueni County, Kenya.
- iv. To determine the effect of principals' individualized consideration on teachers' performance in public secondary schools in Kilungu Sub-County, Makueni County, Kenya.

Research Questions

The following research questions were developed to address the objectives of the study:

- i. What is the effect of principals' idealized influence on teachers' performance in public secondary schools in Kilungu Sub-County, Makueni County?
- ii. How does principals' inspirational motivation influence teachers' performance in public secondary schools in Kilungu Sub-County, Makueni County?
- iii. What is the relationship between principals' intellectual stimulation and teachers' performance in public secondary schools in Kilungu Sub-County, Makueni County?

- iv. What is the effect of principals' individualized consideration on teachers' performance in public secondary schools in Kilungu Sub-County, Makueni County?

Assumptions of the Study

Several assumptions formed the basis for the current study. It was assumed that the respondents would have the information the researcher was seeking. It was also assumed that the respondents would exercise honesty in sharing information, they would give true information that was free from any external influence and that they would cooperate with the research team. In addition, relevant documents would be available and accessible to the researcher for primary data collection.

Justification of the Study

The background of this study has underscored the vital role of education as a fundamental pillar in equipping learners with the knowledge and skills necessary to navigate the complexities of an ever-evolving global landscape (UNESCO, 2023). In the 21st century, education is increasingly viewed as a strategic tool for societal transformation and sustainable development (Kioupi & Voulvoulis, 2019; Kopnina, 2020). However, the quality of education delivered in schools is significantly influenced by the effectiveness of school leadership. Numerous studies have demonstrated a positive correlation between strong educational leadership and improved institutional performance (Alghusin & Al-Ajlouni, 2020; Shava & Heystek, 2021). Educational institutions led by visionary and transformational leaders tend to outperform those under weak or autocratic management.

Secondary schools occupy a pivotal position in the education continuum, serving as a bridge between foundational learning and career or higher education pathways. Performance at this level plays a crucial role in shaping learners' future opportunities,

making effective leadership in these institutions not just desirable, but essential (Musyoki, 2022). Therefore, understanding the leadership practices that foster high levels of teacher engagement and instructional quality is key to educational success.

Transformational leadership is one such approach that has gained traction in educational discourse due to its focus on inspiring, motivating, and intellectually stimulating staff toward shared goals (Bass & Riggio, 2006; Leithwood & Jantzi, 2021). Empirical evidence from global, regional, and local contexts affirms that transformational leadership enhances teacher morale, job satisfaction, and commitment, thereby improving instructional effectiveness and student outcomes (Kisirkoi & Kiumi, 2023; Wamalwa et al., 2022; Abonyo & Kilemi, 2023). Despite this growing evidence, limited research exists on how this leadership style affects teacher performance in underperforming rural areas such as Kilungu Sub-County, Makueni County.

This study is, therefore, timely and necessary. It seeks to fill both empirical and contextual gaps by exploring the influence of transformational leadership; specifically the component of intellectual stimulation, on teacher performance in public secondary schools in Kilungu Sub-County. The findings are expected to offer practical guidance to school administrators, helping them understand the leadership behaviors that positively affect the teacher-principal relationship and, in turn, teacher effectiveness. This is significant because the way principals lead and interact with teachers directly shapes the school climate, instructional quality, and overall student success (Aas, 2017; Kalkan et al., 2020).

Moreover, prior studies have emphasized the importance of leadership in shaping school culture, building stakeholder relationships, and reducing role ambiguities in educational institutions. For instance, Mwita (2022) found that effective school

leadership raises expectations, boosts teacher morale, and facilitates a shared vision. Similarly, Juharyanto et al. (2020) demonstrated that collaborative leadership enhances stakeholder cohesion, while Al Shehhi et al. (2021) highlighted its role in clarifying institutional roles and responsibilities. These insights affirm the broader significance of examining leadership practices and their influence on teacher performance, particularly in underperforming or rural school contexts.

Thus, this study contributes to the body of knowledge by contextualizing transformational leadership within the specific challenges and dynamics of Kilungu Sub-County, offering evidence-based insights for educational improvement at the school level.

Significance of the Study

Leadership in any organization, schools included, is instrumental to the success of that organization. An effective leadership style is necessary for an organization's success. The results of this study are anticipated to be helpful in enhancing the leadership style of school principals and its effect on the teachers' performance. In addition, school principals will have information that can inform the development of personal leadership styles for use in the management of their schools. School management training institutions like Kenya Education Management Institute (KEMI) will have a useful resource for reference and use in the training of school administrators. The institutions will also gain insight into the leadership style that is effective and fit for recommendation to principals to adopt in their school management practice. The researcher believes that the study will provide important lessons, which will be greatly insightful to policy formulators, educational leaders, and other researchers in and outside Kenya. In addition, it is hoped that the study will

provide a basis for further research in the field of leadership and other fields related to leadership.

The Scope of the Study

This study examined the elements of transformational leadership as demonstrated by Kenyan public secondary school principals in Kilungu Sub-County, Makueni County, Kenya. It also concentrated on how teachers' performance is affected when secondary school principals employ a transformational leadership style. Teachers and principals at sampled public secondary schools in Kilungu Sub-County participated in the study. The location was chosen because the problem the study sought to investigate related to the Kilungu Sub-County. Kilungu Sub-County is home to 24 principals and 267 teachers. There were 160 teachers and 8 principals in the sample size. This sample size was based on the Yamane formular of sample size selection. Three months were allotted for conducting the study.

Limitations and Delimitations of the Study

Limitations

Conditions outside the researcher's control are known as limitations, and they may constrain the study's conclusions and their applicability in different contexts (Akanle, et al., 2020). It required a lot of time to visit all the schools in Kilungu Sub County. Respondents in the study might give prejudiced responses. It was assumed that the closed ended questionnaire will adequately cover for the independent and dependent variables. The study was not undertaken in all the schools in Kilungu Sub County but only in sampled schools in the Sub County; so the results of this study should only be cautiously extrapolated over a wide region.

Delimitations

Delimitations are the mitigations the researcher employed to deal with the limitations of this study. To counter the limitation of the need for a lot of time to visit all the schools in Sub County, the researcher carried out the study on sampled public secondary schools. Although there are other workers and students in the schools, only principals and teachers were targeted to provide information. The study excluded teachers from private schools since they have different management systems from public schools. The giving of prejudiced responses by respondents was overcome through the researcher emphasizing exercising honesty in giving information to ensure it is valid. The researcher countered the giving of false or exaggerated information by assuring respondents of the confidentiality of their identities.

Chapter Summary

This chapter presented the study's background, a statement of the problem, an explanation of the study's purpose, the study's objectives, and a summary of the research questions. In addition the assumptions of the study and justification of the same have also been covered. Other areas that have been covered are the significance of the study, its limitations, scope and delimitations.

Chapter Two: Literature Review

Introduction

The relationship between leadership styles and teacher performance has garnered extensive attention in educational research. Scholars have repeatedly emphasized that the way leaders influence, guide, and support their teams significantly affects outcomes at both individual and organizational levels. This literature review critically examines existing literature under key thematic areas: leadership style, transformational leadership, leadership theory, and teacher performance. Additionally, it explores the theoretical and conceptual frameworks that underpin these discussions, identifies existing research gaps, and concludes with a chapter summary.

Leadership style

Leadership style remains a pivotal construct in understanding how leaders influence organizational dynamics and employee outcomes. Defined as the behavioral patterns leaders employ to motivate, inspire, and direct their teams, leadership styles significantly shape how strategies are implemented and how organizational goals are pursued (Ciulla & Ciulla, 2020). The effectiveness of a leadership style is not only contingent on its theoretical underpinnings but also on the leader's self-awareness and ability to adapt based on context. Leaders often shape their style based on a complex interplay of personality traits, life experiences, emotional intelligence, and social background. Thus, self-reflection and critical understanding of these factors are essential for leadership effectiveness (Abbas et al., 2022).

The literature underscores that effective leadership is primarily measured by the level of trust it fosters among followers. Trust, in turn, enhances employee commitment, collaboration, and overall organizational performance. Alrowwad et al.

(2020) emphasize that the appropriateness of a leader's decision-making, whether executive or consultative; must align with situational demands. Leaders must be agile in selecting styles that align with organizational needs while simultaneously taking full accountability for the outcomes of their decisions. The capacity to consciously regulate one's leadership approach can significantly influence how well a leader handles complex and dynamic organizational tasks.

Various leadership styles have been identified in both classical and contemporary literature, including democratic, autocratic, laissez-faire, bureaucratic, transactional, servant, and transformational leadership. Each style carries distinctive implications for follower behavior, decision-making processes, and performance outcomes. However, among these, transformational leadership has garnered extensive empirical support as one of the most effective leadership paradigms in driving employee motivation and organizational change. This style emphasizes vision, intellectual stimulation, individualized consideration, and inspirational motivation—key attributes that are increasingly valued in today's dynamic organizational contexts.

The impact of leadership style on employee performance has been well documented. Njoroge and Otieno (2019) argue that leadership style plays a critical role in shaping employee performance, which in turn is instrumental to organizational success. Similarly, Eliyana and Ma'arif (2019) affirm that the style adopted by a leader directly influences employee engagement and effectiveness. These findings reinforce the argument that leadership is not merely a position but a strategic function with far-reaching consequences on institutional outcomes.

In this study, transformational leadership is adopted as the central theoretical and practical lens. Its proven effectiveness in enhancing motivation, fostering innovation,

and improving performance makes it a suitable framework for examining leadership's impact within the education sector, particularly concerning teacher performance. The selection of this style is therefore grounded in both empirical evidence and theoretical relevance to contemporary leadership challenges.

Transformational Leadership

Transformational leadership emerges from a philosophical stance that places emphasis on change-oriented, visionary, and value-driven leadership practices. It posits that effective leaders engage collaboratively with their teams to transcend self-interest, identify the need for change, and commit to a collective vision that is implemented through inspiration, intellectual stimulation, and individualized consideration (Purwanto et al., 2021). Central to this approach is the leader's ability to elevate followers' levels of motivation and moral development, thereby deepening their commitment to organizational goals and long-term success.

At its core, transformational leadership is focused on improving employee motivation, morale, and job performance. Leaders practicing this style seek to connect individual capabilities with organizational needs, model ideal behaviors, and empower followers to take greater responsibility while cultivating awareness of their own strengths and areas for development (Atan & Mahmood, 2019). The cumulative result is an enhancement in follower engagement, loyalty, and overall performance; outcomes highly desirable within educational settings, where teacher motivation and instructional effectiveness are key levers of institutional success.

Various scholars have attempted to articulate the conceptual underpinnings of transformational leadership from different vantage points. Mahmudah et al. (2020)

conceptualize transformational leadership as a framework where organizational members are not only inspired and committed to realizing shared visions, but also challenged to think innovatively and build their own leadership potential. Reza (2019) reinforces this by describing transformational leadership as a model wherein leaders serve as inspirational figures, providing both direction and motivation to move the organization forward. Similarly, Żywiołek et al. (2022) argue that transformational leaders articulate compelling visions that galvanize followers to achieve extraordinary outcomes, thereby anchoring leadership success in strategic influence rather than positional authority.

Expanding on this, Madi et al. (2023) assert that transformational leadership stimulates individuals to both exceed performance expectations and develop their own leadership capacities. This is achieved by personalized support, responsiveness to individual needs, and strategic alignment of personal and organizational goals. In educational contexts, such as schools, the principal's leadership behavior becomes the independent variable influencing the effectiveness of instructional practices and institutional performance.

Several scholars highlight the critical role of transformational leadership in the education sector. Mahmudah et al. (2020) note that schools can experience significant gains from adopting transformational leadership practices, while Prestiadi et al. (2020) identify it as a foundational driver for enhancing classroom quality. Supermane (2019) further supports this view, demonstrating that transformational behaviors among school leaders improve school management and administrative functions. These findings converge on the conclusion that a transformational school

leader acts as a catalyst for elevating instructional standards and fostering an environment of continuous improvement.

From a practical standpoint, the role of a principal as a transformational leader is to rally teachers and stakeholders around the school's mission and vision. Bush (2017) underscores the idea that transformational leaders work proactively to enhance teacher performance, aligning staff commitment with institutional objectives. Similarly, Abdullah, Ling, and Sufi (2018) emphasize that transformational principals aim to inspire educators to approach their duties with enthusiasm and purpose.

The empirical link between transformational leadership and teacher performance is well established. Normianti et al. (2019) found a positive correlation between these two constructs, noting that principals who adopt a transformational approach provide not only vision and direction but also the motivational support necessary for teachers to meet and exceed expectations. Such leaders respond to the needs of their staff, empower them to grow professionally, and align individual and institutional goals to foster coherence and shared purpose.

Gonfa (2019) further conceptualizes transformational school leadership as encompassing several key dimensions, which form the basis for analyzing its application in educational institutions. These dimensions include:

Idealized Influence

Idealized influence refers to the ability of school leaders; particularly principals, to provide a compelling vision that earns the confidence and trust of teachers. Gonfa (2019) explains that this dimension emphasizes a shared purpose grounded in values, norms, and a collective goal. This alignment of values between the leader and the

teachers forms the bedrock of trust and admiration, encouraging teachers to emulate the leader's behavior. Liebowitz and Porter (2019) further support this view, asserting that principals who act as role models can positively influence teacher behavior and reinforce a culture of excellence. Critically, this dimension underlines the symbolic function of leadership: teachers are more likely to internalize institutional goals when they respect and trust the figure representing those goals.

Inspirational Motivation

Inspirational motivation involves the principal's capacity to energize and align staff with the school's vision. Andriani et al. (2018) describe motivation as the internal force that propels employees toward fulfilling organizational objectives. This concept becomes particularly relevant in the school context, where intrinsic motivation directly impacts teacher engagement and classroom effectiveness. Riziki et al. (2019) argue that transformational leaders do more than articulate a vision; they inspire teachers to pursue higher-order goals by aligning institutional needs with personal fulfillment. Similarly, Gonfa (2019) and Ripki et al. (2020) emphasize that transformational school leaders express high expectations and communicate optimism about the future. These motivational practices not only foster enthusiasm but also help teachers understand the meaningfulness of their work—an essential component in sustaining high performance. The literature suggests, however, that merely having a vision is insufficient; what matters most is how that vision is communicated and embedded into the day-to-day practices of teachers.

Intellectual Stimulation

Intellectual stimulation encourages teachers to think critically, question assumptions, and explore new ways of doing things. Gonfa (2019) highlights that this leadership

behavior motivates teachers to become proactive problem-solvers. Instead of enforcing rigid compliance, transformational principals empower teachers to innovate and seek solutions to emerging challenges. This element of leadership becomes particularly crucial in dynamic educational settings where flexibility and creative thinking are essential. Riziki et al. (2019) reinforce that when teachers feel their input is valued, they are more likely to contribute novel ideas that enhance school operations. Nevertheless, intellectual stimulation requires a culture that supports experimentation and tolerates failure—conditions that are not always present in all school contexts. Thus, while the benefits are clear, the actualization of this leadership dimension depends on institutional readiness for change and innovation.

Individualized Consideration

Individualized consideration focuses on leaders providing personalized attention to each follower, treating them as unique individuals with specific needs, aspirations, and potential. Gonfa (2019) describes this as a mentoring or coaching approach where leaders invest in the professional development of their teachers. Normianti et al. (2019) echo this sentiment, suggesting that transformational principals take time to understand and respond to the individual challenges and goals of their staff. This personalized support not only fosters loyalty but also enhances job satisfaction and performance. Purwanto et al. (2021) assert that individualized consideration leads to higher levels of organizational commitment and encourages teachers to exceed performance expectations. However, a critical perspective reveals that this dimension is highly dependent on the principal's interpersonal skills and the time resources available. In larger schools or those with high teacher turnover, maintaining such personalized attention may be practically challenging.

Collectively, these dimensions form a robust framework through which transformational leadership can be analyzed and applied in school settings. Gonfa (2019) suggests that considering these dimensions is essential when evaluating leadership's impact on teacher performance. Supporting this, Mahmudah et al. (2018) found a significant positive correlation between transformational leadership and teacher performance in a study conducted at State Vocational High School in Malang, Indonesia. The implication here is clear: when principals adopt transformational behaviors, they foster an environment conducive to enhanced teacher engagement, morale, and instructional quality. Nonetheless, while the empirical support is strong, further research is needed to explore how contextual factors such as school culture, policy constraints, and resource availability may moderate these effects.

Teachers' Performance

Teachers' performance remains a critical determinant of student achievement and overall school effectiveness. It encompasses the visible outcomes of instructional efforts, the quality of classroom management, and the professional behaviors exhibited within the teaching-learning environment. Kim et al. (2019) define teacher performance as a combination of actions, attitudes, and instructional strategies that ultimately lead to the attainment of student learning outcomes. In this regard, teacher performance is not only a measure of individual competence but also a reflection of the broader institutional and systemic expectations placed upon educators.

School principals, as instructional leaders, heavily rely on teachers to translate institutional goals into academic success. As Andriani et al. (2018) emphasize, performance results from the execution of assigned tasks in alignment with organizational objectives. Similarly, Bogler and Somech (2019) conceptualize

performance as a set of behaviors that contribute to institutional effectiveness. They highlight the dual role of teacher ability and motivation in determining performance outcomes—a view that aligns with Kundu and Gahlawat's (2018) assertion that performance emerges at the intersection of capability and drive. In practice, this means that even highly skilled teachers may underperform if they lack motivation, and conversely, motivated teachers may struggle without the requisite skills or support.

Importantly, teachers' performance is not solely an individual construct but is significantly shaped by contextual and environmental factors. Haryaka and Sjamsir (2021) propose a dual-layered influence framework, suggesting that both internal and external school factors impact how teachers perform. External influences include community expectations, parental involvement, and systemic educational policies, while internal factors relate to classroom dynamics, instructional resources, pedagogical approaches, and school culture. For instance, a teacher's belief system about student learning, access to teaching materials, and the professional climate within the school can enhance or inhibit performance.

In exploring barriers to effective performance, Hartinah et al. (2020) note that underperformance may stem not only from motivational deficits but also from systemic issues such as vague performance targets, lack of continuous feedback, and insufficient professional development. This suggests that performance management in schools must go beyond recognition and rewards to include clear goal-setting, continuous assessment, and targeted support for skill development.

Furthermore, Kanya et al. (2021) identify a range of performance determinants, including pedagogical knowledge, mastery of subject content, classroom

environment, stakeholder relationships, lesson preparation, and the attitudes of both teachers and learners. These elements interact in complex ways to shape the outcomes of teaching. Notably, factors such as job satisfaction and teacher well-being also play a pivotal role. Berliana et al. (2018) underscore the importance of both intrinsic and extrinsic motivational factors in sustaining high performance. Intrinsic motivators include personal growth, passion for teaching, and sense of professional purpose, while extrinsic motivators relate to recognition, compensation, and working conditions.

Saleem et al. (2020) categorize the influences on job performance into five broad areas: classroom policies and environment, organizational procedures, planning and instructional design, leadership style, and systems of monitoring and evaluation. These domains underscore the need for a holistic approach to performance enhancement - one that involves not only empowering teachers but also refining institutional structures.

Finally, Kotze et al. (2020) argue that teacher performance is also a function of collaborative engagement and participatory leadership. They highlight that performance can be positively influenced by involving teachers in decision-making processes, fostering peer communication, and promoting inclusive management practices. When teachers feel valued and engaged in shaping school decisions, their sense of ownership increases, which in turn enhances their motivation and commitment to delivering high-quality instruction.

In summary, teacher performance is a multifaceted phenomenon that integrates personal, professional, and organizational dimensions. Its optimization requires not only skilled and motivated individuals but also an enabling environment supported by effective leadership, collaborative culture, and continuous professional development. Given its centrality to student success and school improvement, sustained attention to the diverse factors influencing teacher performance is essential for educational reform efforts.

Performance indicators used to measure teacher performance

Offering quality education to students begins with a competent teacher. The teacher's work generally incorporates a three-part process: planning lessons, presenting the lessons, and follow-up to ensure students understand and retain the curriculum (Anderson et al. 2022). Every teacher has their own model and manner of instruction. There isn't a single, tried-and-true recipe for teachers to succeed in the classroom. Even if personality plays a significant role in the interactions between different education stakeholders, personality by itself cannot guarantee the best possible educational experience.

Following fundamental teaching principles is essential. Every educational institution needs to come up with ways to measure a teacher's performance to make sure teachers meet their students' educational requirements.

Certain performance indicators can be used to measure teachers' performance. As observed by Anderson et al. (2022) these performance indicators include; classroom discipline, organization, planning, monitoring, and evaluation. The following are indicators of tasks that teachers perform that need proper management for optimal performance to be achieved:

Classroom atmosphere and discipline. Teaching is a difficult career, and a teacher's working environment directly influences how well they perform in the classroom. Teachers need to feel comfortable in their workplace; the school and more specifically, the classroom. According to Aydin and Karabay (2020), the way a teacher relates with learners plays a critical role in the process of teaching and learning. While some teachers favor a structured learning environment others want to foster a fun classroom culture where learners feel free to experiment and be creative. The ability of a teacher to ensure there is a good classroom atmosphere and discipline is a marker of their success. One of the strategies that can be considered important in bettering learners' outcomes is the empowerment of teachers. Particularly, when it comes to upholding discipline and a positive school environment, teachers need to be empowered. Aydin and Karabay (2020) added that teachers who achieve good performance in their job are those that typically create a friendly working atmosphere and ensure there is good discipline in their classrooms.

Organization. Classroom organization should essentially aid teaching and learning. Good classroom organization enhances teachers' freedom to teach and for learners to learn (Cutler et al., 2022). If a classroom is well organized, teachers will be able to study and identify the difficulties that learners have in learning and hence, plan suitable learning objectives. Another focus of classroom organization is the physical environment. Teachers need to place furniture and learning materials strategically as this reduces distractions and leads to optimal learning (Cutler et al., 2022). Appropriate furniture arrangement is important in fostering interaction and helping in creating comfortable working areas. It is important to consider the needs of students as regards classroom arrangement; for instance, creating space for wheelchairs, and access ways to learning materials without disturbing others. With

good classroom organization, teachers can move freely around the classroom to monitor students' work (Cutler et al., 2022). If a classroom is well organized, teachers' and students' work delivery is enhanced.

Planning. A plan is a basis on which teachers decide the content to be delivered to which learners in a determined context of teaching and learning (Emiliasari, 2019). Certain things guide teachers in planning. These include; the targeted learners and the content to be delivered – what is intended for the learners to learn. In addition, they consider the conditions under which the instruction will occur. Planning is the primary step in the teaching and learning process (Emiliasari, 2019). It is the first task and activity that a teacher should perform before going to class. There are crucial steps that are followed by teachers in planning what to teach. First, the overall objectives for the subject should be considered; second, the teacher should ensure that the subject's objectives are in line with the overall goals of education according to what the learner is expected to achieve; third, it is critical to determine the learning activities that will support students in achieving the topic's objectives. The teacher should comprehend the significance of the goals regarding the expectations for students' accomplishment in the subject and the degree of the objectives' achievement (Emiliasari, 2019).

Monitoring and evaluation. With a plan in place, a monitoring system is necessary and needs to be put in place to assess learner achievement to determine whether implementation has been done and outcomes achieved (Andrade & Brookhart, 2020). Monitoring and evaluation have to do with the systematic gathering of data from learning programs to share experiences, enhance future assignments, account for the expenditure of resources, and make necessary decisions for future initiatives (Andrade & Brookhart, 2020).

Monitoring is done periodically as is provided for in the plan teachers prepare. Teachers use it to check progress against plans already set. Monitoring, further provides data that is used in evaluating performance. The purpose of the evaluation is to analytically and objectively assess a course that is being offered. Data obtained from the evaluation is important for the development of courses or subject matter to be taught in the future by teachers (Andrade & Brookhart, 2020).

Monitoring is essential for evaluation; it offers information that can be used as a basis for formative evaluation that is important in determining how to teach, develop and make changes to the course (Aydin & Karabay, 2020). Effective monitoring and evaluation are of fundamental importance in teaching and are therefore crucial in teacher performance appraisal.

Effect of Transformational Leadership Style on Teachers' Performance

The topic of leadership in schools has been greatly investigated across the globe. Researchers have documented that leadership in schools is paramount because it determines the interactions between various stakeholders in the education system. In secondary schools particularly, the principals' leadership style impacts on the interactions between them and their teachers and also the relationship between teachers and students. The interactions, in turn, influence both teachers' and students' performance (Makgato & Mudzanani, 2019; Ye, 2022; Smith, 2019). This study therefore sought to investigate how principals' transformational leadership style impacts on teachers' performance.

Leadership is important in the attainment of organizational goals. It creates an environment that influences employees' attitudes, motivation, and behavior (Aunga & Masare, 2017). An individual's performance is essential in the work environment. Effective management of human performance is crucial for the attainment of the goals

and objectives of an organization (Nguyen et al., 2020). This performance does not develop naturally irrespective of the natural aspirations of workers to carry out the roles they have been assigned. It is therefore necessary to cultivate and nurture workers' desire to work well (Nguyen et al., 2020). The style of leadership employed by a principal has a tremendous impact on teachers' performance and effectiveness (Saleem et al., 2020). In light of the impact leadership style has on teachers' performance, a teacher can be effective or ineffective depending on the principal's leadership style.

A teacher's work performance can be defined as the tasks they complete in a school within a given time frame in order to meet the objectives of the institution. Susanto et al. (2019) described teachers' performance as teachers' ability to contribute considerably to the instructional process in the school. According to Kim and Ko (2020), teacher's performance is measured by the quality of pedagogy and the achievement of students.

School principals have the responsibility of promoting effectiveness in teachers' performance, particularly by continually supporting and motivating their teachers to better their performance to achieve the set goals in the school. According to Etomes and Molua (2019), teachers should focus on a number of work performance aspects to improve their academic achievement in the classroom. These factors include effective lesson planning and teaching, efficient use of work schemes, efficient task supervision, student work monitoring, motivation, classroom management, and teachers' capacity for enforcing discipline. There are other ways of assessing teacher performance. These include; punctuality to work, class attendance, and commitment to co-curricular activities. The impact of leadership style on teachers' performance cannot be overstated (Jabeen et al. 2020). If the principal's management style is at

odds with the duties or the role of the teacher, then even an excellent teacher may become ineffective. The way the principal treats his or her employees, how they interact with them, how they handle their welfare, how they inspire them, how they handle discipline, how they set goals for their own development, etc., all indicate whether or not their leadership style is suitable. This affects the productivity of the teachers.

According to Badrun et al. (2022), the principal's primary responsibility is to establish an environment that allows teachers to work effectively and bring about the desired changes in students' learning. Hence, by recognizing and attempting to address their teachers' needs, principals can support the efficient work of their teachers. The principal leads the group by example, demonstrating his leadership style by his actions. Badrun et al. (2022) added that there may be a good education plan, a good school program, and adequate staff and facilities but without good administrative leadership to coordinate all these, there will be little achievement in the school. The key to effective leadership is the ability of the leader to show concern for and meet the needs of staff and mobilize and coordinate all the resources; human, time, and financial, for the achievement of the goals of the school.

According to Mwesigwa et al. (2020), an organization's job performance is influenced by the type of leadership and its quality. Teachers are more driven to work hard and contribute more to the organization when the principal acts in a way that genuinely empowers them. A conducive working environment where the principal demonstrates friendship, mutual trust, respect, and warmth in their relationship with their teachers leads to a high level of teacher satisfaction; hence, affecting job performance (Çoban et al., 2023).

In Wachira et al.'s (2017) study, the administration styles that secondary school principals used were found to be unsuitable for efficient school management. The principals' personalities came out as a little severe to their staff members. Teachers in these schools were consequently not sufficiently inspired or motivated to perform their jobs. Wachira et al. (2017) added that the way the principal leads and motivates the teachers greatly affected their job performance in relation to preparing lesson notes, teaching in class, using teaching aids, supervising co-curricular activities and maintaining the discipline of students.

Empirical Literature Review

Recent empirical research at the global, regional, and local levels continues to affirm the positive relationship between transformational leadership and teacher performance. Transformational leadership—particularly its components such as intellectual stimulation, individualized consideration, inspirational motivation, and idealized influence—has been shown to enhance teacher engagement, creativity, and instructional effectiveness across diverse educational settings.

Globally, several studies have highlighted how transformational leadership fosters an environment conducive to professional growth and innovation among teachers. For instance, Nguyen, Cannata, and Miller (2020) explored the influence of school principals' leadership styles on teacher performance in underperforming schools in Tennessee, USA. The longitudinal study revealed that transformational leadership significantly improved teacher satisfaction and instructional practices. Intellectual stimulation, in particular, encouraged teachers to critically reflect on their pedagogical methods, seek innovative solutions, and enhance student engagement.

In a large-scale study in China, Liu and Hallinger (2021) found that transformational leadership positively influenced the development of professional

learning communities in secondary schools. Their findings indicated that intellectually stimulating leaders fostered collaborative environments where teachers shared expertise, engaged in joint problem-solving, and improved instructional quality. Similarly, Preston, Walker, and Brogan (2021), in a study conducted in Australia, found that transformational leadership, especially inspirational motivation and intellectual stimulation, boosted teacher self-efficacy and professional autonomy. These attributes, in turn, were associated with more adaptive instructional approaches and better student learning outcomes.

At the regional level, research in Sub-Saharan Africa has further illustrated the transformative impact of such leadership in improving teaching and learning conditions, particularly in under-resourced schools. Bush and Glover (2021), in a South African case study, noted that transformational school leadership led to enhanced teacher collaboration, professional development participation, and accountability. The study emphasized that leaders who intellectually challenged and supported their teachers succeeded in cultivating professional learning cultures that uplifted school performance. In Nigeria, Oke, Okafor, and Adebayo (2022) examined 20 public secondary schools and found that principals who practiced transformational leadership significantly influenced teacher commitment and classroom performance. Intellectual stimulation was noted to encourage teachers to deviate from outdated pedagogies and embrace more student-centered approaches. Similarly, in Rwanda, Munyengabe, Yiyi, Hitayezu, and Mugenzi (2020) established that transformational leadership positively impacted teachers' job satisfaction and commitment. Their findings showed that when principals engaged in intellectually stimulating and supportive practices, teachers demonstrated higher levels of motivation, responsibility, and classroom engagement.

Locally, in the Kenyan context, a growing body of empirical literature confirms the importance of transformational leadership in enhancing teacher performance. Kipkosgei, Cheruiyot, and Kemboi (2020), in a study of public secondary schools in Uasin Gishu County, reported a strong correlation between transformational leadership and teacher job performance. Teachers under intellectually stimulating leaders were more likely to experiment with instructional strategies, reflect on their practices, and show increased commitment to their roles. Similarly, Mutune and Kirimi (2022) investigated the effect of leadership styles on teacher motivation and student achievement in public secondary schools in Machakos County. Their study revealed that transformational leadership not only improved staff morale but also resulted in better KCSE outcomes. Teachers in schools led by transformational principals were more engaged in lesson planning, extracurricular activities, and peer collaboration. In Nairobi County, Muasya and Ng'ang'a (2021) found that intellectual stimulation by school leaders significantly promoted innovation and a sense of professional purpose among teachers. Teachers under such leadership were more willing to embrace continuous professional development and learner-centered pedagogy. Adding further insight into rural and peri-urban school contexts, Njeru and Njagi (2023) examined the influence of principal leadership on teacher performance in Embu County. The study concluded that principals who adopted transformational traits—particularly those that encouraged innovation and critical thinking—positively influenced teacher punctuality, instructional planning, and classroom management. These findings are especially relevant to areas such as Kilungu Sub-County, where academic performance has historically been low and where leadership-driven reform may offer viable solutions to persistent educational challenges.

Overall, the empirical evidence consistently suggests that transformational leadership is a critical determinant of teacher performance. In particular, the component of intellectual stimulation plays a vital role in promoting reflective practice, pedagogical innovation, and continuous professional development. As these studies demonstrate, principals who challenge teachers to think critically, provide support, and foster collaboration contribute to higher levels of teacher motivation and student achievement. These findings underscore the urgency of promoting transformational leadership practices in underperforming regions like Kilungu Sub-County, where effective leadership could serve as a catalyst for educational transformation.

Theoretical Framework

The framework for the study's is provided in this section. The researcher used this as a guide to choose the right variables. This study drew on the Transformational Leadership Theory, Path-Goal Theory (PGT) and Transactional Leadership Theory as theoretical frameworks for leadership. These theories provide a robust foundation for examining the relationship between school leadership and teacher performance in public secondary schools. Each theory offers a unique lens through which the role of the school principal can be understood, particularly in shaping teacher behavior, motivation, and instructional outcomes within the context of Kilungu Sub-County, Makueni County.

Transformational Leadership Theory

Transformational Leadership Theory, developed by James MacGregor Burns in 1978 and expanded by Bernard Bass in 1985, is central to this study. The theory postulates that effective leaders inspire and motivate their followers to achieve more than what is generally expected by appealing to higher ideals and moral values. Bass

(1985) identified four dimensions of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Leaders exhibiting idealized influence act as role models, earning the respect and trust of their subordinates. Inspirational motivation involves articulating a compelling vision that energizes followers to achieve collective goals. Intellectual stimulation encourages followers to think critically and creatively, challenging existing assumptions and embracing new ideas. Individualized consideration emphasizes personal attention and mentorship, fostering a supportive and growth-oriented environment.

In the educational context, transformational leadership has been widely recognized as instrumental in promoting teacher engagement, enhancing job satisfaction, and improving student outcomes. This leadership style is particularly relevant in underperforming regions such as Kilungu Sub-County, where principals need to inspire change and foster innovation among teaching staff. Recent local studies support the efficacy of transformational leadership in educational settings. For instance, Kariuki, Gichohi, and Kathuri (2021) found that transformational leadership practices among principals in Kiambu County led to improvements in the quality of education, teacher morale, and overall school performance. Similarly, Gaiti and Kiiru (2021) reported that transformational leadership significantly enhanced staff performance and institutional outcomes in public universities in Nyeri County.

The Path-Goal Theory

Wachira et al. (2017) observe that the PGT can serve as a basis for explaining how principals' style of leadership affects teachers' performance. The PGT originally developed by Evans (1970) is based on identifying a school principal's behavior that motivates his teachers to the goal of the school (Bans-Akutey, 2021). The theory

explains how school administrators aim at making teachers productive in their work by raising the level of motivation, empowerment, and satisfaction. This model is premised on Vroom's (1964) Expectancy Theory which postulates that a person's action is determined by their expectation of the benefit they will get from the outcome that will result from their action (Nhung & Do, 2020). According to Wang et al. (2021), the PGT can be viewed as a process in which principals select specific behaviours that take care of teachers' needs and the working environment to clear the path to the realization of the goals of the school. In this model, the principal determines the staff and environmental characteristics, selects a suitable leadership style, and focuses on motivational factors that will help the staff to succeed. The principal needs to understand his/her teachers to determine the most appropriate way of motivating them.

In the PGT, the principal's behaviour was the independent variable. The principal fashions his behaviour to the teacher and task characteristics so that the teachers may be motivated to attain their goals. There are four types of leader behaviours emanating from PGT: Directive, Supportive, Participative, and Achievement (Farhan, 2017). These leadership behaviors are founded on two factors: thoughtfulness; interpersonal behaviors such as respect and trust, as well as initiating structure; and task behaviors such as organizing, scheduling, and completing tasks (Olowoselu et al., 2019).

Transactional Theory

The Transactional Theory emphasizes the role of supervision, organization, and group performance and the interaction that takes place between leaders or employers and the followers or employees. This method restrains leadership as a structure of incentives and consequences (Rosenblatt, 2018). According to this notion, a leader must set up systems that clearly define expectations for followers as well as the

incentives and penalties that follow whether or not those expectations are met (Rosenblatt, 2018). Most secondary school administrations in Kenya operate in the manner described in this approach where the school principal sets the expectations for both teachers and students. Many schools also have incentive systems where teachers who perform well, achieve or bypass the set school pass marks are rewarded.

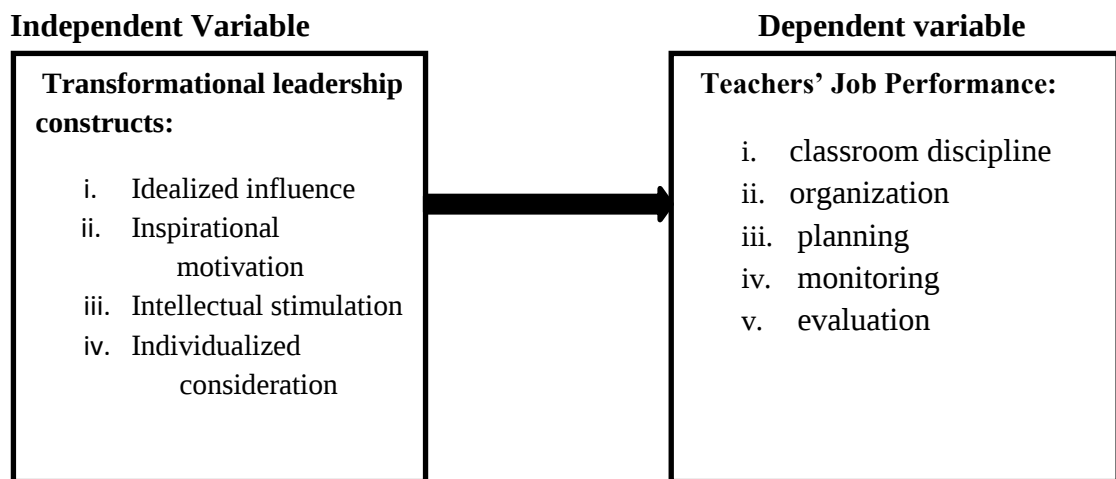
This strategy is based on the idea that workers should receive rewards for their accomplishments and reprimands or punishments for their failures (Hutton, 2018). This theory is frequently compared to the idea and application of management, and it is still a widely used element in a large number of organizational structures and leadership styles (Rosenblatt, 2018). In some schools, especially private secondary schools, teachers who do not perform well end up losing their jobs. This theory was appropriate for this study because it could help explain how schools that use transformational leadership have been using the motivational aspect to inspire their teachers to work hard and perform well.

Taken together, the Transformational, Path-Goal, and Transactional Leadership Theories offer complementary perspectives on school leadership and its influence on teacher performance. Transformational leadership provides a vision-driven approach that is essential for long-term improvement and motivation. The Path-Goal Theory introduces flexibility by emphasizing the alignment of leadership behavior with situational needs, while Transactional Leadership underscores the importance of structure, accountability, and performance management. In the context of Kilungu Sub-County, where educational outcomes remain suboptimal, integrating these theories can help inform more effective school leadership practices aimed at enhancing teacher performance and ultimately improving student achievement.

Conceptual Framework

Figure 1

Conceptual Framework on the Relationship between Transformational Leadership and Teachers' Performance



A conceptual framework is a diagrammatic representation of the interaction of the study variables. The above diagram shows the independent variable (transformational leadership practices indicated by; idealised influence, inspirational motivation, intellectual stimulation, and individualized consideration) and the dependent variable (teacher performance which is indicated by; lesson planning and execution, curriculum knowledge, pedagogical skills, and student performance).

Transformational leadership refers to the leadership style adopted by school principals that aims to inspire, motivate, and support teachers in achieving both personal and institutional goals. Through various leadership behaviors, principals are expected to cultivate a shared vision, promote innovation, and create an environment that nurtures professional growth and collaboration.

Teachers' performance encompasses a range of professional responsibilities including lesson planning, preparation and execution, curriculum knowledge

,pedagogical skills, classroom management, student engagement, assessment of learning outcomes, student performance and active participation in school development activities. In the context of public secondary schools in Kilungu Sub-County, where academic achievement has been consistently low, teachers' performance is a critical factor in reversing the trend of underperformance.

There is a direct and indirect relationship between transformational leadership and teacher performance. Directly, principals who engage in transformational leadership positively influence teachers' motivation, commitment, and instructional effectiveness. Indirectly, these leadership practices help in building a supportive school culture that encourages continuous learning, collaboration, and a sense of ownership among teachers. The conceptual framework guiding this study, therefore, posits that the adoption of transformational leadership practices by school principals is likely to result in improved teachers' performance, ultimately contributing to better student outcomes and enhanced overall school performance.

Synthesis of Research Gaps

The literature reviewed has shown that leadership in secondary schools is very key because it is directly related to both teachers' and students' performance. The studies have shown that transformational leadership is largely used in learning institutions (Abdullah et al., 2018; Bush, 2017; Normianti et al., 2019; Prestiadi et al., 2020). Additionally, the literature indicated that transformational leadership by principals is connected with success in students' final secondary school examinations. The literature showed that a transformational principal's leadership style results in teacher motivation, satisfaction, and hence quality performance.

However, though this topic has greatly been investigated globally (Ahmad et al., 2019; Kaso et al., 2019), and regionally (Shava & Heystek, 2021; Tela & Kime, 2020)

and locally (Kitur et al., 2020; Muia, 2018; Okoth, 2018), there have been no research on the association between transformational leadership and teachers' performance among secondary schools in Kilungu Sub-County, Makueni County, Kenya. Additionally, many studies found in Kenya on the same topic focused on transformational leadership and students' performance in KCSE (Kitur et al., 2020; Muia, 2018; Okoth, 2018). Further, studies that have linked transformational leadership with teachers have focused on other factors like job satisfaction and motivation instead of performance. This study, therefore, intended to cover the above-exposed study gaps by examining the relationship between transformational leadership and teachers' performance in Kilungu Sub-County, Makueni County, Kenya.

Chapter Summary

This chapter has covered the literature review based on the study variables and has revealed that transformational leadership is largely utilized in secondary schools and has a high probability of impacting students, teachers, and school performance. The chapter has also discussed two theories; The Path-Goal Theory and The Transaction Theory used as the basis of the study. The chapter also outlines a conceptual framework which is a diagrammatic indication of the interaction of the study variables. The research methodology utilized in the study is discussed in the next chapter.

Chapter Three: Research Methodology

Introduction

This chapter covers the research philosophy, the study design, research tools, sample size and procedures, and target population. The chapter also covers data management, data analysis and presentation techniques and discussions, ethical considerations and ends with a chapter summary.

Research philosophy

This research was informed by positivist theory. Deterministic in nature, positivists believe that causes dictate or affects results. The problem under investigation demonstrated the necessity of determining and evaluating the factors influencing results. Careful observation and measurement of the objective reality that exists "out there" in the world is how knowledge is created (Creswell, 2019).

Research design

This study employed a descriptive survey as its research strategy. Bloomfield and Fisher (2019) opine that a descriptive survey serves in obtaining information that describes a phenomenon by seeking peoples' perceptions, values, and attitudes about it. Through the descriptive survey, the researcher is accorded an opportunity to employ quantitative method of data collection to look for data on the features of the phenomenon under study (Siedlecki, 2020). In this study, the descriptive survey was suitable because it was instrumental in acquiring data on respondents' perceptions and feelings on the relationship between transformational leadership and teacher performance in public secondary schools in Kilungu sub-county, Makueni County, Kenya.

A quantitative research approach was used in this study. This approach was suitable because of its characteristic objectivity and its requirement of using standardized measures. Atsebeha (2016) says, the quantitative approach aims at getting facts, describing and explaining phenomena statistically, and showing relationships between variables. In this approach, data is often collected using questionnaires. In this study, a quantitative approach was deemed suitable as it facilitated the identification of principals' leadership styles and their impact on teachers' performance in public secondary schools located in Makueni County's Kilungu Sub-County. Questionnaires were used to collect quantitative data on teacher performance and leadership style from the sampled population. Bloomfield and Fisher (2019) view this method of collecting data from respondents as appropriate because it is cheap and easy to use.

Target Population

The target population for this study were the teachers and principals in the public secondary schools in Kilungu Sub-county. This was because the variables to be investigated were particular to them and not to any other party. In Kilungu Sub-county, there are 267 teachers and 24 principals.

Sample Size and Sampling Procedure

Yamane (1967) formula was used to determine the study sample size.

$$n = \frac{N}{K + N(e)^2}$$

$$K + N(e)^2$$

Where:

N=Population of study

K=Constant (1)

e=degree of error expected (0.05)

n=sample size

Based on the above formula, a sample of 160 teachers participated in this study. The sample size of the principals was 30% of the entire population which was representative, and would therefore be used to generalize the findings to the entire population (Lakens, 2022). The sample therefore comprised 8 of the 24 principals.

The sampled schools were identified through stratified sampling. The schools were stratified into day schools, boarding schools, and day and boarding schools. Teachers were allocated proportionally per school category to determine the number of teachers who would participate in the study. Simple random sampling was used to select the specific principals and teachers to be included in the study.

Table 1

Sampling Frame

Category of school	No of public Sec Schools	Sample of Sec Schools	Population Teachers	Sample of Teachers	Population Principals	Sample (30%) of Principals
Day	10	3	65	39	10	3
Boarding	5	2	90	54	5	2
Day & Boarding	9	3	112	67	9	3
Total	24	8	267	160	24	8

Data Collection Procedures

To ensure that the researcher had addressed all ethical concerns in his research, the researcher obtained an ethical clearance certificate from Pan Africa Christian University. He then requested a study permit from the National Commission for Science, Technology, and Innovation (NACOSTI) and a letter of authorization from the Kilungu Sub County Director of Education. The researcher then wrote letters to the principals through the Kilungu Sub County Director of Education to be allowed to do the research. After that, the researcher visited the sampled schools, created rapport with the respondents, informed them of the reason for the study, and administered the questionnaires. An assurance of the confidentiality of the identities of respondents was given. Besides, the respondents were not required to identify on the questionnaires. Respondents were given enough time to respond to the items, and the surveys were collected promptly after they were completed.

Research Instruments

The instrument used to collect the data was the questionnaire. A questionnaire is a research tool used to collect data from a big sample (Majid, 2018). The questionnaire was used to gather data from the respondents; principals and teachers from the sampled schools. The researcher structured the questionnaire following the research objectives. The questionnaire had five sections: Section A gathered socio-demographic data of the respondents, Section B was designed to gather data on the impact of the principal's idealized influence on secondary school teachers' performance, Section C collected information on the effect of principal's inspirational motivation on secondary school teachers' performance, and Section D had items on the influence of principal's intellectual stimulation on secondary school teachers' performance.

performance, while the last section E gathered data on the consequences of principal's individual consideration on secondary school teachers' performance. Section F assessed the teachers' performance.

Validity of the Instruments

The degree to which a research instrument measures what it is intended to measure is referred to as its validity (Mohajan, 2017). To ensure the validity of the study, the data collection tools were structured as per the study objectives. Additionally, the supervisor ensured that all the elements of transformational leadership and teachers' performance were well captured in the questionnaire and feedback from the supervisors included in the final questionnaire and reviewed the study instruments.

Reliability of the Instruments

A research instrument's reliability is determined by how well it produces consistent results when tested repeatedly (Sürücü & Maslakçi, 2020). To increase the instrument's reliability, a pilot study was conducted by administering it to a sample of the respondents (teachers and principals in sampled schools) and then analysed the results. This was done in order to pre-test the instrument and determine whether the items were clear and relevant, eliminating any items that were determined to be insufficient for measuring variables (transformational leadership and teachers' performance), while some were modified to improve the quality of the research instrument.

Data Analysis Technique

Bhatia (2017) defines data analysis as “the interpretation of collected raw data into useful information.” In analysing data, first, the data collected were checked to ensure it was complete. The data was cleaned, missing values handled, and typing errors corrected. For ease of processing, the data was then coded and categorized. The data

collected was then input and analyzed using IBM's Statistical Package for Social Science (SPSS) 25. Descriptive statistics, such as frequencies, percentages, means, and standard deviations, were used to analyze the descriptive and demographic data, which were then presented in tables and figures. The link between independent and dependent variables was then determined using linear and multiple regression, and the results were presented in tables.

Data Management and Ethical Consideration

After providing the participants with a clear and concise explanation of the study's goal and significance, the researcher gave them a consent form to sign. The participant's anonymity was guaranteed by the researcher, who also assured them that the data collection process would not include any of their personally identifiable information. Participation in the study was done voluntarily and anyone wishing to withdraw even at the last minute was allowed to do so by informing the researcher. The collected data was carefully analyzed and the final information was recorded and used for the purposes of research alone. The soft copy data was stored in a password protected computer, while the hard copy data was stored in a lockable cabinet. To ensure that the researcher had addressed all ethical concerns in his research, he applied for and obtained an ethical clearance certificate from Pan Africa Christian University. He also applied for and acquired a research permit from the National Commission for Science and Technology and Innovation (NACOSTI). Moreover, he sought a letter of authorization to collect data from the Kilungu Sub County Director of Education.

Chapter Summary

This chapter has outlined the research methodology and the important aspect to note from this chapter is that the study engaged the descriptive survey as the research

design. Additionally, the chapter reveals that principals and teachers were the population of this study who were sampled through a stratified sampling procedure. The chapter has also demonstrated how data was gathered with a questionnaire, analysed using IBM SPSS Version 25, and displayed through frequency distribution tables. The researcher continued with data analysis, presentation, and discussion as presented in chapter four.

Chapter Four: Data Presentation, Analysis and Discussion

Introduction

This chapter discusses the results of a study on the relationship between transformational leadership and teachers' performance in Kilungu Sub-county, Makueni County, Kenya. The demographic findings are presented first, followed by a descriptive and inferential analysis of the research findings based on the study objectives.

Response Rate

The study sampled 160 teachers and 8 principals in Kilungu Sub-county, Makueni County. A total of 157 teachers out of the targeted 160 fully responded to the study questionnaire, indicating a 98% response rate. On the other hand, all the 8 principals sampled took part in the study.

Teachers' Demographic Findings

The following demographic characteristics were collected from the teachers; age, highest academic qualification, lessons per week and category of their school. The summary of findings is presented subsequently.

Distribution of Teachers by Age Category

Findings on teachers' age categories are presented in table 2

Table 2

Age of Participants

Age Category	Frequency	Percent
Below 25 years	15	9.6
25-29 years	44	28.0
30-39 years	61	38.9
40-49 years	25	15.9
50-59 years	12	7.6
Total	157	100.0

Table 2 shows that 38.9% of the teachers were between the ages of 30 and 39, 28% were between the ages of 25 and 29 and 15.9% of the teachers were between the ages of 40 and 49. This suggests that a majority were young teachers, who were more likely to be more open to transformational leadership style due to their openminded nature. This notion is also supported by a study by Zacher et al. (2011) which established that higher ages impeded transformational leadership style.

Highest Academic Qualification

Findings on the distribution of teachers by highest academic qualification is presented in Table 3

Table 3

Teachers' Highest Academic Qualification

Academic Qualification	Frequency	Percent
No response	1	0.6
M.ED	11	7.0
B.ED	133	84.7
B.A with PGDE	4	2.5
B.Sc with PGDE	4	2.5
Diploma in Education	4	2.5
Total	157	100.0

From the findings in table 3 majority of the teachers (84.7%) had attained a Bachelors of Education level of qualification, 7% had attained a Master's in Education, while 2.5% had attained a Bachelors of Arts with postgraduate diploma, Bachelor of Science with postgraduate diploma and diploma in education respectively. These findings imply that majority of the teachers were highly educated and had the requisite training; hence, they were qualified to teach. Highly educated and qualified teachers were likely to have the capacity to incorporate transformational leadership skills, which would translate to their performance in school.

Distribution of Teachers by Lessons per Week

Findings on the distribution of teachers by number of lessons per week are presented in Table 4.

Table 4

Number of Lessons per Week

Number of Lessons	Frequency	Percent
14-18 lessons	9	5.7
19-23 lessons	43	27.4
24-28 lessons	98	62.4
Above 28 lessons	7	4.5
Total	157	100.0

From the findings on table 4, 62.4% of the teachers had between 24 to 28 lessons per week, 27.4% had 19 to 23 lessons per week, while 5.7% of the teachers had a total of 14 to 18 lessons per week. This implies that the teachers had a high number of lessons and therefore had adequate opportunities to use the transformational leadership techniques which could impact on their level of performance.

Distribution of Teachers by School Category

Table 5 displays the results of the teacher distribution per school category.

Table 5: School Categories

School Categories	Frequency	Percent
No response	3	1.9
Sub county day school	24	15.3
Sub county day & boarding school	45	28.7
County boarding school	38	24.2
Extra county boarding school	47	29.9
Total	157	100.0

As presented 29.9% of the teachers taught in extra county boarding schools, 28.7% taught in sub county day and boarding school, while 24.2% taught in county boarding school. These findings imply that the teachers were distributed in various categories of schools and therefore would provide representative data on the relationship between transformational leadership style and teachers' performance in public secondary schools in Kilungu Sub-County, Makueni County, Kenya.

Principals' Demographic Findings

The following demographic characteristics were collected from the principals' age, highest academic qualification, teaching experience, experience as a principal and category of their school. The summary of findings is presented in table 6.

Table 6

Principals' Demographic Characteristics

Age Category	Frequency	Percent
40-49 years	1	12.5
50-59 years	7	87.5
Total	8	100.0
Academic Qualification	Frequency	Percent
B.ED	3	37.5
M.ED	5	62.5
Total	8	100.0
Teaching experience	Frequency	Percent
3-5 years	1	12.5
6-10 years	1	12.5
11-15 years	1	12.5
16-20 years	1	12.5
Above 20 years	4	50.0
Total	8	100.0

Experience as Principal	Frequency	Percent
Below 5 years	5	62.5
6-10 years	3	37.5
Total	8	100.0

School Categories	Frequency	Percent
Sub county day school	2	25.0
Sub county day & boarding school	3	37.5
County boarding school	2	25.0
Extra county boarding school	1	12.5
Total	8	100.0

From the findings on Table 6, majority of the principals (87.5%) were aged between 50 to 59 years, 62.5% had attained a Bachelors of Education level of qualification and had been principals for less than 5 years respectively, while 50% had been teachers for more than 20 years. The findings on the principals' demographic characteristics imply that they had the requisite experience and level of education, providing them with essential management skills to implement necessary leadership styles, such as transformational leadership, and techniques to ensure optimal operational performance of teachers in schools.

Descriptive Statistics

The findings on descriptive statistics are presented in the subsections that follow.

Descriptive Statistics on Principal's Idealized Influence

Teachers were asked to score how much they agreed with statements regarding the principals' idealized influence on a 5-point Likert scale (Strongly disagree-1, Disagree-2, Neutral-3, Agree-4, Strongly agree-5). The findings are summarized in Table 7.

Table 7***Principals' Idealized Influence***

Idealized Influence	SD	D	N	A	SA	Mean	Std. Dev
Our principal has set the working standards so high that it motivates me to work harder for my students to pass.	2	1	13	88	53	4.20	.723
Our principal works very hard and coordinates all the stakeholders for this school to be successful and this makes me put more effort into my students.	1	1	12	78	65	4.31	.695
Our principal makes students' welfare and performance the uttermost important and this inspires me to give my best to my students.	2	1	13	86	54	4.18	.799
Our principal leads by example which motivates me to give my all to teaching.	1	0	12	87	57	4.27	.654
Our principal spends a lot of time talking to students to understand their needs, an approach I have adopted and created a good relationship with my students	0	2	25	81	49	4.13	.714
Our principal's way of doing things has helped me understand how to handle different kinds of students, especially balancing between those performing poorly and those performing well	1	2	22	73	59	4.19	.769

From the findings in Table 7, participants agreed that the principal works very hard and coordinates all the stakeholders for the school to be successful as shown by a mean of 4.31, the principal leads by example which motivates me to give my all to teaching as shown by a mean of 4.27 and the principal has set the working standards so high that it motivates me to work harder for my students to pass as shown by a mean of 4.20. Based on these findings, the teachers perceived the principals as having

idealized influence, a tenet of transformational leadership due to their ability to be role models and motivate them which is instrumental in teachers' performance.

Table 7 presents findings on principals' perception on their application of idealized influence.

Table 8

Principals Perception on their Idealized Influence

Idealized Influence	SD	D	N	A	SA	Mean	Std. Dev
I lead this school by first being a good teacher and therefore my teachers follow my example.	0	0	0	3	5	4.63	.518
The few subjects I teach perform very well hence my teachers always want to emulate me.	0	0	1	6	1	4.00	.535
The student's performance is of uttermost importance to me and my teachers fully understand that.	0	0	0	3	5	4.63	.518
I spend a lot of time getting to know the needs of students and addressing them and also encourage my teachers to do the same.	0	0	0	5	3	4.38	.518
I create time to mentor and talk to my teachers and students from time to time.	0	0	0	3	5	4.63	.518
Particularly, I pay more attention to students who are not performing well to help them improve.	0	0	0	4	4	4.50	.535

From these findings participants agreed that they lead the school by first being a good teacher and therefore, the teachers follow their example, student's performance is of uttermost importance to me and my teachers fully understand that and I create time to mentor and talk to my teachers and students from time to time as shown by a mean of 4.63.

These findings imply that the ability of the principal to be a role model is a critical part of idealized influence, an aspect of transformational leadership style, which motivates the teachers to perform their duties. This is further corroborated by Liebowitz and Porter (2019) who asserts that the principal influences teachers by carefully modeling the behavior they should emulate. This offers the teachers a role model for shaping the desired behavior that would be instrumental in the achievement of the shared vision and goal of the school. This means that the principals employ role modeling of teachers in their leadership style. Modeling of the behavior which teachers are expected to emulate is an integral tenet of transformational leadership which motivates teachers to perform their duties.

Descriptive Statistics on Principal's Inspirational Motivation

Teachers were asked to rate the degree to which they agreed, on a 5-point Likert scale (Strongly disagree-1, Disagree-2, Neutral-3, Agree-4, Strongly agree-5) with statements about the principals' inspirational motivation. Table 9 presents the summary of descriptive findings.

Table 9

Principals' Inspirational Motivation

Inspirational Motivation	SD	D	N	A	SA	Mean	Std. Dev
Our principal provides vision and direction to the school.	3	0	7	88	59	4.27	.722
Our principal communicates a vision that inspires and motivates teachers to work towards attaining set objectives.	1	3	13	78	62	4.25	.742
Our principal inspires and motivates staff to work towards common set objectives.	1	2	19	83	50	4.10	.864
Our principal communicates expectations to be met to the teachers	2	0	11	80	62	4.24	.856

Our principal motivates teachers to exceed expected performance.	2	1	22	83	48	4.09	.827
Our principal motivates teachers to reach a high level of satisfaction and commitment to the school.	2	4	25	78	48	4.06	.826

As shown in Table 9, the principals agreed that ‘I provide vision and direction to the school as shown by a mean of 4.27, I communicates a vision that inspires and motivates teachers to work towards attaining set objectives as shown by a mean of 4.25, I communicates expectations to be met to the teachers as shown by a mean of 4.24. The findings imply that the teachers viewed their principals as having the ability to inspire and motivate them to work as expected. The principals’ inspiration and motivation of teachers to work towards achieving set targets in the school is a critical part of transformational leadership.

Table 10 presents a summary of the findings on the principals’ perception of their inspirational motivation.

Table 10

Principals' Perception on their Inspirational Motivation

Inspirational Motivation	SD	D	N	A	SA	Mean	Std. Dev
I have set clear goals with my teachers on the mean grades to achieve in every subject.	0	0	0	4	4	4.50	.535
My school vision is very clear but I always remind my teachers to stay focused on it.	0	0	1	4	3	4.25	.707
I regularly have meetings with my teachers to ensure that we are all on the same page.	0	0	0	4	4	4.50	.535
I always encourage my teachers to work together as a team to achieve the common goal of good performance.	0	0	0	1	7	4.88	.354

Every year we re-evaluate our goals and set new ones if necessary.	0	0	0	4	4	4.50	.535
I also seek the views of students on what teachers need to improve for better teaching and learning.	0	0	1	5	2	4.13	.641

From the findings in Table 10, the principals strongly agreed that I always encourage my teachers to work together as a team to achieve the common goal of good performance as shown by a mean of 4.88, while the principals also agreed that I have set clear goals with my teachers on the mean grades to achieve in every subject and every year we re-evaluate our goals and set new ones if necessary, as shown by a mean of 4.50.

These findings imply that principals who provide and communicate a clear vision which are core skills of a transformational leader inspire the teachers to performance. These results are consistent with previous research showing that inspiring and motivated leaders hold their followers to high standards, transmit hope for the future, and give the work significance. (Gonfa, 2019). Similarly, Ripki et al. (2020) stated that a transformational school principal provides inspiration and makes teachers enthusiastic and optimistic by challenging them and giving meaning to their work.

Descriptive Statistics on Principal's Intellectual Stimulation

Teachers were asked to rate the degree to which they agreed, on a 5-point Likert scale (Strongly disagree-1, Disagree-2, Neutral-3, Agree-4, Strongly agree-5) with statements about the principals' intellectual stimulation. Table 11 presents the summary of descriptive findings.

Table 11***Principals' Intellectual Stimulation***

Intellectual Stimulation	SD	D	N	A	SA	Mean	Std. Dev
Our principal encourages teachers to give new ideas and create solutions to problems.	2	3	14	86	52	4.17	.767
Our principal expects teachers to question the way things are done and come up with better ways of achieving the goals of the school.	2	11	15	74	55	4.08	.917
Our principal recognizes the teachers' contributions to the school and motivates them to give more ideas toward the success of the school.	2	2	19	85	49	4.13	.766
Our principal encourages creativity and innovation and also helps fund where necessary.	3	2	25	77	50	4.08	.836
Our principal gives teachers the freedom to decide the teaching modes they want to adopt.	1	2	24	79	49	4.06	.882
Our principal regularly organizes seminars and teacher-exchange programs to keep the teachers informed and motivated.	6	22	35	60	34	3.60	1.091

From the findings on Table 11, participants agreed that the principal encourages teachers to give new ideas and create solutions to problems as shown by a mean of 4.17, the principal recognizes the teachers' contributions to the school and motivates them to give more ideas toward the success of the school as shown by a mean of 4.13 and the principal expects teachers to question the way things are done and come up with better ways of achieving the goals of the school and the principal encourages creativity and innovation and also helps fund where necessary as shown by a mean of 4.08 respectively. From these findings, the teachers who feel recognized for their

contributions are likely to perceive their principals as providing transformational leadership, which in turn is going to reflect on their performance.

Table 12 presents findings on principals' perception on their intellectual stimulation.

Table 12

Principals' Perception on their Intellectual Stimulation

Intellectual Stimulation	SD	D	N	A	SA	Mean	Std. Dev
I allow my teachers to establish teaching methods they feel help improve students' performance.	0	0	1	6	1	4.00	.535
I permit my teachers to be creative and innovative and support them financially if needed.	0	0	1	4	3	4.25	.535
I have given my teachers the freedom to exercise their problem-solving skills, so they do not wait for me to take all decisions regarding their teaching process.	0	0	0	3	5	4.63	.518
I also organize seminars and exchange programs so that my teachers can acquire more information.	0	0	2	5	1	3.88	.641
I also incorporate teachers' views in decision making.	0	0	1	4	3	4.25	.707
I encourage my teachers to think out of the box, to find new ways of achieving success even if it means challenging the existing school culture.	0	0	0	4	4	4.50	.535

From Table 12, the principals strongly agreed that I have given their teachers the freedom to exercise their problem-solving skills, so they do not wait for me to take all decisions regarding their teaching process as shown by a mean of 4.63 and I encourage the teachers to think out of the box, to find new ways of achieving success even if it means challenging the existing school culture as shown by a mean of 4.50.

These findings indicate that encouragement from the principals, recognition of the teachers' efforts as well as challenging teachers to creativity are critical components of intellectual stimulation a key component of transformational leadership style. This in turn motivates the teachers to action which consequently influences their performance. Similarly, past studies have also established that principals who use the transformational approach expect their subordinates to challenge the status quo and try new and better approaches for the achievement of the goals of the school (Riziki et al., 2019). They highlight the contributions of teachers to the school, to motivate them to develop and offer more ideas for the success of the school in the realization of the goals of the school.

Descriptive Statistics on Principal's Individual Consideration

Teachers were asked to rate the degree to which they agreed, on a 5-point Likert scale (Strongly disagree-1, Disagree-2, Neutral-3, Agree-4, Strongly agree-5) with statements about the principals' individual consideration. Table 13 presents the summary of descriptive findings.

Table 13***Principals' Individual Consideration***

Individual Consideration	SD	D	N	A	SA	Mean	Std. Dev
Our principal acts in a manner that is considerate of the teachers' personal needs.	2	7	25	77	46	4.01	.866
Our principal takes care of teachers' needs and shows concern for their welfare.	3	1	22	77	54	4.13	.817
Our principal responds to the teachers' needs and empowers them to achieve the set targets.	1	2	24	84	46	4.10	.741
Our principal gives teachers individual attention to make them feel uniquely appreciated.	2	4	27	75	47	3.99	.947
Our principal effectively listens and accepts teachers' individual differences.	0	3	27	77	49	4.08	.813
Our principal has set training programs that help teachers individually grow in their specific subjects	3	17	42	62	33	3.67	.990

From the findings on 13, participants agreed that the principal takes care of teachers' needs and shows concern for their welfare as shown by a mean of 4.13, the principal responds to the teachers' needs and empowers them to achieve the set targets as shown by a mean of 4.10 and the principal effectively listens and accepts teachers' individual differences as shown by a mean of 4.08. From the findings, teachers who perceive their principals as considering them individually by responding to their needs and empowering them, are also likely to perceive them as employing a critical aspect of transformational leadership which impacts on their individual performance.

Table 14 presents a summary of findings on principals' perception of their individual consideration.

Table 14***Principals' Perception of their Individual Consideration***

Individual Consideration	SD	D	N	A	SA	Mean	Std. Dev
I regularly evaluate each of my individual teachers.	0	0	3	5	0	3.63	.518
I take time to listen to the concern of every teacher under my leadership.	0	0	1	4	3	4.25	.707
I take time to mentor each teacher following their individual needs.	0	0	2	4	2	4.00	.756
I also assess and address the challenges of teachers teaching different subjects.	0	0	2	3	3	4.13	.835
I coach each teacher on how to successfully execute their subjects.	0	0	5	3	0	3.38	.513
I also take time to understand and help each teacher with personal issues that might interfere with their teaching or their interaction with students.	0	0	0	6	2	4.25	.463

From the findings, the principals agreed that they take time to listen to the concern of every teacher under my leadership and they also take time to understand and help each teacher with personal issues that might interfere with their teaching or their interaction with students as shown by a mean of 4.25.

These findings imply that a principal who possesses transformational leadership skills by way of individual consideration is able to take care of teachers concerns, respond to their needs and effectively listens and accepts individual differences of teachers. The principal's ability to understand and address teachers' individual needs empowers and makes them effective in the performance of their particular roles. The current findings also agree with Normianti et al. (2019) who asserts that

transformational school principals pay special attention to the needs of teachers for achievement and growth in the school by acting as mentors or coaches.

Descriptive Statistics on Teachers Performance

Using a 5-point rating system that included several teaching deliverables such as lesson delivery, pedagogical abilities, dedication, and student success, the teachers had to assess their own performance. Likert scale: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5). To ascertain the performance levels, the scale was further converted into scores. With eight items on the scale, 40 (8x5) was the greatest possible score, while 8 (8x1) was the lowest. The results were then divided into three categories: low performance was indicated by scores between 8 and 20, moderate performance was indicated by scores between 21 and 28, and high performance was indicated by scores between 29 and 40. The findings are summarized in Table 15.

Table 15

Teachers' Level of Performance

Level of Performance	Frequency	Percentage	Min	Max	Mean	Std.
Low Performance	1	0.6 4.177	10	40	33.25	
Moderate Prevalence	14	8.9				
High Prevalence	142	90.4				
Total	157	100.0				

According to the information presented in Table 15, the majority of teachers (90.4%) demonstrated a high level of performance, followed by moderately good performers (8.9%) and low performers (0.6%). The lowest possible score was 10, and the highest possible score was 40. With a mean score of 33.25 (SD = 4.177), the teachers performed at a high level on average.

These findings imply that most of the teachers were able to successfully perform the different tasks expected of them as teachers which could be a reflection of the transformational leadership style employed by the principals in their schools. This implication is in concurrence with Andriani et al. (2018) description of performance as a level of achievement resulting from the implementation of tasks to achieve the goals of an organization. Similarly, Bogler and Somech (2019) defined job performance as the behaviour that is anticipated to add to the success of an organization. From the findings of this study, the teachers' ability to perform the tasks expected of them is the anticipated behavior resulting from their principals' transformational leadership that leads to the success of their schools.

Inferential Statistics

Inferential statistics were conducted using linear regression and multiple regression. Linear regression was selected since both the dependent and independent variables were measured in the interval scale from the cumulative scores from the Likert scales.

Linear Regression Findings

The value of an independent variable is used to predict the value of a dependent variable in a simple linear regression when there is a linear relationship.

Impact of the Principal's Idealized Influence on Secondary School Teachers' Performance

To investigate the impact of the principal's idealized influence on the performance of secondary school teachers, a linear regression analysis was conducted. The subsequent tables provide a summary of the results.

Table 16
Model Summary^b on Principals Idealized Influence and Teachers Performance

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
-------	---	----------	-----------------	------------------------------	---------------

1	.487 ^a	.237	.232	3.661	2.086
---	-------------------	------	------	-------	-------

a. Predictors: (Constant), Idealized Influence

b. Dependent Variable: Teachers Performance

According to Table 16, principals' idealized influence effect accounted for 23.2% of the variation in teachers' performance as shown by the adjusted R square value.

Table 17

ANOVA^a on Principals Idealized Influence and Teachers Performance

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	644.8 57	1	644.857	48.125	.000 ^b
	Residual	2076.952	155	13.400		
	Total	2721.809	156			

a. Dependent Variable: Teachers Performance

b. Predictors: (Constant), Idealized Influence

From Table 17, the regression model was a good predictor for teachers' performance from idealized influence, $F(1, 155) = 48.125, p < 0.05$.

Table 18

Regression Coefficients^a on Principals' Idealized Influence and Teachers' Performance

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	18.43	2.157		8.547	.000	14.172	22.692
2							
Idealized Influence	.586	.085	.487	6.937	.000	.419	.753

a. Dependent Variable: Teachers performance

From Table 18, principals' idealized influence had a statistically significant positive impact on teachers' performance ($\beta=0.586, p=0.000$); the relationship was considered significant since the p-value was less than the selected level of significance (0.05).

This suggests that a one-unit rise in principals' idealized influence has a 0.586 impact on teachers' performance. These findings indicate that principals' application of idealized influence as a form of transformational leadership impacted positively on the teachers' performance. The current finding is supported by similar studies conducted in the past. For instance, a study by Nyokabi, K'Aol and Njenga (2017), established that a CEO's idealized influence was correlated positively to senior managers' performance. In the same regard, Mainemelis and Lord (2017), assert that even if leaders may have well-crafted visions, their followers will lose respect for them if their actions do not align with their professed views. Therefore, the ability of the principal to be a model to the teachers has a significant impact on their work performance.

Effect of Principals' Inspirational Motivation on Secondary School Teachers' Performance

A linear regression analysis was conducted to determine how the principal's inspiring motivation influenced the performance of secondary school teachers. The subsequent tables provide a summary of the results.

Table 19

Model Summary^b on Principals' Inspirational Motivation and Teachers' Performance

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	of Durbin-Watson
1	.476 ^a	.226	.221	3.686	2.025

a. Predictors: (Constant), Inspirational Motivation

b. Dependent Variable: Teachers Performance

From Table 19, principals' inspirational motivation accounted for 22.1% of the variation in teachers' performance as shown by the adjusted R square value.

Table 20***ANOVA^a on Principals' Inspirational Motivation and Teachers' Performance***

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	615.573	1	615.573	45.301	.000 ^b
	Residual	2106.236	155	13.589		
	Total	2721.809	156			

a. Dependent Variable: Teachers Performance

b. Predictors: (Constant), Inspirational Motivation

From Table 20, the regression model was a good predictor for teachers' performance from inspirational motivation, $F(1, 155) = 45.301, p < 0.05$.

Table 21***Regression Coefficients^a on Principals' Inspirational Motivation and Teachers' Performance***

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	20.354	1.939		10.496	.000	16.523	24.185
Inspirational Motivation	.516	.077	.476	6.731	.000	.364	.667

a. Dependent Variable: Teachers' performance

From Table 21, principals' inspirational motivation had a statistically significant positive effect on teachers' performance ($\beta=0.516, p=0.000$); the relationship was declared significant because the p-value was smaller than the predetermined criterion of significance (0.05). This implies that a unit increase in principals' inspirational motivation will have an effect on teachers' performance by 0.516. This means that a principal's inspirational motivation to the teachers through communication of the school vision, motivation and encouragement of the teachers, significantly influenced

the teachers' performance positively. Nyokabi et al. (2017) in their study on the private sector in Kenya established a significant positive correlation between inspiration motivation of the CEO and senior managers' performance, further asserts the influence that inspirational motivation has on work performance. In another study, Wachira et al. (2017) added that the way the principal leads and motivates the teachers greatly affected their performance in relation to preparing lesson notes, teaching in class, using teaching aids, supervising co-curricular activities and maintaining the discipline of students.

Influence of Principals' Intellectual Stimulation on Secondary School Teachers' Performance

A linear regression analysis was done to assess how the principals' intellectual stimulation affected the performance of secondary school teachers. The subsequent tables provide a summary of the results.

Table 22

Model Summary^b on Principals' Intellectual Stimulation and Teachers' Performance

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
1	.547 ^a	.300	.295	3.507	1.827

a. Predictors: (Constant), Intellectual Stimulation

b. Dependent Variable: Teachers' Performance

From Table 22 principals' intellectual stimulation accounted for 29.5% of the variation in teachers' performance as shown by the adjusted R square value.

Table 23***ANOVA^a on Principals' Intellectual Stimulation and Teachers' Performance***

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	815.473	1	815.473	66.304	.000 ^b
	Residual	1906.336	155	12.299		
	Total	2721.809	156			

a. Dependent Variable: Teachers' Performance

b. Predictors: (Constant), Intellectual Stimulation

From Table 23, the regression model was a good predictor for teachers' performance from intellectual stimulation, $F(1,155) = 66.304$, $p < 0.05$.

Table 24***Regression Coefficients^a on Principals' Intellectual Stimulation and Teachers' Performance***

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	19.057	1.766		10.791	.000	15.568	22.545
Intellectual Stimulation	.589	.072	.547	8.143	.000	.446	.732

a. Dependent Variable: Teachers' performance

From Table 24, principals' intellectual stimulation had a statistically significant positive influence on teachers' performance ($\beta=0.589$, $p=0.000$); the association was declared significant because the p-value was smaller than the predetermined criterion of significance (0.05). This implies that a unit increase in principals' intellectual stimulation will have an effect on teachers' performance by 0.589. These findings indicate that a principal's intellectual stimulation towards the teachers, significantly influenced their performance. The current findings are supported by past researchers

that have arrived at a similar conclusion. A study by Ogola et al. (2017) established that intellectual stimulation leadership behavior had a strong positive relationship to Employee Performance in SMEs in Kenya. A similar study by Nasivili and Ndegwa (2022), established that Kenya Airways employees' performance was significantly influenced by intellectual stimulation. Therefore, when the principals encourage the teachers to be innovative and think critically, it enhances their work performance.

Effect of Principal's Individual Consideration on Secondary School Teachers' Performance

A linear regression analysis was performed to evaluate the effect of the principals' individual consideration on the performance of secondary school teachers. The subsequent tables provide a summary of the results.

Table 25

Model Summary^b on Principals' Individual Consideration and Teachers' Performance

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	of Durbin-Watson
1	.477 ^a	.227	.222	3.683	1.831

a. Predictors: (Constant), Individual Consideration

b. Dependent Variable: Teachers Performance

From Table 25, principals' individual consideration accounted for 22.2% of the variation in teachers' performance as shown by the adjusted R square value.

Table 26***ANOVA^a on Principals' Individual Consideration and Teachers' Performance***

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	619.096	1	619.096	45.636	.000 ^b
	Residual	2102.713	155	13.566		
	Total	2721.809	156			

a. Dependent Variable: Teachers Performance

b. Predictors: (Constant), Individual Consideration

From Table 26, the regression model was a good predictor for teachers' performance from individual consideration, $F(1, 155) = 45.636$, $p < 0.05$.

Table 27***Regression Coefficients^a on Principals' Individual Consideration and Teachers' Performance***

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	21.184	1.811		11.698	.000	17.607	24.761
Individual Consideration	.504	.075	.477	6.755	.000	.356	.651

a. Dependent Variable: Teachers performance

From Table 27, principals' individual consideration had a statistically significant positive effect on teachers' performance ($\beta=0.504$, $p=0.000$); the relationship was deemed significant because the p-value was smaller than the predetermined criterion of significance (0.05). This implies that a unit increase in principals' individual consideration will have an effect on teachers' performance by 0.504. The findings indicate that principals' application of transformational leadership by way of individual consideration of their teachers positively affected their work performance.

These findings concur with past studies; for instance, according to Badrun et al. (2022), the principal's primary responsibility is to establish an environment that allows teachers to work effectively and bring about the desired changes in students' learning. Hence, by recognizing and attempting to address their teachers' concerns, principals can support the efficient work of their teachers. Conducive working environment where the principal demonstrates friendship, mutual trust, respect, and warmth in their relationship with their teachers leads to a high level of teacher satisfaction hence affecting job performance (Çoban et al., 2023).

Multiple Regression

A standard multiple regression allows the researcher to predict a dependent variable based on several independent factors. It is an expansion of a simple linear regression. The summary of the findings is in the tables that follow.

Table 28

Multiple Regression Model Summary^b

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
1	.565 ^a	.319	.301	3.492	1.911

a. Predictors: (Constant), Individual consideration, Idealized influence, Intellectual stimulation, Inspirational motivation

b. Dependent Variable: Teachers' performance

As shown in Table 28, individual consideration, idealized influence, intellectual stimulation, inspirational motivation accounted for 30.1% of the variation in teachers' performance as shown by the adjusted R square value.

Table 29***Multiple Regression ANOVA^a***

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	868.657	4	217.164	17.812	.000 ^b
	Residual	1853.152	152	12.192		
	Total	2721.809	156			

a. Dependent Variable: Teachers' performance

b. Predictors: (Constant), Individual consideration, Idealized influence, Intellectual stimulation, Inspirational motivation

From Table 29, the regression model was a good predictor for teachers' performance from individual consideration, idealized influence, intellectual stimulation, inspirational motivation, $F(4, 152) = 17.812$, $p < 0.05$.

Table 30***Multiple Regression Coefficients^a***

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	16.570	2.154		7.693	.000	12.315	20.826
Idealized influence	.192	.160	.159	1.200	.232	-.124	.508
Inspiration motivation	-.005	.154	-.005	-.034	.973	-.309	.298
Intellectual stimulation	.339	.151	.315	2.249	.026	.041	.637
Individual consideration	.158	.107	.149	1.469	.144	-.054	.370

a. Dependent Variable: Teachers' performance

Findings on the multiple regression established that intellectual stimulation statistically significantly predicted teachers' performance $F(4, 152) = 17.812$, $p <$

0.05. The other dependent variables did not significantly contribute to the variation in teachers performance, $p > 0.05$. These findings imply that transformational leadership and particularly intellectual stimulation dimension had a significant positive impact on teachers' performance. A study done by Mahmudah et al. (2018) on the relationship between transformational leadership and teacher performance at State Vocational High School, Malang in Indonesia, showed that there was a positive relationship between transformational leadership and teacher performance. Another study established that the principals' leadership styles impacts on the interactions between them and their teachers and also the relationship between teachers and students. The interactions in turn influence both teachers' and students' performance (Makgato & Mudzanani, 2019; Ye, 2022; Smith, 2019; Ye, 2022).

Chapter Summary

In this chapter, the demographic, descriptive and inferential findings are presented. The results were provided in accordance with the study's objectives. Overall, the study discovered that transformational leadership has a significant impact on teacher performance in public secondary schools in Kilungu Sub County, Makueni County, Kenya.

As is seen in this chapter, the four aspects of the independent variable - transformational leadership; that is, principals' idealized influence, inspirational motivation, intellectual stimulation and individual consideration; individually and jointly significantly influence teachers performance in public secondary schools in Kilungu Sub County, Makueni County, Kenya.

The findings, as has been reported in this thesis agree with the literature reviewed, discussed and presented in this chapter. The next chapter summarizes the findings, conclusions, recommendations, and areas for future investigation.

Chapter Five: Summary of Findings, Recommendations, Areas for Further Research and Conclusion

Introduction

An overview of the key results, conclusions from the findings, and recommendations based on the study objectives are outlined in this chapter. This chapter further contains more recommendations for future research.

Summary of Findings

The first objective sought to find out the impact of the principal's idealized influence on selected public secondary school teachers' performance in Kilungu Sub-county, Makueni County, Kenya. The findings of the study established that principals' idealized influence had a statistically significant positive impact on teachers' performance ($\beta=0.586$, $p=0.000$).

The second objective examined the effect of a principals' inspirational motivation on public secondary school teachers' performance in Kilungu Sub-county, Makueni County, Kenya. The findings established that principals' inspirational motivation had a statistically significant positive effect on teachers' performance ($\beta=0.516$, $p=0.000$).

The third objective assessed the influence of principals' intellectual stimulation on secondary school teachers' performance in Kilungu Sub-county, Makueni County, Kenya. The findings established that principals' intellectual stimulation had a statistically significant positive influence on teachers performance ($\beta=0.589$, $p=0.000$).

The fourth objective investigated the influence of the principals' individual consideration on secondary school teachers' performance in Kilungu Sub-county, Makueni County, Kenya. The findings of the study established that the principals'

individual consideration had a statistically significant positive effect on teachers' performance ($\beta=0.504$, $p=0.000$).

Additionally, multiple regression established that intellectual stimulation statistically significantly predicted teachers' performance $F(4, 152) = 17.812$, $p < 0.05$.

Conclusion of the Study

The study established that the principals' idealized influence had a significant impact on teachers' performance. The principals' idealized influence explained a significant proportion of variation in the performance of teachers, $R^2=0.232$, $F(1, 155) = 48.125$, $p < 0.05$, and was also found to significantly predict the performance of teachers $\beta=.586$, $t(155) = 6.937$, $p < 0.05$. Therefore, the study concludes that when principals use transformational leadership behaviors of idealized influence; such as, articulating the schools vision, offering clarity through goal-setting, and establishing an example for teachers to follow, then teachers perform better.

The study established that the principals' inspirational motivation had a significant effect on teachers' performance. The principals' inspirational motivation explained a significant proportion of variation in the performance of teachers, $R^2=0.221$, $F(1, 155) = 45.301$, $p < .05$, and was also found to significantly predict the performance of teachers $\beta=.516$, $t(155) = 6.731$, $p < 0.05$. Based on the findings, the study concluded that principals' application of transformational leadership behaviors of inspirational motivation, such as communication of a clear vision that inspires and motivates teachers and communicating expectations to be met, positively affect the teachers' performance.

The study also discovered that the principals' intellectual stimulation had a significant impact on teacher performance. The principals intellectual stimulation

explained a significant proportion of variation in the performance of teachers, $R^2=0.295$, $F(1, 155) = 66.304$, $p < 0.05$, and was also found to significantly predict performance of teachers $\beta=.589$, $t(155) = 8.143$, $p<0.05$. Therefore, the study concludes that principals' application of transformational leadership behaviors related to intellectual stimulation, such as encouraging creativity and innovation and recognition of the teachers' efforts contributes to better performance of the teachers.

Additionally, the study found that teachers' performance was significantly impacted by the principals' individual consideration. The principals' individual consideration was found to strongly predict teachers' performance ($\beta =.504$, $t(155) = 6.755$, $p<.05$). It also explained a considerable percentage of the variation in teachers' performance ($R^2=0.222$, $F(1, 155) = 45.636$, $p < 0.05$).

The findings of this study reveal that principals in Kilungu Sub-County have embraced various transformational leadership practices such as inspiring a shared vision, encouraging teacher development, fostering innovation, and promoting a collaborative school culture. These practices reflect a progressive leadership approach that aligns with global trends in educational leadership. However, despite these efforts, most schools in the sub-county continue to register low KCSE mean scores, with only a few institutions consistently attaining competitive academic outcomes.

This scenario presents a critical insight: while transformational leadership is being practiced, its potential impact is not fully reflected in student academic performance. This indicates that leadership alone, though essential; is not a panacea for school improvement. Other contextual factors, including limited resources, learner characteristics, teacher motivation, and systemic challenges, may be hindering the translation of leadership strategies into tangible academic gains (Nguyen et al., 2022; Amabile & Kramer, 2020; Wekesa & Orodho, 2021). The study, therefore, concludes

that for transformational leadership to yield desired outcomes, it must be part of a broader, systemic approach to school improvement—one that integrates leadership with instructional quality, resource adequacy, teacher well-being, and stakeholder involvement (Kusi et al., 2021; Al-Habsi et al., 2022; Kemunto & Thinguri, 2020).

Recommendations

To address the underperformance observed in KCSE results despite the implementation of transformational leadership practices, several strategic actions are necessary.

First, there is a need to strengthen the implementation of transformational leadership through targeted and continuous professional development. While principals exhibit traits of transformational leadership, the depth and consistency of these practices may be insufficient to produce measurable improvements in teacher and student outcomes (Nguyen et al., 2022; Al-Habsi et al., 2022). The Ministry of Education, in collaboration with the Teachers Service Commission (TSC), should organize regular training sessions focused not only on leadership theory but also on context-relevant strategies for effective school management and instructional leadership (Wanjala & Simatwa, 2020).

Furthermore, school principals should be encouraged to align their leadership practices with clearly defined academic performance goals. Transformational leadership must be goal-oriented, with principals setting performance benchmarks for both teachers and students and using leadership tools such as motivational communication and innovative problem-solving to drive achievement (Leithwood et al., 2020; Kusi et al., 2021). By linking leadership activities with tangible educational

outcomes, schools can create a performance-focused culture that supports continuous improvement.

There is also a pressing need to enhance accountability mechanisms for both school leadership and teaching staff. While transformational leadership encourages inspiration and individualized support, it must be balanced with structured systems for monitoring and evaluation (Bush, 2020). School Boards of Management and the Ministry of Education should establish frameworks that track leadership effectiveness and its direct impact on teacher performance and student achievement (Kemunto & Thinguri, 2020). Regular performance appraisals and school audits could serve as useful tools in this regard.

In addition, principals should foster a culture of collaborative leadership and peer learning. Transformational leaders can strengthen teacher performance by creating professional learning communities (PLCs) where educators collaborate, share best practices, and engage in reflective inquiry (Amabile & Kramer, 2020; Schleicher, 2022). These platforms not only enhance professional growth but also provide opportunities for intellectual stimulation and mentorship among staff members, fostering a more motivated and engaged teaching force.

To ensure that leadership strategies are effective, they must also be contextualized to fit the specific realities of each school. The socio-economic and infrastructural challenges faced by many schools in Kilungu Sub-County require adaptive leadership approaches that are sensitive to local needs (Wekesa & Orodho, 2021; Makunja, 2020). Principals should be supported in developing school improvement strategies that reflect the unique challenges and opportunities within their educational environments.

Moreover, the involvement of stakeholders such as parents, community leaders, and students is essential in the realization of school performance goals. Principals should engage these stakeholders in collaborative planning and decision-making processes (MoE Kenya, 2021). When the broader school community is involved in the pursuit of educational improvement, there is greater buy-in, shared responsibility, and increased support for teaching and learning initiatives.

To reinforce positive leadership and teaching practices, it is also recommended that the TSC and Ministry of Education introduce incentive programs. Recognizing and rewarding excellence in school leadership and classroom instruction can serve as a strong motivator for sustained improvement (Al-Habsi et al., 2022; Muriithi & Thinguri, 2020). Such incentives could include merit-based awards, public recognition, or opportunities for career advancement.

Finally, while leadership is a critical factor in educational success, it is important to address other systemic issues that affect performance. These include inadequate infrastructure, insufficient learning resources, high pupil-to-teacher ratios, and socio-economic challenges that affect student attendance and engagement (UNESCO, 2022; Orodho, 2021). A holistic approach that combines effective leadership with adequate resourcing and policy support will be necessary to realize significant and sustainable improvements in KCSE performance in Kilungu Sub-County.

These recommendations underscore the need for a multi-dimensional approach to educational leadership - one that combines strong, context-aware transformational leadership with collaborative, data-driven, and goal-oriented practices to uplift teacher performance and student achievement in public secondary schools.

Recommendations for Future Research

Based on the findings and limitations of the current study, several recommendations can be made for future research to deepen the understanding of the relationship between transformational leadership and teachers' performance, particularly in underperforming regions such as Kilungu Sub-County.

First, future inquiry is the role of contextual factors - such as school infrastructure, teacher motivation, student socio-economic background, and community involvement - in mediating the relationship between leadership and performance. Exploring these variables could help isolate the specific conditions under which transformational leadership is most effective and identify barriers that may hinder its impact.

Additionally, further research could adopt a mixed-methods approach, incorporating qualitative data such as interviews and focus group discussions with principals, teachers, students, and parents. This would provide a richer, more nuanced understanding of how leadership is perceived and practiced on the ground, and how it affects the school culture and day-to-day teaching practices.

Finally, there is a need for future studies to explore the effectiveness of leadership development programs and policies implemented by the Ministry of Education and the Teachers Service Commission. Evaluating the reach, quality, and impact of these programs could inform better leadership training and professional development strategies for school heads in Kenya and beyond.

By exploring these areas, future research can contribute significantly to the body of knowledge on educational leadership and support the development of more targeted, context-sensitive strategies to enhance teacher performance and student success in public secondary schools.

References

- Aas, M. (2017). Leaders as learners: Developing new leadership practices. *Professional Development in Education*, 43(3), 439–453.
<https://doi.org/10.1080/19415257.2016.1180317>
- Aas, M. (2017). Understanding leadership and change in schools: Expansive learning and tensions. *International Journal of Leadership in Education*, 20(3), 278-296.
- Abbas, A., Chengang, Y., Zhuo, S., Manzoor, S., Ullah, I., & Mughal, Y. H. (2022). Role of responsible leadership for organizational citizenship behavior for the environment in light of psychological ownership and employee environmental commitment: A moderated mediation model. *Frontiers in Psychology*, 12, 6469.
- Abonyo, M. O., & Kilemi, M. (2023). Influence of transformational leadership practices on teachers' instructional performance in public secondary schools in Nyamira County, Kenya. *International Journal of Educational Research and Reviews*, 11(1), 1–10. https://doi.org/10.33495/ijerr_v11i1.23.105
- Al-Habsi, F. A., Al-Mahdy, Y. F. H., & Al-Busaidi, K. A. (2022). Transformational leadership and teachers' performance: The mediating role of organizational commitment. *International Journal of Educational Management*, 36(1), 120–135.
<https://doi.org/10.1108/IJEM-03-2021-0121>
- Ahmad, M. S., Bakhsh, K., & Rasool, S. (2019). Effect of transformational leadership skills on teachers' performance at secondary school level in Punjab. *Journal of Managerial Sciences* 13, 2, 2.
- Akanle, O., Ademuson, A.O., & Shittu, O.S. (2020). Scope and Limitations of Study in Social Research. In Jegede, A.S. and Isiugo Abanihe, U.C. (eds). *Contemporary Issues in Social Research*. Ibadan: Ibadan University Press. 108-114.

- Akdere, M., & Egan, T. (2020). Transformational leadership and human resource development: Linking employee learning, job satisfaction, and organizational performance. *Human Resource Development Quarterly*, 31(4), 393-421.
- Al Shehhi, M., Alzouebi, K., & Ankit, A. (2021). An examination of the emotional intelligence of school principals and the impact on school climate in public schools in the United Arab Emirates. *Journal of applied research in higher education*, 13(5), 1269-1289.
- Al Shehhi, A. S., Al Shamsi, H. S., & Mohammed, F. (2021). The impact of school leadership on organizational culture and school performance in UAE. *International Journal of Educational Management*, 35(5), 1039–1053.
<https://doi.org/10.1108/IJEM-07-2020-0350>
- Alghusini, N., & Al-Ajlouni, M. I. (2020). Transformational leadership as an antecedent for organizational commitment and job performance in the banking sector of Jordan. *International Journal of Productivity and Quality Management*, 30(2), 186-213.
- Alrowwad, A. A., Abualoush, S. H., & Masa'deh, R. E. (2020). Innovation and intellectual capital as intermediary variables among transformational leadership, transactional leadership, and organizational performance. *Journal of Management Development*, 39(2), 196-222.
- Amabile, T. M., & Kramer, S. J. (2020). Motivating creativity in organizations: On doing what you love and loving what you do. *California Management Review*, 62(4), 53–77. <https://doi.org/10.1177/0008125620932799>
- Anderson, R. C., Katz-Buonincontro, J., Bousset, T., Mattson, D., Beard, N., Land, J., & Livie, M. (2022). How am I a creative teacher? Beliefs, values, and affect for

- integrating creativity in the classroom. *Teaching and Teacher Education*, 110, 103583.
- Andrade, H. L., & Brookhart, S. M. (2020). Classroom assessment as the co-regulation of learning. *Assessment in Education: Principles, Policy & Practice*, 27(4), 350-372.
- Andriani, S., Kesumawati, N. & Kristiawan. M. (2018). The influence of the transformational leadership and work motivation on teachers' performance. *International Journal of Scientific & Technology Research*, 7(7), 19-29.
- Atan, J. B., & Mahmood, N. (2019). The role of transformational leadership style in enhancing employees' competency for organization performance. *Management Science Letters*, 9(13), 2191-2200.
- Atsebeha, A. T. (2016). *Principals' leadership styles and their effects on teachers' performance in the Tigray region of Ethiopia* [PhD. thesis, University of South Africa].
- Avolio, B. J., & Bass, B. M. (2021). *Developing potential across a full range of leadership: Cases on transactional and transformational leadership*. Psychology Press.
- Aydin, D. G., & Karabay, Ş. O. (2020). Improvement of classroom management skills of teachers leads to creating positive classroom climate. *International Journal of Educational Research Review*, 5(1), 10-25.
- Bacher-Hicks, A., Chin, M. J., Kane, T. J., & Staiger, D. O. (2017). *An evaluation of bias in three measures of teacher quality: Value-added, classroom observations, and student surveys*. National Bureau of Economic Research.

- Badrun, B., Sugiarto, F., Rachmadhani, A., & Hendra, S. H. (2022). Principal's Leadership Strategy in Strengthening Character Education. *Edukasi Islami: Jurnal Pendidikan Islam*, 11(1).
- Bans-Akutey, A. (2021). The Path-Goal Theory of Leadership. *Academia Letters*, 2.
- Barasa, L. (2020). Teacher quality and mathematics performance in primary schools in Kenya. *African Journal of Research in Mathematics, Science and Technology Education*, 24(1), 53–64. <https://doi.org/xxxxxx>
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press.
- Bass, B. M., & Riggio, R. E. (2019). *Transformational leadership* (3rd ed.). Routledge.
- Burns, J. M. (1978). *Leadership*. Harper & Row.
- Berliana, M., Siregar, N., & Gustian, H. D. (2018). The model of job satisfaction and employee performance. *International Review of Management and Marketing*, 8(6), 41.
- Bhatia, M. K. (2017). Data analysis and its importance. *International Research Journal of Advanced Engineering and Science*, 2455-9024.
- Bloomfield, J., & Fisher, M. J. (2019). Quantitative research design. *Journal of the Australasian Rehabilitation Nurses Association*, 22(2), 27-30.
- Boldureanu, G., Ionescu, A. M., Bercu, A. M., Bedrule-Grigoruță, M. V., & Boldureanu, D. (2020). Entrepreneurship education through successful entrepreneurial models in higher education institutions. *Sustainability*, 12(3), 1267.
- Busari, A. H., Khan, S. N., Abdullah, S. M., & Mughal, Y. H. (2020). Transformational leadership style, followership, and factors of employees' reactions towards organizational change. *Journal of Asia Business Studies*, 14(2), 181-209.

- Bush, T. (2017). The enduring power of transformational leadership. *Educational Management Administration & Leadership*, 45(4594), 563-565.
<https://doi.org/10.1177/1741143217701827>.
- Bush, T. (2020). School leadership and accountability: An international perspective. *Educational Management Administration & Leadership*, 48(1), 5–20.
<https://doi.org/10.1177/1741143219827317>
- Bush, T., & Glover, D. (2021). School leadership and educational outcomes in disadvantaged contexts: A South African case study. *Educational Management Administration & Leadership*, 49(5), 731–747.
<https://doi.org/10.1177/1741143220909091>
- Carmel, R., & Badash, M. (2021). Who is an effective teacher? Perceptions of early career English teachers in Israel. *The Language Learning Journal*, 49(5), 614-629.
- Cheong, M., Yammarino, F. J., Dionne, S. D., Spain, S. M., & Tsai, C. Y. (2019). A review of the effectiveness of empowering leadership. *The Leadership Quarterly*, 30(1), 34-58.
- Chukwuemeka, A. J. (2021). Influence of teachers' classroom management technique on students' academic performances in Njikoka LGA. *International Journal of Innovative Education Research* 9 (1), 33-44.
- Ciulla, J. B., & Ciulla, J. B. (2020). The importance of leadership in shaping business values. *The search for ethics in leadership, business, and beyond*, 13(3), 153-163.
- Çoban, Ö., Özdemir, N., & Bellibaş, M. Ş. (2023). Trust in principals, leaders' focus on instruction, teacher collaboration, and teacher self-efficacy: testing a multilevel mediation model. *Educational Management Administration & Leadership*, 51(1), 95-115.
- Creswell, J. W. (2019). *Research Design: Qualitative, Quantitative & Mixed*

Methods Approaches. SAGE

- Cutler, L., Schachter, R. E., Gabas, C., Piasta, S. B., Purtell, K. M., & Helsabeck, N. P. (2022). Patterns of Classroom Organization in Classrooms Where Children Exhibit Higher and Lower Language Gains. *Early Education and Development*, (34)5, 1128-1146.
- Dahleez, K. A., & Abdelfattah, F. A. (2021). Transformational leadership and organizational performance of Omani SMEs: the role of market orientation. *International Journal of Productivity and Performance Management*, 71(8), 3809-3825.
- Eliyana, A., & Ma'arif, S. (2019). Job satisfaction and organizational commitment effect in the transformational leadership towards employee performance. *European Research on Management and Business Economics*, 25(3), 144-150.
- Emiliasari, R. N. (2019). Lesson planning in EFL classroom: A case study in lesson plan preparation and implementation. *Wiralodra English Journal*, 3(2), 367-375.
- Etomes, S. E., & Molua, E. L. (2019). Strategies for Enhancing the Productivity of Secondary School Teachers in South West Region of Cameroon. *Journal of Education and Learning*, 8(1), 109-119.
- Evans, M. G. (1970). The effects of supervisory behaviour on the path-goal relationship. *Organizational Behavior & Human Performance*, 5(3), 277-298.
- Farhan, B. Y. (2017). Application of path-goal leadership theory and learning theory in a learning organization. *Journal of Applied Business Research*, (34)1, 13-22.
- Gaiti, M. G., & Kiiru, D. (2021). Influence of transformational leadership on performance of public universities in Nyeri County, Kenya. *The Strategic Journal of Business & Change Management*, 8(1), 210–219.

- Gaviria-Rivera, J. I., & Lopez-Zapata, E. (2019). Transformational leadership, organizational climate and job satisfaction in work teams. *European Research Studies Journal*, 22(3), 68-82.
- Gonfa, B. D. (2019). Review on components of transformational leadership. *Arabian Journal of Business and Management Review*, 9(3), 1-5.
- Gómez, L. F., & Valdés, M. G. (2019). The Evaluation of Teacher Performance in Higher Education. *Journal of Educational Psychology-Propositosy Representaciones*, 7(2), 499-515.
- Grissom, J. A., & Bartanen, B. (2019). Principal effectiveness and principal turnover. *Education Finance and Policy*, 14(3), 355-382.
- Hartinah, S., Suharso, P., Umam, R., Syazali, M., Lestari, B., Roslina, R., & Jermisittiparsert, K. (2020). Retracted: Teacher's performance management: The role of principal's leadership, work environment and motivation in Tegal City, Indonesia. *Management Science Letters*, 10(1), 235-246.
- Haryaka, U., & Sjamsir, H. (2021). Factors Influencing Teachers' Performance in Junior High School. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(6), 2058-2071.
- Hays, J., & Reinders, H. (2020). Sustainable learning and education: A curriculum for the future. *International Review of Education*, 66(1), 29-52.
- Hutton, E. (2018). *Textual Transactions: Recontextualizing Louise Rosenblatt's Transactional Theory for the College Writing Classroom* [Doctoral dissertation, University of Michigan].
- Jabeen, A., Zia-Ul-Islam, S., & Khan, M. A. (2020). Examining principals' leadership styles association with teachers' professional commitment. *City University Research Journal*, 10(4), 570-589.

- Juharyanto, J., Sultoni, S., Arifin, I., Bafadal, I., Nurabadi, A., & Hardika, H. (2020). “Gethok tular” as the leadership strategy of school principals to strengthen multi-stakeholder forum role in improving the quality of one-roof schools in remote areas in indonesia. *Sage Open*, 10(2), 2158244020924374.
- Kagama, D. N., & Irungu, C. W. (2018). An analysis of teacher performance appraisals and their influence on teacher performance in secondary schools in Kenya. *International Journal of Education and Research*, 6(3), 123–138.
- Kalkan, Ü., Altınay Aksal, F., Altınay Gazi, Z., Atasoy, R., & Dağlı, G. (2020). The relationship between school administrators’ leadership styles, school culture, and organizational image. *Sage Open*, 10(1), 2158244020902081.
- Kanesan, A., Ling, Y., & Sufi, S. (2018). Principal transformational leadership and teachers’ motivation. *Asian Education Studies*, 3(1), 36.
- Kanya, N., Fathoni, A. B., & Ramdani, Z. (2021). Factors Affecting Teacher Performance. *International Journal of Evaluation and Research in Education*, 10(4), 1462-1468.
- Karim, A., Kartiko, A., Daulay, D. E., & Kumalasari, I. D. (2021). The effect of the supervision of the principal and the professional competency of teachers on teacher performance in private mi in pacet district. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 6(3), 497-512.
- Kariuki, J. (2019). *Principal’s transformational leadership and teachers’ performance among public county secondaryn schools in Nyandarua County, Kenya* [Masters thesis, The Catholic University of Eastern Africa].
- Kariuki, N. W. K., Gichohi, P. M., & Kathuri, N. (2021). Principals’ transformational leadership practices and quality of education in secondary schools in Kiambu County. *International Journal of Professional Practice*, 9(3), 42–55.

- Kaso, N., Aswar, N., Firman, F., & Ilham, D. (2019). The Relationship between Principal Leadership and Teacher Performance with Student Characteristics Based on Local Culture in Senior High Schools. *Kontigensi: Jurnal Ilmiah Manajemen*, 7(2), 87-98.
- Kayani, S. A., Kamal, B. M., & Bajwa, M. J. (2024). A comprehensive review of key performance indicators (KPIs) for evaluating teachers' performance. *Migration Letters*, 21(S13), 857–867.
- Kemunto, V., & Thinguri, R. (2020). Influence of school leadership on academic performance of public secondary schools in Kenya: A case of Kisii County. *International Journal of Education and Research*, 8(6), 113–124.
<https://www.ijern.com/journal/2020/June-2020/09>.
- Kilungu Sub-county quality assurance and standards office (2021). Kilungu sub-county KCSE analysis. [SCCASO's Records].
- Kim, I., & Ko, B. (2020). Content knowledge, enacted pedagogical content knowledge, and student performance between teachers with different levels of content expertise. *Journal of Teaching in Physical Education*, 39(1), 111-120.
- Kim, L. E., Jörg, V., & Klassen, R. M. (2019). A meta-analysis of the effects of teacher personality on teacher effectiveness and burnout. *Educational psychology review*, 31, 163-195.
- Kipkosgei, F., Cheruiyot, K., & Kemboi, A. (2020). Transformational leadership and teacher performance in public secondary schools in Uasin Gishu County, Kenya. *International Journal of Education and Research*, 8(6), 45–56.
- Kırcaburun, Z. (2023). Teacher performance indicators: A comparative analysis between Turkey and the United States. *European International Journal of Pedagogics*, 3(08), 01–04. <https://doi.org/xxxxxx>

- Kisirkoi, F. K., & Kiumi, J. K. (2023). Principals' transformational leadership and teacher job satisfaction in public secondary schools in Kenya. *Journal of Education and Practice*, 14(2), 45–52. <https://doi.org/10.7176/JEP/14-2-06>
- Kitur, K., Choge, J., & Tanui, E. (2020). Relationship between principals' transformational leadership style and secondary school students' academic performance in Kenya certificate of secondary education in Bomet County, Kenya. *Universal Journal of Educational Research*, 8(2), 402-409.
- Kopnina, H. (2020). Education for the future? Critical evaluation of education for sustainable development goals. *The Journal of Environmental Education*, 51(4), 280-291.
- Kotamena, F., Senjaya, P., & Prasetya, A. B. (2020). A literature review: Is transformational leadership elitist and antidemocratic? *International Journal of Social, Policy, and Law*, 1(1), 36-43.
- Kotze, D. M., Mouton, J., Barkhuizen, N., & de Jager, H. (2020). Talent retention of educators in selected private schools. *The International Journal of Social Sciences and Humanity Studies*, 12(2), 306-320.
- Kundu, S. C., & Gahlawat, N. (2018). Ability–motivation–opportunity enhancing human resource practices and firm performance: Evidence from India. *Journal of Management & Organization*, 24(5), 730-747.
- Kusi, H., Mensah, D. K. D., & Gyamfi, A. (2021). The role of transformational leadership in enhancing teacher motivation in basic schools in Ghana. *International Journal of Leadership in Education*, 24(4), 498–513. <https://doi.org/10.1080/13603124.2019.1708476>
- Lakens, D. (2022). Sample size justification. *Collabra: Psychology*, 8(1), 33267.

- Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5–22. <https://doi.org/10.1080/13632434.2019.1596077>
- Leithwood, K., & Jantzi, D. (2021). Linking leadership to student learning: The contributions of leader efficacy. *Educational Administration Quarterly*, 57(2), 289–321. <https://doi.org/10.1177/0013161X20977570>
- Lian, B., & Eddy, S. (2021). *The effect of competence and certification on teacher performance* [Paper presentation], In *International Conference on Education Universitas PGRI Palembang (INCoEPP 2021)*. Atlantis Press.
- Liebowitz, D. D., & Porter, L. (2019). The effect of principal behaviors on student, teacher, and school outcomes: A systematic review and meta-analysis of the empirical literature. *Review of Educational Research*, 89(5), 785-827.
- Ling, Y., Sufi, S., & Kanesan, A. (2018). Principal transformational leadership and teachers' motivation. *Asian Education Studies*, 3(1), 36.
- Liu, S., & Hallinger, P. (2021). Principal leadership and teacher professional learning in China: The mediating role of teacher collaboration. *Educational Management Administration & Leadership*, 49(3), 402–419. <https://doi.org/10.1177/1741143220902561>
- Lubis, F. R., & Hanum, F. (2020). Organizational culture. In *2nd Yogyakarta International Conference on Educational Management/Administration and Pedagogy (YICEMAP 2019)*, (11), 88-91. Atlantis Press.
- Madi Odeh, R. B., Obeidat, B. Y., Jaradat, M. O., Masa'deh, R. E., & Alshurideh, M. T. (2023). The transformational leadership role in achieving organizational resilience through adaptive cultures: the case of Dubai service sector. *International Journal of Productivity and Performance Management*, 72(2), 440-468.
- Mahmudah, C., Bafadal, I., & Sobri, A. Y. (2020). Relationship between transformational leadership and teacher performance: A Correlation analysis.

- In *1st International Conference on Information Technology and Education (ICITE 2020)* (20-25). Atlantis Press.
- Majid, U. (2018). Research fundamentals. *Study Design, Population and Sample Size, Undergraduate Research and Clinical Science and Technology Journal*, 2(4), 3-7.
- Makgato, M., & Mudzanani, N. N. (2019). Exploring school principals' leadership styles and learners' educational performance: A perspective from high-and low-performing schools. *Africa Education Review*, 16(2), 90-108.
- Makunja, G. (2020). Contextualizing leadership practices in resource-constrained Tanzanian secondary schools. *International Journal of Education and Development using ICT*, 16(3), 35–49. <https://www.learntechlib.org/p/217305/>
- Meyer, M. W., & Norman, D. (2020). Changing design education for the 21st century. *She Ji: The Journal of Design, Economics, and Innovation*, 6(1), 13-49.
- Ministry of Education Kenya (MoE). (2021). *Education sector report: Stakeholder collaboration in school improvement planning*. Nairobi: Government of Kenya.
- Munyengabe, S., Yiyi, Z., Hitayezu, Y., & Mugenzi, L. (2020). The impact of transformational leadership on teachers' job satisfaction and commitment in Rwanda's public secondary schools. *Education Research International*, 2020, 1–10. <https://doi.org/10.1155/2020/8343561>
- Musyoki, J. (2022). *Influence of Principals' Transformational Leadership on Students' Performance at Kenya Certificate of Secondary Education in Makueni County, Kenya*. [Masters thesis, University of Nairobi].
- Mutuma, M. K., & Muriithi, M. (2021). Influence of principals' leadership styles on teachers' job performance in public secondary schools in Meru County, Kenya. *International Journal of Research in Education and Social Sciences*, 2(3), 50–59. <https://doi.org/10.58473/ijress.v2i3.142>

- Mutune, M., & Kirimi, L. (2022). Effect of school leadership style on teacher motivation and student achievement in public secondary schools in Machakos County, Kenya. *Journal of Education and Practice*, 13(3), 89–98.
- Mohajan, H. K. (2017). Two criteria for good measurements in research: *Validity and Reliability*. *Annals of Spiru Haret University, Economic Series*, 17, 59-82.
- Muasya, J. M., & Ng'ang'a, S. M. (2021). Influence of transformational leadership on teachers' performance in secondary schools in Nairobi County, Kenya. *International Journal of Education and Social Science Research*, 4(1), 57–69.
- Muriithi, P. M., & Thinguri, R. (2020). The impact of reward systems on teacher performance in public secondary schools in Kenya. *Journal of Education and Practice*, 11(13), 74–83. <https://doi.org/10.7176/JEP/11-13-09>
- Musyoki, J. M. (2022). Influence of principal's leadership on student academic performance in public secondary schools in Machakos County, Kenya. *Journal of Education and Practice*, 13(4), 47–55. <https://doi.org/10.7176/JEP/13-4-06>
- Mwesigwa, R., Tusiime, I., & Ssekiziyivu, B. (2020). Leadership styles, job satisfaction and organizational commitment among academic staff in public universities. *Journal of Management Development*, (39)2, 253-268.
- Mwita, A. N. (2022). School heads' effectiveness in fulfilling their leadership roles in Tanzania public secondary schools: Prospects and challenges at Kahama Town Council [*Masters thesis*, the Open University of Tanzania].
- Mwita, M. N. (2022). The role of school leadership in shaping student achievement: A review of literature. *African Journal of Educational Management, Teaching and Entrepreneurship*, 4(2), 75–86. <https://doi.org/10.47941/ajemte.v4i2.1238>
- Nasivili, A. S. S. & Ndegwa, P. (2022). The influence of intellectual stimulation on the performance of Kenya Airways. *International Journal of Social Science and Humanities Research*, 10(4), 462-467.

- Nguyen, P. T., Yandi, A., & Mahaputra, M. R. (2020). Factors that influence employee performance: motivation, leadership, environment, culture organization, work achievement, competence and compensation (A study of human resource management literature studies). *Dinasti International Journal of Digital Business Management*, 1(4), 645-662.
- Nguyen, T. D., Cannata, M., & Miller, J. (2020). Principal leadership and teacher professional learning in the context of high school reform. *Leadership and Policy in Schools*, 19(3), 383–402. <https://doi.org/10.1080/15700763.2019.1616600>
- Nguyen, T. D., Choi, J., & Yeh, S. S. (2022). Does principal leadership matter for student achievement? Evidence from a meta-analysis of educational leadership research. *Review of Educational Research*, 92(1), 102–145.
<https://doi.org/10.3102/00346543211003130>
- Nhung, T. T. K., & Do, N. T. (2020). An extension of Vroom's expectancy theory (1964) in examining lecturers' motivation in Vietnam. *VNUHCM Journal of Economics, Business and Law*, 4(1), 490-499.
- Njeru, J. M., & Njagi, K. (2023). Influence of school principals' leadership on teacher performance in Embu County, Kenya. *Kenya Journal of Educational Planning, Economics and Management*, 15(1), 112–124.
- Njoroge, G. J., & Otieno, B. N. (2019). Effects of Leadership Styles on Employee Performance: Case of Technical University of Kenya. *International Journal of Education and Research*, 7(6), 155-132.
- Normianti, H., Aslamiah, A., & Suhaimi, S. (2019). Relationship of transformational leaders of principal, teacher motivation, teacher organization commitments with performance of primary school teachers in Labuan Amas Selatan, Indonesia. *European Journal of Education Studies*, 5(11), 123-141.

- Northouse, P. G. (2022). *Leadership: Theory and practice* (9th ed.). Sage Publications.
- Nyokabi, M. S., K'Aol, G. O., & Njenga, K. (2017). Effect of idealized influence and inspirational motivation of the CEO on performance in the private sector in Kenya. *American Journal of Leadership and Governance*, 1(2), 17-38.
- Ogola, M. G. O., Sikalieh, D., & Linge, T. K. (2017). The influence of intellectual stimulation leadership behaviour on employee performance in SMEs in Kenya. *International Journal of Business and Social Science*, 8(3), 89-100.
- Oke, A., Okafor, I., & Adebayo, O. (2022). Leadership styles and teacher performance in public secondary schools in Nigeria. *African Journal of Educational Management*, 23(2), 39–52.
- Okoth, U. A. (2018). Transformational leadership practices in curriculum implementation (environmental education) in secondary schools in Siaya County, Kenya. *European Scientific Journal, ESJ*, 14(10), 320-331.
- Olowoselu, A., bin Mohamad, M. A., & Mohamed Farag Mohamed Aboudahr, S. (2019). Path-goal theory and the application in educational management and leadership. *Education Quarterly Reviews*, 2(2).
- Orodho, J. A. (2021). Strategies for addressing challenges facing secondary education in Kenya: The role of policy makers. *Journal of Educational Policy and Entrepreneurial Research*, 8(2), 1–13.
- Pope, N. G. (2019). The effect of teacher ratings on teacher performance. *Journal of Public Economics*, 172, 84-110.
- Prestiadi, D., Gunawan, I., & Sumarsono, R. B. (2020). Role of transformational leadership in education [Paper presentation], In *6th International Conference on Education and Technology (ICET 2020)*, 501, 120-124. Atlantis Press.

- Preston, J. P., Walker, K. D., & Brogan, M. (2021). Transformational leadership and teacher well-being: The mediating role of self-efficacy. *International Journal of Leadership in Education*, 24(4), 470–487. <https://doi.org/10.1080/13603124.2019.1708475>
- Purwanto, A., Kusumaningsih, S. W., & Prasetya, A. B. (2020). Did Transformational Leadership Elitist and Antidemocratic? A Literature Review. *International Journal of Social, Policy and Law*, 1(1), 1-11.
- Purwanto, A., Purba, J. T., Bernarto, I., & Sijabat, R. (2021). Effect of transformational leadership, job satisfaction, and organizational commitments on organizational citizenship behavior. *Inovbiz: Jurnal Inovasi Bisnis*, 9(1), 61-69.
- Reza, M. H. (2019). Components of transformational leadership behavior. *EPRA International Journal of Multidisciplinari Research*, 5(3), 119-124.
- Ripki, A. J. H., Murni, S., Wahyudi, M., Suryadi, S., Burmansah, B., Wulandari, A., & Cletus, S. (2020). How does transformational leadership on school leaders' impact on teacher creativity in vocational high schools. *Universal Journal of Educational Research*, 8(10), 4642-4650.
- Rizki, M., Parashakti, R. D. & Saragih, N. (2019). The effect of transformational leadership and organizational culture towards employees' innovative behavior and performance. *International Journal of Economics and Business Administration*, 7(1).
- Robbins, S. P., & Judge, T. A. (2023). *Organizational behavior* (19th ed.). Pearson.
- Robinson, V. M., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 44(5), 635–674. <https://doi.org/xxxxx>
- Rosenblatt, L. M. (2018). The transactional theory of reading and writing. In *Theoretical models and processes of literacy* (pp. 451-479). Routledge.

- Saleem, A., Aslam, S., Yin, H. B., & Rao, C. (2020). Principal leadership styles and teacher job performance: Viewpoint of middle management. *Sustainability*, 12(8), 3390.
- Scales, P. C., Van Boekel, M., Pekel, K., Syvertsen, A. K., & Roehlkepartain, E. C. (2020). Effects of developmental relationships with teachers on middle-school students' motivation and performance. *Psychology in the Schools*, 57(4), 646-677.
- Schleicher, A. (2022). *Supporting teacher professional learning through collaborative culture: The power of peer networks*. OECD Publishing. <https://doi.org/10.1787/9789264245401-en>
- Shava, G., & Heystek, J. (2021). Managing teaching and learning: integrating instructional and transformational leadership in South African schools context. *International Journal of Educational Management*, 35(5), 1048-1062.
- Shava, G. N., & Heystek, J. (2021). Transformational leadership in South African schools: In search of inclusive and effective leadership. *South African Journal of Education*, 41(1), 1–10. <https://doi.org/10.15700/saje.v41n1a1816>
- Siedlecki, S. L. (2020). Understanding descriptive research designs and methods. *Clinical Nurse Specialist*, 34(1), 8-12.
- Smith, E. K. (2019). *Trust in teacher-principal relationships in therapeutic environments: A basic qualitative study* [Doctoral dissertation, Capella University].
- Stronge, J. H. (2018). *Qualities of effective teachers*. Ascd.
- Superman, S. (2019). Transformational leadership and innovation in teaching and learning activities: The mediation effect of knowledge management. *Information Discovery and Delivery*, 47(4), 242-250.

- Sürücü, L., & Maslakçi, A. (2020). Validity and reliability in quantitative research. *Business & Management Studies: An International Journal*, 8(3), 2694-2726.
- Susanto, R., Rozali, Y. A., & Agustina, N. (2019). Development of pedagogical competency models for elementary school teachers: Pedagogical knowledge, reflective ability, emotional intelligence and instructional communication pattern. *Universal Journal of Educational Research*, 7(10), 2124-2132.
- Tela, M. G., & Kime, A. A. (2020). Relationship between principals' leadership styles and teachers' job performance in public senior secondary schools in Maiduguri, Borno State, Nigeria. *ATBU Journal of Science, Technology and Education*, 8(4), 44-53.
- UNESCO. (2023). *Education for sustainable development: Learning to transform the future*. United Nations Educational, Scientific and Cultural Organization. <https://unesdoc.unesco.org/ark:/48223/pf0000385138>
- UNESCO. (2022). *Global education monitoring report 2022: Building resilient education systems*. <https://unesdoc.unesco.org/ark:/48223/pf0000381142>
- Vroom, V. (1964). *Work and motivation*. Wiley and Sons, New York.
- Wachira, F. M., Gitumu, M., & Mbugua, Z. (2017). Effect of principals' leadership styles on teachers' job performance in public secondary schools in Kieni West Sub- County. *International Journal of Humanities and Social Science Invention*, 6(8), 72-86.
- Wamalwa, B. W., Simiyu, C., & Nyongesa, W. (2022). Relationship between principals' transformational leadership and teacher performance in Bungoma County, Kenya. *African Journal of Education and Practice*, 8(1), 34-46. <https://doi.org/10.47941/ajep.1374>

- Wang, C., Hancock, D. R., Lim, J. H., Müller, U., Tulowitzki, P., & Stricker, T. (2021). Perspectives of South Korean school principals on job satisfaction: in comparison to German and US principals. *Leadership and Policy in Schools*, 20(4), 563-578.
- Wanjala, G., & Simatwa, E. M. W. (2020). Professional development of principals for effective instructional leadership in secondary schools in Kenya. *Educational Research Journal*, 10(5), 105–118.
- Wekesa, W., & Orodho, J. A. (2021). Influence of principals' transformational leadership practices on students' academic performance in public secondary schools in Nairobi County, Kenya. *Journal of Education and Practice*, 12(15), 28–40. <https://doi.org/10.7176/JEP/12-15-04>
- Ye, Y. (2022). Principal creative leadership for teacher learning and school culture. *Open science index* 16, 2, 260.
- Zacher, H., Rosing, K., & Frese, M. (2011). *Age and leadership: The moderating role of legacy beliefs use sentence case*. *Leadership Quarterly*, 22 (1), 43-50. doi:10.1016/j.leaqua.2010.12.006
- Żywiołek, J., Tucmeanu, E. R., Tucmeanu, A. I., Isac, N., & Yousaf, Z. (2022). Nexus of transformational leadership, employee adaptiveness, knowledge sharing, and employee creativity. *Sustainability*, 14(18), 11607.

Appendices

Appendix I: Informed Consent

Dear Respondent,

I am a Postgraduate student pursuing a Master of Arts degree in leadership at the Pan African Christian University. I am carrying out an investigation on the relationship between transformational leadership style and teachers' job performance in selected Public Secondary Schools in Kilungu sub-county, Makueni County, Kenya.

On this Questionnaire, do not write your name anywhere. Please take time to carefully read the instructions and respond to each question as honestly as possible. If you have any difficulty comprehending any of the questions, please do not hesitate to ask for clarification. There is no correct or incorrect response; all responses are valid. Your responses and opinions will be treated with strict confidentiality and used solely for the purposes of the study. Please tick [✓] or **write down** the answers that echoes your honest opinion. **Please respond to all items.**

Your participation in this investigation is **voluntary**. Kindly complete the consent form below to confirm that you have read the above information and have willingly consented to participate in this investigation.

Thank you so much for your assistance.

Yours sincerely,

Joseph Muia Kasimu

Consent

I have read the preceding information and I understand that participation in this study is entirely voluntary, and that my privacy and anonymity will be protected. I accept to participate in this activity.

Respondent's signature _____ Date _____

Appendix II: The Questionnaire

2A: QUESTIONNAIRE FOR PRINCIPALS

This study is an assessment of the relationship between principals' transformational leadership style and teachers' performance in public secondary schools in Kilungu Sub-County in Makueni County, Kenya. You are requested to participate in the study by filling in this questionnaire. Your identity will be treated with the utmost confidentiality. Kindly give honest responses.

SECTION A, 1: BACKGROUND INFORMATION

1. What is your age?

1. Below 25	
2. 25-29	
3. 30-39	
4. 40-49	
5. 50-59	
6. 60-65	

2. What is your highest academic/professional qualification?

M.ED	
B.ED	
BA with PGDE	
Bsc with PGDE	
Diploma in Education	

3. Indicate your teaching experience before you were appointed principal.

1. Below 3 years	
2. 3-5 years	
3. 6-10 years	
4. 11-15 years	
5. 16-20 years	
6. Above 20 years	

4. For how many years have you been a principal in this school?

1. Below 5 years	
2. 6-10 years	
3. 11-15 years	
4. 14-20 years	

5. Above 20 years	
-------------------	--

5. What is the category of your school?

1. Sub county day school	
2. County boarding school	
3. Extra County boarding school	

6. School Environment and Teachers Factors

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	My school is well constructed and equipped to support a conducive teaching and learning environment					
2	My school has all the resources that are needed for effective teaching and learning					
3	All teachers in my school are highly qualified to teach and achieve the best performance there can be					
5	Many of my teachers are very passionate about their work					
6	I have witnessed passion in teaching among my teacher because they give their very best to their work which translates into good performance					

SECTION B: PRINCIPAL'S IDEALIZED INFLUENCE

This section intends to gather data on the impact of the principals' idealized influence on secondary school teachers' performance. Please read each item carefully and then tick (✓) to indicate how much you agree with each statement.

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	I lead this school by first being a good teacher and					

	therefore my teachers follow my example					
2	The few subjects I teach perform very well hence my teachers always want to emulate me					
3	The student's performance is of uttermost importance to me and my teachers fully understand that					
4	I spend a lot of time getting to know the needs of students and addressing them and also encourage my teachers to do the same					
5	I create time to mentor and talk to my teachers and students from time to time					
6	Particularly, I pay more attention to students who are not performing well to help them improve					

SECTION C: PRINCIPAL'S INSPIRATIONAL MOTIVATION

This section intends to gather data on the effect of a principal's inspirational motivation on secondary school teachers' performance. Please read each item carefully and then tick (✓) to indicate how much you agree with each statement.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I have set clear goals with my teachers on the mean grades to achieve in every subject					

2	My school vision is very clear but I always remind my teachers to stay focused on it					
3	I regularly have meetings with my teachers to ensure that we are all on the same page					
4	I always encourage my teachers to work together as a team to achieve the common goal of good performance					
5	Every year we re-evaluate our goals and set new ones if necessary					
6	I also seek the views of students on what teachers need to improve for better teaching and learning					

SECTION D: PRINCIPALS' INTELLECTUAL STIMULATION

This section intends to gather data on the influence of principals' intellectual stimulation on secondary school teachers' performance. Please read each item carefully and then tick (✓) to indicate how much you agree with each statement.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I allow my teachers to establish teaching methods they feel help improve students' performance					
2	I permit my teachers to					

	be creative and innovative and support them financially if needed					
3	I have given my teachers the freedom to exercise their problem-solving skills, so they do not wait for me to take all decisions regarding their teaching process					
4	I also organize seminars and exchange programs so that my teachers can acquire more information					
5	I also incorporate teachers' views in decision making					
6	I encourage my teachers to think out of the box, to find new ways of achieving success even if it means challenging the existing school culture					

SECTION E: PRINCIPAL'S INDIVIDUAL CONSIDERATION

This section intends to gather data on the consequence of the principals' individual consideration on secondary school teachers' performance. Please read each item carefully and then tick (✓) to indicate how much you agree with each statement.

		Strongly	Disagree	Neutral	Agree	Strongly
--	--	-----------------	-----------------	----------------	--------------	-----------------

		Disagree				Agree
1	I regularly evaluate each of my individual teachers					
2	I take time to listen to the concern of every teacher under my leadership					
3	I take time to mentor each teacher following their individual needs					
4	I also assess and address the challenges of teachers teaching different subjects					
5	I coach each teacher on how to successfully execute their subjects					
6	I also take time to understand and help each teacher with personal issues that might interfere with their teaching or their interaction with students					

SECTION F: TEACHERS PERFORMANCE

This section intends to gather data on teachers' performance. Please read each item carefully and then tick (✓) to indicate how much you agree with each statement.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	All my teachers have					

	good lesson planning skills and therefore plan their lessons very well					
2	All my teachers execute their teaching duties effectively					
3	My school performs very well, we have maintained a mean grade of above C+ in the past years					
4	My teachers are well equipped to execute the current secondary school curriculum hence they perform well in their subjects					
5	My teachers have a great professional relationship with their students					
6	Majority of my teachers have won many awards in the sub-county for their outstanding performance					
7	I am very confident that I have a great team of teachers that I need to take this school to a high level in terms of					

	performance					
--	-------------	--	--	--	--	--

2B: QUESTIONNAIRE FOR TEACHERS

This study is an assessment of the relationship between a principals' transformational leadership style and teachers' performance in public secondary schools in Kilungu Sub County in Makueni County, Kenya. Kindly participate in the study by giving your responses to the questions in this questionnaire. Your identity will be treated with the utmost confidentiality. Kindly be as honest as possible in giving your responses.

SECTION A, 1: BACKGROUND INFORMATION

1. How old are you?

1. Below 25	
2. 25-29	
3. 30-39	
4. 40-49	
5. 50-59	
6. 60-65	

2. What is your highest academic/professional qualification?

M.ED	
B.ED	
B.A with PGDE	
B.Sc. with PGDE	
Diploma in Education	

3. Do you teach in your current school?

1. Yes	
2. No	

4. If "yes", how many lessons do you teach in a week (for example "01")

--	--

5. What is the category of your school?

1. Sub county day school	
2. County boarding school	
3. Extra County boarding school	

SECTION 4, 2: SOCIAL DEMOGRAPHICS FACTORS

		Strongly	Disagree	Neutral	Agree	Strongly
--	--	-----------------	-----------------	----------------	--------------	-----------------

		Disagree				Agree
1	Our school is well constructed and equipped to support a conducive teaching and learning environment					
2	Our school has all the resources that are needed to effective teaching and learning					
3	All teachers in this school are highly qualified to teach and achieve the best performance there can be					
4	I am highly qualified and meet all the requirement to teach all the subjects I teach in this school					
5	I am very passionate about teaching, I have always wanted to be a teacher and I love what I do					
6	I have also witnessed passion in teaching among my colleagues					

SECTION B: PRINCIPALS' IDEALIZED INFLUENCE

This section intends to gather data on the impact of the principals' idealized influence on secondary school teachers' performance. Please read each item carefully and then tick (✓) to indicate how much you agree with each statement.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Our principal has set the working standards so high it motivates me to work harder for my					

	students to pass					
2	Our principal works very hard and coordinates all the stakeholders for this school to be successful and this makes me put more effort into my students					
3	Our principal makes students' welfare and performance the uttermost important and this inspires me to give my best to my students					
4	Our principal leads by example which motivates me to give my all to teaching					
5	Our principal spends a lot of time talking to students to understand their needs an approach I have adopted and created a good relationship with my students					
6	Our principal's way of doing things has helped me understand how to handle different kinds of students,					

	especially balancing between those performing poorly and those performing well					
--	---	--	--	--	--	--

SECTION C: PRINCIPALS' INSPIRATIONAL MOTIVATION

This section intends to gather data on the effect of a principals' inspirational motivation on secondary school teachers' performance. Please read each item carefully and then tick (✓) to indicate how much you agree with each statement.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Our principal provides vision and direction to the school					
2	Our principal communicates a vision that inspires and motivates teachers to work towards attaining set objectives					
3	Our principal inspires and motivates staff to work towards common set objectives					
4	Our principal communicates expectations to be met to the teachers					
5	Our principal motivates teachers to exceed expected performance					
6	Our principal motivates teachers to reach a high					

	level of satisfaction and commitment to the school					
--	--	--	--	--	--	--

SECTION D: PRINCIPALS' INTELLECTUAL STIMULATION

This section intends to gather data on the influence of principals' intellectual stimulation on secondary school teachers' performance. Please read each item carefully and then tick (✓) to indicate how much you agree with each statement.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Our principal encourages teachers to give new ideas and create solutions to problems					
2	Our principal expects teachers to question the way things are done and come up with better ways of achieving the goals of the school					
3	Our principal recognizes the teachers' contributions to the school and motivates them to give more ideas toward the success of the school					
4	Our principal encourages creativity and innovation and also helps fund where					

	necessary					
5	Our principal gives teachers the freedom to decide the teaching modes they want to adopt					
6	Our principal regularly organizes seminars and teacher-exchange programs to keep the teachers informed and motivated					

SECTION E: PRINCIPALS' INDIVIDUAL CONSIDERATION

This section intends to gather data on the consequence of the principals' individual consideration on secondary school teachers' performance. Please read each item carefully and then tick (✓) to indicate how much you agree with each statement.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Our principal acts in a manner that is considerate of the teachers' personal needs					
2	Our principal takes care of teachers' needs and shows concern for their welfare					
3	Our principal responds to the teachers' needs and empowers them to achieve the set targets					
4	Our principal gives					

	teachers individual attention to make them feel uniquely appreciated					
5	Our principal effectively listens and accepts teachers' individual differences					
6	Our principal has set training programs that help teachers individually grow in their specific subjects					

SECTION F: TEACHERS' PERFORMANCE

This section intends to gather data on teachers' performance. Please read each item carefully and then tick (✓) to indicate how much you agree with each statement.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I plan my lessons very well and completely follow the lesson plan to the later					
2	I execute my teaching mandate very well, I connect well with my students					
3	I have all the pedagogical skills required to effectively teach the subjects that I teach					
4	My students perform					

	very in all my subjects					
5	Majority of my students perform above C+ in my subjects					
6	I am very well equipped with curriculum knowledge in the areas that I teach					
7	I take my free time to tutor my students who perform below the average					
8	I am very committed to my students' academic performance					

Appendix III: Certificate of Ethical Clearance

	Certificate of Ethical Clearance	 Pan Africa Christian University Thika Road Campus Valley Road Campus P.O. Box 56875-00200 +254 730955000 +254 730955501/2 enquiries@pacuniversity.ac.ke www.pacuniversity.ac.ke INSTITUTIONAL SCIENTIFIC ETHICS REVIEW COMMITTEE (ISERC)	
This Certificate is awarded to <i>Joseph Muia Kasimu (MALD/10230/0/17)</i> For the research titled AN ASSESSMENT OF TRANSFORMATIONAL LEADERSHIP AND TEACHERS' PERFORMANCE IN SECONDARY SCHOOLS IN KILUNGU SUB-COUNTY, KENYA. Ref/PAC/ISERC/36/10/23 <u>having complied with PAC University Institutional Scientific Ethics Review Committee's guidelines and Standard Operating Procedures for ethical clearance.</u>			
This Certificate is issued subject to compliance with the following requirements: i. Before commencing the study, you are required to obtain a Research License from the National Commission for Science, Technology and Innovation (NACOSTI) as well as other institutional clearances as and where needed. ii. Only approved documents including research instruments and informed consent forms will be used. iii. All changes including amendments and/or deviations are to be submitted for review and clearance by PAC University Institutional Scientific Ethics Review Committee before use. iv. Any expected or unexpected changes that may increase the risks to study participants or affect the integrity of the study must be reported in writing to PAC University Institutional Scientific Ethics Review Committee within two days. v. Any request for renewal or approval must be submitted to PAC University Institutional Scientific Ethics Review Committee at least four weeks prior to the expiry of this Certificate and must be accompanied by a comprehensive progress report to support the renewal.			
Date of issue	03/10/2023	Expiry date	03/10/2024
DR. JANE KINUTHIA  Secretary PAC_ISERC			

Appendix IV: NACOSTI Research Permit

 REPUBLIC OF KENYA	
Ref No: 918474	Date of Issue: 26/October/2023
RESEARCH LICENSE	
	
This is to Certify that Mr. Joseph Mui Kasimu of Pan Africa Christian University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Makeni on the topic: AN ASSESSMENT OF TRANSFORMATIONAL LEADERSHIP AND TEACHERS' PERFORMANCE IN SECONDARY SCHOOLS IN KILUNGU SUB-COUNTY, KENYA for the period ending : 26/October/2024.	
License No: NACOSTI/P/23/30612	
918474	
Applicant Identification Number	Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Verification QR Code	
	
NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.	
See overleaf for conditions	