

**TEACHER TRANSFORMATIONAL LEADERSHIP PRACTICES AND THEIR
IMPLICATIONS ON STUDENTS' ACADEMIC PERFORMANCE IN
SELECTED COUNTY SECONDARY SCHOOLS IN KIRINYAGA.**

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DECLARATION

This dissertation is my original work and has not been presented for a degree or any other award at any other university.

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DEDICATION

I dedicate this work to my husband, Jack, and children, Bob, Mark, Concetta, and Robin. I also dedicate this research dissertation to my mother, Wanjiru Muriuki, who inspired me. I have only come this far because of their support. I have liked every step we have taken t

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ABSTRACT

This study sought to determine the implications of teacher transformational leadership practices on students' academic performance in selected secondary schools in Kirinyaga County. The specific objectives were to determine the effect of teachers' idealized influence practices, individualized consideration practices, inspirational motivation practices, and intellectual stimulation practices on students' academic performance in selected County secondary schools in Kirinyaga County. This study was underpinned by transformational leadership theory, instructional leadership theory, and Walberg's Theory of education. The study adopted a pragmatic research philosophy and a convergent mixed-methods design. The population was 10,388 individuals from 22 county secondary schools in Kirinyaga County. The study adopted a stratified sampling method where 377 respondents were selected. Qualitative data was collected using semi-structured interviews and focus group discussions, while quantitative data was collected using survey questionnaires. Nvivo Version 14 was used to analyze the qualitative data, while descriptive statistics and simple linear regressions were employed to analyze quantitative data using SPSS version 28. Descriptive findings demonstrated that many teachers agreed that transformational leadership practices are essential in fostering the school's academic performance. Idealized practices, individualized consideration, teachers' inspirational motivation, and intellectual stimulation had positive and statistically significant implications on students' academic performance. The descriptive and inferential results were supported by qualitative findings that teacher transformational leadership exhibited by teachers fosters students' academic performance. The study concludes that transformational leadership is essential in enhancing the teaching and learning experience in secondary schools. The practical implication of the study is that transformational leadership practices through teachers' idealized influence practices, individualized consideration practices, inspirational motivation practices, and intellectual stimulation practices are essential in the management of secondary schools and, hence, students' academic performance. Transformational leadership practices among teachers should be cultivated through mentorship programs organized in schools in conjunction with the Ministry of Education, Kenya Association of Education Administration and Management, leadership experts, and teachers' associations. In addition, teachers should be encouraged to engage in in-service training to enhance their leadership skills.

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ABBREVIATIONS AND ACRONYMS

DFID	Department for International Development
GPA	Grade Point Average
IEP	Individualized Education Plan
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
LPI	Leadership Practices Inventory
SDGs	Sustainable Development Goals
NGOs	Non-governmental organizations
SPSS	Statistical Package for the Social Sciences
TSC	Teachers Service Commission
USA	United States of America
VIF	Variance inflation factor
ANOVA	Analysis of variance
EFA	Education for All
IEP	Individualized Education Program
KEMI	Kenya Education Management Institute
KESI	Kenya Education Staff Institute
KNEC	Kenya National Examination Council
MOEST	Ministry of Education, Science and Technology
NACOSTI	National Commission for Science, Technology, and Innovation
NGO	Non-governmental organization
SPSS	Statistical Package for the Social Sciences
WASCE	West Africa Secondary School Certificate Education
FGD	Focus Group Discussion

DEFINITION OF TERMS

- Academic performance:** The ability to excel academically, which determines a learner's success and career progress as indicated by high grades in KCSE, high transition rates, reduced examination malpractice, and exhibition of knowledge, attitudes and values (Mukua, 2015).
- Idealized influence practice:** Leaders' ability to exhibit truthfulness, an ethical commitment to followers, and selflessness as outwardly manifested through goal emphasis, role-modelling, integrity, and ethical standards (Mirsultan & Marimuthu, 2021).
- Individualized consideration:** The acknowledgment of the personal needs and differences of each group member or follower. This is indicated by fair treatment, responsiveness, sensitivity, and support (Mahmuda et al., 2020).
- Inspirational motivation:** The way leaders help their followers go beyond their potential. This is demonstrated by encouragement, challenge, optimism, and empowerment (Andriani et al., 2018).
- Intellectual stimulation:** Represents how transformational leaders encourage their followers to solve problems as reflected in creativity, critical thinking, challenging assumptions, and continuous learning (Wu, 2020).

Leadership:	The process of enabling others to face challenges and achieve results under complex, changing conditions (Afaq et al., 2017).
County Schools:	County Schools form the third category of schools in Kenya. The first and second categories are National and Extra County schools. County schools admit students online. The school may be single-sex type or mixed (Ministry of Education, 2016).
Secondary education:	The education received after completing primary education, typically beginning from form one to four and ending with the attainment of a secondary education certificate (Elqadri et al., 2015).
Transformational leadership:	A leadership style focused on effecting revolutionary change in the individual, the situation, and the organization as practiced through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Alzoraiki et al., 2018).
Teacher transformational leadership:	This is a teacher's application of transformational leadership tenets toward realizing positive change in students and their learning environment (Ratna et al., 2022).
FGD	Focus Group Discussion

CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY

Introduction

This study examined how teachers in selected County secondary schools in Kirinyaga County practice transformational leadership and its implications on Students' Academic Performance in the selected schools. The study used a convergent mixed-methods research design that included surveys and interviews with teachers and students to gather information on the link between teacher transformation leadership practices and students' academic performance. According to the research, transformational leadership practices positively influenced students' academic performance in the selected secondary schools. This chapter presents the background of the study, the problem statement, purpose, objectives, research questions, hypotheses, assumptions, rationale, and the study's significance, scope, and limitations. A chapter summary follows the conclusion. This chapter offers a thorough overview of the study's essential components, serving as a road map for the reader to comprehend the study.

Background to the Study

Education plays a vital role in changing society. Education is a powerful tool that is useful in an individual's critical thinking and decision-making, thus leading to a more equitable and just society. Education empowers individuals to become change agents, advocating for social justice and equality. According to Blunkett et al. (2015), education enables positive change in an individual and society, resulting in economic growth and the development of a country. One of Kenya's primary goals is to improve educational effectiveness, efficiency, and student academic performance (Blunkett et al., 2015). According to Moriano et al. (2014), effective

leadership is crucial to the success of any organization. Similarly, Muriuki et al. (2022) argue that transformational leadership can improve teaching staff professionalism and quality, leading to better student academic performance. Moges (2019), on the other hand, emphasizes that educating a nation is regarded as the primary goal of developing countries worldwide. Education is a valuable tool for improving people's living standards by empowering learners to access productive ventures and improve their livelihood. Similarly, Kim (2021) advances the argument by pointing out that education imparts skills, knowledge, ideas, attitudes, values, and aspirations vital for the holistic development of an individual. According to previous researchers, scholars have a growing consensus that education is critical to transformation in both developing and developed countries. Students' academic performance is anchored in the quality of the teaching and learning process and the type of leaders who steer the transformation (Muriuki et al., 2022).

As Tang et al. (2023) assert, leadership embraces the values of teamwork, where an individual leader impacts team members and colleagues to commit to achieving everyday tasks, goals, and objectives. Leadership is effective when an individual can persuade team members to complete a shared task within the allocated time and with the desired results because the team members are willing to complete the task (Asbari, 2020; Manuh et al., 2023). The current study examined teacher transformational leadership practices and their implications on students' academic performance in selected secondary schools in Kirinyaga County. The study was acceptable because leadership in educational institutions plays a crucial role in ensuring the realization of the defined goals and objectives of schooling (Asbari, 2020; Gilmore et al., 2013). Furthermore, the study is crucial as it will provide insights into the specific transformational leadership practices that effectively

improve academic performance among secondary school students. This knowledge can inform policies and practices to enhance the quality of education in Kirinyaga County and beyond.

The 21st century is characterized by organizations with rapidly changing cultures and environments that call for transformational leadership implementation geared towards change, growth, productivity, and achievement of desired individual and organizational goals (Tatlah et al., 2014). Transformational leadership involves inspiring and motivating employees to work towards a common goal, encouraging innovation and creativity, and promoting a positive organizational culture that adapts to change. Researchers view transformational leadership as an apt strategy for the success of organizations (Elqadri et al., 2015). A change-oriented leadership style is required in the 21st century (Abdullah et al., 2020; 2022; Budur, Elqadri et al., 2015; Karakose et al., 2020). Transformational leadership is about achieving short-term goals and inspiring and motivating employees to work toward a shared vision (Asbari, 2020; Elqadri et al., 2015). This type of leadership can create a culture of innovation and creativity, essential for organizations to thrive in today's competitive market.

The teacher's transformational leadership style is critical to students' academic performance, an approach that involves encouraging and motivating students to achieve their objectives through engagements that boost their academic performances. Transformative teacher engagement practices can foster a positive learning environment in the classroom, thereby promoting imagination and analytical thinking. Researchers assert that a teacher's transformational leadership style is characterized by their capacity to move students beyond self-interest, thus enhancing their academic performance (Ayiro, 2014; Kamola, 2016; Smith, 2011).

Additionally, incorporating interactive teaching methods such as group discussions, project-based learning, and real-life examples can foster a positive learning environment that encourages creativity and critical thinking among students. These strategies help students better understand the subjects and improve their academic performance. Transformational leadership also ignites a strong sense of personal commitment, self-assurance, and assertiveness; leadership of this nature can help students achieve their academic goals. It can be inferred from scholars (Deng et al., 2023) that the emphasis on leadership in education must be highly valued, especially regarding its role in students' academic success. The researchers' propositions suggest that students exposed to effective leadership in their academic environment tend to be more motivated, engaged, and confident in their abilities to achieve their goals. This can lead to better academic performance and a greater sense of accomplishment.

Transformational Leadership (TL) inspires and empowers followers to realize their full potential, frequently by establishing high standards and offering assistance and direction. The effectiveness of an organization, employee satisfaction, and productivity have all been shown to benefit from a transformational leadership style. Transformational leadership brings all stakeholders together systematically to advance a shared vision that transforms, inspires, and elevates followers' deeds and moral aspirations (Simola et al., 2012). Asbari, Bass, and Burns (2021) coined "Transformational Leadership" in 1978. Asbari (2021) emphasized that Transformational Leadership involves engaging with others to create a connection that increases motivation and morality in both the leader and the follower. Simola et al. (2012) expanded the argument by stating that Transformational leadership stresses the importance of shared vision and

collaboration in achieving transformational change, which made the current study very necessary.

Karakose (2022), focusing on political leadership, claimed that transformational leaders try to change institutions and followers by instilling reform values and inculcating the idea of transformation among managers, including organizational leaders (Abdullah et al., 2020). According to Harrison (2011), Transformational Leadership brings about change in people, groups, and organizations; it includes the influencing quality that allows followers to go above and beyond expectations. In other words, transformational leadership is about inspiring and motivating individuals to achieve their full potential and work towards a common goal. It involves creating a vision for the future and empowering others to take ownership, a vital tool in teaching and learning in an educational setting.

Transformational leadership is also associated with initiating meaningful change in both the leaders' and the followers' purposes and resources (Leithwood, 2020). This leadership style is often characterized by a leader who inspires and motivates followers to achieve a common goal. Transformational leaders can create a positive work environment and foster innovation and creativity within their team. Tarker (2019) states that transformational leadership revolves around the ability of the leader to influence subordinates' behaviour, beliefs, values, and attitudes by helping them realize the organization's mission, purpose, and goal. A transformational leader inspires and stimulates subordinates to accomplish tasks and realize extraordinary outcomes (Kao et al., 2019). Leaders are focused on noticing the needs and concerns of individual followers and influencing the awareness of followers of issues by giving them a new perspective, thus encouraging them to work much harder towards a common goal (Odumeru & Ogbonna, 2013). In concurrence

with the structures and strategies in the transformational leadership style, the current study assumes that teacher transformational leadership practices may be critical in inculcating student transformation in academic performance in county secondary schools in Kenya. Therefore, the study aimed to investigate the relationship between teacher transformational leadership practices and student academic performance in selected county secondary schools in Kirinyaga County, Kenya, to provide insights for educational policymakers and school administrators on improving student performance.

The findings of this study may also contribute to the existing literature on transformational leadership and its impact on student outcomes. Transformational leaders use expertise, vision, and knowledge to instil changes in others, resulting in a profoundly ingrained buy-in long after the leader's departure (Gelard et al., 2014). Transformational leaders are viewed as symbols of high-value leadership in the twenty-first century because they can give followers the chance to grow, change, and transform their abilities (Kitur et al., 2020; Leithwood & Jantzi, 2006; Odumeru & Ogbonna, 2013). According to Gabbar et al. (2014), transformational leaders develop their followers until they outperform the established standards and goals and equip them for future leadership positions. In addition, transformational leaders also inspire their followers to work towards a common goal and create a positive organizational culture that fosters innovation and creativity (Asbari, 2020; Yukl, 2013). This leadership style is effective in various settings, including business, education, and healthcare.

Transformational leaders use expertise, vision, and knowledge to impart changes to others to the extent that it becomes a deeply embedded buy-in long after the leader's departure (Gelard et al., 2014). In the 21st century, transformational

leaders are perceived as symbols of high-value leadership because they offer followers the chance to develop, change, and transform their abilities (Kitur et al., 2020; Odumeru & Ogbonna, 2013). Gabbar et al. (2014) assert that transformational leaders nurture and foster growth in their followers until they outperform the defined standards and goals and prepare them for future leadership roles.

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Gabbar et al. (2014) assert that transformational leaders nurture and foster growth in their followers until they outperform the defined standards and goals and prepare them for future leadership roles. Transformational leadership is highly effective, encouraging innovation and creativity while motivating followers to work toward a common objective. Transformational leaders impact long-lasting changes in their followers by drawing on their experience, vision, and knowledge. Transformational leaders are highly regarded in the twenty-first century for allowing followers to grow, change, and transform their abilities, preparing them for future leadership roles.

The leadership style adopted in any organization determines followers' change level and commitment to a set goal. Transformational leadership inspires followers to go beyond their self-interests and work towards a common goal, while autocratic leadership may lead to resistance and lack of motivation. In Pakistan's education sector, transactional and transformational leadership are linked to

favourable follower influence (Kalsoom et al., 2018). Chirchir et al. (2014) found that transformational leadership positively impacted student engagement by fostering a sense of shared purpose and motivation among teachers and students. These findings suggest that transformational leadership can significantly impact organizational performance and student outcomes in educational settings, which the current study investigated and affirmed.

A teacher with transformational leadership has the capacity and temperament to collaborate on a shared vision for students' success. Smith (2011) and Kamola (2016) advanced the transformational leadership teacher attribute to include dialogue as a crucial element for a supportive learning environment to maximize students' academic potential. According to Hwang (2021), the Transformational Leadership approach could strengthen moral principles and equip teachers to make wise decisions when dealing with students in a learning and teaching process. Kamola (2016) opined that organizational learning processes and the organization's vision are essential to academic performance in transformational leadership. Kamola (2016) emphasized that the school administrators' capacity to lead teachers in the desired future direction is determined by organizational learning processes and vision. Therefore, school leaders must prioritize these factors to improve academic performance and implement transformational leadership practices successfully. Creating a culture of continuous learning and growth within the organization can also contribute to the success of the transformational leadership style.

Teachers' ability to practice individualized consideration is vital in an education setting, for it empowers teachers to engage and use collaborative pedagogies in the learning process, which could enhance students' academic performance. The current study investigated teachers' individualized consideration

and its implications on students' academic performance in selected County secondary schools in Kirinyaga County. The sub-variable and crucial aspect of transformational leadership is teachers' ability to use individualized consideration, which may increase motivation and engagement in the learning and teaching process, thus raising students' academic performance. Individualized consideration practices empower teachers to identify and address the specific needs of each student. Additionally, collaborative pedagogies encourage group projects and active learning, which can help students better understand complex ideas and perform better academically.

Contextually, Kenya has undergone several significant educational policy reforms since it became an independent nation to ensure high levels of academic performance, quality instructional leadership, and general quality education in schools. The Ominde Report of 1964–1965, as one of the reform policies, implicated development in education (Wanjohi, 2011). The report emphasized that academic performance was closely linked to economic development (Olkishoo, 2019). As a result, the government of the newly independent nation invested heavily in education, focusing on improving teacher training and increasing access to education for all citizens. This investment has led to significant improvements in academic performance and the overall quality of education in schools nationwide.

Another such policy is the Gachathi Report of 1976, which proposed a different education for change that required competent transformative leaders who emphasized cost-sharing in financing education to achieve the desired academic rigour in Kenyan schools (Muricho, 2023). The Gachathi Report also recommended incorporating vocational and technical training into the curriculum to cater to the needs of students who needed to be academically inclined. This policy was aimed at

promoting self-employment and reducing unemployment rates in Kenya. Nevertheless, another policy was the Mackay Report of 1981. It provided ample motivation to change the curriculum to an 8-4-4 education system to make it relevant to people's needs, while examinations remained the critical measure of academic performance (Muricho, 2023). Further, Adhiambo et al. (2012) proposed the Competency-based Curriculum (2-6-6-3) as part of the recommendation to reform education to skill and competency from the academic-oriented system.

The Competency-Based Curriculum (CBC) aims to produce holistic individuals with the skills, knowledge, competencies, and values required in a competitive world (Amutabi, 2019). The education policies' component of the independent Kenya education system includes motivation, leading change, prioritizing individuals' well-being and needs, holistic growth of learners, and inculcating competencies and values. The implementation of these policies requires a holistic approach to strategic leadership. The current study argues that the transformational leadership style may offer a lasting solution to education challenges in Kenya and beyond.

Kenya's Vision 2030 policy was derived from the Sustainable Development Goals (SDGs). SDGs are globally recognized poverty-reducing standards (Republic of Kenya, 2017). The vision aims to transform Kenya into an industrialized middle-income country using science and technology to boost the economy (Chiroma, 2015). This vision may only be realized by transformational leaders prioritizing people's well-being and emphasizing eradicating poverty. These reports highlighted the need for a cost-sharing approach to financing education involving parents and the private sector in contributing to the education funding to improve its quality and relevance. However, this approach has faced challenges due

to the high levels of poverty in Kenya and the limited capacity of the private sector to invest in education. Furthermore, the study contends that while the policies mentioned above are meant to guide the educational system, they need to be more active in teacher leadership in the education sector and its implications on academic performance. Similarly, one might ask how a policy that places a high value on academic achievement can remain silent about its critical leadership. Since the policy hardly conceptualizes teachers as transformative leaders who would drive academic performance, which is powerfully articulated in the policies, this reflects them as agents of disempowerment in the educational system. Without an intentional transformational educator, academic excellence will remain a dream. Therefore, developing critical leadership among teachers is crucial to empower them to drive academic performance and achieve the dream of academic excellence. This can be done by providing them with the necessary training and resources to become educators who can positively change the educational system.

In the context of secondary education in Kenya, research reveals links between academic performance and the quality of school leadership used by stakeholders. Kitavi (2019) argues that the leadership approach in schools influences learners' ability to acquire a culture of academic integrity. Furthermore, school leaders prioritizing academic integrity and providing a conducive learning environment tend to have better academic outcomes among their students. This highlights the importance of involving stakeholders such as teachers, parents, and students in developing a shared vision of academic integrity and leadership. By doing so, schools can create a culture of integrity that all members of the school community reinforce. Therefore, stakeholders in secondary education in Kenya must prioritize quality school leadership to improve academic performance and foster a

culture of academic integrity. Interestingly, transformational leadership has been found to encourage open communication with followers, consequently enhancing student learning in the classroom (Mwamba et al., 2020). This leadership approach can be relevant to Kenya's secondary educational plea for quality performance, especially in the Kirinyaga case. Further studies conducted by Owusu-Agyeman observed that transformational leaders strive to improve academic performance by fostering genuine collaboration between all stakeholders within the learning institutions (Owusu-Agyeman, 2019). Owusu's inferences speak to Gill's argument on transformational leadership's propensity to promote autonomy for all, thus empowering followers to become creative and innovative to solve problems confidently and with minimal supervision (Mwamba et al., 2020). Owusu and Gill (2019) are insightful in this research by investigating teachers' transformational leadership practices and their implications for student's academic performance in county schools in Kirinyaga. Their findings suggest that transformational leadership practices positively affect students' academic performance, highlighting the importance of developing transformational leadership skills among teachers to improve educational outcomes.

School leaders must identify their unique challenges and opportunities and develop effective strategies to enhance academic performance and support students in achieving success in their studies. Additionally, regular monitoring and evaluation of these strategies can help school leaders make the necessary adjustments to improve educational outcomes. School leaders play a significant role in implementing and improving academic performance and educational changes. Mohammed (2019) suggested that leadership at school and administration are among the most significant factors implicating student academic performance in the

KCSE examinations. Therefore, it is crucial for school leaders to continuously assess and analyze the school's academic performance data to identify areas that need improvement and implement evidence-based strategies to enhance educational outcomes. Creating a positive school culture that fosters collaboration, teacher professional development, and student engagement may also improve academic performance. As such, a virtuous management and leadership style is pivotal for Kenyan schools to achieve their goals and objectives. Nyaboga (2021) concurs with Mohammed's (2019) proposition that school leadership is closely linked to schools' academic performance and is relatively equivalent to the quality of the leaders who steer the process. Therefore, Kenyan schools must invest in developing effective management and leadership skills among their staff to ensure academic success. This can be achieved through training programs, mentorship, and the recruitment of competent leaders.

Leadership is significant for school efficiency, which is evaluated by the extent of students' discipline and academic performance (Gikonyo & Ndiritu, 2021). Teachers with highly rated-leadership skills can promote good academic performance (Onderi et al., 2014). The government requires school heads and classroom teachers to ensure improved students' academic performance equivalent to state standards (Bardach & Klassen, 2021). Student academic performance is integral to personal and national development (Maina, 2013), and yet, the teachers need to be made aware of this link and the leadership role. As a result of the intense public pressure on teachers and school administrators to continue to improve academic performance, schools have created a variety of performance-improvement initiatives (Kitur et al., 2020), yet academic performance in schools remains blurred. The current study sought to answer the following question: What are the

implications of teacher transformational leadership practices on students' academic performance? The study aimed to explore the potential impact of teacher transformational leadership practices on academic performance, which is particularly relevant given the increasing pressure on schools to improve their students' academic outcomes. The findings could provide valuable insights into how schools can develop effective strategies for enhancing student achievement.

Statement of the Problem

The study aimed to explore teacher transformational leadership practices and their implications on students' academic performance in selected secondary schools in Kirinyaga County. Critically, students' academic performance at the secondary school level in Kenya is particularly worrying, with many failing to achieve the grades needed to continue higher education (Luketero & Kangangi, 2019). According to the Kenya National Examination Council report (KNEC) (2022), the percentage of students who attained a C plus mean grade and above in the Kenya Certificate of Secondary Education averaged less than 15% in the last five years of the national examination in the country. This represents a failure rate of 85 per cent and is a matter of concern to education policymakers. This indicates that students' academic failure rate in selected secondary schools academic performance is high and a matter of concern. Despite policymakers and education stakeholders initiating several policy interventions to improve poor academic performance, significant improvement is yet to be realized. The government has increasingly invested in funding secondary education, but more needs to be achieved. With all the large amounts of money invested in education, the academic performance of secondary school students still needs to improve in selected secondary schools in Kirinyaga County. Students' academic performance is essential for their career path progress.

Since leadership directly connects with students' academic performance, there is a need to improve leadership in schools to advance students' academic performance in Kirinyaga County and beyond.

Teacher Transformational Leadership has significant implications for students' academic performance. Research shows that transformational leadership as a theory and practice in schools can increase students' academic performance. Several empirical studies establish how transformational leadership exhibited by school principals is a crucial predictor of students' academic performance. An example of such a study is the qualitative study conducted by Buschlen (2022) to investigate the influence of individualized consideration on student's personal development and academic performance. The study focused on a single case study of a teacher who used a transformational leadership style whose impact not only influenced the author's academic performance in an elementary public school in Arizona, United States. The study found that the teacher's individualized consideration practices enabled the officer to perform exemplarily in generating high student academic performance in the school.

The study above is relevant to advancing knowledge on the relationship between teacher transformational leadership practices and students' academic performance. The qualitative study conducted by Buschlen (2022) offers a richly personal account of how teacher-individualized consideration may contribute to the current study on the implication of TL on students' academic performance in selected secondary schools in Kirinyaga County. However, the study was narrowly conceptualized and presented methodological, contextual, and conceptual gaps. This opens up a new methodological lens to triangulate the current study to obtain detailed information about the phenomenon.

In addition, Effendi (2022) investigated the principal transformational leadership strategy in implementing character education at senior high schools in Indonesia by adopting a qualitative method. The study found that shaping student character is an anticipatory step to minimize moral distortions among high school students and the effectiveness of the principal's transformational leadership role in optimizing the implementation of character education programs in schools. This study by Effendi (2022) also used a qualitative design similar to Buschlen's (2022) research. This compound necessitates a different methodological lens to navigate the current research, which considered a convergent mixed-method design to provide in-depth and magnitude of the implications of TL on Academic performance in Selected County secondary schools in Kirinyaga to triangulate data to address methodological, geographical, and contextual gaps.

Further, Moshood et al. (2020) examined principals' transformational leadership practices in relation to the perceived effectiveness of public secondary schools in Nigeria. The study used a quantitative research design to establish school effectiveness and utilized students' academic performance. The research was necessitated by the mass failure of students' academic performance in national examinations across 20 local governments. A total of 372 secondary school teachers participated using a multi-stage sampling technique. The study established a positive link between individualized consideration and students' academic performance. This study provides a nexus with the current study in the research of similar concepts on TL and Academic performance, albeit a single design providing methodological limitation, quantitative and in a different context. However, this connection was implicit in the findings rather than demonstrated through statistical analysis. Comparatively, Moshood et al.'s (2020) sense of study principle limits how students'

academic performance can be determined. In the current study, the context of the principals is considered in addition to teachers who are instructional leaders, who spend more time in school with students and have a probable and more significant leadership influence on the students' direct academic performance. As a result, Moshood et al.'s (2020) inclusion of principals only limits the premise of judging students' academic performance since they have limited contact hours with students, which may not be as impactful as subject teachers. Therefore, there is a need for further inquiry into the teacher's individualized consideration practices and their implications on the student's academic performance in county secondary schools in Kenya.

In another study, Mutua (2014) investigated the effects of school culture on students' academic performance in the Kenya Certificate of Secondary Education (KCSE) examination in the Matungulu District, Machakos County. The study revealed that students' academic performance was high in schools with clearly defined visions, a clear emphasis on missions and targets, motivation for teachers and learners, and a disciplined culture. Mutua's (2014) study lends insights into factors contributing to academic success in educational institutions. The results suggest that a positive school culture, characterized by strong leadership, clear goals, and motivation, significantly shapes students' academic achievement. By highlighting the importance of a disciplined and motivated environment, Mutua's study underscores the need for educational institutions to prioritize these aspects to support student success. Overall, this research contributes valuable information to the ongoing discussion on how school culture can impact academic outcomes and guides educators and policymakers looking to improve student performance.

Furthermore, Nderitu (2021) investigated the connection between principals' transformational leadership characteristics and students' KCSE academic performance. Nderitu highlighted the need for further research on teacher transformational leadership practices in secondary schools and their impact on student's academic performance. The study targeted One hundred and fourteen (114) county secondary schools in Nyandarua County. A stratified sampling was used to select 60 samples. The study proposed that there may be a gap in understanding the role of transformational leadership in secondary education compared to the primary and elementary levels, which opened contextual and methodological gaps for the current study. The current study argues that a convergent mixed-method design provides an in-depth exploration and statistical explanation of the implication of teacher transformational leadership practices on students' academic performance in selected secondary schools in Kirinyaga County and beyond. The study was guided by the study objective below.

Research Objectives

To ensure that the study's objectives align with the pragmatic philosophy and the convergent mixed-method design, the objectives comprise qualitative and quantitative aspects. This guided the study's findings regarding the implications of teacher transformational leadership on academic performance in selected county secondary schools in Kirinyaga. The qualitative objectives focused on exploring teachers' perceptions of transformational leadership practices and their impact on students' Academic performance, while the quantitative objectives aimed to measure the correlation between teacher leadership behaviours and students' Academic performance. By incorporating both types of objectives, this study provided a comprehensive understanding of the relationship between transformational

leadership and academic performance in county secondary schools in Kirinyaga.

The following objectives guided the study:

General Objective:

Employing a convergent mixed-method approach to investigate the impact of teacher transformational leadership practices on students' academic performance in selected county secondary schools in Kirinyaga County.

Specific qualitative objectives:

1. To explore the perspectives of teachers and students on the implications of teacher transformational leadership on Academic performance in selected County secondary schools in Kirinyaga.

Specific quantitative objectives

2. To determine the relationship between teachers' idealized influence practices and students' academic performance in selected County secondary schools in Kirinyaga County.
3. To examine the relationship between teachers' individualized consideration practices and students' academic performance in selected County secondary schools in Kirinyaga County.
4. To establish the relationship between teachers' inspirational motivation practices and students' academic performance in selected County secondary schools in Kirinyaga County.
5. To assess the relationship between teacher intellectual stimulation practices and students' academic performance in selected County secondary schools in Kirinyaga County.

Research Question

The research question below represents the qualitative research, and the hypotheses represent the quantitative part of the study. This way, the study aligns with the convergent mixed-method design, emphasizing the exploration, explanation and comparison of qualitative and quantitative data to represent the

implications of teacher transformational leadership on Academic performance in selected County secondary schools in Kirinyaga. This aligns with the pragmatic philosophy that this study sought to provide a holistic approach. The study seeks to provide a comprehensive understanding of the implications of teacher transformational leadership practices on students' academic performance.

Qualitative Research Question:

1. How do teacher transformational leadership practices influence students' academic performance in selected county secondary schools in Kirinyaga County, as perceived by teachers, students, and school administrators?"

Hypotheses:

H₀₁: Teacher-idealized influence practices have no significant relationship with students' academic performance in selected county secondary schools in Kirinyaga County.

H₀₂: Teacher-individualized consideration practices have no significant relationship with students' academic performance in selected county secondary schools in Kirinyaga County.

H₀₃: Teacher inspirational motivation practices have no significant relationship with students' academic performance in selected county secondary schools in Kirinyaga County.

H₀₄: Teacher intellectual stimulation practices have no significant relationship with students' academic performance in selected county secondary schools in Kirinyaga County.

Assumptions of the Study

The current study assumed that teachers' capacity for transformational leadership would significantly impact their students' academic performance. This

presumption is founded on the idea that transformational leadership techniques positively influence students' motivation, engagement, and academic success. It was assumed that the relationship between transformational leadership practices and academic performance would be negligible compared to other variables affecting academic performance, such as school culture, leadership, discipline, background, and student character. The study sought to concentrate specifically on the impact of transformational leadership practices, although these factors can affect students' academic success. Since the study aims to separate the impact of transformational leadership practices from other factors, the assumption does not imply that these other factors are unimportant. The study recognizes that other factors may also contribute to student's academic success. However, it aims to isolate the implications of transformational leadership practices to gain a deeper understanding of their impact. This approach can provide valuable insights for educators and leaders looking to improve student outcomes.

Another assumption made in the study was that the selected participants would give honest feedback during data collection. This assumption was based on the expectation that respondents would provide accurate and truthful information about their experiences with transformational leadership practices and academic performance. However, respondents may have provided socially desirable responses or may not have been truthful. Therefore, the researcher sought to minimize this potential bias by ensuring the anonymity and confidentiality of the participants.

Furthermore, the current study assumed that the participants would be enthusiastic to participate and offer correct and consistent information. This assumption was based on the expectation that the participants would appreciate the significance of the study and be willing to contribute to the body of knowledge in the field of

education. However, the assumption could be challenged by factors such as participant fatigue, lack of interest, or resistance to the study's objectives.

The researcher also assumed that selected secondary schools in Kirinyaga County would all be accessible and respondents would be available. This assumption was necessary to ensure that the sample was representative of the population and that the study's findings were valid. However, some schools may have been inaccessible due to logistical or administrative challenges, or some respondents may have been unavailable due to personal or professional reasons. The researcher sought to mitigate this potential bias by ensuring that the sample selection process was transparent and objective.

Justification of the Study

Leadership has been instrumental in shaping the performance of every corporate body. This is the case with the education sector; one of the critical aspects of leadership, which many scholars agree with, is transformational leadership, which improves performance across the board. Several scholars agree that transformational leadership is a pillar of success in the academic routine. Mohammed et al. (2019) and Thornton et al. (2020) opined that transformational leadership in school and administration are among the most significant factors influencing student academic performance. Transformational leadership can mainly be exhibited by teachers who spend more time with students in an interactive teaching and learning process, on which students' academic performance is mainly dependent and still needs to be exploited more (Gelard et al., 2014).

Similarly, students' academic performance is essential for a student's career path progress. Students' academic performance determines whether they will join a university or tertiary college. Leadership has a direct link with leadership in schools in Kirinyaga and beyond. Transformational leadership as a theory and practice can increase students' academic performance. Hence, leadership in schools needs to be improved. Previous studies have focused on leadership aspects of head teachers and the relationship with students' academic performance, excluding other key stakeholders such as teachers and students (Clifton, 2019; Gyansah, 2020; Kitur et al., 2020). Therefore, despite their significant importance, little attention has been given to exploring teacher transformational leadership practices and their implications on students' academic performance. However, academic performance is a complex concept. According to Omwenga and Nyamwaya (2021), academic performance indicators include good test results and demonstrating skills, attitudes, and knowledge, driven by transformational leadership. Cases of poor performance attributed to high school dropouts are associated with inadequate transformational leadership manifested across the schools. Furthermore, teachers have a more significant influence on students' academic performance because they are the ones who command the most significant share of interaction with students during the teaching and learning process. Teachers also play a crucial role in knowledge transfer, skill development, and attitude change, and classroom teachers play a significant role (Hung, 2020). This necessitated this study to explore teacher transformational leadership practices and their implications on students' academic performance in selected secondary schools in Kirinyaga County. The study aimed to address geographical, contextual, methodological, and analytical gaps. A

convergent mixed method was adopted for triangulation to understand and assess the phenomenon.

Significance of the Study

The study on teacher transformational leadership practices has implications on students' academic performance in selected secondary schools in Kirinyaga County and has multiple implications for various educational stakeholders. It could provide insights for teachers and policymakers on the importance of adopting transformational leadership practices in the teaching and learning process. School administrators may utilize the findings of this study to improve quality teaching in Kenyan secondary schools and beyond, ultimately leading to better student academic performance. The teacher's ability to identify learners' strengths and improve their weaknesses by setting up an elaborate strategy, as depicted in transformational leadership practices, may enable teachers to improve their awareness and leadership practice. The findings of this study are also crucial to policymakers in the educational sector. This may allow policymakers to restructure training programs for teachers and students to be tailored to practices of teacher transformational leadership. It also informs that the paradigm shift in models used by educators should be tailored to the four aspects of transformational leadership identified by the study. Moreover, this study could guide the creation of regulations and processes to encourage teachers to take on leadership roles that can potentially improve student outcomes. The findings of this study may be crucial in adding more literature. The suggestions can help upcoming researchers find areas that still require investigation. Besides, the results can be helpful to educational researchers in identifying gaps that need to be improved in future investigations.

Delimitation of the Study

The study assumed that all selected participants would give honest feedback during data collection. This assumption was based on the expectation that respondents would provide accurate and truthful information about their experiences with transformational leadership practices and academic performance. The challenge was mitigated, entrenching the anonymity and confidentiality of the participants.

The researcher assumed that county secondary schools would all be accessible and respondents would be available. This assumption was necessary to ensure that the sample was representative of the population and that the study's findings were valid. The researcher sought to mitigate this potential challenge by ensuring that the sample selection process was transparent and objective.

Generally, assumptions are integral in any research study and guide the researcher's perspective and methodology. The assumptions made in this study seek to provide clarity and focus on the specific variables under investigation. However, it is essential to acknowledge the limitations and potential biases associated with these assumptions and to address them through appropriate measures.

Scope of Study

The study's contextual scope was limited to selected county secondary schools in Kirinyaga, so the research did not include primary, private, or higher education institutions. The decision to focus only on selected secondary schools was due to deteriorating students' academic performance in national examinations in Kirinyaga County (Kibogo, 2016). The study explored teacher transformational

leadership practices and their implications on students' academic performance in selected secondary schools in Kirinyaga County.

The student's academic performance indicators were limited to the following: students' mean score in KCSE, reduction of examination malpractices, and student transition rate since students' academic performance is complex, as evident in the problem statement. These indicators were chosen based on their importance in evaluating students' academic performance. However, other aspects of students' academic performance, such as non-cognitive skills and social and emotional development, were not included in the study's scope. These aspects are equally important in determining a student's overall academic success and should be considered in future research studies. Non-cognitive skills, such as grit and perseverance, are crucial in a student's overcoming challenges and succeeding academically. Additionally, social and emotional development can impact a student's motivation, behaviour, and overall well-being, affecting their academic performance. Therefore, future research endeavours should consider a more holistic approach to evaluating students' academic performance.

The study focused on four dimensions of teachers' transformational leadership practices: idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation. The four dimensions were chosen based on their significance in influencing students' academic performance. The study examined four critical components of teachers' transformational leadership practices that significantly influence students' academic performance. These components are idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation (Asbari et al., 2020). Idealized influence refers to a teacher's

ability to act as a role model for students, while individualized consideration involves recognizing and addressing the unique needs of individual students. Inspirational motivation relates to a teacher's ability to inspire and motivate students to achieve their academic goals, and individualized consideration is the ability of a teacher to coach and mentor individual students. Intellectual stimulation involves challenging students to think critically and creatively (Asbari et al., 2020). These indicators are essential for fostering a positive and effective learning environment where students can thrive and reach their full potential. By embodying these qualities, teachers can facilitate academic success and help students develop essential skills such as problem-solving and creativity. Ultimately, the study's emphasis on transformational leadership highlights educators' crucial role in shaping tomorrow's future leaders.

Moreover, the study was conducted in day and boarding schools, single-sex and mixed schools, and rural and urban county secondary schools in Kirinyaga. This diversity was aimed at ensuring the study's generalizability. Furthermore, the study's respondents were limited to teachers and students in selected secondary schools in Kirinyaga County. The views of parents and other stakeholders were not taken into consideration. Moreover, the study only focused on transformational leadership and learning theories, excluding other theories that could impact students' academic performance.

Lastly, it is essential to acknowledge that the study's findings may only be representative of some Kenyan secondary schools. The teachers' and students' views on transformational leadership in selected secondary schools in Kirinyaga may differ from those in other countries, which could affect the generalizability of the study's

findings. Overall, the study findings could have implications for improving teacher leadership practices and enhancing students' academic performance.

Limitations of the Study

The limitations exist as potential study weaknesses beyond the researcher's control (Ghasabeh et al., 2015). The study had certain limitations. For instance, the study of teachers' transformational leadership practices directly touches on an individual's capability of work output, and the different attitudes and perceptions of the affected participants could potentially expose the research to response bias. To mitigate these limitations, future studies could consider using multiple data sources and triangulation methods that enhance the validity of the findings. Researchers could also use a larger sample size and include participants from different geographical locations to increase the generalizability of the results.

The study found respondents who needed more knowledge concerning the area of investigation. To this end, the researchers ensured that the respondents were fully informed about the purpose and objectives of the research, and their participation was entirely voluntary. Another area for improvement was teachers' busy schedules in various schools, to the extent that some of the teacher respondents found it inconvenient to engage in interviews, respond to questionnaires, or provide the required data. To ensure that the limitation did not influence the study adversely, the researcher created prior rapport with the prospective respondents and explained the potential value of the study in enhancing students' academic performance. The researcher also made timely appointments with the school heads and teachers to avoid inconvenience and disappointment. The researcher also created convenience by developing options for distributing questionnaires, including soft and hard copy

questionnaires, so that engaged teachers can respond at their convenience. Moreover, errors of omission and commission are bound to happen during data collection due to the technicalities of quantitative research. The researcher provided clear instructions and guidance to the respondents during the data collection to minimize errors and ensure accurate results. The efforts made by the researcher resulted in a successful study with reliable data that could be used to improve academic performance.

Like all research methodologies, the qualitative analysis approach has limitations based on individual opinion, which was a subject of bias. For example, a research assistant not employed in the county was enlisted to collect data and ensure that the researcher's position did not influence responses. The researcher was keen to reassure the respondents of their anonymity to eliminate fears of reprisal. However, some respondents may have needed to be more candid. The themes identified in the interview data were then compared to the data from the questionnaires to determine how much the respondents' answers differed in the two datasets. This comparison was made to ensure that any discrepancies were not due to reprisal or fear of consequences. It was essential to have accurate and reliable data for the study.

As a result of the researcher being aware of the participants' roles ahead of time, external validity might have been compromised, which could be a limitation. However, the researcher could have taken measures to mitigate this limitation, such as using a diverse sample or conducting a follow-up study with a different population. "Experimenter bias," in which "the researcher influences participants' behaviour due to prior knowledge of participants," is a limitation (Wayhuni et al., 2021). The degree to which the teachers' opinions and what was written in the

literature agreed may have also played a significant role in this. Before starting the study, the researcher had to build rapport with the participants. This could be a source of bias regarding the context in which the researcher interprets the data. The researcher used these methods to reduce or eliminate threats to internal validity. Establishing rapport with the participants plays a significant role in the success of any study. However, the researcher must acknowledge and address any potential biases arising from their relationship with the participants during data interpretation. Through the triangulation of the data sources (interviews, questionnaires, and introspective note-taking), new insights into respondents' perspectives were revealed. The precautions taken by the researcher included obtaining informed consent from the participants and ensuring confidentiality and anonymity. These measures helped establish trust and rapport with the participants, facilitating more open and honest responses.

Chapter Summary

In this chapter, the researcher introduces the study and offers background information on transformational leadership and its implications for students' academic performance, specifically in Kirinyaga County public schools. The chapter has also provided an overview of Kirinyaga County and the reasons for identifying the region most suitable for the study. The study objectives, hypotheses, assumptions, and influence of the study's limitations, scope, and delimitations are also discussed in the chapter. The study gaps are identified and addressed. The

chapter also presents an overview of the teacher's transformational leadership and its implications for student's academic performance in selected secondary schools in Kirinyaga. The background of the study addressed global, regional, and local contexts. The chapter then states the research problem, study objectives, questions, hypotheses, assumptions, and rationale. Lastly, the chapter has discussed the study's significance, limitations, scope, and delimitations. The next chapter provides an extensive review of the theoretical and empirical literature.

CHAPTER TWO: LITERATURE REVIEW

Introduction

The chapter synthesized literature relating to the study variables from empirical and theoretical perspectives. The examination of empirical studies involved synthesizing information relating to conceptualizing variables, methodology used, findings, and eventually, identification of gaps and limitations that the current study focused on. Thereafter, theoretical analysis is undertaken to underpin the variables of the investigation to the theoretical foundation and how it was premised. After generating information from both empirical investigation and underpinning theories on how variables are related, a conceptual framework is drawn to summarize the theoretical relationship of variables under investigation.

Empirical Literature Review

Successful students' academic performance is one of the goals of any educational organization. Students' academic performance is multidimensional and complex. Yusuf and Adigun (2010) viewed students' academic performance as the scope of student and teacher achievement and the outcome of education goals in learning institutions. Transformational leadership has received increased attention in the 21st Century because of leadership failures and teaching and learning challenges leading to a decline in students' academic performance. Different authors have conducted studies and observed transformational leadership as a style of leadership that promotes autonomy in developing individuals by empowering them to solve problems, innovate, and encourage confidence to realize a shared vision. It

also raises a greater level of awareness as it focuses entirely on followers' needs in any given organization (Asbari et al., 2020; Kao et al., 2019).

Academic Performance

It is clear from the Australian context that teachers in schools with higher academic performance used collaborative and continuous learning and teaching strategies (Rittenburg et al., 2021). This suggests that promoting a culture of constant learning and investing in teacher professional development can improve students' academic performance in the classroom setting and overall organizational growth. The scholars emphasized incorporating efficient teaching and learning techniques in teacher training programs. The problems of low student transition rates, poor mean grades, cheating in examinations, and high dropout rates are a matter of great concern in the 21st Century (Copeland, 2014; Munuhe, 2016).

A study conducted in India by Shaikh (2022) revealed that none of the students in 34 schools in Assam state of India excelled in the High School Leaving Certificate examination. Besides, nearly half of Florida high school students failed the reading portion of the state's new standardized test graded on percentages, with half of first-year students and the other half of sophomores scoring below their grade level. However, passing the test is required for 10th-grade students to graduate (Reuters et al., 2012). This indicated that student academic performance, as measured by the grading system, remains challenging in large economies like India.

Similarly, Ndhlovu and Mbewe (2020) found that the national average pass rate for the Grade 12 Examination in Zambia decreased from a decline in 2019. Uganda's overall pass rate for the Uganda Certificate of Education (UCE) in 2019 was significantly high, and it improved from 2018 based on their grading in percentages.

However, significant regional variations were observed, with some regions recording pass rates as low as average (Omara & Amos, 2020). The declining academic performance of students in Zambian public secondary schools was attributed to inadequate funding, lack of qualified teachers, and poor infrastructure (Ndhlovu & Mbewe, 2020). Similarly, studies demonstrated teacher absenteeism and insufficient teaching materials as challenges connected to low students' academic performance in Uganda (Omara & Amos, 2020). In Rwanda, significant students recorded below-average academic performance, especially in candidates' national examinations (Ejemeka, 2021).

Education is crucial for human development, but failure in national exams can lead to uncertainty and despair. Ndambuki (2020) asserts that since students' academic performance determines their future educational paths, learning institutions are under pressure to improve students' academic performance in the 21st Century. Schools adopted several strategies to mitigate this challenge.

Education in Kenya aims to equip learners with skills that can propel a nation to prosperity (Makori et al., 2015). It promotes self-fulfilment, personal development, moral and religious values, social equity, and accountability (Makori et al., 2015; Sifuna & Oanda, 2014). Education promotes love for the nation and instils a sense of pride in the nation's cultural diversity, thus enhancing international and healthier environmental consciousness (Cheloti et al., 2014). The scholars emphasized that Kenyan education promotes social and economic productivity, which is vital for national development.

The empirical evidence reveals a significant relationship between teacher transformational leadership practices and students' academic performance (Nelson, 2017). Kitavi (2019) emphasizes that students' academic performance in secondary

schools depends on the quality leadership style exhibited by transformational leadership. The dropout rate hinders achieving a globally competitive quality education system that meets the labour market demands, as enshrined by Vision 2030 (Muthaka & Wangombe, 2013).

The current teaching and learning practices in Kenya focus on producing learners based on grading systems that attach much value to test scores in society (Kaume-Mwinzi, 2018). The grading system has led to rampant examination malpractices that compromise academic performance (Kibogo, 2016; Maina, 2013). The dropout rate hinders the achievement of a globally competitive quality education system. Similarly, inadequate training hampers Kenya's productivity and makes it challenging to meet the labour market demands of Vision 2030 (Muthaka & Wangombe, 2013).

Characteristics of Transformational Leadership

Transformational leadership can create a compelling vision and a common objective for the future and instil authority and confidence in followers (Asbari et al., 2020). The scholars emphasized four components of transformational leadership: Idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation (Asbari et al., 2020; Kao et al., 2019; Kariuki et al., 2012). The scholars observed that idealized leaders inspire and motivate their followers and talk optimistically about the future, thus influencing followers' achievements. Similarly, transformational leaders use intellectual stimulation traits to encourage new ways of thinking and prompt different ways of solving problems in the followers' efforts to complete assignments (Kao et al., 2019). Leaders who exhibit individualized consideration spend most of their time coaching and teaching their leaders' individualized consideration practices displayed in their

ability to identify different needs, abilities (talents), and aspirations (Asbari et al., 2020). Bolkan and Shin (2021) posited that transformational leadership practices create valuable and positive change in the individuals being led, thus transforming followers into leaders. The school principal's leadership practices contribute to the academic performance of secondary school students. Chen et al. (2022) investigated the link between principal leadership practices and student academic performance using a comparative study of Germany and China. Student academic performance was evaluated in four domains: mathematics, science, reading, and collaborative problem-solving. The study utilized a sample of 16,000 students and 500 German and Chinese school Principals. Research findings revealed differences in academic performance in the states. In China, where principals practised transformational leadership styles, high academic performance was realized among students. The study presented geographical, conceptual, and contextual gaps, which the current study sought to address.

Choi and Gil (2017) noted that transformational leadership practices of school heads have positive implications on students' academic performance in Chinese schools. This led to the recommendation that enhancing teacher transformational leadership practices is an important policy. As codified in the four dimensions, teacher transformational leadership practices are linked to high school academic performance. Buenvinida and Ramos (2019) explored the transformational leadership practices of teachers concerning the performance of schools in the Philippines. Scores on the national achievement test indicated the achievement. The study employed a correlational research design, using a sample of 44 school heads and 591 teachers. The study established a significant relationship between transformational leadership characteristics and students' academic

performance in elementary schools. However, the study was conducted in an elementary school instead of a secondary school in the Philippines, leaving contextual, geographical, and methodological gaps that the current study has addressed.

Further studies were conducted by Beri and Shu'aibu (2018) and Gohlmann (2018). The scholars undertook qualitative research on leadership domains that contribute to students' academic performance at an elementary school in the United States. The study objective was to determine whether the ability of a teacher to create a supportive environment was manifest in the school and whether such teacher leadership initiatives were reflected in students' academic performance. Thematic analysis was used for data analysis. The results identified that all students can learn if school leaders inspire and challenge the students to pursue higher goals at every level in teaching and learning. The study depicted that school leaders' ability to create a supportive environment led to the high academic performance of the students. The study used a qualitative research method to investigate the link between teacher transformational leadership practices and students' academic performance, thus creating a methodological gap.

Implications of Teacher-Idealized Influence on Academic Performance

The leader's ability to exhibit an idealized influence on students' academic performance has attracted much research interest. Mirsultan and Marimuthu (2021) analyzed the perception of principal idealized influence practices and their implications on the performance of students in secondary schools in Malaysia. The conceptual scope of idealized influence was truth, vision, risk-sharing, respect, and integrity. Data was collected from 260 teachers from four public schools. The study

utilized a multifactor leadership questionnaire to generate facets of idealized influence: a pass measured student performance or a fail score in examination results. The study established that the implications of leadership style on students' academic performance were not statistically significant. This led to the conclusion that principal idealized leadership did not implicate students' academic performance. Using dummy variables to measure performance may give an inaccurate assessment compared to the Likert scale, which the study adopted, creating a methodological gap.

The study, however, focused on principals' leadership practices and their connection to students' academic performance rather than teacher leadership practices and their connection to students' academic performance. Although principals are also teachers, their primary role in the school is school administration; hence, they have relatively limited contact with the students compared with teachers. Therefore, further study was needed.

A study was conducted to explore head teachers' transformational leadership practices and their implications on learning performance in an Islamic school in Makassar City, Indonesia (Ansar et al., 2019). The methodology used was qualitative; data was gathered using observations, document analysis, and in-depth interviews. The study indicated that transformational leadership practices reflected the idealized influence theme, resulting in better learning outcomes. However, the research did not demonstrate how teacher learning outcomes translated to student academic performance, presenting a knowledge gap. The research adopted a qualitative method to collect and analyze data, contrary to the current study, which combined qualitative and quantitative research techniques. The study created a

methodological gap and made it the research results. The current study utilized a mixed method for triangulation and to understand the phenomenon in detail.

Kaleem et al. (2021) surveyed leadership styles to analyze the implications of principals' leadership practices on three jointly related outcomes: schools' climate, teachers' performance, and students' academic achievement. The research was carried out in secondary schools in southern Pakistan. A sample size of 527 secondary school teachers and 400 students was used. The participants responded to a structured questionnaire, and hypotheses were tested using the linear regression technique. Findings indicated that the principal's transformational leadership practices positively impacted the three variables. However, the study focused on principals' rather than teachers' transformational leadership style and thus presented a knowledge gap.

Karunakaran et al. (2019) assessed the impact of Transformational leadership and school culture on students' academic performance in Sri Lanka. Academic performance was measured through grades obtained in Mathematics subjects. Respondents were 158 randomly selected teachers. Data was gathered using a structured questionnaire, and the study assumptions were tested using the correlation technique. Results revealed that transformational leadership was significantly correlated to students' performance in mathematics tests. Specifically, idealized influence practices yielded the highest implication on academic performance through school culture domains such as collaborative leadership, teaching collaboration, professional development, unity of purpose, collegial support, and learning partnership. The study's findings were necessary for the current study because they describe how idealized influence impacts students'

academic performance. However, the research evaluated school leadership rather than teacher transformational leadership, presenting a contextual gap.

The connection between transformational leadership and school performance inspired Mahmudah et al. (2020) to investigate the correlation between idealized influence and teacher performance at a vocational high school in Indonesia. The research was a quantitative study that adopted a descriptive-correlation study design. A sampling of 230 teachers was undertaken through stratified random sampling. Quantitative analysis methods were employed on the data, such as generating percentage scores and correlation coefficients. The study established that idealized influence practices yielded the highest score in terms of correlation with teacher performance. This finding is essential for advancing knowledge on the role of transformational leadership in secondary schools. However, the study conceptualized teacher performance in lesson planning, learning implementation, and assessment instead of the ultimate teacher performance indicator through the students' academic results. An argument can be presented that students' academic performance is a more credible indicator of academic success.

Various studies have also been undertaken at the national level that attempt to link idealized influence to academic performance. For instance, Kitur et al. (2020) interrogated the link between idealized influence aspects of principal transformational leadership practices on students' academic performance in the Kenya Certificate of Secondary Education examination. The study was carried out in 108 schools in Bomet County in Kenya. Questionnaires were administered to 118 respondents. The data collected was analyzed using the Chi-square statistical technique. The study established that the relationship between idealized influence

and students' academic performance in secondary schools was statistically significant. Specifically, idealized influence significantly differentiated schools that recorded improved academic performance from those with declining academic performance. The findings emphasized idealized influence as a dimension of transformational leadership with positive implications on students' academic performance. The study used two teachers' transformational leadership practices aspects or indicators of idealized influence: role modelling and mentoring. This raised instrument validity concerns since the survey needed to inform validity and reliability analysis. This methodological gap was filled in the current study, which adopted a convergent parallel mixed method to investigate Teacher transformational leadership practices and their implications on students' academic performance in selected County secondary schools in Kirinyaga.

Musyoki et al. (2021) studied the implications of idealized influence practices on the academic performance of students of public secondary schools based on high scores in Kenya Certificate of Secondary Education results. The research was conducted in Makueni County. Data were collected from 111 school principals and 729 teachers. Some 12 ministry officials also participated in the study. The study revealed that idealized influence and students' academic performance were unrelated. The findings contradict most studies consistently showing a direct relationship between idealized influence and students' academic performance. This inconsistency in empirical results suggests that research needs to be more conclusive and that more research is required, which this study investigated and gave a conclusive finding.

Implications of Teacher Individualized Consideration on Academic Performance

Various scholars have researched the nexus between individualized consideration and academic performance. Wu (2020) undertook a multivariate meta-analysis approach to study the implication of the leadership style of school principals on student academic performance. Results revealed overwhelming evidence of a positive impact of head teacher's transformational leadership practices on students' academic performance. The analysis found that teacher-individualized consideration practices positively impacted students' academic performance. However, the conclusions were not based on primary data. Thus, some of the data needed to be more relevant. Furthermore, the study was conducted in the United States, where the educational resources and infrastructure are relatively more advanced than in Kenya. These contextual and methodological differences created knowledge gaps the present study sought to fill.

Anderson (2022) explored the connection between transformational leadership and student academic performance in middle schools. This qualitative study was conducted in three middle schools in New York and New Jersey in the United States of America. Participants were 16 middle school teachers who responded to open-ended questions. The study found that student academic performance was connected to teachers' individualized consideration practices of school principals. The study findings emphasized the importance of individualized consideration, primarily through public recognition and involvement in decision-making, to enhance students' academic achievement. However, the research did not

operationalize measuring students' academic performance. Hence, it needed to be clarified from the study to what extent individual consideration practices influenced students' academic performance. The research adopted a qualitative methodology. The current study addressed the methodology gap that explored teacher transformational leadership practices and implications on students' academic performance. The current study is critical because the transformational leadership practices of a teacher may impact students' academic performance issues. The researcher agrees with Gill et al. (2010) that transformational leadership practices of a teacher may inspire students to grow to greater heights of motivation and morale to achieve their academic goals, enabling them to improve their academic performance. However, the link between teacher transformational leadership practices and students' academic performance studies needs to be improved in Kirinyaga County. While the previously reviewed studies used homogenous, exploratory, and explanatory research methods, this study used a convergent parallel mixed method for triangulation purposes to understand the study phenomenon in depth.

A study was conducted to investigate the practice of transformational leadership and its relationship with students' academic achievement in 595 elementary schools in New York City by Mendez-Keegan (2019). Teachers were asked to rate transformational leadership practices and students' performance in three subjects: English language, mathematics, and arts. A quantitative method was adopted for the study. Results indicated that students' performance improved with increased practices of transformational leadership. The study was carried out in elementary rather than secondary schools. Further, the research needed to explore

teacher transformational leadership practices, creating geographical, methodological, and conceptual gaps that the current study sought to address. The current study used a mixed-method approach to explore teacher transformational leadership practices and their impacts on students' academic performance in selected secondary schools in Kirinyaga County. The study is triangulated, while others use homogenous research methods. Since students' academic performance is a measure of a student's career path and development, the current study argues that the transformational leadership practices of a teacher hold great promise to mitigate SAP-related concerns.

In Basin School, Jazan, Saudi Arabia, Ahmed (2015) investigated the efficacy of implementing an Individualized Education Plan (IEP) for students with learning difficulties. The data was collected from the 43 teachers chosen to participate in the study using a qualitative approach. The investigation revealed that the Individualized Education Program improved students' academic performance compared to inclusive educational approaches. The research presented scope, contextual, and methodological gaps. The current study investigated teachers' transformational leadership practices and their implications for student academic performance in Kirinyaga County secondary schools. Previous studies used purposive sampling, which has proved biased over time and created a methodological gap. The current study adopted stratified sampling, which has been proven scientifically accurate.

The current study addressed both the scope gap and methodological gaps. Further, the study adopted a convergent mixed approach for triangulation, which provided the researcher with a wide-range analysis of the research problem, enabling

the researcher to construct a theory as stipulated by Ibrahim et al. (2014). The current study indicators of SAP were reduced examination malpractices, high scores in students' academic performance in KCSE integrity, and smooth student transition as stipulated in the problem statement.

Ndiritu et al. (2019) studied the correlation between a principal's transformational leadership and effective school performance. The research was conducted in selected public and private secondary schools in Nairobi. The number of participating public schools was 30, while private schools were 13. The sample size was 427 participants, comprising 384 teachers and 43 school principals. Data was gathered using a leadership practices inventory. The KCSE results of the respective schools measured effective school performance. The relationship between the study variables was measured using Pearson's correlation technique and Analysis of Variance. Results showed that encouraging the heart (individualized consideration), challenging the process (intellectual stimulation), inspiring a shared vision (inspirational motivation), and role modelling (idealized influence) significantly projected effective student and school academic performance. Thus, the study makes an essential contribution to the body of knowledge by describing the transformational leadership facets linked to a student's academic performance in secondary schools in Kenya. However, like most studies reviewed in this chapter, the research evaluated principals' transformational leadership rather than teacher transformational leadership, creating a contextual gap. Furthermore, the studies used homogenous, exploratory, or explanatory methods, while the current study used a convergent mixed method for triangulation. Integrating the results from the two

methods provided broad, valuable knowledge for theory development, thus the need for the present study.

Implications of Teacher Inspirational Motivation on Student's Academic Performance

Andriani et al. (2018) investigated the implications of transformational leadership and teacher motivation on teachers' performance at a vocational school in Jakarta, Indonesia. The study was based on the assumption that teachers are leaders. The study participants were 193 teachers. The participants responded to structured questionnaires, which were then analyzed using correlation and regression techniques. The findings indicated that teacher motivation positively impacted teacher performance. However, teacher performance was measured using pedagogic competence rather than student academic performance. Improved teacher performance due to motivational leadership may not necessarily mean that students' academic performances have improved, thus creating a conceptual gap that this study addressed by linking the motivation aspect of leadership styles with students' academic performance.

Lyle (2018) studied the principal's transformational leadership and its implications on school effectiveness. The study operationalized transformational leadership from the perspective of inspirational motivation, while school effectiveness was evaluated using a range of elements, including students' academic achievement. The study was conducted in an Alabama School District, and data was collected from 51 participants using an online questionnaire survey. The survey tool measured teachers' perceptions of school effectiveness and their rating of

transformational leadership through inspirational motivation. The data collected was subjected to inferential analysis. Results showed that transformational leadership positively informed school effectiveness from the perspective of inspirational motivation. The study findings are helpful to inform the current study by establishing a connection between teachers' inspirational motivation practices and students' academic performance. Nevertheless, although the study evaluated the principal's transformational leadership and its link to students' academic outcomes, the findings are suitable for the present research because school principals are, first and foremost, trained teachers who also have teaching roles in selected secondary schools in Kirinyaga County. However, the research was conducted within a developed country, which may be endowed with teaching and learning technology and resources, limiting the generalization of the research findings to a developing country. This contextual gap was addressed by conducting the current study in Kenya.

Jovanovic (2022) surveyed secondary school students' perceptions to analyze teacher leadership styles in secondary schools in Serbia; a total of 500 students responded to the Multifactor Leadership Questionnaire. The study established that transformational leadership was among the teachers' most outstanding leadership practices. The study findings suggest that improved students' academic performance reported was attributed to teachers' ability to practice transformational leadership precisely, the inspirational motivation aspect of transformational leadership, which had the highest composite mean score; however, the study was conducted in Serbia, hence creating a geographical gap that the current study sought to address. The study population sampling was defined, which

amounted to a methodological gap. The current study addressed this by defining the sampling system employed in selecting respondents in Kirinyaga County.

Exploring the concept of inspirational motivation practices of a teacher and its impact on school outcomes, Khalil and Ch (2021) investigated head teacher transformational leadership and academic optimism based on the perspectives of secondary school teachers in the Punjab province of India. The study utilized a sample size of 900 teachers recruited through a multistage sampling. The study findings demonstrated a strong positive and statistically significant relationship between transformational leadership and academic achievement. The study is relevant to the current research as students' academic outcomes were measured using academic pursuit, which is defined as academic excellence. Further, students' academic optimism and performance share inspirational motivation and enthusiasm for high students' academic performance. However, most studies on transformational leadership and students' academic performance in secondary schools focused on the principal's transformational leadership practices and connection with students' academic performance rather than the teacher's transformational leadership practices and implications on student academic performance. This created a contextual, conceptual, and methodological gap the present study sought to close. The current study addresses this gap by investigating the inspirational motivation leadership aspect of transformational leadership among teachers in secondary schools.

Transformational leadership practices are necessary to promote followers' performance through the collaboration of stakeholders toward goal attainment; thus, they are ideal in an educational setting (Kitur et al., 2020). Twenty-century

education is facing challenges that require reforms to sustain its demands. This necessitated a study offering the best leadership style for students' academic performance. Previous studies have investigated principal leadership styles and their link to students' academic performance. However, the current study explored teacher transformational leadership practices and implications on students' academic performance in county secondary schools in Kirinyaga County, embracing a convergent mixed methods approach for triangulation purposes.

A study by Adangabe and Boateng (2022) investigated teacher leadership styles and students' academic outcomes in a district in Ghana. Data were collected from 6 selected primary schools. A total of 366 participants, comprising head teachers, instructors, and students, were recruited into the sample. Findings highlighted that teachers adopted a transformational leadership style in schools, with respondents associating it with high student academic performance. Transformational leadership practices manifested in the study through the teacher's ability to enhance self-expression and persuasion of participants to prioritize collective institutional aspirations over personal interests. The study's relevance to the present research must be considered since head teachers who were the focus of the assessment also assume teaching roles. However, the focus on head teachers presented a knowledge gap. Further, the research was carried out in primary rather than secondary schools, thus limiting the generalizability of the findings to academic performance in secondary schools. Previous investigations needed to define their sampling process better, while the current investigation had a well-defined sampling process, resulting in a methodological gap. The current investigation addressed this by employing stratified sampling to select respondents who participated in the study.

Moreover, Kariuki et al. (2018) investigated the link between principals' transformational leadership practices and teachers' performance in Nyandarua County, Kenya's public secondary schools. The study combined quantitative and qualitative research methods. A stratified sample of teachers and students was used. A structured questionnaire, interview guide, and document analysis aided data gathering. Results showed that principals' inspirational leadership aspect of transformational leadership positively impacted students' academic performance. The study has several merits that are worth highlighting. The finding has contextual relevance to the present study as it was done in Kenya. However, the study focused on the principal's transformational leadership rather than the teacher's, presenting a contextual gap.

The current study explored the transformational leadership practices of teachers and their implications on students' academic performance in Kirinyaga County as a sub-variable. Maiwa and Ngeno (2017) investigated the implications of the individualized educational program (IEP) for students experiencing learning difficulties at public primary schools in Mwingi District, Kitui County. The target population included ten schools in the Nuu Division, ten head teachers, 35 teachers, and one area education officer, providing a sample size of 46 respondents. According to the study, individualized education practice dramatically enhances the academic performance of learners with learning difficulties such as physical, mental, and intellectual disabilities. The study was confined to pupils with learning difficulties in Kitui County primary schools, thus presenting a scope gap and a contextual gap. The current study explored the implications of teacher

transformational leadership practices on students' academic performance in selected secondary schools in Kirinyaga County.

Implications of Teacher Intellectual Stimulation on Academic Performance

Manns (2020) explored principals' intellectual stimulation practices and their relationship to student academic performance. A case study design was used to explore the principal's leadership style in a school with high student academic achievement. The research setting was an elementary school in Washington, DC, USA. A qualitative methodology was adopted. The relevance of the research findings to the present study is the connection between intellectual stimulation and students' academic achievement in the school. However, a limitation of the study acknowledged was the difficulty of replicating the results of a qualitative case study. This presented a methodological gap filled in this study through mixed methods research.

Martin (2021) researched the link between principal intellectual stimulation and high-performing schools in Grenada. A quantitative survey tool elicited teacher ratings of the principal's intellectual leadership style. It was observed that the principal's intellectual stimulation explained high performance. The study laid a foundation for further inquiry into the link between teacher intellectual stimulation practices and students' academic performance. The research context, the Caribbean, differs from the education setting in Kenya, hence the need for the present study.

Bass and Avolio (2020) explored the connection between intellectual stimulation, interventions, and the performance of small and medium enterprises (SMEs) in Pakistan. Data was collected from the 50 SMEs in the Hattar industrial

area of the country, using questionnaires, with a response rate of 70%. This relationship was investigated using Pearson's correlation and regression analysis. The research revealed that intellectual stimulation is critical in enhancing SMEs' performance through innovative ways. However, the research in Pakistan conceptualized intellectual stimulation's influence on SMEs' performance. In contrast, the current study was done in Kenya and conceptualized the implication of intellectual stimulation on academic performance in secondary schools, presenting a contextual gap since the performance measurements of SMEs and secondary schools are different. To address this gap, this study focused on county secondary schools in Kenya and used appropriate performance parameters.

Sirait et al. (2021) investigated the relationship between transformational leadership and teacher performance in public secondary schools in Banjarbaru City, Indonesia. The study applied quantitative research methodology and a sample of 115 teachers who responded to a structured questionnaire. Hypotheses were tested using correlation techniques. The study reported a strong positive correlation between transformational leadership and teacher performance. Teacher performance metrics included pedagogic, professional, and social competencies instead of learning outcomes such as student academic achievement, which is one of the goals of teacher performance. The previous investigations only applied quantitative research techniques, while the current research employed both quantitative and qualitative, resulting in a methodological gap. The current investigation adopted quantitative and qualitative research techniques where findings were triangulated together, and findings were concluded.

Rashid et al. (2020) examined the perspective of teacher intellectual stimulation with students' academic performance at a University in Pakistan. The researchers recognized intellectual stimulation as essential in teaching activities due to its role in the teaching and learning relationship. The study participants comprised 29 heads of departments and 260 master's level students. The study utilized cumulative GPA as an indicator of academic achievement. Data on teacher leadership style was collected using a structured questionnaire. The study found that teacher intellectual stimulation was significantly correlated to students' cumulative GPA scores. The finding emphasized intellectual stimulation practices in developing students' academic achievement. However, the study was carried out in a Pakistani university setting instead. At the same time, this research was undertaken in Kenyan secondary schools, hence creating a contextual gap in knowledge, which was filled by the present study since secondary school education is different from university education, especially since grading performance is progressive. The other is a single-seat examination.

Unrau (2021) explored the link between a teacher's intellectual stimulation practices and their connection to school academic performance. The study utilized a qualitative methodology to gather and analyze data. The theory underpinning the study was grounded theory. The research was conducted in schools in Orange County in Southern California. A total of 29 were selected to participate in the study. The study adopted a qualitative study method. The data gathered was analyzed through the thematic analysis method. The theme of teacher empowerment, leading to progressive learning, had a relationship with intellectual stimulation, a sub-variable of transformational leadership. The research presented a theoretical gap to

establish the nexus between transformational leadership and student achievement. Similarly, a qualitative methodology was adopted. Moreover, the research was carried out in the Western world with different socioeconomic disparity compared to Kenya county secondary schools that have different socioeconomic sets where some may lack adequate infrastructure and could be one of the factors attributed to the prevailing performance which the study had assumed is explained by teachers' transformative leadership style.

Ratna et al. (2022) assessed the impact of teacher intellectual stimulation leadership practices on students' academic performance in business schools in Chukha. The data collection tool used was a structured questionnaire. The student's academic performance indicators needed to be measured. However, the findings revealed that transformational leadership statistically impacted academic performance, suggesting that intellectual stimulation contributed to the student's academic performance. Further, the research was carried out in a training college rather than a secondary school, where it presented a contextual and methodological gap. The current investigation focused on secondary schools, and the measurement of academic performance was clearly defined.

Wang et al. (2019) applied structural equation modelling to assess the relationship between head teachers' transformational leadership and student outcomes. Data was gathered from 378 primary school teachers in mainland China. It was found that the relationship was mediated by school climate. The finding revealed that teachers' intellectual stimulation practices contributed to student outcomes. However, student outcome indicators were value orientation, ideology, cognitive attitudes, and behaviour patterns. Thus, students' academic performance

mean score still needs to be addressed, presenting a conceptual gap. The previous investigation conceptualized variables mediated by school climate, while this research did not have a mediating variable, resulting in a conceptual gap.

Furthermore, the study investigated school heads' transformational leadership practices and their connection with students' outcomes rather than teachers' transformational leadership practices' implications on students' academic performance. The contextual, conceptual, and methodological gaps made it necessary for the current study to be conducted in the Kenyan context. The current study investigated teacher transformational leadership practices and implications on students' academic performance in selected county secondary schools in Kirinyaga.

Stone et al. (2023) investigated the implication of intellectual stimulation on organizational performance. The research was conducted in Kenya's Rift Valley region banks, specifically the Post Bank and national banks. The study used quantitative approaches to collect primary data, with a target population of 137 subordinates in 20 regional branches. A questionnaire was utilized to obtain information. Intellectual stimulation practices were found to impact effective organizational performance substantially. These findings are relevant in a school setting where teachers interact with students in and outside the classroom. The students may benefit from teachers' ability to exhibit intellectual stimulation practices. The previous study was limited to the banking industry. It relied solely on one method, the quantitative approach, leaving a contextual and methodological gap that the current study sought to fill by investigating the teacher's intellectual stimulation practices, Transformational leadership sub-variable, and implications on

students' academic performance in selected secondary schools in Kirinyaga county by using both quantitative and qualitative research techniques.

Kiptum (2018) researched the concept of teacher intellectual stimulation and its link with students' academic achievement in public secondary schools in Baringo County in Kenya. The indicators of the intellectual stimulation dimension of teacher transformational leadership included classroom teacher supervision, involvement in tuition, testing, and team-building. The study utilized a cross-sectional survey design. The sample size was 291 teachers from 122 public secondary schools recruited for the study using a random sampling method. Data was collected using a structured questionnaire. The data analysis process involved document analysis. The relationship between the variables was analyzed using the correlation technique. A favourable implication of teacher intellectual stimulation on students' academic performance was established. The study is significant as it underscores the importance of the intellectual stimulation facet of transformational leadership for schools. The relationship of the previous conceptualized variables was measured using a correlation technique amounting to a methodological gap. The current study addressed this by determining the relationship of study variables using the regression model.

Moreover, Njukunye and Waithaka (2020) investigated the intellectual stimulation of school leaders and its connection to students' academic performance in Sub-County secondary schools in Samburu Central in Kenya. The research explored Transformational leadership style elements such as envisioning, anticipation, innovation, and critical thinking, including evaluation and reappraisal of classroom activities and pedagogical skills. Data was collected from 5 public

secondary schools, in which 50 teachers responded to interviews and questionnaires. The study established that intellectual stimulation was significantly correlated to student academic performance. The study is relevant for advancing leadership research in Kenya as it shows how leadership style practices and students' academic achievement in secondary school are connected. However, the study was conducted. The current study addressed the methodological gap, emphasizing triangulation to enhance an in-depth understanding of the study phenomenon. The current study explored the implications of teacher transformational leadership practices on students' academic performance in selected secondary schools in Kirinyaga County.

Muia et al. (2017) assessed principals' intellectual stimulation and its impact on the academic performance of students of public secondary schools in Mbooni West Sub-County in Kenya. Student performance was measured by students' scores in the Kenya Certificate of Secondary Education. Data were collected from 32 schools using questionnaires, interviews, focus group discussions, and document analyses. The study reported a statistically significant positive impact of intellectual stimulation on student academic performance. The research is significant and relevant to the current research. First, it is one of the studies that focuses on principals' intellectual stimulation of student academic performance. In addition, the study utilized different methods of gathering data, thereby allowing for corroboration of research results, unlike most studies that utilize a homogenous data collection method. However, despite subject teachers being the stakeholders who interact more frequently with students, the study did not investigate teacher transformational leadership practices and their relationship with students' academic

performance. The contextual, conceptual, and methodology gaps motivated the present study.

Theoretical Framework

A theory explains a phenomenon, while the beliefs guiding research are called the theoretical framework (Imelda, 2014). A theoretical framework is the application of a theory or collection of concepts to describe an event or epiphany in a research environment or situation (De Negri & Thomas, 2003). The theoretical framework that informed the current study ranges from transformational leadership theories to learning theories. Since the research is based in an educational setting, it cannot work with leadership theories alone. Further, both sets of theories were necessary to understand learning itself. Both sets were used to understand the connection between transformational leadership theories and students' academic performance.

Transformational Leadership Theory

The idea of transformational leadership and its representation in transformational leaders was developed by Burns (1978), which Bass (1985) expanded and operationalized in leadership and performance beyond expectations. The transformational Leadership concept was first presented by Burns (1978), who describes transformational leaders as individuals who involve followers, emphasizing the need to raise awareness concerning achieving specific outcomes. According to Burns, transformational leadership is a process in which a leader and his followers strive for greater integrity and motivation. The work of Burns was subsequently extended by Bass (1985). Bass articulates that transformational leaders

encourage followers beyond their achievements to realize organizational goals better. Transformational leadership practices motivate followers, positively impact followers, inspire innovative motivation, and give individual consideration to perform beyond expectations (Kitur et al., 2020).

Several research studies have established that transformational leadership is an effective strategy that enables leaders to implement change effectively. The current research investigated teacher transformational leadership practices and their implications on students' academic performance in county secondary schools in Kirinyaga. Since teachers have leadership roles as they command a significant share of interaction with students during the teaching and learning process, this study claims that the teacher can use transformational leadership practices to transform teachers' learning environment and promote quality teaching to increase students' academic performance in selected secondary schools in Kirinyaga county.

Peterkin (2013) recommends transformational leadership as a suitable leadership style in learning organizations. It cites its ability to exhibit inspirational motivation, intellectual and creative development, values, and its role in encouraging students to achieve the set targets in academic performance or shared vision. Transformational leadership entails the teachers' ability to build a vision and motivate learners. The transformational leadership practices embraced by a teacher may focus on individual students, provide moral support, appreciate the students' work, interact with learners in respect, and show appreciation for individual students' work. The transformational teacher also shows an inclination to change in the light of gaining new understanding and promotes a classroom structure that encourages students to participate in decision-making and delegation, as noted (Bolkan &

Goodboy, 2009). Transformational leadership teachers' practices may increase students' academic performance of learners. This is due to the realization that the teacher has high expectations of students' innovativeness and encourages students to think about their goals (Leithwood & Janzi, 2000). Several research findings suggested that school leaders' transformational leadership may impact students' academic achievement (Mulford & Silins, 2002). Armstrong et al. (2021) conducted studies to examine the relationship between teachers' transformational practices and students' outcomes. The scholar observed a positive link between transformational leadership components: effective learning, individualized consideration, motivation, knowledge management, coaching, charisma, intellectual stimulation, and students.

Asbari (2020) described idealized leaders as role models for committed groups concerned about their followers' welfare. Asbari revealed that idealized leaders treat their followers respectfully and create a shared vision. Asbari's view is vital in the current study because the characteristics of teachers with the ability to display idealized influence may transform students' academic performance. As a result, teachers may use Transformational Leadership styles to foster supportive environments that increase high levels of commitment and motivation, increasing student academic performance.

Moreover, transformational leadership is proposed to be appropriate in a school setting because a transformational teacher taps into higher levels of human potential (Puka, 2022). A teacher's idealized influence practices (role modelling) foster a teacher-student relationship essential for high academic performance. Individualized consideration describes a leader's ability to coach and advise their groups (Bolkan & Shin, 2021). Classroom teachers who can practice individualized

practices may address students by name, express concern for the learners' needs, and spend more time with individuals with learning difficulties, influencing students' academic performance in schools. The teachers may also identify individuals' potential and weaknesses in a classroom setting and perform beyond expectations, coaching students individually depending on academic potential.

The teacher transformational leadership model fits the current study as a relevant ideology to be embraced by teachers to increase students' academic performance in Kirinyaga County secondary schools. The theoretical transformational leadership framework provides a model for interpreting teachers' behaviour (motivation, creative thinking, positive impact, role modelling, individualized consideration, intellectual motivation) and its connection with students' academic performance in Kirinyaga County schools.

According to Gelard et al. (2014), transformational leadership practices emphasize the welfare of individual followers. Transformational leadership practices align the members with the organization's purpose, thus offering guidance and creating momentum for followers to achieve educational goals. In a transformational leadership style, teachers and students concentrate on a given task, just as organizational leaders can initiate, focus, direct, and coordinate efforts to achieve a common goal (Wang et al., 2020). Research has found that teachers who display Transformational leadership styles positively impact students' behaviour and attitude, which informs learning outcomes (Bolkan & Shin, 2021). Teachers who exhibit transformational leadership may inculcate self-confidence and self-esteem through critical thinking, student engagement, and modelling and emphasize moral values that promote academic integrity and participation through outstanding

teacher commitment to the school and learners. Several studies have examined the link between school leadership and student academic performance. However, inadequate research on teachers' transformational leadership practices and students' academic performance in Kirinyaga County schools necessitates adopting transformational leadership theory for the current study.

In the theoretical framework, the transformational leadership practices of teachers, as explained in theory, implicate students' academic performance, as illustrated in the current study's theoretical framework. Through modelling, coaching, inspirational motivation, clear vision, and enthusiasm, students learn values, skills, and attitudes, which later become vital skills that help them develop coping skills. Accordingly, students' academic performance in Kirinyaga County Schools was explained through the lenses of transformational leadership. The four facets of transformational leadership were assumed to positively link the students' academic performance in selected secondary schools in Kirinyaga County.

Instructional Leadership Theory

The Instructional Leadership Theory was put forward by two Americans, Phillip Hallinger and Joseph Murphy (Noor et al., 2018). The proponents perceived instructional leadership as a set of proactive and progressive practices that promote continuous improvement of the school's academic outcome and stakeholder performance. The scholars posited that instructional leaders set instructional goals, create a positive school culture, and support teachers' professional development (Aziz et al., 2017). Instructional leaders also monitor the effectiveness of instruction and provide support and resources required to improve student learning. In the education sector, teachers are viewed as agents of change in students' holistic growth

and development. Thus, instructional leadership is linked to positive learning outcomes and improves students' academic performance (Mhlana, 2019). Students may focus on a specific activity because of the teacher's ability to impact and shape their personal and professional growth in the same way that an organizational leader impacts, initiates concentration, sets direction, and organizes efforts toward a shared goal (Pounder, 2008).

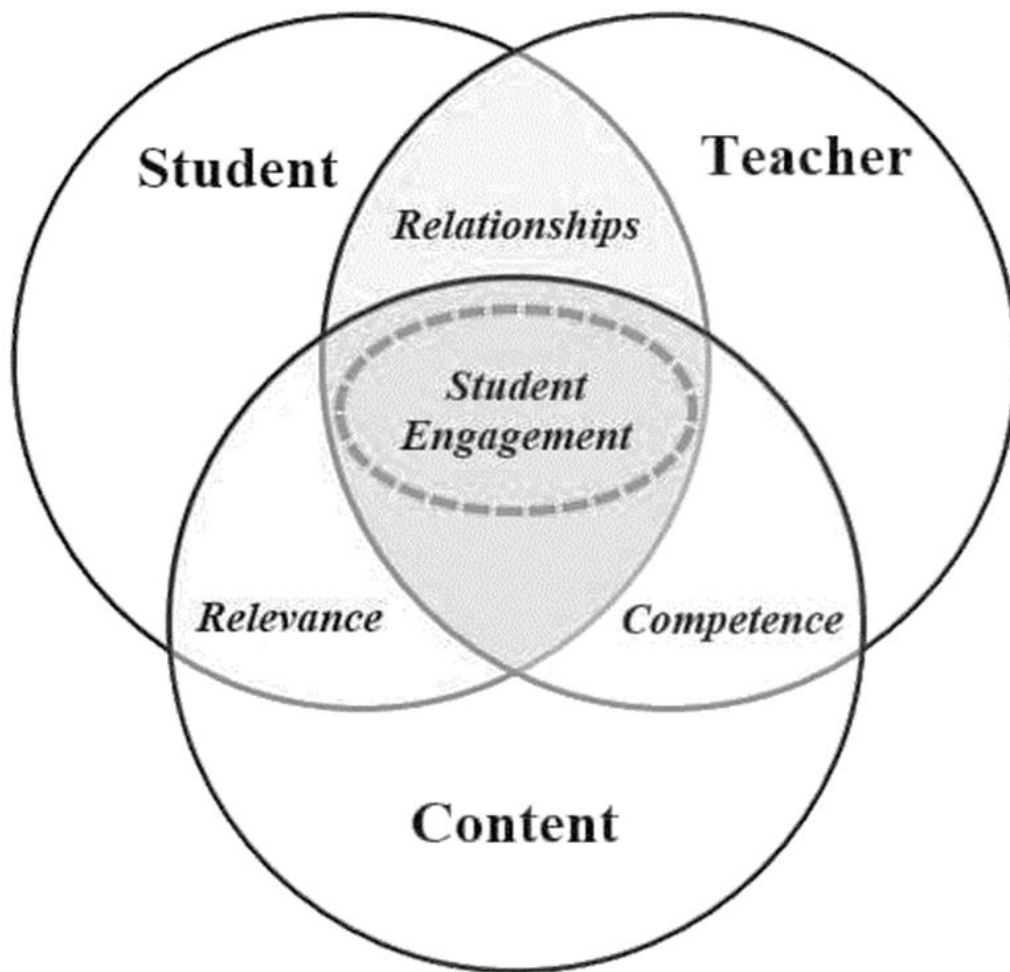
Instructional leaders also emphasize quality teaching and learning that goes on in schools. The quality of education is determined by quality teaching, school culture illustrated in teaching and learning programs, and the teacher's ability to impact learners positively (McGovern, 2015). Quality learning and teaching programs are exhibited in reduced school dropouts, reduced child rebellion, reduced examination malpractices, and high academic outcomes for students, among other teaching and learning challenges (Eckert, 2011). Consequently, Students' academic performance should be evaluated over a given timeline (Luederitz et al., 2017).

Teachers who employ instructional leadership emphasize vision and goal setting; they communicate effectively with students, colleagues, and the school community (Eckert, 2011). They offer support to other teachers (induction) to improve their teaching. The instructors continually develop themselves professionally and encourage their colleagues to do so. Furthermore, Eckert noted that instructional leaders can monitor students' progress and use the information to enhance teaching and learning. They create a positive climate that promotes the student's overall well-being and work with other stakeholders in team spirit to realize educational goals. Additionally, they strive to lead by example and, as such, stand out as role models for the entire school community. They are also adaptive, often ready to embrace positive change and adjust to circumstances when needed. Such

leaders are self-reflective, always looking for ways to improve to realize the best outcome for the student.

Freeman and Fields's (2020) view is that teachers are vital in imparting positive transformation in student development. Teachers must enhance quality standards, achievable through commitment and dedication, as reflected in students' academic performance in national examinations. School leadership critically improves a school's academic outcomes by encouraging teachers' intellectual stimulation and influencing a positive school climate and environment (Hallinger, 2020). The implication, therefore, is that there is a positive connection between students' academic performance and teachers' commitment to their practice, as shown in Figure 1.

Figure 1 *Teacher and Student Interaction*



Source: Research Data.

Instructional Leadership Theory is primarily about the continuous development and growth of learners. Instructional leaders stimulate learners and inspire them to set higher goals. Since instructional leaders live by example, they exhibit idealized influence, a vital element of the transformational leadership style. Instructional leaders exhibit individualized consideration practices reflected in their ability to support their followers and improve students' retention and academic performance (Bellibas et al., 2021).

Instructional Leadership Theory has been applied in multiple studies on school academic achievement (Atta et al., 2020; Heaven & Bourne, 2016; Hui &

Singh, 2020). Heaven and Bourne (2016) investigated the implication of instructional leadership on the academic performance of students in secondary schools in Jamaica and reported a positive correlation. Similarly, an empirical study in Pakistan by Atta et al. (2020) established that in schools where instructional leadership was practised, exceedingly committed teachers realized teaching and learning effectiveness, leading to high academic achievement. Hui and Sing (2020) applied a structural modelling equation to analyze the effect of instructional leadership at a high-performing primary school in Malaysia. They reported that the model fitted very well. The studies affirmed the efficiency of instructional leadership in explaining students' academic performance. However, the research study predominantly examined principal instructional leadership, thus presenting a contextual gap that the current study addressed.

The current study adopted Instructional Theory to understand learning and the connection between teacher transformational leadership practices and students' academic performance. The study investigated teacher transformation leadership practices and their implications on students' academic performance in Kirinyaga County secondary schools. Firmaningsih-Kolu (2015) highlighted instructional leadership theory as a lens that clarifies the connection between transformational leadership and academic performance. The integral characteristics of instructional leadership theories match the transformational leadership style, complementing the transformational leadership theory adopted for the present study.

Walberg's Theory of Education

Walberg's Theory of Educational Productivity is one of the learning theories formulated based on wide-ranging reviews and integration for over 3,000 courses

(Asbari, 2020; Ocampo, 2021). A review of 179 books, 91 research articles, and academic research was tested to gain some consensus on the practical implications of learning (Asbari, 2020). The analyzed articles identified variables that impact students' academic success, such as social-emotional influences (class management, human behavioural qualities, motivation, parental support, and student-teacher interactions. More recently, Asbari (2020) highlighted the importance of motivational guidance, self-learning strategies, and interpersonal social skills to facilitate students' academic performance. Students who are self-aware and confident in their reading abilities are highly self-driven, create learning goals, and are well-organized, according to the authors (Ocampo, 2021). The students also perform better academically, emotionally, and socially, as Greenberg et al. (2019) and Ferreira et al. (2020) stipulated. Such students are persuasive and could increase the social and emotional elements of learning. The researcher argues that educators, policymakers, and researchers must strengthen these linkages through collaborative programs.

Walberg's theory of education model explains that classroom learning and student outcomes are informed by psychological, economic, and social factors (Hallinger, 2020). Moreover, Hallinger identified significant factors that affect student outcomes in schools, such as students' ability, motivation and age, quality and quantity of teaching, home environment and media influence, peer influence, school culture, policies and practices, home and social environment, and classroom practices. Walberg's theory informed the current study because students' behaviour, such as attitudes, self-motivation, and engagement during the teaching and learning process, provides teachers with helpful information to stimulate students to achieve

high academic performance. It is significant for teachers to consider students' involvement during the teaching and learning process. Teachers may engage students by integrating technology in learning and teaching, which could give students more significant opportunities to practice broad skills in the teaching and learning process to improve students' academic performance in county secondary schools in Kirinyaga County and beyond.

Transformational leadership emphasizes conducive social environments in the classroom to promote students' academic performance. Equally, Walberg's Theory of Education emphasizes creating an intellectually stimulating environment that enables students to engage in learning activities actively, helping them find meaning and positively challenging them to realize academic goals (Ocampo, 2021). Thus, the emphasis of teachers should be based on creating an environment that is responsive to the needs of students, where there is an alignment between the pedagogical skills and student's level of learning where students feel safe, valued, and appreciated for their contribution, however minor (Adams et al., 2017). In addition, Walberg's model suggests that students' ability, age, and motivation inform students' academic performance. Walberg's model corresponds to the current study because its components, students' attitudes, actions, intrinsic motivators, involvement in learning, and self-concept, are also transformational leadership practices elements that had implications in students' academic performance in selected secondary schools in Kirinyaga County. Walberg's theory underpinned the current study because it provided valuable information to teachers on motivating students to attain academic performance in selected secondary schools in Kirinyaga County. Furthermore, the current study adopted the theory to see the connection

between teachers' teacher transformational leadership practices and their implications on students' academic performance in selected secondary schools in Kirinyaga County.

The teacher may promote students' ability to work independently in teams and discuss coursework with other students, which may significantly promote high academic performance (Kiilu et al., 2022). Furthermore, Walberg's model may inform teachers by providing students with learning materials during the teaching and learning process. The teacher's behaviour in the classroom setting may be informed, for it may implicate students' academic performance either negatively or positively. Both theories, transformational teacher practices and Walberg's model, are suitable for the study because the teacher's behaviour in and outside the classroom may promote students' understanding of the subject matter, which could transform students' academic performance in Kirinyaga County secondary schools and beyond. Research studies indicate that using technology in teaching and learning environments (educational technology) gives learners more significant opportunities to practice broad skills (Adams et al., 2017).

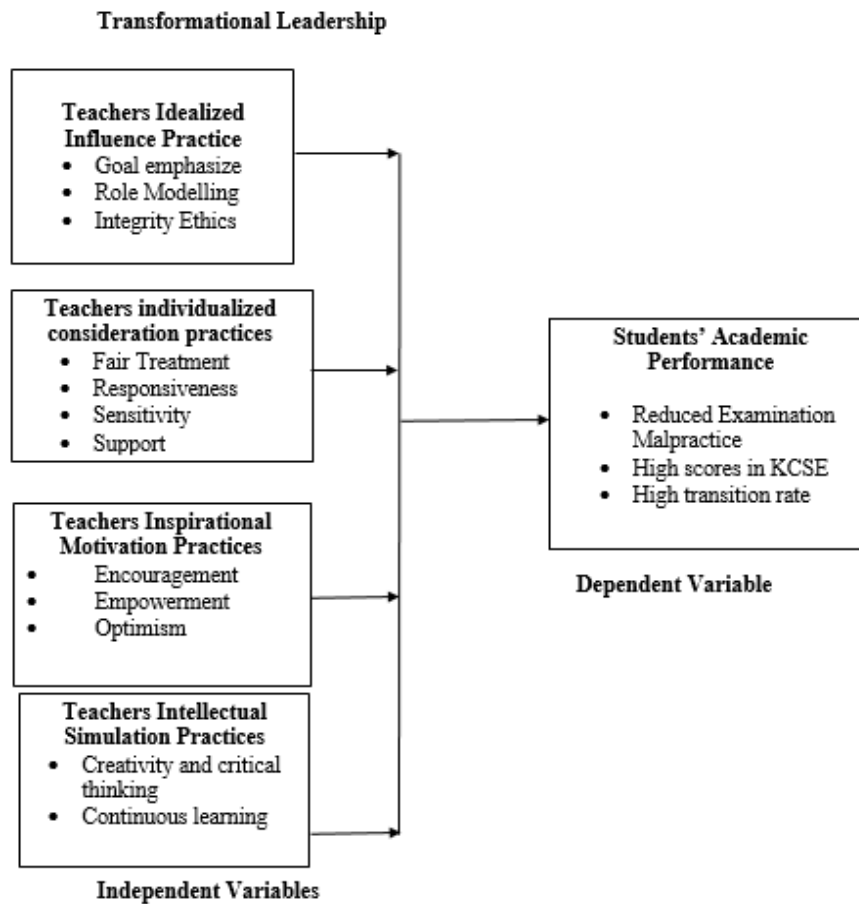
The three theories, Instructional Leadership Theory, Transformational Leadership Theory, and Walberg Theory of Education, complement each other in the current study. While Instructional Leadership Theory emphasizes the importance of teachers' instructional practices in promoting academic success (Noor et al., 2018), Transformational leadership theory emphasizes the importance of inspiring and motivating students to learn through positive relationships (Asbari, 2020). Asbari (2020) further explains how teachers can positively impact their students' academic performance by inspiring and motivating them. Besides, Instructional

leadership Theory emphasizes the importance of student-centred instructional practices and self-driven decision-making, complemented by Instructional Leadership Theory, which suggests that student-centred approaches may be more effective in promoting academic success (Glickman et al., 2014). Instructional leadership theory complements transformational leadership theory by emphasizing continuous professional development and improvement in instructional practices to enhance student academic performance (Miller et al., 2015). Combining these three theories provides a comprehensive understanding of how teachers' transformational leadership practices can impact their students' academic performance. It highlights the importance of motivation, engagement, positive relationships, and student-centred teaching approaches.

Conceptual Framework

A conceptual framework integrates several concepts related to describing or predicting a particular event or providing a broader understanding of the researcher's interest in the research problem (Imenda, 2014). A conceptual framework shows how the diverse elements of the study are related. This aids researchers in developing a mental model for making sense of the research phenomenon under investigation (Adom et al., 2018). The conceptual framework in the current study is presented in Figure 2.

Figure 2 Conceptual Framework



Source. Research Data.

The conceptual framework established implications of Teacher Transformational Leadership practices (TTL) on students' academic performance (SAP). The four dimensions of transformational leadership are idealized managerial practices, individualized consideration, inspirational motivation, and intellectual stimulation. The teacher is expected to practice the four I s of TL, which is assumed to impact the student's academic performance. Teacher-idealized influence practices

were indicated by goal emphasis, role modelling, integrity, and ethics. Teacher individualized consideration practices included fair treatment, responsiveness, sensitivity, and support to students and fellow teachers. Teacher inspirational motivation practices were indicated by encouragement, communication, optimism, and empowerment of others. Creativity, critical thinking, challenging assumptions, and continuous learning evaluated teacher intellectual stimulation practices.

The conceptual framework illustrates that Students' Academic Performance (SAP) is the dependent variable, with indicators such as high grades in the KCSE, a high student transition rate, and reduced KCSE examination malpractices. The current study measured students' academic performance based on high grades in the KCSE, reduced KCSE examination malpractices, and a high student transition rate. In contrast, other concepts of students' academic performance were held constant. Each arrow in the conceptual framework depicts the assumed relationship between transformational leadership dimensions and academic performance. The first arrow (H_{01}) represents the null hypothesis that teachers' idealized influence practices do not significantly affect students' academic performance in Kirinyaga County high schools. The second arrow (H_{02}) represents the second null hypothesis, which states that teachers' individualized consideration has no significant impact on students' academic performance in selected secondary schools in Kirinyaga County. Subsequently, the third arrow (H_{03}) represents the null hypothesis that teachers' inspirational motivation has no significant impact on the promotion of the academic performance of students in selected secondary schools in Kirinyaga County. Finally, the last arrow (H_{04}) represents the null hypothesis that teachers' intellectual

stimulation practices have no significant implications on students' academic performance in selected secondary schools in Kirinyaga County.

The concept of teacher transformational leadership in existing literature draws from the critical concept of transformational leadership from the vantage point of a school environment (Alzoraiki et al., 2018; Balwant et al., 2019; Ratna et al., 2022). In this case, teacher transformational leadership means transformational leadership practiced by the classroom teacher. The notion of teacher transformational leadership suggests that by the very nature of their profession, teachers possess legitimate authority, power, and implications to cause positive change in both the learner and the institution (Armstrong, 2012). For this reason, teachers as leaders identify the appropriate and suitable leadership style that is effective for motivating and guiding learners (Matejic et al., 2021).

The 21st-century school teachers are expected to cope with the rapidly challenging world of work to be effective in their learning institutions. As a result, they ought to possess particular characteristics essential for school leadership, such as being team-oriented, change-initiators, effective communicators, and transformational leaders (Alshamsi et al., 2020). Teachers play a vital role in enhancing learning outcomes by guiding, influencing, motivating learners, and shaping the school climate (Hallinger, 2020). Therefore, this study claims that teachers capable of practicing transformational leadership may transform students' academic performance. Jovanovic (2022) presented the transformational leadership style as a learner-centred style of teacher leadership that prompts a positive change in the learner as well as the operating social ecosystem through a compelling vision, raising morale levels of learners and peers, challenging the status quo and role-

modelling positive transformation values. This suggests that the broad literature examines transformational leaders' behaviour and actions, specifically transformational leadership and organizational performance. However, the current study extended the context to explore teacher transformational practices and their implications on students' academic performance in selected County secondary schools in Kirinyaga County.

Transformational leaders inspire students, motivate them, and cause them to change their perceptions and expectations, thus enabling them to commit to a particular academic achievement or personal development objective (Farnsworth et al., 2014; Kariuki et al., 2012). Similarly, the current study argument is that teachers with the ability to exhibit transformational leadership practices are seen as inspirational, charismatic, empathic, considerate, collegial, courageous, creative, innovative, positively challenging, and lead by example, thus increasing students' retention and eventually improves students' academic performance.

Transformational leadership is geared toward bringing revolutionary and lasting change to the school by adhering to its vision (Farnsworth et al., 2014; Muia, 2021; Saptura et al., 2022; Sirait, 2020). This implies that if transformational leadership is practiced in an education setting, positive student academic outcomes, retention, reduced examination malpractices, and students may be realized.

Dimensions of Students' Academic Performance and Synthesis of Research Gaps

Tadese et al. (2022) view students' academic performance as the result of a student's interaction in the teaching and learning environment. For a long time,

academic performance has taken a one-dimensional lens in existing literature, whereby the results of an evaluation test have been used to measure performance in terms of intelligence quotient (Brew et al., 2021; Ncororo et al., 2022; Noemy et al., 2017; Veena & Shastri, 2016). However, the indicators of academic performance as a multi-faceted construct have been advanced by numerous scholars (Kumar et al., 2021; Steinmayr et al., 2015). Kumar et al. (2021) view of a student's academic performance is that it goes beyond the academic grades or mean score obtained by a student over a specific period to include skills and abilities demonstrating general knowledge, career advancement, and learner persistence, behaviours, skills and attitudes of the learner, which enables educational goal attainment. Consequently, other dimensions, such as emotional intelligence, have been co-opted in the overarching dimension of the term student academic performance due to their linkage with a student's intelligence quotient (Noemy et al., 2017; Zheng, 2022): (Musa, 2020). A distinction between academic performance as a construct and its determinants is made by classifying values and attitudes as predictors of academic performance (Musa, 2020). The present study applied the multidimensional understanding of students' academic performance reviewed in this section.

Osagie and Momoh (2016) researched students' performance in the West Africa school certificate examinations (WASCE). Their performance was measured by the mean grade they achieved in the WASCE. Osagie and Momoh established that teaching and learning resources significantly impacted students' outcomes. Academic performance in South Africa indicates students' transition rate, skills attainment, and overall achievement in standard assessments. Mutua (2014) investigated the effects of school culture on students' academic performance in the

Kenya Certificate of Secondary Education (KCSE) examination in Matungulu District, Machakos County. The study revealed that students' academic performance was high in schools with clearly defined visions, a clear emphasis on missions and targets, motivation for teachers and learners, and a disciplined culture. The study was conducted in Machakos County (geographical gap) to investigate the effects of school culture on students' academic achievement, presenting the scope and conceptual gap. This study sealed the gaps and investigated the implications of teacher transformational leadership practices on students' academic performance in selected county secondary schools in Kirinyaga.

Most of the literature reviewed related transformational leadership to improved institutional performance (Ling & Ibrahim, 2013; Schieltz, 2018). Mukua (2015) conducted a study investigating the causes of high dropout rates in secondary schools in Kirinyaga County. The study revealed that a lack of guidance and counselling led to a high rate of student dropouts. Mukua (2015) recommended further research on education management challenges and their implications on students' academic performance, which necessitated the current research. This study examined teacher transformational leadership and its implications on students' academic performance (SAP) in selected secondary schools in Kirinyaga County. Student Academic Performance indicators were students' mean score in the KCSE, transition rates, and reduced exam malpractices. The current study addressed contextual, conceptual, methodological, and scope gaps by investigating teacher transformational leadership and its implications on student's academic performance in selected secondary schools in Kirinyaga County. The empirical studies concentrated on the transformational leadership practices of school principals.

Empirical literature reviewed that school principals who can display transformational leadership practices positively impact students' academic performance, thus creating a contextual gap. This study argued that teachers command a significant share of interaction with students during the teaching and learning process. Thus, the teacher's leadership practices affect students' academic performance. The previous studies reviewed indicate inadequate research on the relationship between teacher transformational leadership practices and Students' academic performance in selected secondary schools in Kirinyaga County. This presented an opportunity for further research to establish the relationship between teacher transformational leadership practices and students' academic performance at all levels of education. Table 1 summarizes the inherent gaps in the studies and how they were addressed in the present research.

Table 1 Summary of Empirical Review and Literature Gaps***Table 1 Summary of the Empirical Literature Gaps***

Author	Title	Findings	Literature gaps	How gaps have been filled
Aunga and Masare (2017)	Effect of leadership styles on Teachers' performance in primary schools of Arusha District, Tanzania	Results showed that transformational leadership was highly practiced in the studied schools and was significantly correlated with teacher performance.	The study did not analyze the differential effects of each dimension of transformational leadership on performance, and the analysis did not include the eventual impact on students' academic performance.	All four dimensions of transformational leadership were individually analyzed regarding their contribution to students' academic performance in Kenya.
Kitur et al. (2020)	Relationship between principals' transformational leadership style and secondary school student's academic performance in Kenya Certificate of Secondary Education in Bomet County, Kenya.	Idealized influence significantly differentiated schools that recorded improving academic performance from those with declining academic performance.	The study used only two indicators of idealized influence: role modelling and mentoring. This raises instrument validity concerns, especially since the study did not report validity and reliability analyses were not reported.	The gap was filled by utilizing the Multifactor Leadership Questionnaire, a validated instrument covering the full spectrum of idealized influence construct.

Musyoki et al. (2021)	The implications of principals' intellectual stimulation on students' performance at the Kenya Certificate of Secondary Education in public secondary schools, Kenya.	Results revealed statistically significant negative implications of idealized influence practices on KCSE mean scores, which signifies an inverse relationship.	The study utilized a one-dimensional academic performance measure, presenting a conceptual gap.	The gap was sealed by adopting a multidimensional view of academic performance.
Dabone et al. (2015).	The perception and reasons for examination malpractice among students.	Guidance and counselling strategies inspired students to devote extra effort to their studies, significantly impacting academic performance.	The study concentrated on investigating the impacts of guidance and counselling on academic performance, thus creating a conceptual gap.	The current study explored the implications of transformational leadership teachers' practices on the student's academic performance.
Ndiritu et al. (2019)	Lessons for school principals from transformational leadership characteristics.	Encouraging the heart, challenging the process, and inspiring a shared vision significantly predicted effective school performance.	The research evaluated the principal's transformational leadership rather than the teacher's.	The researcher's ability to address teacher transformational leadership practice and its implications for student's academic performance in selected County secondary schools in Kirinyaga filled the gap.

Sabwami (2021)	Implications of principals' transformational leadership practices on management of public secondary schools in Trans-Nzoia County, Kenya.	Thematic analysis linked principal inspirational motivation to teacher commitment, which cascaded through to better KCSE results through the creation of a conducive environment for learning.	The research was conducted in Trans-Nzoia County rather than Kirinyaga County, hence presenting a contextual gap as there might be differences between counties that underpin research results.	The current study was conducted in Kirinyaga County to establish whether similar findings would be obtained in a different county.
Kariuki et al. (2018)	Principal's transformational leadership and teachers' performance among public county secondary schools in Nyandarua County, Kenya	Teacher transformational leadership positively implicated students' academic performance, and principals played a vital role in the equation through idealized influence, which cascaded down to the students by challenging their actions.	The study focused on the principal's transformational leadership rather than the teacher's, presenting a contextual gap.	The gap was filled by examining teacher transformational leadership practices and their implications on student's academic performance in selected secondary schools in Kirinyaga County, Kenya.
Mutua (2014)	Effects of school culture on students' performance in Kenya Certificate of Secondary Education (KCSE) examination in	Student academic performance in schools with clearly defined visions, a constant emphasis on missions and targets, motivation for teachers and learners, and a disciplined culture.	The study was conducted in Machakos County (geographical gap) to investigate the implications of school culture for students' academic achievement (conceptual gap).	The gap was filled by exploring teacher transformational leadership practices and their implications on student academic performance in selected

	Matungulu District, Machakos County, Kenya			secondary schools in Kirinyaga County.
Kiptum (2018)	Correlation between instructional leadership and students' academic achievement in public secondary schools in Baringo County, Kenya	A strong and statistically significant favourable implication of intellectual stimulation on students' academic performance was established through instructional leadership.	The study's conceptual framework was anchored on instructional rather than transformational leadership, presenting a knowledge gap.	The present study utilized transformational leadership theory to inform the investigation of teacher leadership practices on students' academic performance in selected county secondary schools in Kirinyaga.
Njukunye and Waithaka (2020)	Strategic leadership and performance of secondary schools in Samburu Central Sub-county.	The study established that intellectual stimulation was significantly correlated to student performance.	The study used a sample of 50 respondents, limiting statistical estimates' reliability. Further, the conceptual focus of the study was strategic leadership rather than transformational leadership.	This methodological gap was addressed using a large sample and conceptually focused on teacher transformational leadership and its implications on students' academic performance.

Muia et al. (2017)	The impact of principals' intellectual stimulation on students' academic performance at the Kenya Certificate of Secondary Education in Public Secondary Schools in Kenya.	The study reported a statistically significant positive impact of intellectual stimulation on student academic performance.	Despite subject teachers being the stakeholders interacting more frequently with students, the study did not investigate teacher transformational leadership and its implications for students' academic performance.	The current study used a mixed methods approach to examine each dimension of teacher transformational leadership and its implication on student's academic performance.
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Chapter Summary

This chapter has covered the empirical literature, which discussed previous studies on transformational leadership and academic performance. The literature review has depicted transformational leadership as a leadership style characterized by mutually stimulating interaction and the elevation of followers to leaders and moral agents. This leadership method redefines people's missions and visions by renewing their commitment to the organization's vision. The chapter also looks at transformational leadership in education and how it might affect students' academic achievement in schools.

The theoretical underpinnings of the study are also discussed in this chapter. The theoretical framework for the study was both transformational leadership and learning theories. According to Transformational Leadership Theory, the teacher uses inspiration, social support, and enabling strategies, which correlate positively with student academic performance. Teacher transformational leadership practices motivate students, prioritizing students' needs rather than other interests and enhancing students' academic performance. Transformational leadership theory was used alongside learning theories. Both sets of theories facilitated a perfect understanding of SAP. The learning theories adopted were Walberg's Theory of Education and Instructional Theory. Both theories suited the current study to understand learning since it was based on an educational setting.

This chapter also presents and discusses the conceptual framework that guided the study. It provides a diagrammatic illustration of the conceptual framework and explains the hypothesized relationship between the study variables.

At the end of the chapter, it summarises the critical studies and knowledge gaps and how they were addressed.

CHAPTER THREE: RESEARCH METHODOLOGY

Introduction

This chapter presents a detailed description of the research methodology used for the investigation. It begins with the choice of research paradigm, laying the foundation for the research methodology and plan. This comprises the research design, population, sampling tactics, data collection, and analysis techniques, as well as the reliability and validity of the research instruments used. The ethical considerations made are also discussed.

Research Paradigm

A paradigm refers to the researcher's worldview that guides their approach to understanding social phenomena (Khatri, 2020). This includes the selection of research problems, setting research questions, and determining the nature of reality and methodology (Okesina, 2020). Research paradigm is essential for every decision made in the research process, including data analysis, as each paradigm has its perspective on research methodology (Kaushik & Walsh, 2019). A study paradigm acts as a lens or guide for the research, informing the researcher's choice and interpretations of findings (Da Silva et al., 2018).

The worldview of a researcher is regarded as the perspective that informs the meaning or interpretation of research data (Kivunja & Kuyuni, 2017). It describes the philosophical stance a researcher takes and determines the nature of the study and the understanding of the findings. In an educational context, the term refers to the researchers' worldview or thinking that informs the meaning or interpretation of the research. Furthermore, the research paradigm guides social inquiry decisions (Greene & Hall, 2010). This research adopted a pragmatic approach that permits a

more practical and applicable solution to real-world problems rather than solely focusing on theoretical concepts. A pragmatic research philosophy is suitable for a mixed-method approach with multiple pariah, quantitative, and qualitative approaches.

Paradigm is crucial in research since it forms the foundation for a researcher's methodological decisions (Siddiqui, 2019). The current study adopted a Pragmatic philosophy, which acknowledges that reality cannot be interpreted singly, and therefore, it is necessary to incorporate different worldviews to understand. Pragmatism emphasizes that experiences shape human actions, and it is not possible to remove the context from reality (Kaushik & Walsh, 2019). A more holistic approach seeks to understand reality by combining positivism and interpretivism (Easterby-Smith et al., 2018). Furthermore, pragmatism philosophy suited the current study because it facilitated the use of varied worldviews for a more comprehensive understanding of the phenomenon being studied (Da Silva et al., 2018). Pragmatism, therefore, grants researchers the innovativeness to adopt a mixture of worldviews and methods for an in-depth understanding of the study phenomenon (Kaushik & Walsh, 2019).

In as much as pragmatism promises a comprehensive explanation of social phenomena, a few limitations are acknowledged. For instance, it is criticized for being ambiguous and lacking empirical support, which exposes conclusions to logical errors (Kelly & Cordeiro, 2020). It is also difficult to reconcile the two distinct philosophical orientations of positivism and interpretivism, as positivism emphasizes the researcher's objective and a deductive approach to generalizing findings. In contrast, interpretivism is inductive to theory development (Baskarada

& Koronios, 2017). Critics argue that mixing worldviews does not resolve this conflict (Hafsa, 2019). The current research argument is that experiences can be interpreted in multiple ways. Since transformational leadership is a construct located within a social context, the pragmatic lens offers a more compelling worldview of informing students' academic performance (Hafsa, 2019). Therefore, pragmatism was employed as the philosophical orientation that directed selecting the research design for this study, the data collection tools, and the data analysis methods. This approach allowed for a flexible and adaptable research design that could be adjusted based on the data collected and the needs of the participants. As in this study, pragmatism enables multiple designs to study complex problems (Hafsa, 2019).

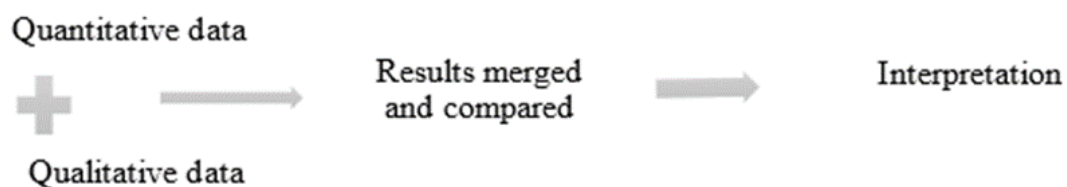
Research Design

A research design is a framework for implementing scientific inquiry efficiently and systematically (Mukherjee, 2017). The essential role of research design is to enable the conversion of research problems into measurable data that can provide answers to a given phenomenon efficiently (Patel & Patel, 2019). A research design is selected based on various factors, such as the nature of the research topic, the researcher's experiences, and the study's intended readership (Coy, 2019). The decision to select a research design is also impacted by inquiry methodologies and specific data gathering, analysis, and interpretation approaches (Creswell & Creswell, 2018).

This study was guided by a convergent parallel mixed-methods research design. According to Bracio and Szarucki (2020) and Siddiq (2019), convergent parallel mixed design combines qualitative and quantitative research methods,

which are considered adequate in capturing all possible responses critical in determining the relationship of study variables. An essential consideration in selecting a mixed-methods design is the order in which quantitative and qualitative data are gathered and the emphasis given to either (Bahadur, 2018; Neupane, 2019). A convergent parallel mixed-methods design was instrumental in the current investigations, providing an in-depth understanding of the research objectives (Creamer & Reening, 2020). This mixed method involved simultaneous collection of quantitative and qualitative data with separate analyses, then comparing the results to validate findings (Halcoomb, 2018). The distinctive feature of the convergent parallel approach is that both data types are collected and analyzed in the same study, allowing for the comparison and validation of overall data (Kivunja, 2017). Therefore, the convergent mixed design was suitable for the study as the researcher collected qualitative and quantitative data in the same phase and analyzed the results simultaneously, saving time and other resources (Amjad et al., 2020; Creswell & Clark, 2008). Figure 3 below displays a convergent mixed method.

Figure 3 Convergent Mixed Method



Source: Creswell and Clark (2017)

Population

A target population is a group of people with similar observable traits whom the researcher intends to study (Kothari, 2004). The study population comprised 139

county secondary schools in Kirinyaga County. The target population for this study was 41143 students and 1478 teachers from selected county secondary schools in Kirinyaga. Table 2 shows the target population of the study.

Table 2 Distribution of the Target Population

School	Category	Population
County Secondary Schools	Teachers	1,478
	Students	41,143
Total		42,621

The size of the population was large and could not be studied in its entirety due to the logistical challenges that were experienced. This was mitigated by undertaking sampling of the target population to obtain a representative sample. The selected county secondary schools in Kirinyaga were further categorized into boarding, day, single-sex, and mixed, and all the categories were investigated. The data collected from each type of school provided valuable insights into the education system in Kirinyaga County. By studying a diverse range of schools, the researcher identified common trends and challenges faced by students in the region. This comprehensive approach ensured that the findings reflected the entire population despite the logistical constraints. Overall, the sampling strategy proved effective in providing a thorough understanding of the education landscape in Kirinyaga County.

Sample Size

A sample is a subset of a target population representing a study's entire population (Ongus & Nyamboga, 2019). Sampling is selecting a set of subjects from a population to represent it (Etikan & Babatope, 2019). A sample contains the individuals or items selected for a study whose characteristics represent the larger group (the target population) (Taherdoost, 2016). The sample size is the total number of respondents picked for the study (Bhardwaj, 2019). Various factors influence sample size determination (Umar & Madugu, 2015). These include the margin of error (confidence interval), confidence level, and the proportion that will choose a given answer to a survey question (Majid, 2018). The margin of error serves well for purposes of generalization. The sample size for the study was determined at a 95% confidence level, that is, the scientifically acceptable degree of accuracy as stipulated by Majid (2018). For the qualitative method, this study interviewed eight teachers and 30 students. Focus Group Discussions were used, each comprised of six students. Using FGDs was critical in reducing the study costs in line with the set budget. Homogeneity was based on the participants of each FGD being prefects, students, and members of the same school. The number of participants per group was six. This agrees with the group size recommended for qualitative research (Hennink & Kaiser, 2022). FGDs were used to triangulate the data collected from each group to achieve data validity as required for qualitative research. These students and teachers were selected using a stratified random sampling technique.

Sampling Method

The sampling method is used to select a portion of a population for research (Etikan & Babatope, 2019). In this study, the sampling frame was a list of 177

secondary schools in Kirinyaga County, obtained from the County Director of Education, documenting the number of students in each school. Simple random sampling was used to select participants from the sample. A simple random sampling method was adopted in this study to ensure unbiased representation and equal population probability. The researcher assigned a number to each potential respondent in the list and used a table of random numbers, which was constructed so that each entry had an equal probability of being selected.

Stratified sampling was used to select teachers and students from the sample. According to Becker (2012), stratified sampling is adopted to ensure that each subgroup fairly represents the entire population without bias. The target population members are recruited into the sample based on specific criteria or characteristics. Class teachers, department heads, and deputy principals were selected because of their responsibility and accountability for quality teaching and learning processes, monitoring student progress, providing feedback and support, and communicating with other teachers and school administrators. Student leaders were similarly selected because of their leadership roles and close interaction with the school administration. They were considered more informed and could offer better insights into the leadership issues in the schools. The sample size is shown in Table 3.

Table 3 Sample Size

Type of The School	Category	Population	Sample
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County Secondary Schools	Teachers	1478	13
	Students	41,143	364
Sub Total		42621	377

The population comprised 42,621 individuals from 177 selected county secondary schools in Kirinyaga. A total of 362 students were chosen using the stratified sampling method, which suited the selection of teacher's strata of principals' deputies and heads of department. Fourteen teachers were selected using the stratified method, which enabled the researcher to give everyone an equal opportunity to participate in the study. The total sample included 396 participants. Purposive sampling was used to select participants for focus group discussions and interviews. Six groups of 10 students were involved in the focused group discussions by purposive sampling. The study selected five teachers to participate in the interview and gave more insights into the integration of transformational leadership among teachers in public schools.

Types of Data

Types of data are classified by their source and characteristics. Regarding source, data is classified as primary or secondary data (Sindin & Allen, 2017). Kothari (2014) noted that primary data are collected initially from afresh for the first time, while secondary data is already corrected by someone else and passed through

the statistical process (Sindin & Allen, 2017). In this study, both types of data were gathered. Primary data was collected from teachers' and students' perspectives to measure the extent to which teacher transformational leadership practices are practiced. The interview responses and Focus Group Discussions (FGDs) captured the participants' words, beliefs, and feelings. This helped interpret the relationship between teacher transformation leadership practices and students' academic performance in selected secondary schools in Kirinyaga County. Data is also classified into quantitative and qualitative data. Quantitative data is data in numerical data that can be described in words and, thus, are verbatim (Sindin & Allen, 2017).

Data Collection Methods and Instrumentation

Various methods of collecting primary data include schedules, interviews, observation, projective techniques, and warranty cards. The study employed self-administered interviews and Focus Group Discussions. Questionnaires were used to collect quantitative data because they generate massive data quickly and are free from interviewer bias. Moreover, answers are given in the respondents' interpretation, giving participants adequate time to select well-thought-out answers and providing a suitable channel to respondents who could be more easily approachable to participate (Creswell, 2014; Kothari, 2014).

Instruments used in this study were structured questionnaires developed by the researcher to collect quantitative data, with closed-ended and open-ended questions to gather primary data from students and teachers. The questionnaire was structured in line with the study objectives outlined by Bryman (2012). Open-ended questions were included to allow participants to respond to questions flexibly (Jacob & Fugerson, 2012). The steps followed in developing the questionnaire included

specifying the information needed in line with the objectives, specifying the interviewing methods (in this case, face-to-face interviews were conducted), determining the content of the questions and their structure, which included both open-ended and closed-ended questions, and determining the order of the questions in line with the study objectives (Yin, 2014).

The structured questionnaire comprised Likert scale items to elicit data on transformational leadership practices. The questionnaire consisted of five sections, each containing open and closed-ended questions. The open-ended sections enabled respondents to qualify or clarify their responses or ratings. The first section contained questions for gathering demographic data such as the type of school, age, and gender of respondents. The second section comprised 5 Likert scale items measuring teacher idealized influence practices on a 4-point scale from 1=strongly agrees to 4=strongly disagree. Sample items included: "Teachers stress the importance of school mission to uphold student academic performance," "Teachers serve as role models to their students to encourage their academic success," and "Teachers who practice honesty in examinations encourage students not to cheat in examinations." A composite score was then generated to estimate the level of practice of the idealized influence construct.

The third section comprised 5 Likert scale items for eliciting responses on teacher individualized consideration practices. The items were scored on a 4-point scale from 1=strongly agree to 4=strongly disagree. Sample items included: "Teachers identify diverse needs and strengths of learners to promote the academic success of students," "Teachers spend more time with learners who have special needs to promote academic improvement and behaviour," and "Teachers identify diverse needs and strengths of learners to promote the academic success of students."

The responses to these items were aggregated using the composite mean index to represent the individualized consideration construct.

The fourth section comprised 4 Likert scale items for evaluating teacher inspirational motivation practices as postulated by (Anser et al., 2018) on a 4-point scale whereby 1=strongly agree, 2=agree, 3=disagree, 4=strongly disagree. Sample items included: "mentoring students encourages high grades achievements, retention in school and reduced examination malpractice" and "teachers motivate students by creating teamwork to inspire students to work hard in their academics." Scores for each item were aggregated to form a composite measure for the inspirational motivation construct.

The fifth section comprised 5 Likert scale items measuring teacher intellectual stimulation on a 4-point scale from 1=strongly agree to 4=strongly disagree. Among the items included in the inventory were: "Teacher's ability to help students think critically to promote successful academic performance," "Teachers enable students to acquire problem-solving skills to promote students' academic performance," and "Teachers identify and nurture talents among students which promote students' high academic performance." A composite index for teacher intellectual stimulation was then obtained by computing the aggregate mean score. The study used face-to-face interviews to collect qualitative data. The researcher used semi-structured interview schedules. This type of interview is used most frequently in qualitative research, established on questions and topics prepared by the researcher (Creswell, 2014). Semi-structured interviews depend on how the respondents answer the researcher's questions. The participants have room to give more information on the questions they can. This study interviewed eight teachers and 30 students. The sample was arrived at through the saturation technique, where

the researcher collected as much qualitative data as possible from the target population (Ongus & Nyamboga, 2019). Respondents provided data from various perspectives, as posited by (Punch, 2014). The respondents answered the questions based on their life experiences, which enabled the researcher to gain insight into the participant's situation and prompted a more in-depth response (Creswell, 2014).

Interviews with students were used to confirm the teachers' behaviour through the students' experiences and perceptions. In this regard, the study focused on individual student interviews, with the researcher making observations of the student's understanding of some of the key terms used. This was to identify students' experiences of the Teacher Leadership Practices in the learning and teaching process. The interviews were short, taking at most 10 minutes.

Focus Group Discussion

Unlike the quantitative method, which uses a statistical approach to get a representative sample, Focus Group Discussion is a qualitative approach focusing on obtaining data from a group of selected individuals using a stratified sampling method (Nyumba et al., 2018). Stratified sampling was adopted to ensure that each subgroup fairly represented the entire population without bias. Moreover, the target population members were recruited into the sample based on specific criteria or characteristics.

Unlike interview questions, FGD questions were fewer, shorter, lacked focus on individuals, and were deliberately constructed to stimulate discussions, as posited by (Hennink et al., 2011). In the current study, using the quantitative and qualitative methods, the link between the teacher's transformational leadership practices and the learners' corresponding perceptions, attitudes, and behaviours was viewed as a critical area of focus. In particular, the Focus Group Discussions were used to

validate the teachers' transformational leadership practices, norms, and students' perceptions and attitudes regarding how the teachers' transformational leadership practices positively impacted the student's academic performance in Kirinyaga secondary county schools. The discussion was linked to the study's objectives. The relationship between teacher transformational leadership practices (TLP) and their implications on students' academic performance is vital. It may inform the 21st Century global government's efforts to improve student learning outcomes in the education sector, as Loizzo et al. (2013) noted.

The framework for the discussion guide was linked to the research objectives and the conceptual and theoretical framework. A deductive reasoning approach was adopted and refined during the moderation and interactive sessions, a characteristic of the cyclic nature of qualitative research, where data collection and analysis are concurrent (Hennink & Kaiser, 2022). Questions were developed as the FGD process progressed, informed by the perspectives revealed by the participants and observations made by the researcher as the moderator. The discussion guide was structured as follows: an introduction in which the moderator gave a self-introduction, explained the objectives of the discussion and asked probing questions to develop a relevant rapport with the participants. The questions were linked with the four research objectives of the study, with each question dealing with particular issues to get data on critical areas of each construct of the transformational leadership practices and finally, the closing session, during which the moderator probed the participants using general questions on transformational leadership, such as what part of the discussion is crucial for teachers to focus on so that students may improve academic performance? The moderator ended by thanking the group. During the discussions, the moderator ensured that all participants were

continuously encouraged to participate and that group dynamics were addressed. In addition, the moderator used critical skills of body language and probing, which brought a deeper understanding of the experiences and perspectives of participants. Ethical considerations included receiving informed consent from the school leadership and participants, ensuring no discussion of sensitive topics regarding teachers and students, and taking at most 20 minutes per group discussion since learners' concentration span is low.

Furthermore, the researcher assured the participants that the findings would be anonymized when reporting them. Questions were simple, straightforward, open, short, conversational, and contextualized to the secondary school level. The Focus Group Discussions were carried out in spaces decided by the participants in conjunction with the researcher as favourable and preferable. The participants identified a friendly and safe space for free interactive discussions. A circular set-up was used for the seating arrangement to foster eye contact among all the participants while ensuring that the moderator and note-taker were not only visible to each participant but that each participant equally was visible as stipulated by (Lombardo et al., 2020). This made the moderation and interactive discussions more effective.

Piloting of Research Instruments

Cooper and Schindler (2011) emphasize that a pilot study is conducted to detect design and instrumentation weaknesses and provide proxy data for selecting a probability sample. The pilot test was done to ensure that the research tool was valid and reliable and also to help improve its face validity (Smith, 2015). The pilot study was conducted in schools in Kirinyaga Central, where ten per cent (10%) of the sample was targeted. The study targeted forty (40) students and teachers, whereas thirty-nine (39) students and a teacher were selected from the schools

present in Kirinyaga Central. The area was chosen because the population possesses similar characteristics. The questionnaire's reliability and validity were tested, and the pre-test used forty (40) questionnaires issued to randomly selected teachers and students from the various categories of schools as defined by the study.

The interview schedule was also tested to observe the respondents' attitudes and reactions as they answered the questions and assisted in assessing the wording, layout, content, form, sequence, instructions, and the questions' difficulty. Sekaran and Bougie (2016) recommend that the pre-test be done by using personal interviews to observe the respondents' attitudes and reactions as they answer the questions.

The refinement process was necessary to detect weaknesses in the research instrument, check the language used, help estimate the time allocation for items, and enhance the items' validity and reliability. The pilot exercise helped improve the questionnaire and the interview schedule, where questions were re-structured to a language all the respondents would understand and give correct responses. Some of the lengthy questions were re-structured, the unclear and obscure ones were amended, and the ineffective and non-functioning questions were discarded.

Instrument Reliability

Reliability refers to the stability or consistency of measurements and whether it would be possible to achieve the same results if the test or measure were applied repeatedly (Creswell, 2014). It is impossible to construct reliability, but most researchers advocate using Cronbach's alpha reliability coefficient, which ranges between 0 and 19 (Punch, 2014). Punch stated that if the value is closer to 1, the internal consistency of the items (variables) in the scale is greater. Five constructs were measured using the questionnaire for this study: idealized influence practices,

individualized consideration, inspirational motivation, intellectual stimulation, and students' academic performance. Idealized influence practices were measured using five questions. The high internal consistency of the scale was illustrated by Cronbach's alpha value of 0.828.

The second construct, individualized consideration, comprised four items. This is shown by Cronbach's alpha value of 0.834, which had a high internal consistency. The third construct, inspirational motivation, is comprised of five items. Its internal consistency was high, with a Cronbach's alpha value of 0.756. Four questions were used to measure the fourth construct: intellectual stimulation. A Cronbach's alpha value of 0.841 meant high internal consistency. The fourth construct, student academic performance, had three items on the scale. It had a high internal consistency, as illustrated by Cronbach's alpha value of 0.723. The reliability test results are shown in Table 4.

Table 4 Cronbach's Alpha Reliability Test for Study Variables

Variable	No. of items	Cronbach's alpha
Idealized influence practices	5	0.780
Individualized consideration	4	0.836
Inspirational motivation	5	0.756
Intellectual stimulation	4	0.841
Students' academic performance	3	0.822

Source: Research data.

Paradigms had acceptable reliability, as posited by Rahi (2019), which ascertained that a value for Cronbach's alpha greater than 0.9 is considered excellent. A value of 0.8 is deemed most appropriate, while 0.7 is rated appropriate. Orodho (2016) points out that in the social sciences, 0.7 or more is considered acceptable as a reliability value. The study conducted a reliability analysis using Cronbach's alpha coefficient to assess the internal consistency of the questionnaire items for each of the five constructs measured. The results indicated that all five constructs achieved good composite reliability within acceptable thresholds. The high internal consistency is illustrated by Cronbach's alpha values of 0.828, 0.834, 0.756, 0.841, and 0.723 for idealized influence practices, individualized consideration, inspirational motivation, intellectual stimulation, and student's academic performance, respectively. According to the rule of Shenoy and Praharaj (2019), the paradigms had acceptable reliability, and all constructs achieved good composite reliability within the acceptable thresholds stipulated in social science research.

In qualitative research, the reliability issue is different from that in quantitative research. It focuses on the possibility that the results can be replicated and are consistent with the data collected rather than the same findings being replicable. Therefore, by using the opportunity to reflect on and synthesize the collected data, the researcher could make sense of it (Patton, 2015). Data from the questionnaires was used to "triangulate" all the data by comparing it with the responses obtained through the interviews. Data triangulation was also geared towards reducing biases and selective perception of a single analyst.

The instruments used in the study to collect data were questionnaires, interviews, and FGDS. The researcher made notes upon completion of the sessions.

This enabled the researcher to reflect on the interview contributions and general themes from the interviews concerning the study questions. By using the opportunity to reflect on and synthesize the collected data, the researcher could make sense of it. The data from the questionnaires was used to "triangulate" all the data by comparing it with the responses obtained through the interviews. Data triangulation was also geared towards reducing biases and selective perception of a single analyst.

Instrument Validity

Before collecting and analyzing quantitative and qualitative data, the validity of the research tools should be assessed (Reza, 2019; Tokbaeva, 2022). The instrument should give similar results (Suhendi et al., 2021). To ensure content validity, the researcher verified the pilot study's findings by seeking approval from research experts before applying the questionnaires. Construct validity was ensured by dividing the questionnaire into sections, each assessing the information for a specific objective and guaranteeing the same linked to the study's conceptual framework (Clark & Watson, 2019). The researcher validated the instrument (questionnaire) to ensure they were relevant, meaningful, clear, and courteous. After evaluation, the instrument was adapted accordingly before being used in the final data collection exercise. The responses were triangulated to ensure the consistency of the findings, with the researcher using multiple methods to triangulate the responses and derive themes or patterns as postulated (Creswell & Creswell, 2018).

The selection of the study's participants was an essential factor in examining external validity, as the respondents who agreed to participate in the study may have been interested in knowing more about teacher transformational leadership and thereby sought to have some impact on the research, possibly affecting the findings.

The supervisor's input also helped enhance the validity of qualitative statements in the study. The supervisory input improved the correctness of the tool to collect valid responses by making the tool more appropriate.

Data Analysis Method

Statistical Package for the Social Sciences (SPSS) Version 28 was used to analyze data of all the study variables indicated in the conceptual framework. Once this was done, exploratory data analysis was performed to check for any errors in data entry. Quantitative data analysis involved descriptive statistics using means and standard deviation and inferential tests using simple linear regression. Descriptive statistics included mean and standard deviation and were conducted as per the study objectives. To calculate the mean, the following formula was used;

$$\bar{X} = \frac{\sum f^x}{n}$$

Where $\bar{x}$ is the mean to be calculated, f is the frequency of each class, x is the mid interval of each class, n is the total frequency, and $\sum f^x$ is the sum of the products of the frequency of the population class and the corresponding frequency. To compute the standard deviation, the formula adopted was;

$$\sigma = \sqrt{\frac{\sum (x - \bar{x})^2}{n}}$$

σ = standard deviation

$\sum$ = sum of

x = each value in the data set

$\bar{x}$ = mean of all values in the data set

n = number of value in the data set

A simple regression model was used to quantify the relationship between the variables. The relationships between the variables were presented as shown in the conceptual framework. The same procedure was used to analyze the study sub-variables, as shown in the conceptual framework. The formula below shows the simple models of the independent variables against the dependent variable. The study employed a linear regression model to determine the implications of teacher transformational leadership practices on students' academic performance in selected County secondary schools in Kirinyaga County using SPSS Version 28 software.

The linear regression model takes the formula;

$$Y_i = f(X_i \beta) + \varepsilon$$

Y is the dependent variable, X is the independent variable, β is the beta coefficient of the independent variable, and ε is the model's error term. Plying the formula above to this study, the resultant linear regression model was;

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

Where:

Y = students' academic performance

β_1 , beta coefficient

β_0 = the constant term

X_1 = transformational leadership dimension measured using teachers' idealized influence practices, between teachers' individualized consideration, teachers' inspirational motivation practices, and teacher intellectual stimulation practices

ε = error term

Source. (Setyanningsil, 2017)

In statistics, significance testing of the p-value indicates the level of relation of the independent variable to the dependent variable. If the significant number found was less than the critical value, also known as the probability value, which is statistically set at 0.05, then the conclusion would be that the model is significant in explaining the relationship; otherwise, the model would be considered non-significant. Analysis of Variance (ANOVA) analysis was conducted to establish the general significance of the model. R-square was used to show the variation and suitability of the model. Further, regression analysis was used to establish the regression coefficients of the variables.

Model Assumption Tests

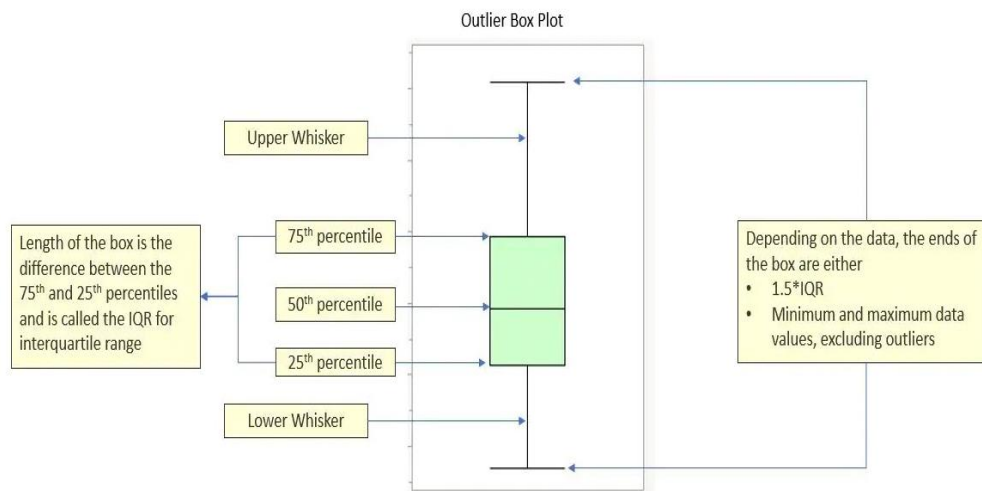
Various statistical assumptions were tested before analyzing the data. First, the study had to establish the relationship among the variables (independent and dependent) using inferential statistics (linearity test). Other tests ensured that data distribution was normal and the variance of the error terms was similar across all the homoscedastic independent variables (Setyanningsil, 2017). Some assumptions

validate using linear regression models for inference or prediction (Akinyode & Khan, 2018). Violating these assumptions would mean any regression model's confidence intervals, forecasts, and scientific insights may be inefficient, seriously misleading, or biased. Thus, the findings would give a false ground to accept or reject the study's hypotheses. It was necessary to test all these assumptions since when they are violated, the study results are likely to give rise to biased estimates of the parameters (Akinyode & Khan, 2018). These tests included multicollinearity, linearity, normality, and homoscedasticity. Hypotheses were then tested using the regression analysis technique. These processes are described in detail in this section.

Testing for Outliers

In a data set, an outlier is defined as any observation that appears inconsistent with the rest of the dataset (Akinyode & Khan, 2018). In a regression technique, outliers refer to observations that are not close to the mark. Outliers could increase as the size of the sample increases. When they are present in a dataset, it leads to misleading results. For this study, outliers were detected using the Mahalanobis d-square test. The detected outliers were dropped, and boxplots were used to show that variables were distributed generally before analysis. Boxplots were symmetrical with no outliers identified, as stipulated by (Akinyode & Khan, 2018). The illustration of the box plot is shown in Figure 4.

Figure 4 Box Plot Illustration



Source: JMP Statistical Discovery (2024).

In interpreting outliers, if the data do not extend to the end of the whiskers, then the whiskers extend to the minimum and maximum data values. If there are values that fall above or below the end of the whiskers, they are plotted as dots. These points are often called outliers.

Test for Normality

Astuti and Adha (2022) describe normality as a symmetrical and pointy distribution shape. This has a zero mean and one standard deviation. Saunders et al. (2016) explain why normal data is a fundamental assumption in parametric statistical analysis. Many statistical tests in a research project require a determination of data normalcy. This study tested the normality test using Kolmogorov-Smirnov (K-S) and Shapiro-Wilk (S-W) tests. In statistics, normality tests assess whether a normal distribution models the dataset well and how likely a random variable underlies the dataset (Suhendi et al., 2021). The formula for testing normality using the K-S test is

$$K = D \sqrt{\frac{n_1 n_2}{n_1 + n_2}}$$

where:

$$D = |cp1_i - cp2_i|_{\max}$$

Where $cp1_i$ and $cp2_i$ are the i^{th} cumulative

proportions of the first and second samples respectively.

In statistics, normality tests can determine if a normal distribution well describes a dataset and compute the likelihood that a random variable underlying the dataset is distributed normally (Suhendi et al., 2021; Alhammadi et al., 2020). A p-value <0.05 means the data is not normally distributed, and for a p-value >0.05, the data is normally distributed (Lilliefors, 1967; Shapiro & Wilk, 1965).

According to Wayhuni et al. (2021), a symmetrical pointed shape, a mean of zero, and a standard deviation of one are all characteristics of normalcy. It is vital to remember that if the research variables are not normal, all subsequent statistical regression tests will fail. As a result, statistics such as skewness and kurtosis and the Kolmogorov-Smirnov and Shapiro-Wilk tests were used. They were used to check for the normality of the study variables and how they were distributed (Chio & Young, 2014). In statistics, if a variable is relatively close to normal, it has skewness and kurtosis values between -1.0 and +1.0 (Dini et al., 2020). The scholars indicated that the hypothesis of normality is rejected when the p-value is less than or equal to 0.05.

Test for Linearity

Linearity describes how the magnitude or rate of change in scores for two sets of variables remains consistent for all variables' scores. The continuous change slope representing the link between the independent and dependent variables is

called linear. Any predictions will almost certainly be wrong if a linear model is fitted to nonlinearly connected data. The difficulty of linearity can be solved by deleting outliers. The rate at which there is modification between the scores on different sets of variables remains constant in the whole range (Ketenci, 2021). This notable change represents the relationship that exists between dependent and independent variables. Compare means were used to test for linearity and visually show whether there was a linear or curvilinear relationship between two continuous variables before regression analysis. The linearity test formula is shown below, where n is the observed population, and y is the variable data for observed and fitted data.

$$linearity = \sqrt{\frac{1}{n-2} \sum_{i=1}^n (y_{observed} - y_{fitted})^2}$$

A calculated p-value >0.05 implies a linear relationship between the variables, while a calculated p-value <0.05 implies a lack of linear relationship (Liu et al., 2009). Regression models can only accurately estimate the relationship between dependent and independent variables if the relationship is linear (Osborne & Waters, 2002).

Test of Multicollinearity

In a regression model, multicollinearity refers to a significant correlation between two or more independent variables. The study employed the Variance inflation factor to detect multicollinearity. The variance inflation factor generates values showing the degree of relationship among independent variables. The finding

does not suffer from severe multicollinearity when the degree of VIF values ranges from 0-10. When the data set records a VIF of above ten, such data suffer from severe multicollinearity (Paul, 2006). The formula for testing V is $VIF = \frac{1}{1-R^2}$

Where VIF is variance inflation factors, R^2 is the coefficient determination of the model.

There is multicollinearity in a regression model when a significant correlation is found among two or more independent variables. Because the standard error increases when collinearity is substantial, finding the exact implication of a given predictor variable on the dependent variable becomes more challenging. As a result, the size of the regression coefficients changes (Wahyuni, 2021). The objective of the present study was to examine the extent to which the predictor variables satisfied the assumption that the independent variables were free from multicollinearity. The VIF was then used to test for the phenomena in the study. According to Khan (2018), there is multicollinearity if the VIF is greater than 10 (VIF 10).

Test for Homoscedasticity

Homoscedasticity testing ensures that forming errors do not affect the final results (Akinyode & Khan, 2018). Homoscedasticity occurs when the error terms are the same for all the independent variables. It occurs when the variance in scores on one variable is, to some extent, like all the other variables' values (Khan, 2018). The homoscedasticity formula is

$$\text{var}(\epsilon) = I\sigma^2$$

While for heteroscedasticity, it is expressed as;

$$\text{var}(\varepsilon) = \text{diag}[\sigma_1^2, \sigma_2^2, \dots, \sigma_I^2]$$

The Levene statistic test for homoscedasticity (homogeneity of covariance) was conducted. The guidance for rejecting the null hypothesis was based on $p < 0.05$, implying that the data were homoscedastic in distribution. The researcher tested the null hypothesis for the homogeneity of variance and relied on the Levene statistic. According to Nordstokke and Zumbo (2010), a p-value above 0.05 means that error variance is uniform across the data set. If Levene's Test yields a P-value below 0.05, then the assumption of homogeneity of variance has been violated, a technique to reach the objectives. The researcher conducted this test to determine how the dependent variable was distributed across the groups defined by the study's independent variable. Subsequently, heteroscedasticity was tested using Breusch-Pagan and Koenker test statistics.

Hypothesis Testing

This research used a simple linear regression model to analyze the relationships between the dependent and independent variables. The relationships among the four variables were presented according to path analysis in two substructures.

$$Y_1 = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where Y_1 - students' academic performance, β_0 = The intercept, $\beta_1, \dots, \beta_4$ = coefficients of the independent variables, X_1 - teachers' idealized influence practices, X_2 - teachers' individualized consideration practices, X_3 - teachers' inspirational motivation practices and X_4 - teachers intellectual stimulation practices ε = Random error. Mediation was tested using the stepwise regression technique proposed by

Baron and Kenny (1986). When testing mediation, the study monitored R-squared (R^2) changes from step i to step iii. A stepwise regression method was applied. This method automates the procedure for choosing predictor variables. In each process step, a variable is considered to be added to or subtracted from the set of explanatory variables according to a pre-specified criterion. Stepwise regression is a systematic method by which the most significant and the least important variable(s) can be added or removed respectively (Saunders et al., 2016). A summary of the regression model provided information on the ability of the extent to which the regression line accounted for the total variation (Y) in the dependent variable. The rate of change in the dependent variable (Y) as a function of changes in the R-squared and F-ratio values was examined using the regression coefficient, which was also used to evaluate the significance of the critical p-value of 0.05. The coefficient stage is essential in stepwise regression. In the present study, it was used to show the regression of the model. Beta values or standardized coefficients were used to investigate the relationship between the dependent and independent variables. The size of the beta values was used to determine the level of impact, which implies how much was predicted by the independent variables.

The Fischer distribution test, also known as the F-test, tested the significance of the overall model at a 95% confidence level. The robustness of the model was determined using the p-value for the F-test. The conclusion was derived from a p-value in which, if the null hypothesis of the beta is rejected, the overall model would be significant. However, the overall model would be insignificant if the null hypothesis were accepted. Hence, a p-value of less than 0.05 means that the model is significant and predicts the dependent variable well. It also indicates that the

results are not based on chance. A p-value more significant than 0.05 shows that the model is insignificant and cannot explain the variations in the dependent variable.

The relationship between the predicted and the predictor variables was measured using simple linear regression analysis and presented as a model. The measurement results were then interpreted using the coefficient of determination (R^2) to explain how much of the dependent variable was described by the specific independent variable. The regression coefficients were used to show which predictor variable had a higher implication on the dependent variable. The T-test and F-statistic coefficients of variables and significance levels were used to test all the hypotheses using the regression model, as shown in Table 5.

Table 5 Objectives, Hypothesis and Data analysis Model

	Research objective	Hypothesis	Regression analysis model	Interpretation
1	To determine the relationship between teachers' idealized influence practices and students' academic performance in selected county secondary schools in Kirinyaga County	H ₀₁ Teacher-idealized influence practices have no significant relationship with students' academic performance in selected secondary schools in Kirinyaga County.	$= a_0 + a_1x_1 + \varepsilon$ $y = \text{academic performance (AP)}$ $a_0 = \text{constant term}$ $x_1 = \text{idealized influence practices (IMP)}$ $a_1 = \text{coefficient of IMP}$ $\varepsilon = \text{error term}$	R^2 assessed how much change in a student's academic performance was from idealized influence practices. The F-test evaluated the significance of the overall robustness of the regression model, while the T-test tested the statistical significance.
2	To examine the relationship between teachers' individualized	H ₀₂ : Teacher-individualized consideration practices have no	$= a_0 + a_2x_2 + \varepsilon$	R^2 assessed how much of the change in academic

	consideration practices and students' academic performance in selected County secondary schools in Kirinyaga County.	significant relationship with students' academic performance in selected secondary schools in Kirinyaga County.	y = academic performance (AP) a_0 = constant term x_2 = individualized consideration (IC) a_2 = coefficient of IC ε = error term	performance was due to leadership efficacy. The F-test assessed the significance of the regression model's overall robustness, and the T-test tested its statistical significance.
3	To establish the relationship between teachers' inspirational motivation practices and students' academic performance in selected County secondary schools in Kirinyaga County.	H ₀₃ : Teacher inspirational motivation practices have no significant relationship with students' academic performance in selected secondary schools in Kirinyaga County.	$ya_0 + a_3x_3\varepsilon$ y = academic performance (AP) a_0 = constant term x_3 = inspirational motivation (IM) a_3 = coefficient of IM ε = error term	R ² assessed how much change in academic performance was due to inspirational motivation. The significance of the overall robustness of the regression model was evaluated using the F-test, and the T-test tested the statistical significance.
4	To assess the relationship between teacher intellectual stimulation practices and students' academic performance in selected County secondary schools in Kirinyaga County.	H ₀₄ : Teacher intellectual stimulation practices have no significant relationship with students' academic performance in selected secondary schools in Kirinyaga County.	$y = a_0 + a_4x_4 + \varepsilon$ y = academic performance (AP) a_0 = constant term x_4 = intellectual stimulation (IS) a_4 = coefficient of IS ε = error term	R ² assessed how much of the change in academic performance was due to intellectual stimulation. The F-test assessed the significance of the regression model's overall robustness, and the T-test tested its statistical significance.

Source: Research data

Qualitative Data Analysis

Qualitative analysis reports a range of issues expressed by the participants (Hennink et al., 2011). Qualitative data analysis involves categorizing data. This study involved making sense of massive data by reducing raw information. Significant patterns were identified and finally drew meaning from data, as noted by (Patton, 2015). The thematic data analysis method was applied. Thematic analysis identifies, breaks down, describes, and reports data themes (Braun & Clarke, 2021). The thematic analysis method generates patterns based on participants' perspectives on the studied structures (Braun & Clarke, 2021; Poston & Bland, 2020; Saadat et al., 2023). By developing themes and exploring their linkages, the purpose is to investigate the linkages between transformational leadership and students' academic performance. Focused group discussions were conducted with students (appendices III, IV, and VI). In addition, key informant interviews with teachers were conducted (Appendix V).

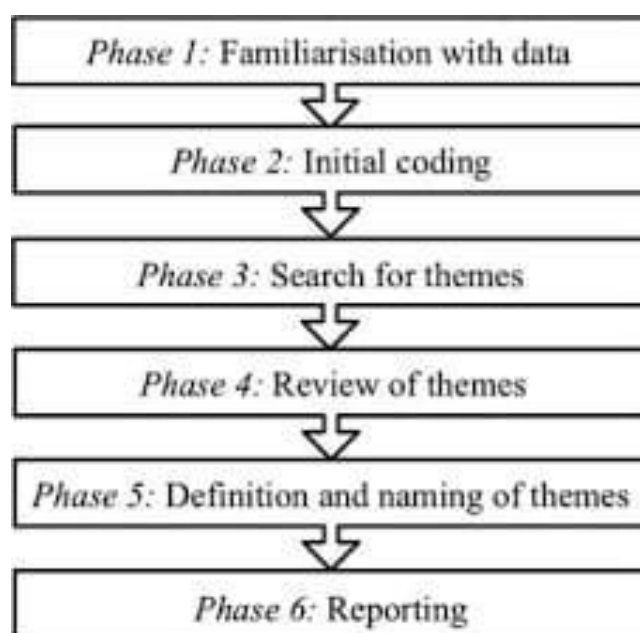
Thematic analysis was relevant to this study because the themes represented mechanisms through which teacher transformation leadership practices transform students' academic performance in selected county secondary schools in Kirinyaga. Unique codes were generated directly from the data using inductive codes. They were coded into the computer to calculate descriptive statistics as stipulated by (Braun & Clarke, 2021). Thematic analysis organizes data in a detailed manner and interprets some aspects of the research topic (Braun & Clarke, 2021). The researcher ensured data saturation by gathering data until no new themes emerged, as postulated by (Walker et al., 2019).

The thematic analysis suited this study for it enables researchers to provide answers to research questions based on human and social activities gleaned from

respondents' perspectives and experiences. Qualitative analysis can be done in various ways (Braun & Clarke, 2021; Saadat et al., 2023).

The data collected initially informed the following stage of the data collection phase. It used the emerging findings to refine the ensuing questions (Patton, 2015). Descriptive codes involve slightly interpreting the code or relying on the research context. Descriptive codes can be created before or after data collection and analysis (Poston & Bland, 2020). The descriptive codes were utilized in this study during the preliminary analysis phase when the obtained data was first assessed. During this stage in the data analysis, words or phrases were used by the researcher to either describe or summarize a section of the data. Codes were then developed so that relevant and recurring themes that evolved could be developed to describe how teachers defined and understood transformational leadership. Braun and Clarke's (2021) six-phase guide was implemented in this study as the foundation for conducting thematic analysis. A summary of the stages of qualitative analysis is diagrammatically illustrated in Figure 5.

Figure 5 Thematic Analysis Phases



Source: Braun & Clarke (2021)

Phase one. "Familiarizing yourself with data is focused on reading and re-reading the data, noting down the data, and then transcribing each participant's interview session. To identify patterns and meaning, the researcher reviewed the transcripts at least twice, taking notes as stated (Braun & Clarke, 2021). Nvivo 14 software was utilized as the tool for analysis to enable the researcher to send the transcripts to the program. The software was used to analyze the data and draw out significant elements and patterns of language along with themes discovered in the participants' interview transcripts. Nvivo 14 is one of the computer-assisted qualitative data analysis software (CAQDAS), with powerful tools capable of sorting categories of data and arranging them in themes. As displayed in the conceptual framework, x-Mind software was used to draw diagrams and tables to visualize the relationship between the study variables.

Phase two. Creating initial codes: "systematically coding intriguing data aspects across the whole dataset, collecting data relevant to each code" (Braun & Clarke, 2021, p. 154). This phase focused on reducing the data to produce initial codes. The information was organized into "meaningful and manageable text chunks, such as sections, quotations, and single phrases ..." (Braun & Clarke, 2021). The focus throughout this phase was on creating themes, which is the initial and most fundamental level of analysis; it is also utilized as an organizational tool (Braun & Clarke, 2021, p. 214).

Phase three. "Looking for themes, organizing codes into potential themes, and collecting all relevant data for each possible theme" (Braun & Clarke, 2021, p17). The data was evaluated, and the codes were sorted in this phase to identify

themes (Braun & Clarke, 2021). It also served as a blueprint for theme creation and code placement.

Phase four. "Reviewing themes, checking if the themes work concerning the coded extracts (Level 1) and the entire dataset (Level 2), generating a thematic 'map' of the analysis" (Braun & Clarke, 2021). This phase was used to refine the themes identified in the draft phase three using a two-level analysis of the codes. The first level involved reading through the codes for each theme to determine if a coherent pattern was developing (Braun & Clarke, 2021). The second analysis stage was initiated if a consistent pattern could be found. If the codes did not fit in this scenario, it was required to evaluate whether the problem was with the theme or the codes or information for that specific theme. The entire data set was read through to complete the second analysis level and ensure the themes fit the data. This process also made it possible to check if there was any additional data to be coded (Braun & Clarke, 2021).

Phase five. "Defining and naming themes, ongoing analysis to refine the information of each theme, and the overall stratum the analysis articulates, generating clear definitions and names for each theme" (Braun & Clarke, 2021). The idea was to clearly define what themes are and are not as postulated by (Braun & Clarke, 2021). In the current study, the researcher focused on creating a definition for each topic, from which the researcher assessed the theme's fundamental themes and scrutinized which element of the data and research questions the theme fits as posited by (Braun & Clarke, 2021).

Phase six. "Producing the report: the final event for analysis. Selection of vivid, complete exact examples, the final analysis of selected extracts, relating the analysis to the research questions and literature, producing a scholarly report of the

analysis" (Braun & Clarke, 2021). The final stage in the present study involved analyzing the data and writing a narrative about the collected information. The stage goes beyond the data description and makes an argument concerning the study research questions. Phase six provides a concise, coherent, logical, non-repetitive and exciting account of the information the data communicates, within and across themes" (Braun & Clarke, 2021).

Ethical Considerations

Roberts (2015) describes ethical considerations as all the processes or activities a researcher must observe or adhere to to ensure a research dissertation's integrity. Ethical considerations were observed throughout the research process. Ethical standards were applicable in all areas, including data collection, interviewing the participants, presenting the research findings, and ensuring the research information was accurately reported (Roberts, 2015). Foundational to ethical compliance, the researcher applied for ethics clearance from the PAC University Ethics Review Committee and obtained a research authorization letter. Consent was sought from relevant authorities and offices in the County's Ministry of Education, Science, and Technology. The researcher then acquired a permit from the National Commission of Science, Technology, and Innovation (NACOSTI). A copy of this was presented to the County Director of Education in Kirinyaga County. The researcher used the authorization documents to seek permission from the principals of the respective county secondary schools where data was collected.

Easterby-Smith et al. (2018) asserted that ethical principles should be followed when conducting research. Ethical principles include getting informed consent, respecting the privacy of research participants, seeking voluntary

participation, protecting the identity of participants, making honest use of data, and presenting research results accurately. Each of these principles was adhered to throughout the research progress.

The research principle of "harming" requires researchers not to harm the respondents during the study, as emphasized by Favaretto et al. (2020), was also maintained throughout the study. The study investigated teacher transformational leadership practices and implications on students' academic performance in Kirinyaga County schools. The investigation did not address sensitive issues that could cause psychological or physical harm to the participants.

Before recruiting the participants into the study, the researcher obtained informed consent from the respondents. An informed consent form was prepared for this purpose. The form entailed the aims and objectives of the study, the procedures of conducting the research, the potential benefits of the study, and the rights of participants. The respondents were informed that they had the right to withdraw from the study if they did not wish to continue. The respondents were explained that the research was purely academic. This was done to make sure that they felt comfortable when they responded to the questions and were not under any pressure. Participants were granted sufficient opportunity to seek clarifications and discuss any concerns they had to make an enlightened decision on whether to participate. Anonymity is the condition characterized by being required to sign the informed consent form to indicate that they understood the information therein and consented to participate in the research of their own free will (Hein et al., 2015).

To protect the identity of research participants and their privacy was achieved by instructing respondents not to disclose their names or other pinpointing

information on the questionnaires. For respondents (teachers and students) who participated in the interviews and focus group discussions, their identity was concealed by using codes (student 1, 2, 3....and teacher 1, 2, 3...) without revealing their names as posited by (Badampudi et al., 2022). Further, verbatim responses to qualitative interviews were concealed using fictitious names to conceal interviewees' identities while preserving the data's integrity (Godfrey-Faussett, 2022).

The data collected was treated with concealment. Data protection measures included securing the data in a file cabinet and password-protecting electronic data files. Further, plans were made to destroy the data six months after completion of the research and dissemination of research findings. This was necessary to reduce the risk of unauthorized access to data once the research was completed. Reasonable care was taken to ensure data was captured, interpreted, and reported accurately in line with ethical principles. Further, the researcher acknowledged the literature sources that informed the study. These guidelines included avoiding plagiarism utilizing the 7th American Psychological Association's (APA) format and writing style.

Chapter Summary

This chapter has presented the research paradigm and research design used in the study. A pragmatism convergent-parallel mixed-methods research design was adopted for the study. The research instruments were piloted to ensure reliability and validity. The target population was 44788 individuals, and simple random and purposive sampling were used to select study participants. The Cochran formula was used to determine the sample size for quantitative data. Outliers, normality, linearity, multicollinearity, and homoscedasticity were tested. Descriptive statistics and

simple linear regressions presented the relationship between independent and dependent variables.

The qualitative findings were presented as thematic analyses of the specific research objectives. The research procedures and ethical considerations, including the confidentiality of the respondents, have been explained in detail. The study's findings will be analyzed, interpreted, and discussed in the next chapter.

CHAPTER FOUR: RESULTS AND DISCUSSION

Introduction

The chapter presents the results and discussion of the findings. The chapter starts by examining the characteristics of the population and their demographic features in frequencies and percentages. Moreover, the study presented the descriptive results, and diagnostic tests were undertaken before testing the relationship between variables using a linear regression equation. The triangulation of qualitative findings was analyzed thematically, and a hypothesis was presented based on the objective—the section concluded by discussing the study variables' relationships, implications for existing literature, and theory.

Response Rate

The researcher distributed 346 questionnaires, excluding 40 individuals selected to participate in the piloting process. The questionnaires were self-administered, and other respondents were involved in focused group discussions. Findings were presented in the subsequent section.

In Table 6 below, the response rate obtained has been displayed. It shows that 36 teachers, or 75% of the sample, and 319 students, or 89%, responded to the questionnaire that the current study used to gather quantitative data. 355 people in total responded, equivalent to an 87% response rate. A response rate of over 50% is sufficient for analysis, though Akinyonde and Khan (2018) emphasized that a response rate of over 70% is excellent. Therefore, the 87% response rate was deemed appropriate for quantitative analysis, and the findings represented the population under study. However, non-response bias may still exist and could affect the generalizability of the results. Table 6 shows the respondents' return rate.

Table 6 Respondent Return Rate

	Targeted	Actual	Return
	Frequency	Frequency	Percentage
Teachers	48	36	75
Students	359	319	89
Total	407	355	87

Source: Research data

Demographic Analysis

Understanding the characteristics of the sample can reveal important details about the population from which it was drawn, making demographic analysis a crucial component of scientific inquiry (Denscombe, 2017). The study gathered participant demographic data to understand the study population's dynamics better. This information included the respondents' age, gender, and type of school. This section summarises the findings with tabulated frequency tables and bar plots, which permit easy visualization and interpretation of the data. It is important to note that demographic analysis can also reveal potential biases or limitations in the study sample and inform future research design and recruitment strategies.

Distribution of School Types

The study sought information from teachers teaching in selected county secondary schools. The results are displayed in Table 7. The findings showed that 18 teachers, or 50% of the total respondents, worked in mixed-gender county

secondary schools; 36% of the teachers in the sampled schools were male, and 64% were female. Moreover, 14% were from girls' Secondary schools and 76% were from boys' secondary schools. The findings represented study participants from various schools with different gender alignments. Table 7 shows the distribution of school type in the teachers' survey.

Table 7 Distribution of School Type in the Teacher's Survey

Type off school	Frequency	Percentage	Valid percentage	Cumulative percentage
Girls' secondary schools.	5	13.9	13.9	13.9
Boys' secondary schools	13	36.1	36.1	50
Mixed secondary schools	18	50	50	100.0
Total	36	100.0	100.0	

Source: Research data

Results in Table 7 showed that 142 respondents (44.5%) attended mixed county secondary schools, and the respondents from county boys' secondary schools comprised 96 (30.1%) of the total. The remaining 25.4% were from county girls' secondary schools.

Table 8 Distribution of School Type in the Student's Survey

Type of school	Frequency	Percentage	Valid percentage	Cumulative percentage
Girls' secondary	81	25.4	25.4	25.4

Boys' secondary	96	30.1	30.1	55.5
Mixed secondary	142	44.5	44.5	19.1
Total	319	100.0	100.0	100

Source: Research data

Gender Distribution

Table 9 displays the gender of the teachers. Male respondents were the majority (61.1%), while 38.9% of respondents were female. However, there was a more even distribution between male and female respondents, with 51.2% being male and 48.8% being female. This suggests that there may be a gender disparity in the teaching profession, but not necessarily in the student population. Table 9 presents the gender of respondents in the teachers' survey.

Table 9 Genders of Respondent's in Teachers Survey

	Frequency	Percentage	Valid percentage	Cumulative percentage
Male	22	61.1	61.1	61.1
Female	14	38.9	38.9	100
Total	36	100.0	100.0	

Source: Research data

The students' distribution displayed that most respondents were male (163 out of 319; 51.1%), and 156 were female (48.3%). Two respondents did not indicate their gender. Most respondents were between 18 and 24 (62.7%), followed by those aged 25 to 34 (22.3%). Only a tiny percentage of respondents were over 35 years old (15%). The sample may differ from the overall population due to potential biases in the sampling method. Table 10 shows the gender of respondents in the students' survey.

Table 10 Genders Respondents in Students' Survey

	Frequency	Percentage	Valid percentage	Cumulative percentage
Male	163	51.1	51.1	51.1
Female	154	48.3	48.3	99.4
Missing	2	0.6	0.6	100
Total	319	100.0	100.0	

Source: Research data

Age Distribution of the Respondents

The age of the teachers and student respondents was considered in the study. Table 10 shows that most teachers were between the ages of 26 and 45, with 33.3% falling between the ages of 26 and 35 and 38.9% between 36 and 45. Teachers aged over 55 years made up a small minority of the sampled population (5.6%). Educational institutions need to consider the age demographics of their teaching staff to plan for recruitment and succession strategies and ensure a diverse and

inclusive workforce. Moreover, this information may inform professional development opportunities tailored to the needs and experiences of different age groups within the teaching profession. The age distribution of the teacher respondents is shown in Table 11 below.

Table 11 Age Distribution of the Teacher Respondents

	Frequency	Per cent	Valid percentage	Cumulative percentage
18-25 years	3	8.3	8.3	8.3
26-35 years	12	33.3	33.3	41.7
36-45 years	14	38.9	38.9	80.6
46-55 years	5	13.9	13.9	94
Above 55 years	2	5.6	5.6	100
Total	36	100	100	

Source: Research data

Table 11, 269 student respondents, or 84.3%, were between the ages of 15 and 20. Only 29 (0.5%) of the respondents were under 15. The remainder (6.6%) were over 20 years. Since most students enrol in secondary schools between the ages of 14 and 19 after completing their primary education, the results are consistent with data on the secondary population in Kenya. However, it is essential to note that the survey only included respondents who were currently enrolled in schools and,

therefore, may not accurately represent the overall age distribution of the population.

Table 12 shows the age distribution of the student respondents.

Table 12 Age Distribution of Student Respondents

	Frequency	Percentage	Valid percentage	Cumulative percentage
15-20 years	269	84.3	84.3	84.3
Younger than 15 years	29	9.1	9.1	93.4
Older than 20 years	21	6.6	6.6	100
Total	319	100	100	

Source: Research data

Analysis of Quantitative Data

Descriptive Statistics

Descriptive statistics were presented using percentages and frequencies. The descriptive statistics presentation of the five study variables: teachers' idealized influence practices, individualized consideration practices, inspirational motivation practices, intellectual stimulation practices, and student's academic performance in selected county secondary schools in Kirinyaga, Kenya was shown. The respondents were requested to respond to several statements based on the extent to which each statement applied on a Likert scale of 1-4, where 1- strongly agree, 2- agree, 3 disagree, and 4- strongly disagree.

Descriptive Findings for Idealized Practices

The study's first objective was to assess the teacher idealized influence practices and their implications on students' academic performance in selected county secondary schools in Kirinyaga. The first initiative taken by the study was to assess the descriptive components of the variable by asking questions regarding specific activities that demonstrated how idealized practices are implemented in schools. This involved using a Likert scale of 1-4, where 1- strongly agree, 2- agree, 3 disagree, and 4- strongly disagree; the finding is presented in Table 13.

Table 13 Descriptive Results of Idealized Practices

Statement	SA	Agree	Disagree	SD	Mean	Standard deviation
Clear school vision promotes student academic performance	22.4	42.8	23.4	11.4	2.25	1.12
Teachers who stress the importance of the school mission uphold student academic performance	28.9	39.7	16.2	15.2	2.38	1.01
Teachers who serve as role models to their students encourage their academic success	24.6	36.9	18.9	19.6	2.01	1.11
Morally upright teachers foster students' academic success	18.7	43.6	19.6	18.1	2.32	1.17
Teachers who practice honesty in examinations. encourage students not to cheat in examinations	29.1	38.7	17.4	14.8	2.15	1.15

The study employed various descriptive statistical measurements that included mean and standard deviation. The mean indicated how data are distributed, while the standard deviation showed disparities within the data set. Data that recorded deviations were classified as outliers and discarded. Based on the findings

in Table 13, the first statement was geared to establish whether schools have a set vision in place and alignment with their mission. The school vision promoted student academic performance in selected secondary schools, as shown by a mean of 2.25 and a standard deviation of 1.12. It was evident that many teachers stressed the importance of the school mission in upholding students' academic performance, as indicated by the mean of 2.38 and standard deviation of 1.01. Morally upright individuals mainly take the role model task, which is evident in this case (Mean= 2.32, standard deviation=1.17). One of the critical practices of demonstrating morality is honesty in administering examinations in schools, which was evident in secondary schools in the study area (Mean= 2.15, standard deviation=1.15). The standard deviations of all statements indicated that several teachers' responses were clustered around the mean; hence, there was no significant divergence. The teacher's practices of idealized influence by teachers are crucial in setting a vision for the schools. The vision of any school is a blueprint followed to attain a specific mission. Teachers are instrumental in driving schools' vision to realize desirable students' academic performance by demonstrating a high level of discipline that students can follow easily. This is achievable by setting up high moral and ethical standards in all activities that can improve academic performance, for instance, strictly adhering to all examination practices and regulations.

Descriptive Findings of Teacher Individualized Consideration

The study's second objective was to examine teachers' individualized consideration practices' implications on students' academic performance in selected county secondary schools in Kirinyaga. It was ideal for the study to examine descriptive statistics regarding specific statements demonstrating how teachers'

individualized consideration practices were exhibited in secondary schools. The study used a Likert scale of 1-4, where 1- strongly agree, 2- agree, 3 disagree, and 4- strongly disagree. The finding is presented in Table 14.

Table 14 Descriptive Results of Teacher Individualized Consideration

Statement	SA	Agree	Disagree	SD	Mean	Standard deviation
Clear school vision promotes student academic performance	22.4	42.8	23.4	11.4	2.25	1.12
Teachers who stress the importance of the school mission uphold student academic performance	28.9	39.7	16.2	15.2	2.38	1.01
Teachers who serve as role models to their students encourage their academic success	24.6	36.9	18.9	19.6	2.01	1.11
Morally upright teachers foster students' academic success	18.7	43.6	19.6	18.1	2.32	1.17
Teachers who practice honesty in examinations. encourage students not to cheat in examinations	29.1	38.7	17.4	14.8	2.15	1.15

Teacher Individualized Consideration	SA	Agree	Disagree	SD	Mean	Standard deviation
Teachers who identify learners' diverse needs and strengths promote students' academic success.	23.6	38.1	19.4	18.9	2.28	1.12
Teachers who treat students equally promote excellent academic performance.	29.7	36.8	17.1	16.4	2.01	1.25
Teachers who spend more time with learners who have special needs promote students' academic improvement behaviour	26.8	38.9	14.9	19.4	1.98	1.41
Teachers who identify learners performing well in group work and ones who excel individually foster success among all students.	27.1	39.6	21.2	12.1	2.15	1.29
Teachers who address learners' different talents and concerns promote students' academic performance.	17.2	23.1	40.1	19.6	2.92	1.06

From the findings in Table 14, the study investigated how teachers' individualized consideration practices in selected secondary schools in Kirinyaga

County impacted student's academic performance. It was evident that many teachers are involved in identifying diverse needs and strengths of learners in fostering academic performance (Mean= 2.28, standard deviation=1.12). The most appropriate way to identify diverse student needs is by embracing equality in student treatment in all activities and striving for academic excellence, which is evident in many teacher practices (Mean= 2.01, standard deviation=1.25). This practice was enabled by allowing teachers to spend more time with learners who have special needs to foster academic performance and behaviour (Mean= 1.98, standard deviation=1.41). Moreover, many schools empowered teachers to identify learners who perform well in groups and those who can do well individually to foster performance (Mean= 2.15, standard deviation=1.29). It was clear that only a few teachers are involved in addressing different talents and concerns of learners while promoting academic performance (Mean= 2.92, standard deviation=1.06). All the standard deviations of the statement indicated that many of the respondents have few diverse opinions over the subject matter. The idea of instilling teacher-individualized consideration practices in secondary schools is essential in identifying the potential of all learners. Learners have unique characteristics that require identification at the initial stages to be capitalized to initiate success. Thus, students' academic performance may improve by understanding learners who can do well in groups and those who can understand concepts as individuals.

Descriptive Findings of Teacher Inspirational Motivation

The third objective of the study was to examine teacher inspirational motivation practices and their implications on students' academic performance. It was ideal for the study to examine descriptive statistics regarding specific statements

demonstrating how inspirational motivation was practised in secondary schools. The study used a Likert scale of 1-4, where 1—strongly agree, 2—agree, 3—disagree, and 4—strongly disagree, and the findings are presented in Table 15.

Table 15 Descriptive Finding of Teacher Inspirational Motivation

Statement	SA	Agree	Disagree	SD	Mean	Standard Deviation
Teachers who encourage honesty and integrity in examinations reduce examination malpractices in schools	22.6	37.6	20.1	19.7	2.23	1.15
Mentoring students encourages high-grade achievements, retention in school, and reduced examination malpractice	24.3	39.2	23.9	12.6	2.18	1.12
Guidance and counselling practices of teachers promote successful academic performance	21.6	42.3	19.8	16.3	2.31	

						1.03
Teachers who motivate students by creating teamwork inspire students to work hard in their academic	28.1	37.8	19.9	14.2	2.09	1.06

Based on the findings in Table 15, the study explored how specific teacher inspiration motivation practices are implemented in schools. It was found that many teachers encourage honesty and integrity in examinations as mitigation measures for reducing examination malpractices in schools' performance (Mean= 2.23, standard teacher deviation=1.15). To realize this, schools have devised strategies such as mentoring students to encourage them to attain high grades within reach, retain them in school, and help reduce examination malpractice (Mean= 2.18, standard deviation=1.12). Many schools have also established guidance and counselling practices for teachers to promote successful academic performance (Mean= 2.31, standard deviation=1.03). Moreover, many schools have allowed teachers to motivate students by creating teamwork that inspires students to work hard in academics as another strategy of enhancing inspiration (Mean= 2.09, standard deviation=1.06). The standard deviation of all the statements indicated that

responses are not diverse and are thus centred on the mean. It was evident from the findings that teacher inspirational motivation is crucial for students to attain better performance, for instance, through mentoring students on how to approach examinations based on good practices to deliver a credible examination to students. Involving teachers in guiding and counselling and forming teamwork may see students who initially experienced challenges find them resolved and carry on with their activities very well, including succeeding in examinations.

Descriptive Analysis of Teacher Intellectual Stimulation

The fourth objective of the study was to examine how teacher intellectual stimulation practices and their implications on students' academic performance. It was ideal for the study to examine descriptive statistics regarding specific statements demonstrating how intellectual stimulation was practiced in secondary schools. The study used a Likert scale of 1-4, where 1- strongly agree, 2- agree, 3 disagree, and 4- strongly disagree. The finding is presented in Table 16.

Table 16 Descriptive Result of Teacher Intellectual Stimulation

Statement	SA	Agree	Disagree	SD	Mean	Standard deviation
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Teachers' ability to identify and nurture student's talent development influences the academic performance of students	21.1	16.5	38.1	24.3	2.31	1.16
Teacher's ability to help students think critically promote successful academic performance	28.9	34.8	21.2	15.1	2.41	1.13
Teacher who helps students acquire problem-solving skills promote students' academic performance	22.6	16.9	44.4	16.2	2.21	1.17
Encouraging students to come up with different ways of reasoning among students increases their retention chances in schools	17.9	44.5	21.2	16.4	2.18	1.11
Teachers who identify and nurture talents among students promote successful academic performance	23.6	45.7	16.8	13.9	2.26	1.17

Based on the finding in Table 16, where the study examined specific statements regarding teachers' intellectual stimulation practices in selected county secondary schools, many schools have granted teachers the ability to identify and nurture students' talent development, which impacts the academic performance of students (Mean= 2.09, standard deviation=1.06). This was realized by empowering

teacher's ability to help students think critically, thus promoting successful academic performance (Mean= 2.41, standard deviation=1.13). Teachers played vital roles in enhancing intellectual stimulation, especially by helping students acquire problem-solving skills to promote academic performance (Mean= 2.21, standard deviation=1.17). This was evident when teachers encouraged students to come up with different ways of reasoning among students (Mean= 2.18, standard deviation=1.11). In addition, teachers were instrumental in identifying and nurturing talents among students through promoting successful academic performance (Mean= 2.26, standard deviation=1.17). The standard deviation indicated that many respondents were clustered around the mean. Intellectual stimulation is essential in many aspects when it comes to enhancing academic performance. Teachers are at the forefront of driving this agenda; for instance, they identify and nurture talents, which is crucial in shaping their abilities to attain desirable performance. Academic performance requires critical thinkers that can be shaped by instilling intellectual stimulation among teachers to guide the teaching and learning process.

Academic Performance

After adopting four aspects of transformational leadership, the study examined the students' academic performance in selected county secondary schools. It was ideal for the study to examine descriptive statistics regarding specific statements demonstrating how teacher inspirational motivation was practiced in selected county secondary schools. The study used a Likert scale of 1-4, where 1—strongly agree, 2—agree, 3—disagree, and 4—strongly disagree, and the findings are presented in Table 17.

Table 17 Descriptive Finding of Academic Performance

Academic Performance	SA	Agree	Disagree	SD	Mean	Standard deviation
Successful academic performance of a student can be measured by the grades achieved in examinations	23.9	42.1	17.1	16.9	2.10	1.21
Reduced examination malpractices are indicators of successful students' academic performance	25.6	38.9	14.7	20.8	2.45	1.16
The transition rate of the student from one class to the other can measure academic performance.	17.9	28.9	23.4	29.8	2.36	1.17

Based on the finding in Table 17, it was clear that students' academic performance was adequately measured by grades achieved in examinations (Mean= 2.10, standard deviation=1.21). Schools have achieved desirable performance by engaging in practices that reduce examination malpractices (Mean= 2.45, standard deviation=1.16). This is evident from the high transition rate of students from one class to another (Mean= 2.36, standard deviation=1.17). Students' academic performance is a global concern in the 21st century, as stated earlier in the problem statement. In this study, the findings revealed that students' academic performance may be enhanced by the teachers' ability to adopt four aspects of transformational

leadership, which bring ethics and morals that enhance the integrity of the examination.

Analysis and Results of Quantitative Data

Teachers' responses to transformational leadership practices

Teachers were asked to respond to a questionnaire that contained components of transformational leadership styles and components of principals. Table 18 contains a summary of the information gathered. Data showed that 60% of teachers agreed that principals made meeting deadlines and enlisting the aid of teachers and supervisors a priority. These elements imply that principals use transformational leadership in the classroom may benefit students' academic performance in the KCSE exams in selected County secondary schools in Kirinyaga. Furthermore, the study also revealed that teachers who perceived their principals as transformational leaders reported higher job satisfaction and motivation levels. This highlights the importance of principals adopting a transformational leadership style to improve academic outcomes and enhance teacher well-being. Table 18 shows the teachers' responses to principals' elements attributed to transformational leadership.

Table 18 Teachers' Responses to Principals' Elements Attributed to Transformational Leadership

Transformational leadership style	A	%	B	%	C	%	D	%	E	%
Being calm when uncertain about coming events.	1	7.7	1	7.7	4	30.8	5	38.4	2	15.4

Scheduling work for the group	5	38.5	5	38.5	3	23.0				
Willing to make changes.			6	46.2	7	53.8				
Delay action until proper time occurs.	1	7.7	2	15.4	3	23.0	4	30.8	3	23.0
Getting assistance from senior education managers.			5	38.5	8	61.5				
Maintaining definite standards of performance.					10	77.0	3	23.0		
Overcoming attempts to challenge leadership.			2	15.4	10	77.0	1	7.7		
Anticipating problems and plans for the group.			1	7.7	12	92.3				
Worrying about the outcome of any new procedure.			3	23.0	2	15.4	4	30.8	4	30.8
Inspiring enthusiasm for projects	1	7.7	3	23.0	9	69.2				
Asking group members to follow standard rules and regulations	2	15.4	6	46.1	5	38.5				

Source: Research data

Principals' Response to Transformational Leadership Style

Questions regarding teachers' transformational leadership styles were posed to the principals. The data is summarized in Table 18. The findings in Table 18 showed that numerous teachers indicated that transformational leadership techniques were occasionally used in their institutions. For instance, 92.3% of instructors planned lessons and predicted problems for the future. Another group of instructors (77.0%) asserted that they had clear performance standards and the capacity to address leadership-related problems. According to the information gathered, most of the respondents' selected secondary schools in Kirinyaga County frequently used transformational leadership. Any school may need to use transformational leadership techniques for quality delivery. Transformational leadership involves inspiring and motivating individuals to work towards a common goal, which can lead to increased engagement and productivity (Asbari, 2020). By consistently implementing transformational leadership practices, schools may create a positive and effective learning environment for students and staff, improving students' academic performance. The principals' responses to the transformational leadership style are shown in Table 19.

Table 19 Principles' Responses to Transformational Leadership Style

Transformational leadership style.	A	%	B	%	C	%	D	%	E	%
Being calm when uncertain about coming events.	1	7.7	1	7.7	4	30.8	5	38.4	2	15.4

Scheduling work for the group	5	38.5	5	38.5	3	23.0				
Willing to make changes.			6	46.2	7	53.8				
Delay action until proper time occurs.	1	7.7	2	15.4	3	23.0	4	30.8	3	23.0
Getting assistance from senior education managers.			5	38.5	8	61.5				
Maintaining definite standards of performance.					10	77.0	3	23.0		
Overcoming attempts to challenge leadership.			2	15.4	10	77.0	1	7.7		
Anticipating problems and plans for the group.			1	7.7	12	92.3				
Worrying about the outcome of any new procedure.			3	23.0	2	15.4	4	30.8	4	30.8
Inspiring enthusiasm for projects	1	7.7	3	23.0	9	69.2				
Asking group members to follow standard rules and regulations	2	15.4	6	46.1	5	38.5				

Source: Research data

Assumptions Testing

Testing for Outliers

The Mahalanobis d-square test revealed the outliers, and it was possible to eliminate them. After removing all identified outliers, it was possible to use logical box plots to demonstrate that the variables were distributed generally before the analysis. Reasonable box plots revealed that the variables were distributed normally after removing outliers, as shown in Figure 5. The figure shows that every box plot was symmetrical (Demir, 2022). No anomalies were found; this suggests that the assumptions of normality were met, and the data was suitable for further analysis. However, it is essential to note that normality assumptions should be checked for each variable separately to ensure accurate results. Figure 5 shows the box plot after outliers were dropped.

Figure 5

Box Plot after Outliers were Dropped



Source: Research data

Test for Normality

According to Figure 8, the Shapiro-Wilk test was used to determine the degree to which each variable in the study deviated from normality. Thus, a typical

Q-Q plot visually represents the distribution of random variables. The Kolmogorov-Smirnov (K-S) and Shapiro-Wilks (S-W) and kurtosis statistics, as well as the K-S and S-W tests, were used to assess the normality of the variables used in the study. The experiment's distribution of the variables could be examined in agreement with (Dini et al., 2020). According to statistics, a variable must be considered reasonably close to normal if its skewness and kurtosis values are between -1.0 and +1.0 (Dini et al., 2020). The scholar argued that tests will not accept the hypothesis of normality if the p-value is greater than or equal to 0.05. +1.0. However, it is essential to note that this rule of thumb is not absolute and should be used with other methods of assessing normality, such as visual inspection of histograms or Q-Q plots. Additionally, the sample size can also impact the interpretation of skewness and kurtosis values, with larger sample sizes potentially leading to more minor deviations from normality being deemed acceptable. Table 20 shows the normality test results.

Table 20 Test of Normality

Variables			Kolmogorov-Smirnov (K-S)			Shapiro-Wilk		
	Skewness	Kurtosis	Statistic	Df	Sig.	Statistic	Df	Sig.
IMP	0.560	-0.341	0.124	251	0.000	0.932	251	0.000
IC	0.392	-0.230	0.124	251	0.000	0.958	251	0.000
IM	0.219	-0.839	0.104	251	0.000	0.949	251	0.000
IS	0.260	-0.668	0.146	251	0.000	0.958	251	0.000

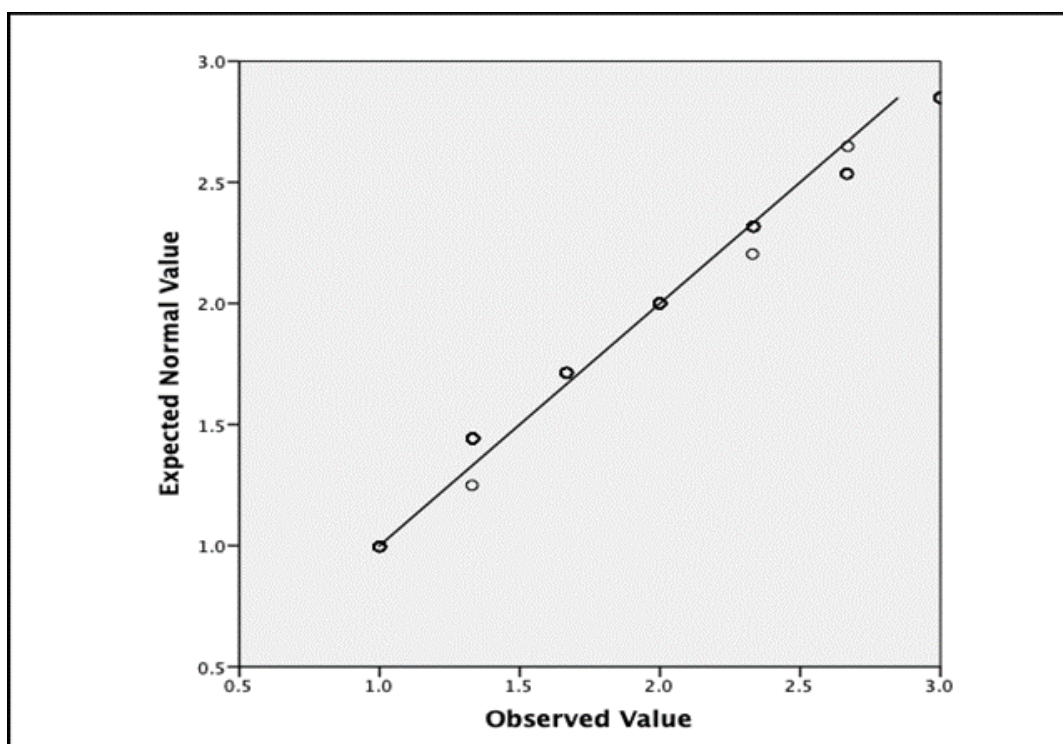
Source: Research data

Note: Df refers to degrees of freedom; Sig. Refers to the significance level

Figure 6 below shows a Q-Q plot, which demonstrates the existence of a normal distribution as stipulated by (Chin and Young, 2014). The value of each observed score must be plotted against the value anticipated from the normal distribution in the Q-Q plot or the normal probability plot. The line suggests a normal distribution if rationally straight (Freeman & Field, 2020). The researcher highlighted the graphical analysis results and showed that the line representing the correct distribution of the data used was supported by the diagonal in the normal Q-Q plot, as shown in Figure 6, to improve the normality test results of the dependent variable used in the study. These findings point toward a normal distribution, as directed by (Chin & Young, 2014). Following the scholars' argument, the displayed value of each score was plotted against the anticipated value from the outcomes

derived from the normal distribution in the normal Q-Q plot or probability. A reasonably straight line indicated that the distribution shown is typical. This suggests the data follows a pattern commonly observed in many natural phenomena. However, further analysis may be necessary to confirm this observation and explore potential outliers or anomalies. The Normal Q-Q Plot for Students' Academic Performance is shown in Figure 6.

Figure 6 Normal Q -Q for Students' Performance



Source: Research data

Test of Linearity

The results of a linearity test are displayed in Figure 6. The data were positively skewed with a negative kurtosis, indicating the presence of outliers in the dataset, as shown in the table. To fix linearity in this study, as postulated by Ketenci (2021), outliers were eliminated, and then it was presumed that the variables were linear. Because outliers were excluded from this study, the linearity of the variables

was taken for granted. However, excluding outliers may not always be the best approach, as they could potentially hold valuable information and insights. The linearity test results are shown in Table 21.

Table 21 Test of Linearity

Variable			Sig.
IMP	Between Groups	(Combined)	0.000
		Linearity	0.000
		Deviation from Linearity	0.612
IC	Between Groups	(Combined)	0.000
		Linearity	0.000
		Deviation from Linearity	0.067
IM	Between Groups	(Combined)	0.000
		Linearity	0.000
		Deviation from Linearity	0.409
IS	Between Groups	(Combined)	0.000
		Linearity	0.000
		Deviation from Linearity	0.713

Source: Research data

Test of Multicollinearity

The test for multicollinearity is run when there is a significant correlation between two or more independent variables in a regression model (Wayhuni et al., 2021). The standard error influences the size of the regression coefficients when there is significant collinearity, which makes it more challenging to pinpoint the precise effect of each predictor variable on the dependent variable (Wayhuni et al.,

2021). This study aimed to determine whether the predictor variables supported the claim that the independent variables were not multicollinear. Wahuni (2021) states that multicollinearity exists if the VIF is greater than 10. Similarly, Shiau et al. (2020) suggested that a tolerance value of less than 0.20 indicates a multicollinearity issue. According to Table 21 findings, all variables' VIFs are less than ten, and the tolerance values are higher than 0.20. Idealized influence (II), individual consideration (IC), inspirational motivation, and intellectual stimulation are the factors in question (IS). This demonstrated the absence of multicollinearity in the variables, as shown in Figure 4.13 below. The results suggest that the four factors (Idealized Influence, Individualized Consideration, inspirational motivation, and intellectual stimulation) are not highly correlated and can be considered independent predictors of the outcome variable. This strengthens the validity of the multi-linear regression analysis and provides more confidence in interpreting the results. The VIF test results for multicollinearity are shown in Table 22 below.

Table 22 VIF Test of Multicollinearity

Variables	Collinearity statistics		
	Tolerance	Variance inflation factors (VIF)	

II	0.773	1.294
IC	0.773	1.364
IM	0.741	1.349
IS	0.865	1.156

Source: Research data.

Test for Homoscedasticity

The Breusch-Pagan/Cook-Weisberg test was used to examine heteroscedasticity. A large chi-square value greater than 9.21 is known as heteroscedasticity (Wayhuni et al., 2021). In this study, heteroscedasticity was not found, as indicated by the chi-square value of 0.18. Therefore, the assumption of homoscedasticity was met, indicating that the variance of the residuals was constant across all levels of the independent variable. This ensures that the results obtained from the statistical analysis are reliable and valid. As a result, the heteroscedasticity assumption was upheld.

Regression Analysis and Hypothesis Testing on Implications of Idealized Practices on Academic Performance

The study sought to determine how teacher-idealized influence practices affect students' academic performance at selected secondary schools in Kirinyaga County. The outcomes were assessed using the null hypothesis 1 (H_{01}); there is no relationship between teacher-idealized influence practices and students' academic performance in selected secondary schools in Kirinyaga County; the hypotheses

were tested by regressing students' academic performance on idealized influence composite scores, as shown in Table 23. The simple linear regression analysis results indicated a significant positive correlation between teacher-idealized influence practices and students' academic performance in selected secondary schools in Kirinyaga County. This suggests that teachers who exhibit idealized influence positively affect their students' academic success.

Table 23 Relationship between Teacher Idealized Influence Practices and Students' Academic Performances

Model Summary.					
Model	R	R square	Adjusted R square	Standard estimate	error
1	0.121 ^a	0.015	0.011	0.58284	

Model	Sum of squares	Df	Mean Square	F	Sig
Regression	1.348	1	1.348	3.968	0.047
Residual	90.360	266	0.340		
Total	91.708	267			

Coefficients					
Model	Unstandardized coefficients		Standardized coefficient		
	B	Std. Error	Beta	T	Sig
(Constant)	1.556	0.120		12.942	0.000
IIP	0.139	0.070	0.121	1.992	0.047

Source: Research data

The regression equation's results are *Students' Academic Performance* $Y = 1.556 + 0.139 \text{ Idealized Influence Practices} + e$.

Table 23 demonstrates that teachers' idealized influence had a statistically significant impact on students' academic performance ($R^2 = 0.015$, $F(1) = 3.968$, $p < .05$). The R-squared value shows that, while other factors outside the scope of this model accounted for 98.5% of the variation in students' academic performance, transformational leadership only explained 1.5% of it. The adjusted R-square value is 0.011, which, after accounting for the number of independent variables in the model, indicates that the independent variable (teacher idealized influence practices) explains 1.1% of the variance in the dependent variable (students' academic performance). This implies that additional factors influence students' academic

performance that are not accounted for by the teacher's idealized influence practice variable. In selected secondary schools in Kirinyaga County, an analysis of the unstandardized beta coefficients showed that a unit increase in teacher-idealized influence practices results in a positive increase in students' academic performance ($B = 0.139$, $p < 0.05$). Therefore, H_{01} was rejected at a 0.05 significance level since ($p = 0.047 < 0.05$); thus, there is a significant relationship between idealized influence practices and the academic performance of secondary schools—findings, which show that the p-value was less than 0.05. As a result, the study disproves the null hypothesis that there is no relationship between teacher-idealized influence practices and students' academic performance. These findings have important implications for educational policy and practice, highlighting the importance of teacher-idealized influence practices in promoting positive academic outcomes for students.

The study's findings did not support the idea that there is no connection between teachers' idealized influence and students' academic performance. Hence, the null hypothesis (H_{01}) was rejected. The study revealed that an increase in teachers' idealized influence practices led to improved students' academic performance. These results supported previous research by Budur et al. (2020) and Nderitu et al. (2019), which found a positive correlation between idealized influence and student achievement. Moreover, the study highlighted the importance of teachers serving as positive role models for their students, as it may significantly impact their academic success. Educators must prioritize building strong relationships with their students and foster a culture of respect and admiration in the teaching and learning process.

Regression Analysis and Hypothesis Testing on Implications of Individualized Consideration Practices on Academic Performance

The second objective was to examine the relationship between individualized consideration practices and students' academic performance in selected county secondary schools in Kirinyaga. Based on the null hypothesis H_{02} , teachers' individualized consideration practices have no significant relationship with students' academic performance in selected secondary schools in Kirinyaga County. The teachers' individualized consideration practices were evaluated. The results of the regression analysis adopted to test the null hypothesis are shown in Table 24. The analysis involved regressing student academic performance on an individual composite score.

Table 24 The link between Individualized Consideration practices and Students' Academic Performance

Model	R	R Square	Adjusted R square	Standard error of the estimate
1	0.121	0.015	0.011	0.58466
ANOVA				
Model	Sum of squares	Df	Mean Square	F
				Sig

Regression	1.355	1	1.355	3.963	0.048 ^b
Residual	91.268	267	0.342		
Total	92.622	268			
Coefficients					
Model	Unstandardized coefficients		Standardized coefficient	T	Sig
	B	Std. error	Beta		
(Constant)	1.539	0.125		12.345	0.000
IC	0.119	0.060	0.121	1.991	0.048

Source: Research data

Based on Table 24, ANOVA results as measured by F statistics indicated that the model is statistically significant in estimating the relationship of variables under investigation ($F(1) = 3.963$, sig 0.48). In addition, individualized consideration practices explained 0.015 variations in academics ($R^2 = 0.015$, $p < .05$). This suggests a positive correlation between teachers' individualized consideration practices and student performance in the sampled secondary schools in Kirinyaga County. According to regression analysis results indicated, a unit increase in the teachers' individualized consideration practices accounted for an increase in students' academic performance in selected secondary schools in Kirinyaga County of 11.9% ($B = 0.119$, $p < .05$). The adjusted R-square of 0.011 shows that the teachers' Individualized practices explain 1.1% of the variance in the dependent variable. It is important to note that teacher-individualized consideration practices had a significant impact on students' academic performance; there may be other factors that contribute to students' academic success that was not included in this study.

Further research is needed to fully understand the complex relationship between leadership style and academic outcomes.

Students' academic performance in selected secondary schools in Kirinyaga County would improve if teachers implemented individual consideration practices throughout the teaching and learning process. Since the p-value was less than 0.05, it is clear that the null hypothesis was rejected to adopt an alternate hypothesis, as suggested by (Goodman, 2008; Dini et al., 2020). These results agreed with Khasawneh et al. (2012), who revealed that teachers' individualised attention to each student's academic performance in Jordanian secondary schools was positively impacted. These results concur with Tian and Huber (2020) and Veysel (2022), who discovered a positive and significant correlation between transformational leadership and student academic achievement. The researchers' findings indicate that school administrators who can practice individual consideration spend more time with staff members to ensure that teachers are driven and capable of guiding their institutions to succeed and improve student achievement.

The regression equation for predicting students' academic performance is as follows: Students' Academic Performance $Y = 1.539 + 0.119$ Individualized Consideration + e. The equation implies that for every one-unit increase in individualized consideration, a predicted increase of 0.119 units in students' academic performance is predicted. This highlights the importance of teachers' individualized consideration practices and improved students' academic performance. The null hypothesis stated that teacher individualized consideration practices have no significant relationship with the student's academic performance in secondary schools in Kirinyaga County. Based on the study findings, there is a positive and significant outcome of

individualized consideration practices on academic performance ($B = 0.119$, $p=0.048<0.05$). Therefore, H_{02} was rejected at a 0.05 significance level since ($p=0.048<0.05$); thus, there is a significant relationship between individualized consideration practices and academic performance of secondary schools.

Regressing Analysis and Hypothesis Testing on Implications of Teacher

Inspirational Motivation Practices on Academic Performance

The third objective was to determine the relationship between teacher-inspirational motivation practices and students' academic performance in selected secondary schools in Kirinyaga County. The relationship between the variables in the study was evaluated using the null hypothesis. H_{03} , teacher inspirational motivation practices have no significant relationship with students' academic performance in selected secondary schools in Kirinyaga County. Regression analysis was used to ascertain whether or not there was a link between teachers' inspirational motivation practice and academic performance in selected secondary schools in Kirinyaga County. Table 25 presents the regression findings on teachers' inspirational motivation and connection with students' academic performance.

Table 25 Teachers' Inspirational Motivation and Connection with Students' Academic Performance

Model Summary					
Model	R	R square	Adjusted R square	Standard error estimate	
1	0.107 ^a	0.011	0.008	0.58345	
ANOVA					

Model	Sum of squares	Df	Mean Square	F	Sig
Regression	1.039	1	1.039	3.051	0.032 ^b
Residual	90.211	265	0.340		
Total	91.249	266			

Coefficients

Model	Unstandardized coefficients	Standardized coefficient	T	Sig
	B	Std. error	Beta	
(Constant)	1.553	0.129		11.994
IM	0.127	0.073	0.107	1.747

Source: Research data

The findings show a positive correlation between teacher inspirational motivation and students' grades ($R^2 = 0.011$, $p < .05$). It was clear that the school teacher's inspirational motivation contributed to a higher mean score for students taking final exams. The study rejected the null hypothesis in that situation but adopted the alternative hypothesis. Moreover, ANOVA results measured by F statistics of ($F(1) = 3.051$, $p = 0.032 < 0.05$) confirmed that the model is statistically significant and, therefore, can be used to estimate the relationship of the study variables. The regression coefficient indicated that inspirational motivation had a positive and significant implication on academic performance ($B = 0.127$, $p = 0.032 < 0.05$). Therefore, H_{03} was rejected at a 0.05 significance level ($p = 0.032 < 0.05$); thus, there is a significant relationship between inspirational motivation practices and the academic performance of secondary schools. The findings suggested that teacher inspirational motivation correlates with students'

academic performance. Further research could explore other factors contributing to improved academic outcomes. According to the regression coefficient, a unit increase in inspirational motivation (IM) would increase student academic performance by 12.7% ($B = 0.127$, $p.05$). Only 0.8% of student's academic performance variance can be attributed to teachers' inspirational motivation practices. Table 25 displays an R square value of 0.008. This suggests that other factors besides teachers' leadership techniques impact students' academic performance. The adjusted R square value is a more precise indicator of the percentage of variance in the dependent variable explained by the independent variables because it is adjusted for the number of predictors in the model. The findings imply that teachers' inspirational motivation techniques may have a small but significant link to students' academic performance. Further research is needed to explore other factors contributing to students' academic performance and determine how teachers' inspirational motivation techniques affect different types of students. It is also essential to consider the study's potential limitations, such as the sample size and the specific measures used to assess academic performance and motivational techniques.

The preceding results align with research by Khasawneh et al. (2012), who discovered that inspiration and motivation positively correlated with academic outcomes in schools, particularly in Jordan, where the study was conducted. Inspirational motivation practices help school leaders connect their staff members to meaningful work, according to research by Tian and Huber (2020) and Lorgwell-Mckean (2012). This agrees with a study by (Lorgwell-Mckean et al., 2012). The instructor's performance and the student's achievement improved due to effective IM practices. Therefore, the regression equation predicted a link between students'

academic performance and teachers' inspirational motivation practices ($Y=1.553+0.127$). This suggests a positive relationship between teachers' inspirational motivation and students' academic performance. However, considering other factors impacting academic performance, such as students' prior knowledge and study habits, is essential.

Regression Analysis and Hypothesis Testing on Implications of Teacher

Intellectual Stimulation Practices on Academic Performance

The study's fourth objective was to determine the relationship between teacher intellectual stimulation practices and students' academic performance in selected secondary schools in Kirinyaga County. The current study used the null hypothesis. H_{04} : The intellectual stimulation practices by teachers in selected secondary schools in Kirinyaga County have no impact on students' academic performance. Students' Academic performance was regressed on teacher intellectual stimulation composite scores, as shown in Table 4.26. $R^2 = 0.006$, $F(1) = 1.672$, $p < .05$. The table demonstrated that intellectual stimulation had a statistically significant relationship with students' academic performance. This illustrates how well the regression model fits the data. The student's academic performance in selected secondary schools in Kirinyaga County, according to the R-squared result reported in Table 26, was 0.6%, determined by teacher intellectual stimulation, and other variables outside the regression model explained the remaining 99.4%. It is important to note that the R-squared value does not necessarily indicate the strength of the relationship between the independent and dependent variables but how well the model fits the data.

The adjusted R square, a statistical measure that accounts for other model components, illustrates the proportion of the variance in the dependent variable that the independent variable or variables in the model can explain. It is a helpful tool for evaluating the strength of a regression model and determining its predictive power. However, it should be used with other measures of model fit to ensure that the model accurately represents the data. Table 26 adjusted R square of 0.003 shows that only 0.3% of the variance in students' academic performance can be attributed to teachers' intellectual stimulation after controlling for other factors in the model. This low value suggests that other aspects of learning that the model did not account for may have a more significant impact on student's academic performance than just intellectual stimulation from teachers. Table 26 shows regression results that link teachers' intellectual stimulation and students' academic performance.

Table 26 The link between Teachers' Intellectual Stimulation and Students' Academic Performance

Model Summary					
Model	R	R square	Adjusted R square	Standard estimate	error
1	0.080 ^a	0.006	0.003	0.58556	
ANOVA					
Model	Sum of squares	Df	Mean square	F	Sig

Regression	0.573	1	0.573	1.672	0.03
Residual	89.836	262	0.343		
Total	91.409	263			
Coefficients					
Model	Unstandardized coefficients		Standardized coefficient	T	Sig
	B	Std. error	Beta		
(Constant)	1.602	0.138		11.632	0.000
IS	0.093	0.072	0.080	1.293	0.03

Source: Research data

The regression coefficient, expressed in the formula ($B = 0.093$, $p .05$), shows that a unit increase in teacher intellectual stimulation practices was responsible for a 9.3% improvement in students' academic performance in selected county secondary schools in Kirinyaga. In addition, ANOVA results depicted that the model is statistically significant ($F_{1, 262}=1.672$, $p=0.03<0.05$). Therefore, high student academic performance was linked to teacher intellectual stimulation practices. The alternative hypothesis was accepted because the p-value was less than 0.05, and the null hypothesis was rejected. This suggests that students' academic performance would increase if teachers used intellectual stimulation practices in the selected county secondary schools in Kirinyaga. These results are in line with those of Khasawneh et al. (2012), who found that intellectual stimulation improved students' academic performance of secondary school students in Jordan. The study agrees with Mbithi's (2014) claim that school principals' intellectual stimulation practices can impact students' academic performance. Furthermore, the study highlights the importance of creating a learning environment that fosters critical

thinking and problem-solving skills, ultimately leading to better student academic outcomes.

The regression equation for predicting students' academic performance is as follows: Students' *Academic Performance* $Y = 1.602 + 0.093 \text{ Teachers' Intellectual Stimulation} + e$. According to research, teachers who engage in intellectual stimulation activities such as asking thought-provoking questions and encouraging critical thinking can significantly improve students' academic performance. Creating a positive learning environment that fosters student engagement and motivation can also contribute to academic success.

Analysis and Results of Qualitative Data

Response Rate

Face-to-face interviews and Focus group discussions (FGDs) were used in the study to gather qualitative data. A purposive sampling method was used to select FGDs. Purposive sampling was preferred as samples are better matched to the research objectives, which improves the trustworthiness of data and results (Campbell et al. 2020). 25 of the 30 students who took part in the study were between the ages of 26 and 35 and 5 were older. Four out of eight teachers interviewed were men, and four were women. Due to the semi-structured nature of the interviews, participants were free to share information based on their personal experiences regarding transformational leadership practices and students' academic performance among secondary schools in Kirinyaga C. Interview questions for students explored their experiences, opinions, feelings, knowledge, and input on the link between transformational leadership on students' academic performance, as well as their perception of their school teachers' behaviours and practices. Additionally, the

interviews aimed to identify any challenges or barriers that may hinder the implementation of transformational leadership practices in selected Counties. Secondary schools in Kirinyaga.

The study's interview questions were split into two sections: one for teachers and one for students. Teachers are asked about their knowledge of transformational leadership, the student-involved activities they participate in, the difficulties they encounter in ensuring the progress of all students, and the support they require to be influential leaders. On the other hand, students are asked about their perception of their teachers' leadership style, student engagement in class, and the support they receive from their teachers to achieve their academic goals. The study aimed to gather insights into how transformational leadership can positively impact student outcomes and to identify areas where teachers may need additional support to enhance their leadership skills.

In both groups, the following questions were used to investigate the link between transformational leadership and students' academic performance and the abilities required to raise students' grades and retention in school: How would you define transformational leadership? Who are your school's role models? How do teachers set an example for their students through their actions? These are some of the questions that were investigated to learn more about transformational leadership in the context of education.

The study used thematic analysis to examine how students' and teachers' perspectives on transformational leadership and academic performance related. Finding patterns and themes based on participants' perceptions of the concepts under study is a process known as thematic analysis (Braun & Clarke, 2019). To gain

insight into the relationship between transformational leadership and academic performance, themes were generated and their relationships examined. The thematic examination of the qualitative findings shed light on how different aspects of transformational leadership affected students' academic success. The thematic analysis emphasizes the significance of transformational leadership in students improving students' academic outcomes while assisting in understanding the experiences and viewpoints of participants. Furthermore, the study underscores the importance of ensuring teacher transformational leadership is practised, as this can significantly impact student's academic performance. Understanding these nuances can help educators and leaders implement transformational leadership practices. The thematic analysis of the qualitative findings is presented in the following section.

The study followed six steps of data analysis.

Phase one: Familiarizing with themes

In step one, the researcher immersed herself in the data by reading and re-reading the transcribed data and documents (Braun & Clarke, 2019). To identify patterns and meaning, the researcher reviewed the transcripts at least twice, taking notes as stated (Braun & Clarke, 2019). NVIVO version 14 software was utilized as the tool for analysis. The transcripts were uploaded to the program. The software was used to analyze the data and draw out significant elements and patterns of language along with themes discovered in the participants' interview transcripts, as stipulated in Chapter Three.

Phase two: Creating initial codes

In this stage, the primary goal was to pinpoint the underlying themes. This was accomplished by creating initial codes and cataloguing data pertinent to each

code, following the guidelines set forth by Braun and Clarke (2019). The objective of this phase was to streamline the data by generating initial codes and organizing the information into sections, quotations, and single phrases, as Braun and Clarke (2019) recommended. The ultimate aim was to uncover potential themes that could be explored and refined in subsequent stages of the research process. The researcher could distil the information into its core elements by closely analysing the data and identifying key patterns. This process allowed for a deeper understanding of the data and laid the foundation for further analysis. Identifying these themes provided a roadmap for the next steps in the research, guiding the researchers towards a more comprehensive and insightful exploration of the subject matter. Ultimately, this phase was crucial in setting the stage for the following in-depth examination, leading to a more robust and nuanced interpretation of the data.

Phase three. Searching for themes

After collecting data, the researcher categorized the codes into different themes. The collected data was then analyzed and evaluated to identify the most relevant themes. This phase also assisted in developing a plan for creating themes and placing codes (Braun and Clarke, 2019). By exploring the relationships between various themes and codes, the researcher was able to gain a better understanding of the data and draw significant conclusions. Identifying themes helped recognise patterns and trends within the data, which ultimately resulted in a comprehensive analysis of the research findings. Through this meticulous phase, the researcher

discovered critical insights that would guide interpreting and presenting the study's outcomes.

Phase four: Reviewing themes

In this phase, the themes identified in draft phase three underwent a thorough refinement process using a two-level analysis of the codes. First, each theme's codes were examined to determine if a coherent pattern was emerging. If a consistent pattern was detected, the second analysis stage was initiated. However, if the codes did not align with the expected pattern, assessing whether the problem lay with the theme, codes, or information for that particular theme was crucial. The second level of analysis involved reviewing the entire data set to ensure that the themes aligned with the data and to identify any additional data that needed coding. These steps were essential to ensure the accuracy of the analysis (Braun & Clarke, 2019; Chiroma, 2011). After the initial examination of the codes, the data was carefully reviewed to see if any discrepancies needed to be addressed. It was essential to thoroughly assess each theme to determine if the codes accurately represented the data. This iterative process of analysis allowed for a comprehensive understanding of the data and ensured that the findings were grounded in the data itself. Braun and Clarke (2019) affirm that the researcher can confidently draw meaningful conclusions from the data analysis by following these systematic steps.

Phase five: Defining and naming themes

Following Braun and Clarke's (2019) recommendation, the researcher meticulously assigned unique labels and explanations to each theme, enhancing the understanding of the proposed themes. Furthermore, the researcher diligently scrutinized the themes to ascertain their relevance to the data and research questions.

This rigorous process allowed for comprehensive data analysis, ensuring the themes accurately reflected the participants' experiences and perspectives. By carefully considering the names and definitions of each theme, the researcher created a clear and coherent narrative that effectively conveyed the critical study's key findings. Overall, the meticulous attention to detail in this phase strengthened the validity and credibility of the research outcomes.

Phase six: Defining and naming themes and producing the report

In the conclusive stage of the research process, the researcher defined and polished the themes. This task entailed identifying the themes and assessing their significance to the present study by thoroughly analysing the research questions and extant literature. The culmination of this phase was a scholarly analysis report (Braun & Clarke, 2019). This report outlines the key themes from the data analysis, providing a comprehensive overview of the research findings. The researcher also carefully selected appropriate names for each theme to represent the content and its meaning accurately. By producing this detailed report, the researcher could effectively communicate the study results and draw meaningful conclusions based on the identified themes.

Themes Presentation, Analysis and Discussion: Qualitative Data

The qualitative analysis followed a thematic approach, explained in detail in Chapter 3 and reiterated above. Four themes were identified in this case: first, the idealized influence of teachers on students' academic performance; second, the individualized consideration of teachers on students' academic performance; third, the inspirational motivation of teachers on students' academic performance; and fourth, the intellectual stimulation of teachers on students' academic performance. These themes are presented, analyzed, and discussed in the following sections. The

analysis of these themes provided valuable insight into the impact of teachers on students' academic performance. By examining each theme in depth, the study can better demonstrate how teachers influence their students and how these influences can be utilized to enhance academic outcomes. Additionally, exploring these themes will shed light on the importance of teacher-student relationships and the role of motivation in academic success. Overall, the findings from this qualitative analysis will contribute to the existing literature on teacher effectiveness and student academic achievement.

Theme 1: Teachers' Idealized Influence on Students' Academic Performance

Teachers' idealized influence on students' academic performance emerged as a theme from the student's responses in the qualitative data. The questions that guided the students' interviews and FGD for students were: Who is your role model? What kind of assistance do you need to be an effective student in your classroom? Are teachers doing enough to support your retention, promote exam honesty, and improve your grades? The questions were designed to mine data from the students on their experiences of teachers' idealised influence on their academic performance and suggestions for improvement. From the code category of idealized practice, the primary role models were identified as parents, family members, leaders, and celebrities. Most of the students did not have teachers as role models. The students' role models outside school indicated a need for a strong culture of role-modelling experiences at school. The teachers' idealized influence emerging themes, sub-themes and codes as shown in Table 27 below with subsequent analysis.

Table 27 Emerging Themes from the Code Category, teacher Idealized Practice

Themes	Sub-themes	Codes
Teacher Idealized Practice on students' academic performance	Trustworthy, influence of role model, Honesty, sincere understanding and caring, use of practical examples.	'My aunt is my role model' (Student 2). 'My role model is Governor Ann Waiguru' (Student 3) "I love Michael Jackson, he is my role model" (Student 5)

Source: Research data

The responses from Student 2 and Student 3 shed light on the significant role of individualized influence in shaping academic performance. Each student identifies a distinct role model who provides inspiration and guidance in their academic journey. Student 2's aunt serves as a personal role model, likely providing mentors, support, and encouragement tailored to their individual needs and aspirations. Similarly, Student 3 looks up to Governor Ann Waiguru as a role model, suggesting that a public figure's leadership qualities and achievements influence them. These responses underscore the importance of recognizing and acknowledging the diverse sources of influence that impact students' academic performance. Students are empowered to emulate positive behaviours, set ambitious goals, and strive for academic excellence by identifying role models who resonate with their values, interests, and aspirations. Furthermore, the individualized influence of role models highlights the importance of personalized support and

mentorship in fostering students' academic success. Overall, the responses from Student 2 and Student 3 emphasize the significance of individualized influence as a contributing factor to academic performance, underscoring the need for tailored support and mentorship to meet the diverse needs of students in their educational journey. Respondent quotes

"My aunt is my role model." (Student 2)

"My role model is Governor Ann Waiguru." (student 3)

The codes above provide insights into how the responses from Student 2 and Student 3 highlight the significance of individualized influence as a contributing factor to academic performance. It emphasizes how each student identifies a distinct role model as a source of inspiration and guidance in their educational journey. The commentary underscores the importance of recognizing and acknowledging the diverse sources of influence that impact students' academic performance. It emphasizes the need for tailored support and mentorship to meet the diverse needs of students in their educational journey.

Student 5's response highlights the significance of individualized influence as a contributing factor to academic performance. By identifying Michael Jackson as their role model, Student 5 illustrates the unique and personal nature of role models' influence on students' lives. This individualized influence suggests that various figures outside the traditional academic sphere influence students. While teachers and other educational role models undoubtedly play a crucial role in students' development, it is essential to recognize the impact of external influences like celebrities on students' aspirations and attitudes towards academic achievement. The identification of Michael Jackson as a role model underscores the importance

of acknowledging and respecting students' preferences and sources of inspiration. By embracing and leveraging these individualized influences, educators can create a more inclusive and supportive learning environment that caters to students' diverse needs and interests, ultimately enhancing their academic performance and overall well-being. Student 5 responded, "I love Michael Jackson; he is my role model."

This code provides insight into how Student 5's response highlights the significance of individualized influence as a contributing factor to academic performance. It emphasizes the unique and personal nature of role models' impact on students' lives, as illustrated by Student 5's identification of Michael Jackson as their role model. The commentary underscores the importance of recognizing and respecting students' preferences and sources of inspiration and how educators can leverage these influences to create a more inclusive and supportive learning environment.

As a trait for individualized influence, role modelling characterizes students' experience and is critical for teachers to influence their students' performance effectively. The influence of role modelling within schools has a profound impact on student performance, as evidenced by the responses from Student 2 and Student 3. These students' identification of role models, whether within or outside the school setting, highlights the importance of positive influence in shaping academic success. While some students found role models within their school environment, such as Student 2's aunt, others looked beyond their immediate surroundings to figures like Governor Ann Waiguru, showcasing students' diverse sources of inspiration and guidance. This diversity in role modelling underscores the need for teachers to recognize and foster positive role models both within and outside the school context,

as they play a pivotal role in shaping students' attitudes, behaviours, and, ultimately, their academic performance.

The responses above align with the findings of Bolkan and Shin (2021), who demonstrated that teachers' idealized influence practices foster a teacher-student relationship essential for high academic performance among students. However, it is noteworthy that most students needed to identify teachers as their role models. This underscores the importance of recognizing the multifaceted nature of role modelling in the educational context. The qualitative findings suggest that being a good role model as a teacher significantly impacts how learners perceive moral behaviour and academic activities. While some students found role models outside of the school setting, their presence indicates a need for a strong culture of role-modelling experiences within the school environment. These findings emphasize teachers' critical role as influencers in students' lives, both academically and morally. Therefore, fostering a positive role-modelling culture within schools can significantly enhance students' academic performance and development.

Theme 2: Implication of Individualized Consideration of Student's Academic Performance

In addition to the themes uncovered in the qualitative data, an emerging theme of Teachers' Individualized Consideration of students' academic performance has surfaced from the students' responses. This theme delves into how teachers provide personalized attention and support to students based on their needs and circumstances. During the Focus Group Discussions (FGD), the following questions were posed to students to explore teachers' experiences of individualized consideration: Do you have any memories of teachers giving you

special attention in a particular subject? What kind of support is necessary for you to succeed as a student in your class? Do teachers and administration go far enough to help retain students in class and support low-performing students to raise grade scores? These questions were carefully crafted to elicit data on students' experiences of individualized consideration by teachers on their academic performance and gather suggestions for improvement. The students' responses shed light on the importance of teachers providing individualized attention to students struggling in specific subject areas. Table 28 below illustrates the emerging subthemes and codes for individualized consideration followed by an analysis.

Table 28 Emerging Themes from the Code Category and Individualized Consideration

Theme	Subthemes	Codes
Individualized consideration	Values Unique interests talents	"There is a need for a positive relationship between teachers' capacity to identify and value students' unique interests and talents on students' academic improvement" (Student 4)
	Tailored support, Encouragement Supportive feedback	"I like teachers who provide individual support and encourage us to persist despite mistakes; it boosts my confidence and motivates me to keep trying. For instance, when I give an incorrect answer in my physics

	Motivation	class, my teacher does not just dismiss it but instead says, try again, or you are on the right pathway" (Student 4)
	Supportive and inclusive learning environment Recognising and nurturing talents	"Some teachers go beyond academics, recognize our unique interests and talents, and nurture them, increasing students' outcomes. Our mathematics and physics teacher, for instance, takes time to understand our strengths, creating a supportive and inclusive learning environment" (Student 4)
	Personalised attention Emotional support Genuinely caring Well-being Feeling valued	"My Biology teacher has been incredibly supportive. Knowing she genuinely cared about my progress and well-being made me feel valued and important as a student, thus improving my academic performance. A supportive Biology teacher has positively impacted my learning experience and helped me improve my biology subject performance." (Student 3)

	Group discussion Sharing ideas Interactive learning	"My Form 3 history teacher is fantastic! She organizes group discussions in class, which enable students to share ideas and learn from each other. I always looked forward to those group discussions because they made learning history more engaging and interactive." (Student 2)
	Patience Simplify complex ideas Instils confidence Offer additional support	"I like it when a teacher explains complex concepts so every student comprehends the subject matter. When teachers patiently simplify complex ideas, provide relevant examples, and offer additional support, it instils confidence and motivates me to engage in the teaching and learning process; thus, academic performance is improved." (student 6)

Source: Research data

This code below, from Student 4's response, emphasizes the significance of individualized considerations as a contributing factor to academic performance. It

highlights the importance of personalized attention and support in recognizing and valuing students' unique interests and talents, ultimately fostering a positive learning environment conducive to academic improvement.

There is a need for a positive relationship between teachers' capacity to identify and value students' unique interests and talents on students' academic improvement (Student 4)

Student 4's response underscores the importance of individualized considerations contributing to academic performance. By highlighting the need for a positive relationship between teachers' capacity to identify and value students' unique interests and talents, Student 4 emphasizes the significance of personalized attention and support in enhancing students' academic improvement. This sentiment aligns with the principles of individualized consideration, which emphasizes the importance of recognizing and valuing each student's unique characteristics and abilities. When teachers take the time to understand and appreciate students' interests, talents, and strengths, they can tailor their teaching methods and support strategies to meet students' diverse needs better. This, in turn, fosters a positive learning environment where students feel valued, supported, and motivated to excel academically. Student 4's insight highlights the potential impact of individualized considerations on student engagement, motivation, and, ultimately, academic performance. It underscores the importance of fostering positive teacher-student relationships grounded in mutual respect, understanding, and appreciation of students' unique identities and abilities.

The code below, in Student 4's response, illustrates the positive impact of individualized considerations on academic performance. It emphasizes the importance of personalized attention and feedback in fostering student confidence,

motivation, and resilience. The example provided by Student 4 highlights how constructive feedback and encouragement from teachers can create a supportive learning environment where students feel empowered to persist despite challenges, ultimately enhancing their academic performance. Student 4 the student said,

I like teachers who provide individual support and encourage us to persist despite mistakes; it boosts my confidence and motivates me to keep trying. For instance, when I give an incorrect answer in my physics class, my teacher does not just dismiss it but instead says, try again, or you are on the right pathway (Student 4)

Student 4's response vividly illustrates the positive impact of individualized considerations on academic performance. Student 4 highlights the importance of personalized attention and feedback in fostering confidence and motivation among students by expressing a preference for teachers who provide individual support and encouragement. This sentiment resonates with the principles of individualized considerations, which emphasize the significance of recognizing and addressing each student's unique needs and preferences. Student 4's example of their physics teacher's response to incorrect answers further underscores the value of constructive feedback and encouragement in promoting students' growth mindset and resilience. Instead of dismissing mistakes, the teacher's approach of providing supportive feedback and guiding the student towards improvement fosters a positive learning environment where students feel empowered to persist despite challenges. This personalized approach boosts students' confidence and motivates them to strive for academic success. Student 4's testimony exemplifies how individualized considerations, such as tailored support and encouragement, can significantly

contribute to students' academic performance by nurturing their confidence, resilience, and learning motivation.

The code by Student 4's response highlights the transformative impact of individualized considerations on academic performance. It emphasizes the importance of teachers recognizing and nurturing students' unique interests and talents, ultimately leading to positive outcomes. The example provided by the mathematics and physics teacher exemplifies how personalized support creates a supportive and inclusive learning environment, fostering student success.

Some teachers go beyond academics, recognize our unique interests and talents, and nurture them, increasing students' outcomes. Our mathematics and physics teacher, for instance, takes time to understand our strengths, creating a supportive and inclusive learning environment (Student 4).

Student 4's response highlights the transformative impact of individualized considerations on academic performance. By recognizing the efforts of teachers who go beyond academics to understand students' unique interests and talents, Student 4 underscores the importance of personalized attention and support in fostering positive student outcomes. This exemplifies the principles of individualized considerations, where teachers tailor their approach to meet each student's diverse needs and strengths. The example of the mathematics and physics teacher taking time to understand students' strengths and creating a supportive and inclusive learning environment further emphasizes the significance of personalized support in enhancing academic performance. By nurturing students' interests and talents, teachers promote a sense of belonging and engagement and empower students to reach their full potential. This personalized approach fosters a positive learning

environment where students feel valued, supported, and motivated to excel academically. Student 4's testimony exemplifies how individualized considerations, such as recognizing and nurturing students' unique interests and talents, can significantly enhance academic outcomes and foster overall student success.

The code by Student 3's response highlights the significant impact of individualized considerations on academic performance. It emphasizes the importance of personalized attention and emotional support in fostering academic success, using the example of a supportive Biology teacher to illustrate the significant impression of personalized support on students' learning experiences and subject performance.

My Biology teacher has been incredibly supportive. Knowing she genuinely cared about my progress and well-being makes me feel valued and important as a student, thus improving my academic performance. A supportive biology teacher has positively impacted my learning experience and helped me improve my biology subject performance (Student 3).

Student 3's response highlights the significant impact of individualized considerations on academic performance. Student 3 underscores the importance of personalized attention and emotional support in fostering academic success by expressing gratitude towards their biology teacher's support and genuine care for their progress and well-being. This exemplifies the principles of individualized considerations, where teachers recognize and respond to each student's unique needs and emotions. The example provided by the supportive Biology teacher illustrates how personalized support can positively impact students' learning experiences and academic performance.

When students feel valued and important as individuals, they are more likely to be motivated and engaged in their studies, leading to improved academic outcomes. Student 3's testimony underscores the critical role of supportive and caring teachers in creating a nurturing learning environment where students feel empowered to reach their full potential. This personalized approach enhances academic performance and contributes to students' well-being and sense of belonging.

The code by Student 2's response underscores the positive impact of individualized considerations on academic performance, mainly through the organization of group discussions by their Form 3 history teacher. It emphasizes how such personalized teaching approaches can enhance student engagement, understanding, and retention of historical concepts, ultimately contributing to academic success.

My Form 3 history teacher is fantastic! She organizes group discussions in class, which enable students to share ideas and learn from each other. I always looked forward to those group discussions because they made learning history more engaging and interactive (Student 2).

Student 2's response underscores the positive impact of individualized considerations on academic performance, mainly through the organization of group discussions by their Form 3 history teacher. By creating opportunities for students to engage in group discussions and share ideas, the teacher fosters a collaborative learning environment that caters to students' diverse learning needs and preferences. This personalized approach to teaching makes learning history more engaging and interactive and promotes critical thinking,

communication, and collaboration skills among students. Student 2's enthusiasm for the group discussions highlights the importance of providing students with opportunities for active participation and peer learning, which can enhance their understanding and retention of historical concepts. This example exemplifies how individualized considerations, such as organizing group discussions to facilitate student interaction and engagement, can contribute to academic success by catering to students' individual learning preferences and promoting collaborative learning experiences.

The code in Student 6's response highlights the importance of individualized considerations in improving academic performance, mainly through teachers' efforts to explain complex concepts clearly and provide additional support. It emphasizes how personalized teaching approaches can instil confidence and motivation in students, leading to greater engagement in the learning process and, ultimately, improved academic outcomes.

I like it when teachers take the time to explain complex concepts so that every student comprehends the subject matter. When teachers patiently simplify complex ideas, provide relevant examples, and offer additional support, it instils confidence and motivates me to engage in the teaching and learning process, thus improving my academic performance (Student 6).

Student 6's response highlights the importance of individualized considerations in improving academic performance, mainly through teachers' efforts to explain complex concepts in a clear and accessible manner. By taking the time to simplify complex ideas, provide relevant examples, and

offer additional support, teachers instil confidence and motivation in students, fostering greater engagement in the teaching and learning process. This personalized approach enhances students' understanding of the subject matter and empowers them to actively participate in their learning journey. Student 6's appreciation for teachers who prioritize clarity and support in their teaching underscores the significant impact of individualized considerations on student learning outcomes. When teachers tailor their instruction to meet students' diverse needs and learning styles, they create a supportive learning environment where students feel valued, confident, and motivated to excel academically. This example exemplifies how individualized considerations, such as providing clear explanations and additional support, can improve academic performance by enhancing students' comprehension, confidence, and engagement.

The qualitative data revealed a significant theme related to the teacher's personalized approach, supported by various sub-themes and codes concerning the students. The culture of the teacher-student relationship plays a crucial role in the teaching and learning process, contributing to improved academic performance. As expressed by Student 3, "I appreciate teachers who take an interest in my life outside of school. It allows me to pursue extracurricular activities, such as sports and music." This highlights how relationships developed beyond the classroom walls can lead to personalized consideration, reflecting a transformational leadership style that positively impacts students' academic performance. Even though Student 3 mentioned the relationship in extracurricular activities, it

indicates its influence on the student's overall well-being, contributing to their academic performance.

Effective communication and practical examples emerged as crucial factors for personalized consideration in teaching and learning. These practices engage students and make the subject matter more relevant to them. Teachers need to communicate concepts effectively to ensure student understanding. Teachers employing personalized teaching methods may address students by name, express concern for their needs, and spend more time with students facing learning difficulties. This approach significantly enhances academic performance. According to Gelard et al. (2014), transformational leadership practices prioritize the welfare of individual followers, emphasizing the importance of individualized consideration in teaching and learning settings for improved academic performance. These findings align with Khasawneh et al. (2012), who found that teachers' individualized attention positively impacted students' academic performance in Jordanian secondary schools, thus corroborating the significance of personalized consideration in educational settings.

Theme 3: Teachers' Inspirational Motivation on Student's academic performance

The insights gathered from the teachers' responses indicated that inspiring motivation significantly affects students' academic achievement. The interview focused on the necessary support for effective classroom leadership and the correlation between transformational leadership styles and students' academic success. These inquiries aimed to collect information regarding students' encounters with inspirational motivation from their teachers and recommendations for enhancing their experience. The emerging themes of teachers' inspirational

motivation, subthemes, and codes are shown in Table 29 below, and subsequent analysis follows.

Table 29 Emerging Themes from the Code Category, Teacher Idealized Practice Emerging Themes from the Code Category and Individualized Consideration

Theme	Subtheme	Code
Inspirational Motivation	Compelling vision Student's aspirations Building connections incorporating real-life examples	"I consistently create a compelling vision that resonates with my students' aspirations and goals. I achieve this by building connections between their learning experiences and future endeavours. This is done by incorporating real-life examples and captivating stories into my lessons. I inspire students to approach their learning enthusiastically and purposefully, empowering them to achieve their full potential." (Student 8)
	Visual representation Real-world applications Interactive displays	"Visual representations help students connect abstract ideas and real-world applications, improving their comprehension and retention of information. Additionally, interactive displays and engaging activities create a dynamic learning environment catering to students'

	Dynamic learning environment Active learning	diverse learning styles, fostering active engagement and deeper learning. This may help students comprehend complex concepts and improve their academic performance" (Teacher 9).
	Inquiry-based learning Active Discussions Valuing every student's opinion	"School teachers are actively involved in achieving institutional objectives aligned with the school's vision and mission. As a Geography teacher, I try to embrace the power of student participation and inquiry-based learning wholeheartedly. Through active class discussions, I value every opinion. As a result, empowering students to express their ideas, they develop a sense of ownership over their learning, igniting the spirit within them to explore, discover, and connect with the subject matter in depth. This collaborative atmosphere enhances students' knowledge and nurtures their critical thinking, communication, and problem-solving skills" (Teacher 8).

	Explore ideas Engage in hands-on learning experiences Foster curiosity Critical thinking Effective communication Peer collaboration	"Encouraging students to ask questions, explore ideas, and engage in hands-on learning experiences fosters curiosity, creativity, and problem-solving skills. Inquiry-based learning enhances content knowledge and nurtures students' ability to think critically, communicate effectively, and collaborate with peers" (Teacher 4).
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Source: Research data

The code below in Student 8's response underscores the transformative impact of inspirational motivation on academic performance. It emphasizes how the teacher's ability to create a compelling vision that resonates with students' aspirations and goals and incorporates real-life examples and captivating stories inspires students to approach their learning enthusiastically and purposefully. Such personalized teaching approaches empower students to strive for excellence and achieve their full potential, ultimately driving academic success.

I consistently create a compelling vision that resonates with my students' aspirations and goals. I achieve this by building connections between their learning experiences and future endeavours. I incorporate real-life examples and captivating stories into my lessons. I inspire students to approach their

learning enthusiastically and purposefully, empowering them to achieve their full potential (Teacher 8).

Student 8's response underscores the transformative impact of inspirational motivation on academic performance, mainly through the teacher's ability to create a compelling vision that resonates with students' aspirations and goals. By building connections between students' learning experiences and future endeavours and incorporating real-life examples and captivating stories into lessons, the teacher inspires students to approach their learning enthusiastically and purposefully. This personalized approach to teaching fosters a sense of purpose and motivation among students and empowers them to strive for excellence and achieve their full potential. Student 3's testimony highlights the importance of inspirational motivation in driving academic success by instilling a sense of purpose and direction in students' educational journey. When teachers effectively communicate a compelling vision and inspire students to pursue their goals enthusiastically, they create a supportive learning environment conducive to academic growth and achievement.

This code from respondent 9 provides insights into the respondent's experience of how the elements mentioned contribute to inspirational motivation and, subsequently, to academic performance. It assesses the impact of visual representations and interactive learning environments on student engagement and comprehension, highlighting their significance in fostering a deeper understanding of complex concepts.

Visual representations help students connect abstract ideas and real-world applications, improving their comprehension and retention of information. Additionally, interactive displays and

engaging activities create a dynamic learning environment catering to students' diverse learning styles, fostering active engagement and deeper learning. This may help students comprehend complex concepts and improve their academic performance (Teacher 9).

The response from Teacher 9 emphasizes the significant role of inspirational motivation in academic performance. Visual representations are a powerful tool for connecting abstract concepts to real-world applications, fostering a deeper understanding and retention of information. By leveraging visual aids, students are motivated to engage with complex ideas, enhancing their academic performance. Moreover, the mention of interactive displays and engaging activities underscores the importance of creating a dynamic learning environment that caters to diverse learning styles. This encourages active participation and inspires students to delve deeper into their studies, ultimately leading to improved academic outcomes. Overall, the response highlights how inspirational motivation, through visual representations and interactive learning experiences, can positively impact students' academic performance.

Teacher 8 indicated that,

School teachers are actively involved in achieving institutional objectives aligned with the school's vision and mission. As a geography teacher, I embrace the power of student participation and inquiry-based learning wholeheartedly. Through active class discussions, I value every opinion. As a result, empowering students to express their ideas, they develop a sense of ownership over their learning, igniting the spirit within them to

explore, discover, and connect with the subject matter in depth. This collaborative atmosphere enhances students' knowledge and nurtures their critical thinking, communication, and problem-solving skills (Teacher 8).

Teacher 8's response beautifully illustrates the pivotal role of inspirational motivation in enhancing academic performance. By actively embracing student participation and fostering inquiry-based learning, the teacher creates a collaborative atmosphere where students feel empowered to express their ideas and opinions. This instils a sense of ownership over their learning and ignites a spirit of exploration and discovery within them. The emphasis on active class discussions and valuing every opinion cultivates a culture of inclusivity and respect, further fueling students' motivation to engage deeply with the subject matter. As a result, students develop critical thinking, communication, and problem-solving skills in a nurturing environment that encourages them to push boundaries and explore new horizons. Teacher 8's approach exemplifies how inspirational motivation, through student participation and inquiry-based learning, can catalyze academic success by fostering a genuine passion for learning and intellectual growth. This code provides insights into how the elements mentioned in the respondent's quote, such as student participation and inquiry-based learning, contribute to inspirational motivation and, subsequently, to academic performance. It assesses how the teacher's approach fosters a collaborative atmosphere that empowers students and ignites their passion for learning, developing critical skills and enhancing academic outcomes.

The code below from teacher 4 provides insights into how the elements, such as inquiry-based learning and hands-on experiences, contribute to inspirational motivation and, subsequently, to academic performance. It highlights how these

approaches foster curiosity, creativity, and problem-solving skills, ultimately leading to a deeper understanding of content knowledge and improved critical thinking abilities. The teacher's commitment to student-centred learning environments reflects how inspirational motivation can drive academic excellence by empowering students to participate actively in their education. The teacher 4 responded that,

Inquiry-based learning encourages students to ask questions, explore ideas, and engage in hands-on learning experiences, fostering curiosity, creativity, and problem-solving skills. It enhances content knowledge and nurtures students' ability to think critically, communicate effectively, and collaborate with peers (Teacher 4).

Teacher 4's response eloquently underscores the crucial role of inspirational motivation in driving academic performance. By advocating for inquiry-based learning and hands-on experiences, the teacher cultivates a learning environment where students are encouraged to question, explore, and actively engage with the material. This approach fosters curiosity and creativity and enhances problem-solving skills essential for academic success. Through inquiry-based learning, students develop a deeper understanding of content knowledge and hone their ability to think critically, communicate effectively, and collaborate with peers. The emphasis on student-centred approaches empowers learners to take ownership of their education, fueling their intrinsic motivation to excel academically. Teacher 4's dedication to nurturing a culture of curiosity and hands-on learning exemplifies how inspirational motivation can catalyze fostering a lifelong love for learning and achieving academic excellence.

This code from teacher 6 below provides insights into their experience on how active participation and intellectual growth contribute to inspirational motivation and, subsequently, to academic performance. It highlights how empowering students to engage in their learning process actively fosters a sense of responsibility and intrinsic motivation, leading to improved academic performance. The teacher's recognition of the importance of these factors exemplifies how inspirational motivation can inspire students to achieve academic excellence and reach their full potential. Teacher 6 remarked,

Providing opportunities for students to participate actively in their learning process is crucial. This contributes to students' intellectual growth and development and thus raises their academic performance (Teacher 6).

Teacher 6's response emphasizes the pivotal role of inspirational motivation in enhancing academic performance. By advocating for active participation in the learning process, the teacher recognizes the importance of empowering students to take ownership of their education. This approach fosters a sense of responsibility and fuels students' intrinsic motivation to excel academically. Furthermore, the emphasis on intellectual growth and development highlights how providing opportunities for students to engage actively with the material contributes to their academic success. When students are actively involved in their learning journey, they are more likely to develop a deeper understanding of the subject matter, leading to improved performance in academic assessments. Teacher 6's recognition of the significance of active participation and intellectual growth exemplifies how inspirational motivation can inspire students to strive for excellence and reach their full potential academically.

Qualitative data revealed that teacher inspirational motivation practices significantly improve students' academic performance in the teaching and learning experience. Improving students' academic performance can be achieved by creating a compelling vision and instilling optimism and a sense of purpose. During a study, several sub-themes emerged in the inspirational motivation category of teachers' codes, along with codes from the students themselves.

The qualitative data provided by the respondents are consistent with the findings of Ndiritu et al. (2019), who observed that encouraging the heart and inspiring a shared vision (inspirational motivation) projected enhanced student and school academic performance. This alignment underscores the significance of inspirational motivation in driving academic success and emphasizes the need for educators to foster a culture of inspiration in educational settings. Furthermore, Asbari et al. (2020) argued that teachers' inspirational motivation practices create a compelling vision and a common objective for the future, instilling confidence in followers. These scholarly findings reinforce the importance of inspirational motivation in driving academic performance and highlight its role in establishing a collective vision for educational success.

While the qualitative data provided by the respondents demonstrate the importance of inspirational motivation in educational contexts, further alignment with scholarly sources such as Ndiritu et al. (2019) and Asbari et al. (2020) would strengthen the emerging insights. These studies highlight the significant impact of inspirational motivation on academic performance and underscore the need for educators to incorporate motivational practices in their teaching methodologies to foster positive learning outcomes. Therefore, the role of inspirational motivation in academic performance, aligning the qualitative data from the respondents with

scholarly sources such as Ndiritu et al. (2019) and Asbari et al. (2020), emphasizes the importance of inspirational motivation in driving academic success and highlights its role in establishing a collective vision for educational excellence.

Understanding the profound impact of inspirational motivation in educational contexts necessitates an exploration of its multifaceted influence on learner-centred approaches, organizational dynamics, and academic performance. According to Jovanovic (2022), the practice of teachers' inspirational motivation is a learner-centred approach that elicits a positive transformation in both the learner and the organization by fostering a compelling vision and elevating learners' morale levels, consequently enhancing student academic performance. Cultivating a culture of inspirational motivation among teachers is pivotal in shaping students' educational outcomes within the teaching and learning environment. As highlighted by Tian and Huber (2020), implementing inspirational motivation practices enables school leaders to establish meaningful connections between staff members and their work, fostering a conducive academic success environment.

Theme 4: Teacher Intellectual Stimulation on Academic Performance

The implications of teachers' intellectual stimulation practices on students' academic performance emerged as a prominent theme elucidated through the qualitative data gathered from student responses. Within this theme, sub-themes such as creativity, innovation, and critical thinking surfaced, indicating the multifaceted nature of teachers' influence on students' cognitive development. The following guiding questions were posed to educators to explore the implications of teachers' intellectual stimulation practices on students' academic performance in selected county secondary schools in Kirinyaga. Are any obstacles hindering your efforts to facilitate a smooth transition for all students? 2. To what extent do school

administrators support diverse viewpoints within the educational environment? 3. Have you assisted in devising original and creative methods to integrate teaching and learning processes effectively? 4. How frequently do you reinforce students' awareness of the school's vision, mission, and ethical principles, and how do these reminders influence their academic performance? Table 30 below summarises the emerging sub-themes and subsequent codes and analysis.

Table 30 Emerging Themes from the Code Category and Individualized Consideration

Theme	Sub-Theme	Codes
Intellectual Stimulation	Creating vision Real examples Storytelling	“...in creating a vision for students relevant to their future... I try to link learning methods to real examples to achieve a student's inclusive learning experience and understanding. Therefore, through relevant examples and stories, I inspire students to see the relevance of their learning, motivating them to learn" (Teacher 4).
	A variety of teaching and visual aids Inclusive learning experience	“I also use a variety of teaching aids to make learning interesting for my students. I believe using visual aids, charts, and diagrams makes it easier for students to understand complex concepts and motivates them to learn. Creating a vision is the foundation of inspirational motivation. I always create a

		vision for my students by connecting their learning to their future. I use real-life examples and stories to inspire them to see the relevance of their learning” (Teacher 4).
	Share the school's vision and mission. Accomplishing institutional objectives	“...I share the school’s mission and vision, to actively involve students in accomplishing institutional objectives aligned with the school’s vision and mission” (Teacher 7).
	Innovation Openness to new ideas	“The school management allows teachers to exercise their innovativeness. I can pursue new ideas independently without persecution. The school management is open to new ideas and opinions" (Teacher 7).

Source: Research data

This code from teacher 4 below provides insights into the teachers' perspectives on how creating a vision for students and using real-life examples contribute to intellectual stimulation and, subsequently, to academic performance. It highlights how these approaches inspire students to recognize the relevance of their learning, motivating them to engage with academic content and fostering a deeper understanding of the material. The teacher's commitment to providing an inclusive

learning experience grounded in real-world relevance exemplifies how intellectual stimulation contributes to academic success. Teacher 4 responded,

It is crucial to create a vision for students that is relevant to their future. This can help students see the importance of what they are learning and motivate them to learn. I link learning methods to real examples to achieve a student's inclusive learning experience and understanding. Therefore, through relevant examples and stories, I inspire students to see the relevance of what they are learning and motivate them to learn (Teacher 4).

Teacher 4's response underscores the significance of intellectual stimulation in fostering academic performance. By emphasizing the importance of creating a vision for students relevant to their future, the teacher acknowledges the role of forward-thinking pedagogical approaches in motivating student learning. This approach aligns with research indicating that a compelling vision can inspire students to recognize the relevance of their learning endeavours, thereby enhancing their motivation to engage with academic content. Furthermore, the teacher's strategy of linking learning methods to real-life examples provides students with tangible connections between theoretical concepts and practical applications, fostering a deeper understanding of the material. Using relevant examples and stories, the teacher effectively stimulates students' intellectual curiosity and motivates them to participate in learning actively. Teacher 4's commitment to providing an inclusive learning experience grounded in real-world relevance exemplifies how intellectual stimulation contributes to academic success by inspiring students to recognize the value and significance of their education.

In addition, Teacher 4's code below provides insight into thematic elements such as using teaching aids, creating a vision, and using real-life examples that contribute to intellectual stimulation and, subsequently, to academic performance. It highlights how these approaches engage students, facilitate understanding, and motivate them to learn, ultimately fostering academic success. The teacher's holistic approach to intellectual stimulation demonstrates the importance of creating an engaging and visionary learning environment for students.

I also use a variety of teaching aids to make learning interesting for my students. Visual aids, charts, and diagrams help students understand complex concepts and motivate them to learn. Creating a vision is the foundation of inspirational motivation. I always create a vision for my students by connecting their learning to their future. I use real-life examples and stories to inspire them to see the relevance of their learning (Teacher 4).

Teacher 4's approach exemplifies the vital role of intellectual stimulation in enhancing academic performance. By utilizing a variety of teaching aids, such as visual aids, charts, and diagrams, the teacher creates an engaging learning environment that facilitates students' understanding of complex concepts. This aligns with research indicating that interactive and visually stimulating learning materials can enhance comprehension and motivation among students. Moreover, the teacher recognizes the importance of creating a vision for students by connecting their learning to their future aspirations. This visionary approach, grounded in inspirational motivation, motivates students to learn and excel academically. Furthermore, the use of real-life examples and stories not only enriches the learning experience but also inspires students to perceive the relevance of their education in

real-world contexts. Teacher 4's dedication to intellectual stimulation by integrating teaching aids, vision creation, and real-life examples underscores its significant contribution to academic success by fostering student engagement, motivation, and comprehension.

This code by teacher 7 below resonates with the code for teacher 4 as in the previous excerpt above. The codes both emphasize the importance of intellectual stimulation through varied teaching aids and alignment with the school's mission and vision. Teacher 7's code below highlights how these practices engage students, enhance their understanding, and contribute to improved academic performance. Additionally, Teacher 7's recognition of the importance of aligning instructional practices with a objectives further underscores the significance of mission-vision alignment in fostering academic success.

The use of varied teaching aids enables students to understand complex concepts and improve their academic performance. I share the school's mission and vision, which is to actively involve students in accomplishing institutional objectives aligned with the school's vision and mission (Teacher 7).

The sentiments expressed by both Teacher 4 and Teacher 7 underscore the significant role of intellectual stimulation in fostering academic performance. Both teachers emphasize the importance of using varied teaching aids to engage students and enhance their understanding of complex concepts, thereby contributing to improved academic outcomes. This aligns with research indicating that interactive and diverse learning materials can stimulate students' intellectual curiosity and learning motivation. Moreover, Teacher 7's acknowledgement of sharing the

school's mission and vision demonstrates a commitment to aligning instructional practices with institutional objectives. By actively involving students in accomplishing these objectives, Teacher 7 promotes a sense of ownership over their learning journey, which can further enhance academic performance. The collaborative efforts of both teachers highlight the significance of intellectual stimulation and mission-vision alignment in creating an enriching learning environment conducive to academic success.

Teacher 8's response below emphasizes the importance of intellectual stimulation in fostering academic performance. It highlights the significance of encouraging questions and class participation in promoting student engagement and critical thinking skills and the value of fostering creativity in teaching methods. Teacher 8's approach exemplifies how these practices contribute to academic success by empowering students and educators alike to actively participate in the learning process and develop innovative solutions to educational challenges.

I always encourage my students to ask questions and participate in class discussions. By doing so, students feel that their opinions matter and become more engaged in learning. I also appreciate our supervisors' encouragement to be creative in our teaching methods. As a teacher, I feel valued and trusted to develop innovative ways to solve issues and complete tasks (Teacher 8).

Teacher 8's approach highlights the crucial role of intellectual stimulation in fostering academic performance. By actively encouraging students to ask questions and participate in class discussions, the teacher creates an inclusive learning environment where students feel valued and motivated to engage with

the material. This practice enhances students' critical thinking skills and fosters a deeper understanding of the subject matter, ultimately improving academic performance. Furthermore, Teacher 8's appreciation for supervisors encouraging creative teaching methods underscores the importance of fostering an environment that values innovation and experimentation in pedagogical approaches. By empowering teachers to develop innovative solutions and teaching techniques, educators feel valued and trusted, leading to increased motivation and commitment to enhancing the learning experience for students. Teacher 8's commitment to intellectual stimulation through encouraging class participation and promoting creativity exemplifies how these practices contribute to academic success by fostering student engagement, critical thinking, and innovative problem-solving skills.

Teacher 7's quote below highlights the importance of intellectual stimulation in fostering academic performance, mainly through support and openness to innovation within the school management. It emphasizes how management support for teachers' innovativeness encourages educators to explore new ideas and implement innovative teaching methodologies, ultimately contributing to enhanced student learning outcomes. Furthermore, the school management's openness to new ideas and opinions fosters a collaborative environment that promotes continuous improvement and innovation in teaching practices, further enhancing intellectual stimulation within the school.

The school management allows teachers to exercise their innovativeness. I can pursue new ideas independently without

persecution. The school management is open to new ideas and opinions (Teacher 7).

Teacher 7's testimony sheds light on the significant role of intellectual stimulation in fostering academic performance within the school environment. The management's support for teachers' innovativeness enables educators to explore new ideas and implement innovative teaching methodologies without fear of reprisal. This freedom to pursue new ideas independently is essential in cultivating a culture of intellectual stimulation, where educators are encouraged to think creatively and experiment with novel approaches to teaching. Moreover, the school management's openness to new ideas and opinions further promotes intellectual stimulation by fostering an environment of collaboration and continuous improvement. When educators feel supported and valued by the management, they are more likely to engage in innovative practices that enhance student learning outcomes and contribute to academic performance. Teacher 7's experience underscores the importance of management support and openness to innovation in creating an intellectually stimulating environment conducive to academic success.

This code below by Teacher 9 emphasizes the importance of intellectual stimulation in fostering academic performance while also highlighting the challenges associated with the lack of accommodation for divergent views within the school environment. It underscores the significance of transformational leadership in encouraging diverse perspectives and fostering an environment where educators feel valued and empowered to contribute their ideas. Additionally, providing opportunities for innovation and expressing opinions is essential in stimulating intellectual curiosity and creativity among educators, ultimately contributing to improved academic performance. Teacher 9's advocacy for change

reflects the importance of creating an inclusive and intellectually stimulating educational environment conducive to academic success.

My divergent views need to be accommodated, which can be discouraging. Leaders must be transformational and encourage their followers to share their opinions and ideas, so I hope that will change. The school only sometimes provides opportunities for new ideas or views. We need to be able to express our opinions and bring fresh ideas to the table, but sometimes, my input needs to be considered (Teacher 9).

Teacher 9's experience sheds light on the critical role of intellectual stimulation in fostering academic performance while highlighting the challenges that arise when divergent views are not accommodated within the school environment. The lack of accommodation for divergent views can lead to discouragement among educators, hindering their motivation and engagement in the teaching process. Transformational leadership, characterized by encouraging followers to share their opinions and ideas, is crucial in fostering an environment of intellectual stimulation where diverse perspectives are valued and considered. Teacher 9's hope for change reflects the importance of leadership that embraces inclusivity and fosters a culture of openness to new ideas and viewpoints. Additionally, providing opportunities for innovation and expressing opinions is essential in stimulating intellectual curiosity and creativity among educators, ultimately leading to improved academic performance. Teacher 9's advocacy for the need to express views and bring fresh ideas to the table underscores the importance of intellectual stimulation in creating a dynamic and innovative educational environment conducive to academic success.

This code by Teacher 5 emphasizes the importance of intellectual stimulation in fostering academic performance while also highlighting the challenges associated with the lack of inclusion in decision-making processes within the school environment. It underscores the significance of transformational leadership in encouraging diverse perspectives and fostering an environment where educators feel valued and empowered to contribute their ideas. Teacher 5's hope for change reflects the importance of creating an inclusive and intellectually stimulating educational environment conducive to academic success. Teacher 5 said,

My institution prohibits us from applying new ideas or sharing our views. It is frustrating because I know that there are things we could be doing better, and my voice needs to be heard. Even though some respondents felt like their supervisors allowed them to question policies and procedures, that is yet to be my experience. My divergent views need to be accommodated, which can be discouraging. It is essential for school leaders to be transformational and encourage their followers to share their opinions and ideas, so I hope that changes in the future.' (Teacher 5 May 2020).

Teacher 5's reflection highlights the crucial role of intellectual stimulation in fostering academic performance while also drawing attention to the challenges associated with the lack of inclusion in the decision-making process within the school environment. The frustration expressed by Teacher 5 underscores the importance of empowering educators to apply new ideas and share their views, as these contributions can lead to improvements in teaching practices and student outcomes. Transformational leadership, characterized by encouraging followers to

share their opinions and ideas, is essential in creating an environment where educators feel valued and empowered to contribute to decision-making. Unfortunately, the absence of such inclusive practices can lead to discouragement and disengagement among educators, ultimately hindering academic performance. Teacher 5's hope for change reflects the importance of fostering a culture of intellectual stimulation and inclusivity within school leadership, where diverse perspectives are valued and considered in decision-making processes. Moving forward, it is imperative for school leaders to adopt a transformational leadership style and actively involve educators in decision-making processes to promote intellectual stimulation and enhance academic performance.

The responses from Teacher 6 and Teacher 8 below highlight the importance of intellectual stimulation in fostering academic performance while also addressing the challenges of creating an inclusive environment and promoting open communication within the school administration. It emphasizes the need for school leaders to adopt a transformational leadership style, promote trust-building efforts, and value diverse perspectives to foster intellectual stimulation and create a more enriching academic experience for all stakeholders. See teacher 6 and teacher 8 verbatim quotes below,

Creating an inclusive environment in the school administration that accommodates divergent views is very important. This approach would ensure that all students could express their opinions freely and feel heard and valued. However, despite this positive intention, some students still felt discouraged

from sharing their thoughts openly. This could be due to a lack of trust or fear of judgment from their peers or teachers. Therefore, the school administration must take steps to address this issue and promote an atmosphere of trust and respect. By doing so, we can foster an environment that encourages open communication and diverse perspectives, which can lead to a richer and more fulfilling academic experience for all (Teacher 6)

Teacher 8 noted:

The school only sometimes provides opportunities for new ideas or views. I think it is essential for us to be able to express our opinions and bring fresh ideas to the table, but sometimes I feel like my input is not considered in establishing programs and policies suitable for the followers and the organization's performance; some members reported that supervisors were not interested in finding out better ways of doing things from the members and that the supervisors were not accommodative of divergent views (Teacher 8).

The insights shared by Teacher 6 and Teacher 8 underscore the critical role of intellectual stimulation in fostering academic performance while highlighting the challenges associated with creating an inclusive environment and promoting open communication within the school administration. Teacher 6 emphasizes creating an inclusive environment where all students feel valued and heard, fostering a culture of trust and respect. However, despite positive intentions, some students still feel discouraged from sharing their thoughts openly, indicating a need for further efforts to address trust issues and promote open communication channels. Similarly, Teacher 8 notes that while there are sometimes opportunities for new ideas and

views, there is a perceived lack of consideration for input from teachers in establishing programs and policies. This suggests a disconnect between leadership and followership, with supervisors only sometimes needing to be more receptive to divergent views or alternative approaches. School leaders must adopt a transformational leadership style that encourages open communication, values diverse perspectives, and fosters a culture of trust and respect. By creating an inclusive environment that values and promotes the expression of diverse viewpoints, schools can foster intellectual stimulation and create a more enriching academic experience for all stakeholders.

The qualitative data analysis unearthed several emerging subthemes, such as creativity, innovation, critical thinking, and problem-solving, all essential facets of the teaching and learning process. These themes vividly illustrate the transformative impact of teachers' leadership, particularly in the context of transformational leadership theory. Through intellectual stimulation, teachers inspire students to explore new ideas, think critically, and approach challenges with innovative solutions. By fostering an environment of individualized consideration, teachers recognize and cater to each student's unique needs and strengths, thereby promoting their autonomy and self-efficacy in academic pursuits. Furthermore, teachers' inspirational motivation ignites students' passion for learning, instilling a sense of purpose and commitment to academic excellence. Finally, through idealized influence, teachers serve as role models, embodying values and behaviours that inspire students to strive for greatness and make meaningful contributions to their academic endeavours. These transformative leadership practices enhance students' creative and critical thinking abilities and empower them to confidently undertake projects, solve problems, and complete assignments with minimal supervision,

ultimately leading to improved academic performance. These findings resonate with the research by Mwamba et al. (2020), which underscores the pivotal role of teachers' practices in intellectual stimulation in fostering learner autonomy and enhancing organizational achievement. Therefore, cultivating transformational leadership qualities among teachers is a crucial cultural aspect within school settings, with profound implications for improving students' academic performance in Kirinyaga secondary county schools.

The data suggests that implementing intellectual stimulation practices among teachers in selected county secondary schools in Kirinyaga could elevate students' academic performance. These findings are corroborated by Khasawneh et al. (2012), who demonstrated that intellectual stimulation positively influenced the educational performance of secondary school students in Jordan. Additionally, the results align with Mbithi's (2014) assertion that school principals' intellectual stimulation practices can significantly impact students' academic performance. Furthermore, the study underscores the importance of fostering a learning environment conducive to nurturing critical thinking and problem-solving skills for better student educational outcomes.

To further enrich our understanding, the next section will triangulate the quantitative and qualitative findings to provide a comprehensive analysis of the implications of transformational leadership for students' academic performance.

Triangulation/Integration of Quantitative and Qualitative Findings

The quantitative and qualitative studies demonstrated that intellectual stimulation among teachers is vital in building students' cognitive development and critical thinking. Quantitative and qualitative data indicate that intellectual

stimulation practices, such as involving students in critical thinking, problem-solving, and creative activities, positively influence academic performance. The quantitative findings established that intellectual stimulation positively influenced students' academic performance, implying that a unit increase in teacher intellectual stimulation practices significantly improved students' academic performance in selected county secondary schools in Kirinyaga. Teacher 4 emphasizes the importance of creating a vision for students relevant to their future and using real-life examples to stimulate intellectual curiosity. They state, "I try to link learning methods to real examples to achieve a student's inclusive learning experience and understanding." Both types of data show that teachers who provide platforms for expressing creativity, encourage persistence, and stimulate critical thinking contribute to students' academic success. From the qualitative findings, it was established that teachers with the ability to practice intellectual stimulation could provide students with platforms for expressing their creativity, opinions, and ideas. Teachers may also use a variety of teaching aids like visual aids, charts, and diagrams to make learning engaging for students. Intellectual stimulation could be quizzes, exercises, and learning aids that stimulate their critical thinking.

The results agree with Amabile et al. (2019) that students' motivation, engagement, and academic performance are positively impacted when they can express their creativity and their ideas are valued and supported. Further, according to Robinson and Aronica (2015), schools should emphasise encouraging creativity and embracing diverse viewpoints to improve students' problem-solving abilities and better prepare them for future challenges. Intellectual stimulation stresses the significance of valuing student opinions, encouraging creativity, and considering teachers' suggestions to foster a stimulating and effective learning environment.

Additionally, incorporating technology and hands-on activities can enhance the learning experience and promote student engagement. By implementing these strategies, teachers can create a dynamic classroom that supports students' academic achievement. The qualitative findings align with Khasawneh et al. (2012), who found that teachers' individualized attention positively impacted students' academic performance in Jordanian secondary schools. The regression analysis (Table 23) indicates a significant positive correlation between teachers' idealized influence practices and students' academic performance. This finding supports the notion that teachers who exhibit idealized influence, such as serving as positive role models, can positively impact students' academic success. Additionally, the rejection of the null hypothesis suggests that there is indeed a significant relationship between idealized influence practices and academic performance. Teacher 8 mentions how supervisors encourage them to be creative in teaching methods, which makes them feel valued and trusted. They state, "As a teacher, I feel valued and trusted to develop innovative ways to solve issues and complete tasks." Idealized influence practices of a teacher may allow school teachers to exhibit personal and professional ethical practices that students can emulate. Both qualitative and quantitative data affirm Asbari's (2020) argument that teachers' idealized influence practices increase students' academic outcomes.

Some respondents (teachers) were happy that their supervisors encouraged them to be more committed to their work, which made them disseminate their duties in a better way. Furthermore, student respondents expressed satisfaction with the teacher's ability to serve as an example, coach, and mentor so that they could learn new things independently, such as by completing assignments or resolving issues independently. On the other hand, some teacher respondents

claimed that their principals could not bring out the best in them. Table 31 shows a summary of the triangulation of the study findings.

The quantitative and qualitative findings demonstrated that teachers who show interest in their students' lives beyond the classroom positively influence their perceptions of their academics, thus instigating their overall academic performance. When students feel that their teachers care about them as individuals, they are more likely to be motivated to learn and succeed academically. Further, the triangulated findings depicted the importance of idealized influence among teachers on students' academic well-being and progress. The qualitative findings align with Gelard et al. (2014) emphasis on the importance of individualized consideration in teaching and learning settings for improved academic performance, aligning with the findings regarding personalized support and encouragement from teachers.

From the quantitative and qualitative findings, teachers' individualized consideration practices on students' academic performance, a supportive teacher who focuses on students' needs, strengths and weaknesses, provision of mentoring services for learners and the presence of effective student-teacher communication channels foster a caring learning environment and can significantly impact students' academic excellence. The regression analysis (Table 24) reveals a significant positive correlation between teachers' individualized consideration practices and students' academic performance. This finding underscores the importance of teachers providing personalized attention and support to students, which can contribute to improved academic outcomes. Teacher 7 shares how they share the school's mission and vision to actively involve students in accomplishing institutional objectives aligned with its vision and mission. Open and effective

communication channels between students and teachers may create opportunities for students to collaborate and share their ideas. This may improve student engagement and learning outcomes in schools.

The qualitative data complemented the quantitative findings of this study, which showed a significant relationship between the teachers' individualized consideration and the student's academic performance in KCSE in selected county secondary schools in Kirinyaga. However, this conflicts with the findings of the one-on-one interviews, where a lack of diverse out-of-classroom was revealed. The findings advocated the need for a Teacher transformational leadership practices culture to encourage all learners' participation in indoor and outdoor learning activities.

Quantitative and qualitative findings converge on teachers' inspirational motivation practices, such as optimism, encouragement, and visionary leadership, in positively influencing academic performance. Both data types demonstrate that teachers who inspire students, set clear visions, and empower them to achieve their goals contribute significantly to academic success. Triangulated findings highlight the role of inspirational leadership in fostering a compelling vision, optimism, and teamwork among students, thereby enhancing their academic performance. The quantitative and qualitative findings point toward teachers' need for inspirational motivation through optimism, encouragement, vision, teamwork, and guidance to achieve excellent dispensation of quality education in secondary schools. Teacher 9 expresses their hope for change, highlighting the importance of transformational leadership in encouraging diverse perspectives and fostering an environment where educators feel valued and empowered to contribute their ideas.

Teacher 9's Code states, "Visual representations help students connect abstract ideas and real-world applications..." Inspirational motivation is adequately attained by encouraging students to ask questions, participate in class discussions, plan their work, and seek guidance from their teachers when stuck.

The quantitative results converge with the qualitative findings that revealed intellectual stimulation as essential in fostering students' academic performance by teaching critical thinking through tests, puzzles and topical discussions, which help creative thinking and growth. The triangulation of data is shown in table 27 below:

Table 31 Summary of the Triangulation of the Study Finding Emerging Themes from the Code Category and Individualized Consideration

Objective	Quantitative findings	Qualitative findings	Triangulated findings
Teachers' influence practices and students' academic performance in selected County secondary schools in Kirinyaga.	Descriptive findings indicated that many teachers agreed that idealized practices are critical in setting vision, upholding the mission, serving as a Role model, upholding morals and practising Honesty, thus fostering the school's academic performance. Inferential findings indicated that idealized practices affected academic performance positively and significantly.	It was also demonstrated during interviews and FGDs sessions with students and FGDs that teachers' ability to demonstrate high morale and commitment to students reflects on students' academic performance. Who, in return, understand their strengths and weaknesses and work towards their educational goals effectively. However, focus group discussions with learners revealed that only some teachers are considered role models. In addition, focused group discussion showed that some teachers take time to explain complex concepts, which is critical in making all students understand different learning concepts.	The quantitative and qualitative findings demonstrated that teachers who show an interest in their students' lives beyond the classroom positively influence students' perceptions towards their academics, thus influencing their overall academic performance. When students feel that their teachers care about them as individuals, they are more likely to be motivated to learn and succeed academically. Further, the triangulated findings depicted the importance of idealized influence among teachers on students' academic well-being and progress.
Relationship between teachers' individualized consideration practices and students'	With descriptive findings, teachers' individualized influence in terms of mentoring, providing open lines of communication with students, attending to each student's	According to qualitative findings from FGDs and interviews, teachers' individualized consideration practices are essential to academic performance because they prioritize students' unique strengths and weaknesses	The quantitative and qualitative findings on teachers' individualized consideration of students' academic performance reported that having a supportive teacher focused on students' needs, strengths and

academic performance in selected County secondary schools in Kirinyaga.	individual needs and recognizing each student's uniqueness were identified as crucial in influencing performance. Similarly, quantitative findings using regression analysis indicated that individualized consideration practices significantly predict students' academic performance.	and the needs of each student. This assertion is supported by one student respondent, who said that some teachers provide individualized support and encourage them to persist despite mistakes, which boosts their confidence and spurs motivation around them. Furthermore, focused group discussions with students established that some teachers understood students' divergent interests and needs. This enables the teachers to identify each student's talents, weaknesses and strengths.	weaknesses, provision of mentoring services for learners, and presence of effective student-teacher communication channels foster a caring learning environment and significantly impact students' academic excellence. With open and effective communication channels between students and teachers, teachers can create opportunities for students to collaborate and share ideas. This improves student engagement and learning outcomes in schools.
Relationship between teachers' inspirational motivation practices and students' academic performance in selected County secondary schools in Kirinyaga.	Descriptive results noted that several teachers believed inspirational motivation practices via optimism, encouragement, and vision are paramount in improving students' academic performance. The descriptive findings established that inspirational leadership exhibited by teachers helps cultivate honesty and integrity among students, teamwork, and mentorship of students, offering and creating teamwork that motivates and inspires students to achieve desirable academic performance excellence and moral	Qualitative findings concurred with this finding that inspirational motivation practices are essential in fostering student performance by setting up a compelling vision, optimism and a sense of purpose. During an interview session with one of the students, it was indicated that the student was fond of the teacher who inspired learners, helped them create visions and encouraged them to work towards them. One teacher suggested that she incorporate real-life examples and captivating stories into her lessons, inspiring students to approach their learning enthusiastically and purposefully, empowering them to achieve their full potential. However, as indicated during the interview, not all teachers	Both the quantitative and qualitative findings urged that teachers need inspirational motivation practices during teaching and learning, such as offering optimism, encouragement, compelling vision, teamwork, and mentorship to improve students' academic performance in selected county secondary schools. Inspirational motivation of students is adequately attained by encouraging them to ask questions and participate in class discussions, plan their work and seek guidance from their teachers when they face academic-related challenges.

	virtues. Via regression analysis, it was established that inspirational motivation positively and significantly influenced students' academic performance, where teachers with inspirational leadership qualities advocate for clear visions, optimism to excel, a sense of purpose and teamwork.	exhibited inspirational leadership. The significance of inspirational leadership in academic excellence in school is also evident from FGDs, where one participant revealed that compelling vision is a cornerstone in entrenching inspirational motivation practices among students.	
Relationship between teacher intellectual stimulation practices and students' academic performance in selected County secondary schools in Kirinyaga.	Based on the descriptive finding, most teachers and students agreed that intellectual stimulation is instrumental in enhancing students' academic performance by identifying and nurturing students, involving students in critical thinking, instilling problem-solving skills, and invoking diverse reasoning, which has fostered desirable academic performance. Likewise, quantitative findings via regression analysis established that intellectual stimulation positively influences academic performance.	In the interview session, one of the students revealed that teachers provide them with platforms for expressing their creativity, opinions, and ideas. Teachers encourage them not to give up on pursuing their goals. Reiterating this, one teacher noted that the school rules have been made to empower students as they pursue their goals. According to the teacher, several platforms have been created in the schools to ensure students are subjected to quizzes, exercises and activities that stimulate their critical thinking. In addition, during FGD, one student noted that teachers use a variety of teaching aids to make learning enjoyable for my students. They believe using visual aids, charts, and diagrams makes it easier for students to understand complex concepts.	The quantitative findings concur with the qualitative findings that revealed intellectual stimulation is essential in fostering academic performance through critical thinking. Critical thinking via quizzes, puzzles and topical discussions helped encourage cognitive growth and thinking. The quantitative and qualitative findings demonstrate that intellectual stimulation among teachers is crucial in building students' cognitive development and critical thinking. Intellectual stimulation could be quizzes, exercises, and learning aids that stimulate their critical thinking.

Source: Research data

Chapter Summary and Synthesis of Results

This chapter examined and discussed the implications of teacher transformational leadership practices on students' academic performance in selected county secondary schools in Kirinyaga. Quantitative and qualitative data were analyzed concurrently, integrated, and synthesized in a convergent mixed-methods design. The demographic analysis revealed the respondents' gender and type of school, and the response rate was 87%. The findings demonstrated that most respondents were male. The study also revealed that the age range of participants varied widely, with the majority falling between ages 18 and 25 years. This information is vital for understanding the sample population and potential biases in the results. The chapter commenced by assessing the response rate of the population. The demographic findings were evaluated, and frequencies and percentage statistics were employed. Moreover, descriptive findings examined the data structure of the variables using mean and standard deviation. In addition, the chapter has assessed the relationship between study variables using a multiple regression model. On this basis, the study tested the hypothesis and conclusively determined the relationship between the study variables. Qualitative findings from FGDG and interviews were also analyzed using NVIVO version 14 and presented in this chapter. Finally, the chapter integrated qualitative and quantitative data, and comparisons were inferred to have a conclusive position of the researcher.

This study established that 60% of teachers agreed that implementing a transformational leadership style in teaching and learning may improve students' academic performance on the Kenya Certificate of Secondary Education (KCSE)

exams, a crucial benchmark in the local educational system. Moreover, the study found that teachers who perceived their principals as transformational leaders reported higher job satisfaction and commitment to their schools. The results highlighted the potential benefits of adopting a transformational leadership approach in educational settings. The quantitative results found a significant positive relationship between teacher transformational leadership practices and students' academic performance. Moreover, the results suggested that students exposed to teacher transformational leadership practices had higher engagement and academic self-efficacy motivation levels. The study findings underscore the importance of implementing transformational leadership practices among teachers to enhance student academic performance. The emerging qualitative themes that supported and clarified the inferential analysis were presented in this chapter, which shed light on the specific behaviours and attitudes that characterize transformational leadership in a teaching and learning process. For example, teachers who exhibited transformational leadership were found to be more supportive, empowering, and inspiring to their students, creating a positive learning environment that fostered growth and development.

The study's findings revealed a small proportion of students in selected County secondary schools in Kirinyaga had earned an A or B+ on KCSE exams over the previous four years, indicating a need for teacher transformational leadership principles to improve students' academic performance. However, the study did not explore the reasons behind low-grade scores, presenting an intriguing avenue for further research. This research could identify underlying factors and potential solutions to low students' academic performance in Kirinyaga and beyond, further engaging educators and policymakers in the topic. The study's

findings also supported Reza's (2019) and Asbari's (2019) development of transformational leadership theory (2020), suggesting that effective leadership can positively influence students' academic performance. These links could guide efforts to improve leadership practices in educational settings.

The study's results further reinforced the importance of effective leadership practices in educational institutions. The practices of teachers' intellectual stimulation were found to have a significant impact on students' academic performance, aligning with Noor et al.'s (2018) instructional leadership theory. This reiteration of the importance of effective leadership practices can inspire and motivate educators and policymakers to enhance their own practices, thereby improving students' academic performance and the overall success of educational institutions.

The results of a qualitative analysis complemented quantitative findings and revealed four main themes: idealized influence, individualized consideration, motivational inspiration, and intellectual stimulation. The themes identified from qualitative data were vital in determining students' academic performance. The idealized influence theme highlighted the importance of role models and mentors in shaping academic success, while individualized consideration emphasized the need for personalized support and attention. Motivational inspiration emphasized the role of motivation in driving academic achievement, while intellectual stimulation highlighted the importance of challenging and engaging academic experiences. The study findings, with their clear and actionable implications, have important implications for educators and policymakers in their effort to improve students' academic performance of students. These findings underscore the need

for educators to adopt transformational leadership practices and for policymakers to prioritize efforts to strengthen leadership practices in educational settings.

CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This study investigated teacher transformation leadership practices and their implications on students' academic performance in selected County secondary schools in Kirinyaga. The study adopted a convergent parallel mixed methods approach. Interview schedules and Focus Group Discussions were used for qualitative data. Questionnaires were used to collect quantitative data. This chapter summarizes the findings, conclusions, contributions, and recommendations for future research. The findings have been presented in relation to the research questions and objectives, highlighting their significance and implications for theory, practice, and policy. The following objectives guided the study:

The general objective was to investigate the implication of teacher transformational leadership practices on students' academic performance in selected secondary schools in Kirinyaga. The specific objectives were:

1. To determine the relationship between teachers' idealized influence practices and the academic performance of students in selected County secondary schools in Kirinyaga.
2. To examine the relationship between teachers' individualized consideration practices and students' academic performance in selected County secondary schools in Kirinyaga.
3. To ascertain the relationship between teachers' inspirational motivation practices and the students' academic performance of students of selected County Secondary schools in Kirinyaga.

4. To assess the relationship between teachers' intellectual stimulation practices and students' academic performance in selected secondary schools in County Kirinyaga.

By examining the implications of teachers' Idealized Influence, motivational inspiration, Individualized consideration, and intellectual stimulation practices on students' academic performance, the study hoped to identify effective teaching and learning practices for improving educational outcomes in the region. The findings of this research could have important implications for education policy and practice in Kenya and beyond.

The study employed a convergent-parallel mixed methods research design to guide the data collection and analysis. This chapter summarizes the study findings and discusses their implications for theory development and practice. It also makes recommendations based on the study and its contribution to knowledge. Lastly, the researcher acknowledges the study's limitations and suggests areas for further research.

Summary of the Major Findings

From the research findings, multiple themes from the qualitative data converged with the quantitative data. This chapter interprets and discusses the data as analyzed in the previous chapter. The chapter aims to provide a deeper understanding of the research questions and insights. The chapter also highlights the study's limitations and suggests directions for future research.

Implication of Teacher Idealized Influence on Academic Performance

The study's first objective was to investigate the implication of teachers' idealized influence practices on students' academic performance in selected secondary schools in Kirinyaga County. The null hypothesis stated that teachers' idealized influence practices have no significant implications on the student's academic performance in selected secondary schools in Kirinyaga County. Data collected from students revealed that teachers' idealized influence had a positive impact on student's academic performance ($R^2=0.015$, $F(1)=3.968$, $p < .05$). A unit increase in idealized influence practice accounted for a 13.9% rise in the academic performance of students in public secondary schools in Kirinyaga County ($B=0.139$, $p<0.05$). Thus, based on the results, which provided that the p-value was less than 0.05, the null hypothesis was rejected. It was inferred that idealized influence positively impacted the student's academic performance in the KCSE examinations in selected County Secondary schools in Kirinyaga.

The research question was, "What is the relationship between teachers' idealized influence practices and the academic performance of students in selected County secondary schools in Kirinyaga? Findings from qualitative data, however, only partially supported the inferential analysis. Most students did not have teachers as role models; instead, they indicated that their family members were their role models. This potentially explains the small effect size of idealized influence on students' academic performance, as revealed in the quantitative findings.

Implication of Teacher-Individualized Consideration on Academic Performance

The second objective was to examine teacher-individualized consideration practices and their implication on student's academic performance in selected

secondary schools in Kirinyaga County. The null hypothesis stated that teachers' individualized consideration practices have no significant impact on student's academic performance in selected secondary schools in Kirinyaga. Inferential analysis indicated that teachers' individualized consideration practices had a statistically significant power on students' academic performance; $R^2=0.015$, $F(1) = 3.963$, $p<.05$. This implies that there was a positive association between individualized consideration and student academic performance in secondary schools in Kirinyaga. A unit increase in teacher individualized consideration practice explained an 11.9% increase in students' academic performance ($B=0.119$, $p<.05$). The study sought to answer the question; "what is the relationship between teachers' individualized consideration practices and academic performance of students in selected county secondary schools in Kirinyaga? Consistent with the quantitative data reported, the findings from the qualitative results yielded individual connectivity and communication as emerging themes.

Teacher Inspirational Motivation Practices Implication on Students'

Academic Performance.

The third study objective was to establish the relationship between teachers' inspirational motivation practices and students' academic performance in selected County Secondary schools in Kirinyaga. The null hypothesis stated that teachers' inspirational motivation has no significant relationship with students' academic performance in selected County Secondary schools in Kirinyaga. Regression analysis showed that inspirational motivation significantly explained students' academic performance scores; $R^2=0.011$, $F(1) = 3.051$, $p<.05$. The regression coefficient further showed that a unit increase in inspirational motivation (IM) would lead to a 12.7% increase in students' academic performance ($B=0.127$, $p<.05$).

The research question was: What is the relationship between teachers' inspirational motivation practices and students' academic performance in selected secondary schools in Kirinyaga County? Qualitative data showed that the participants consistently commented positively about teamwork in the school and clearly understood their responsibilities, indicating that teacher inspirational motivation practices may have played a role in promoting students' academic performance.

Implication of Teacher Intellectual Stimulation on Academic Performance

The fourth objective of the study was to determine teacher intellectual stimulation practices and the academic performance of students in selected secondary schools in Kirinyaga County. The null hypothesis stated that teachers' intellectual stimulation practices have no significant relationship with students' academic performance in selected secondary schools in Kirinyaga County. Inferential analysis revealed that intellectual stimulation had a statistically significant explanatory power on students' academic performance; $R^2=0.006$, $F(1) = 1.672$, $p<.05$. A unit increase in teacher intellectual stimulation accounted for a 9.3% positive change in students' academic performance ($B=0.093$, $p<.05$). As the p-value was less than 0.05, the null hypothesis was rejected. The research question was: "What is the relationship between teacher intellectual stimulation practices and the academic performance of students in selected secondary schools in Kirinyaga County?" Qualitative analysis revealed creativity and innovation in teaching and learning as major themes aligning with the intellectual stimulation dimension.

Implications

The results of this study, as summarized in the previous section, suggest several practical and theoretical implications. In this subsection, the study's main conclusions have been presented. Foremost, the study's practical implications suggest that policymakers and practitioners should consider the factors identified in the research when designing interventions to address the research problem. Subsequently, from a theoretical perspective, the study's findings contribute to a deeper understanding of the underlying mechanisms driving the phenomenon under investigation.

Practical Implications

The quantitative data revealed that teacher transformational leadership practices significantly impacted students' academic performance in selected secondary schools in Kirinyaga County. This was more pronounced in schools with higher levels of teacher-student engagement. The study findings highlight the importance of promoting transformational leadership practices culture in secondary schools to improve students' academic outcomes. Similarly, the qualitative themes revealed the relationship between teacher transformational leadership and students' academic performance in selected secondary schools in Kirinyaga County. The study also revealed that it is significant for schools to invest in professional development programs to enhance teachers' transformational leadership skills for improved students' academic performance. As a result, secondary school teachers should continue to develop their transformational leadership skills, which have been established as an effective leadership culture in the teaching and learning process. Therefore, the results of the study, which investigated teacher transformational

leadership practices and their implications on students' academic performance in selected secondary schools in Kirinyaga, concur with those of Nderitu et al. (2023) study, which asserted that Principals' Transformational leadership practices impacted student outcomes in KCSE examination, in secondary schools in Nairobi County.

Furthermore, the findings proposed that transformational leadership practices positively impact students' academic achievement and motivation. The results emphasized the importance of investing in teacher leadership development programs to improve students' academic performance. This may increase teacher job satisfaction and retention rates, ultimately benefiting education.

Idealized influences most significantly impacted students' academic performance, which encouraged increased concentration. This means that county secondary schools' emphasis on teachers serving as role models and having integrity during the teaching and learning process is likely to improve students' academic performance in examinations. Furthermore, students in such schools are more likely to develop a positive attitude towards learning, which, in turn, improves students' academic achievement. The student's academic improvement leads to long-term benefits, such as increased opportunities for higher education and shaping career paths. One more implication is that whereas there was a significant positive association between teacher transformational leadership and students' academic performance in county-selected secondary schools in Kirinyaga, the transformational leadership dimensions needed practical integration of other interventions. A high percentage of students' academic performance still needed to be accounted for. This is because idealized influence explained only 1.5%

($R^2=0.015$) of students' academic performance, intellectual stimulation explained only 0.6% ($R^2=0.006$) of academic performance, individualized consideration explained only 1.5% ($R^2=0.015$), and inspirational motivation explained only 1.1% ($R^2=0.011$). This means that the academic performance of students in selected county secondary schools in Kirinyaga can only be fully explained by a complex set of factors, of which transformational leadership is only a tiny facet. This study's findings imply that in as much as teacher transformational leadership makes a positive contribution to students' academic performance; there is a need for investigation of other factors that may inform students' academic performance in Kirinyaga and beyond. Moreover, this study indicated that school administrators can appropriately employ transformational leadership practices to promote teachers' effectiveness in the teaching and learning process to foster students' academic performance. Similarly, the overall findings of the current study are that Transformational Leadership Practices (TLP) are consistent with Jordanian studies by Khasawneh et al. (2012), who identified a favourable and substantial association between Transformational Leadership components and students' academic achievement.

The study's quantitative data demonstrated the statistical significance of all dimensions of teacher transformational leadership practices on the students' academic performance at selected county secondary schools in Kirinyaga. Thus, the study confirmed the positive implications of teacher transformational leadership practices on students' academic performance. The findings imply that transformational leadership is an effective practice that should be further developed among secondary school teachers in Kenya and beyond.

More specifically, the study found that idealized influence had the most significant impact on students' academic performance. The study emphasized the role of teachers as role models to enhance examination integrity and improve students' academic performance in KCSE examinations. However, while the study found a significant positive association between teacher transformational leadership practices and students' academic performance in selected secondary schools in Kirinyaga County, the effect size of the dimensions studied was too low to be of practical significance without integrating other interventions. This is because many students' academic performance still needs consideration.

Policy Implications

Transformation leadership is a basis for the effective management of schools and the dispensation of quality education. The findings of the study demonstrate the need for county secondary schools to review their leadership policies, framework and guidelines to promote transformational leadership among teachers. This is a call to school principals, the board of management, and teachers to establish a framework that will allow them to enrol in leadership programmes or workshops and in-service training in educational institutions such as the Kenya Education Management Institute. Further, the Ministry of Education, Science and Technology, in conjunction with other educational stakeholders: Kenya Education Management Institute, Kenya Institute of Curriculum Development and teachers' training colleges, may introduce or review leadership curricula in their training programmes to help cultivate transformative leadership among teachers' trainees.

Theoretical Implications

The current study's theoretical framework incorporated Transformational leadership theories (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration) and learning theories. Since the study was conducted in an educational setting, the researcher believes using both theories was necessary to understand learning itself. The Transformational leadership theory and learning theories were used to investigate the implications of teacher transformational leadership practices on students' academic performance in selected secondary schools in Kirinyaga County. The current study affirms the usefulness of Transformational leadership theory as a lens for investigating the implications of teacher transformational leadership practices on students' academic performance in selected county secondary schools in Kirinyaga. The study's findings agree with those of Ismail et al. (2018), who found that transformational leadership traits improved follower performance. This study argues that teacher commitment is vital to student academic performance and success, and teachers' ability to adopt transformational leadership practices encourages students to perform well academically.

The study findings are similar to those of Soomro et al. (2019), who observed a link between organizational goal fulfilment and transformational leadership. This study's findings are equivalent to those of Jordanian researchers who argued that Transformational leadership strategies significantly impact organizational success (Maltauro et al., 2023). The scholars recommended that school teachers attend transformational leadership workshops, insets, and training courses to enhance their transformational leadership practices during teaching and learning. However, the

findings of this study do not agree with those of Hattie et al. (2019), who found that transformational leadership practices are essential but not required as a pedagogical approach in learning institutions.

Moreover, the four dimensions of transformational leadership theory need to be reviewed to explain the relationship with students' academic performance in schools in Kenya and beyond. This study echoes the perception that students' academic performance is multidimensional and complex. Walberg's theory emphasized factors that promote education, such as home environment, peer groups, and exposure to social media. Hal Linger (2020) emphasized that students' ability, previous achievements, motivation, growth rate, and the quantity and quality of teaching and learning environment are additional factors that promote students' academic achievement. Unlike the broad spectrum of factors that cannot be investigated in a single study, theorizing students' academic performance from the transformational leadership lens is inadequate. The implication is that model expansion may be necessary to include additional factors.

Conclusions

The current study revealed a positive link between teacher transformational leadership practices and students' academic performance in selected County secondary schools in Kirinyaga. Students will admire teachers who lead by example, mark students' examinations speedily, complete the syllabus on time, coach students on vocations to pursue, challenge learners to be the best, and admit when they are wrong. This, in turn, motivates them to perform better academically.

Individual consideration also has a positive and significant link to students' academic performance. Students are fond of teachers who can practice individualized

consideration in and outside classrooms. For instance, teachers who support their dreams and coach students give individual support and are able to use encouraging words such as, "You are on the right pathway, doctor." They are also motivated by teachers who know their different interests, talents, and capabilities.

Similarly, inspirational motivation positively contributed to the academic performance of students. This study emphasizes the importance of using inspirational motivation in secondary schools to stimulate students to work towards improving their academic grades. The study discovered that inspirational motivation was widely used in selected secondary schools in Kirinyaga County.

In both qualitative and quantitative data, Intellectual stimulation was found to play a positive role in realizing improved students' academic performance; the components of intellectual stimulation practices are teaching interestingly using practical examples, revising exams, giving remedial lessons to slow learners, using good examples in class, using In extra time teaching, showing how good results can make one successful in the future, giving study tips to learners who were doing poorly, encouraging change of attitude, and writing encouraging words on exam papers when marking. Intellectual stimulation encourages students to believe in their potential. This is demonstrated when the teacher's ability to do well in exams using practical examples and giving questions for students to use in practice, using positive words whenever there is a slight improvement, and giving examples of former students who came with low KCPE marks but worked hard and passed, and involving them in discussing their problems and decision making in learning institutions.

The study highlighted teacher transformational leadership and its implications for student's academic performance in selected county secondary schools in Kirinyaga. The findings demonstrated that teachers' transformational leadership practices positively impact students' academic performance. Teacher transformational leadership practices may encourage students' creativity and critical thinking, which can improve academic performance. The teacher with the ability to practice individualized consideration recognizes, fosters, and develops various skills and talents in individual students, eventually improving their academic performance. Students' individual needs and preferences need to be prioritized and addressed in order to create a more personalized learning environment that improves student engagement and academic performance. This approach also helps students feel valued and respected, leading to increased motivation and a positive attitude towards learning, which may improve students' and organizational performance.

Moreover, by giving students a sense of direction and purpose, inspirational motivational practices may ignite students' passion and motivate them to pursue academic excellence. The four components of transformational leadership could give teachers the tools to encourage and inspire their students to excel academically and reach their full potential. Teacher Transformational Practices supports planning for long-term success, creating a positive and engaging learning environment. It also emphasizes the importance of teachers' ability to build solid relationships with students, which may increase motivation, a sense of belonging in the classroom and enhancement of students' academic performance.

The study findings similarly give credibility to the instructional leadership theory, which strongly emphasizes the role that teachers' instructional strategies play

in advancing students' academic success. Teachers could improve their instructional strategies and support students' learning outcomes by implementing transformational leadership practices such as setting high expectations, providing individualized support, and fostering a positive classroom environment. The study findings have important implications for school administrators and policymakers who seek to improve student achievement and promote effective teaching practices during the teaching and learning process.

Contribution to Knowledge

This study has contributed to the body of knowledge by critically evaluating the empirical literature, which revealed significant gaps in past research. The synthesis gaps highlighted the need for further research to investigate the impact of teacher transformational leadership on other aspects of student development, such as social and emotional well-being. Moreover, future studies could explore the potential moderating implications of school culture and the relationship between teacher transformational leadership and students' academic performance. Transformational Leadership practices are crucial in transforming and developing academically well-performing students and schools in the 21st century. This suggests that it is essential to transform the educational system to ensure the long-term success and growth of both individuals and society. This idea served as the impetus for the current study, which investigated teachers' transformational leadership practices and their implications for students' academic performance in selected county secondary schools in Kirinyaga County.

The study had four objectives: To determine the relationship between teachers' idealized influence practices and students' academic performance in

selected county secondary schools in Kirinyaga. To establish the link between teachers' individualized consideration practices and students' academic performance in selected county secondary schools in Kirinyaga. To find out the connection between teachers' inspirational motivation practices and students' academic performance in selected County secondary schools in Kirinyaga and to assess the association between teacher intellectual stimulation practices and the academic performance of students in selected County secondary schools in Kirinyaga.

The research tools in this study for both teachers and students included questionnaires, interview Schedules, and focus group discussion guides. The questionnaires were given to teachers in selected county secondary schools in Kirinyaga to evaluate teacher transformational leadership practices and their implications on students' academic performance in selected County secondary schools in Kirinyaga. The four components of transformational leadership are Idealized influence (II), Individualized consideration (IC), Inspirational motivation (IM), and Intellectual stimulation (IS). The study used a convergent parallel mixed methods approach, a combination of qualitative and mixed-methods approaches that simultaneously collected and analyzed data before integrating the findings from both research designs as advanced by (Creswell and Creswell, 2014).

The mixed-methods research approach (triangulation) allowed the study to successfully assess the Teacher Transformational Leadership practices and implications on students' academic performance in selected secondary schools in Kirinyaga County. This study's findings demonstrated that teachers in selected County secondary schools in Kirinyaga demonstrated a moderate use of teacher

transformational leadership practices. This study claims that a teacher's transformational leadership style is suitable for addressing teaching and learning issues, which may improve students' academic performance in Kenya and beyond. While examining the relationship between teacher individualized consideration practices, teachers were asked to describe their level of career fulfilment (a component of transformational leadership). Many teachers said they were delighted with their careers and expressed high happiness about them. This study proposes that teacher individualized consideration practices not only positively impact student academic performance but promote a sense of fulfilment and satisfaction in teachers. The argument highlighted the importance of investing in teacher training and development programs that promote transformational leadership practices to enhance student, teacher, and organizational outcomes.

The qualitative data established themes and sub-themes on teachers' transformational leadership practices and implications on students' academic performance. Creation of students' academic performance culture, establishment and maintenance of relationships, and creation of a shared belief system in return informed students' academic performance. The study findings emphasized that establishing transformational teacher leadership programs could improve student academic performance. The findings contrasted with Ogbonnaya's (2020) outcomes, which established no link between school leadership and student academic achievement in secondary schools. Further research is needed to fully understand the relationship between educational leadership and student outcomes at all levels of education. The study further proposed that county secondary school teachers be trained to conceptualize Teacher Transformational Leadership (TTL) practices in and out of the classroom to improve students' academic performance. Educators and

policymakers must consider implementing Teacher Transformational Leadership practices in teaching and learning strategies. Moreover, future research could explore the effectiveness of TL practices in different educational settings and with diverse student populations.

This research has shown that teachers serve as coaches or mentors who assist students in achieving their learning objectives. However, as Gallagher et al. (2022) suggested, the leadership abilities of the teachers must always come first for a quality educational system. The most effective school systems are those where teachers actively lead change. In addition, research revealed that teachers who display TL practices create a positive learning environment and foster a sense of belonging within classrooms. By prioritizing teacher transformational leadership development, schools may create a Transformational Leadership culture for the improvement of students' academic performance. This study fills contextual gaps by investigating Teacher Transformational Leadership and its implications on student academic performance in selected County secondary schools in Kirinyaga, Kenya. It provides valuable insights for educational leaders in Kenya and beyond. Furthermore, teachers could create a supportive learning environment that encourages students to take risks, learn from mistakes, and persist in facing challenges. This study adds to the body of empirical literature.

This study will inform policymakers in education planning on whether to set up transformational leadership education programs for teachers in secondary schools in Kirinyaga and beyond. MOEST will find it helpful in planning and recruiting teachers and developing a long-lasting teacher transformational leadership culture and learning model.

The study also revealed that Female school heads appeared to perform better than their male counterparts in achieving better student outcomes in their schools. Further research on gender-related characteristics could improve our understanding of male and female school leaders. The present study supported earlier research findings on the benefits of transformational leadership on student outcomes as stipulated by (Appelbaum et al., 2022; Shin & Bolkan, 2021). Further investigation could be undertaken to determine how transformational leadership affects students' academic performance at all levels of learning, including primary, secondary, and higher learning institutions. The study may help MOEST develop training programs for teachers geared towards training in transformational leadership skills. MOEST may find transformational leadership study helpful in its effort to provide learning resources and enhance curricular and core curricular activities to identify and nurture followers' abilities and talents. The study findings also indicate that the four elements of Transformational Leadership may enable learning institutions: (1) to identify learners' diverse needs; (2) to foster guided learning and individual activities; (3) to take into consideration matters of student equity; and (4) inclusivity.

Moreover, Transformational leadership theory recognizes that transformational teachers focus on individual students, provide moral support, appreciate all students' work, interact with learners respectfully and encourage learners to participate in decision-making, which is ornamental for students' academic performance. The researchers claim that Teachers' Transformational leadership practices are a culture suitable to inspire students' hard work, create an environment open to change, students' academic scores may be improved, reduce exam fraud, and increase the retention rate of students. The knowledge may be useful to inform the Ministry of Education Science and Technology in their effort to

develop policies that improve quality teaching and learning in Kirinyaga County and beyond.

Recommendations

Recommendations for future research

Although the sample size met the standards stipulated by Bryman (2012), the study was limited to selected county secondary schools in Kirinyaga. The limitation of this research was the small sample size, consisting of only 359 students and 48 teachers. This was primarily due to financial constraints. The study did not take into account other school categories, such as primary national and private schools. Furthermore, there was inadequate information on how teacher transformational leadership practices are conceptualized in a classroom setting and their impact on student academic performance. Based on the above-mentioned limitations, more research should be conducted to investigate how organizations can develop and sustain transformational leadership as a distinct leadership style or culture. This could involve exploring training programs and mentoring opportunities for teachers to develop transformational leadership skills. Moreover, more investigation can be conducted on barriers that prevent teachers from exhibiting transformational leadership practices, which could help inform strategies to overcome these obstacles.

Future research on Students' Academic Performance (SAP) should shed more light on the other concepts that inform students' academic performance, such as student motivation and engagement, the role of school culture and the availability of teaching and learning resources and could provide a more comprehensive understanding of the relationship between transformational leadership and Students' Academic Performance. Further studies could be conducted to assess the impact of

transformational leadership on students' academic and personal development. Future studies should explore the implications of teacher transformational leadership practices on students' academic outcomes at all levels of education in Kenya and beyond.

Reflections and Reflexivity

The research process is challenging but informative. The study provided important information about the role of teacher transformational leadership practices in raising student academic performance in selected county secondary schools in Kirinyaga, Kenya. The study revealed that Teachers' TL may positively impact students' academic performance through their ability to inspire and motivate them to learn. The four components of teacher transformational leadership- idealized influence, individualized consideration, inspiration motivation, and intellectual stimulation- may be established as a school culture that improves students' academic performance. The theoretical implications of this study were remarkable. Generally, the study analysis and interpretation showed that teacher transformational leadership strategies may inform students' academic performance in Kirinyaga and beyond.

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APPENDICES

Appendix I: Questionnaire for Teachers

This questionnaire, designed as part of a research study, aims to explore the implications of teachers' transformational leadership practices on students' academic performance in County secondary schools in Kirinyaga. Your participation in this study by completing this questionnaire is crucial. Rest assured, your response and identity will be strictly confidential.

Section A: Demographic and General Information

Please answer all the questions by putting a tick () and giving a short explanation where applicable.

Type of school

Mixed secondary () Boy's secondary () Girls Secondary ()

Kindly indicate your gender.

Male () Female ()

Indicate your age category in years

18 to 25 () 26 to 35 () 36 to 45 () 46 to 55 () Above 55 ()

Section B: Implications of Teacher-Idealized Influence Practices on Students' Academic Performance

In the following statements, state the extent to which you agree or disagree with them (1- strongly agree, 2 agree, 3 disagree, 4- strongly disagree)

	1	2	3	4
Clear school vision promotes student academic performance				
Teachers who stress the importance of the school mission uphold student academic performance.				
Teachers who serve as role models to their students encourage their academic success.				
Morally upright teachers foster students' academic success.				
Teachers who practice honesty in examinations. Encourage students not to cheat in examinations.				

Could you please provide some examples of the practices you employ to discourage

examination malpractices, encourage student retention in school, and foster high-grade achievement?

.....

.....

Do you believe that teachers who display good conduct, integrity, and constant emphasis on school vision and mission have a positive impact on the academic performance of students? If so, why do you think this is the case?

.....

.....

.....

Section C: Implications of Teacher Individualized Consideration on Students' Academic Performance

In the following statements, state the extent to which you agree or disagree with them:

1- strongly agree, 2 agree, 3 disagree, 4- strongly disagree.

	1	2	3	4
Teachers who identify the diverse needs and strengths of learners promote the academic success of students.				
Teachers who treat students equally promote excellent academic performance.				
Teachers who spend more time with learners who have special needs promote academic improvement and behaviour.				
Teachers who identify learners performing well in group work and ones who excel individually foster success among all students.				
Teachers who address the different talents and concerns of learners promote the academic performance of students.				

How does teachers' attention to individual students help them achieve grades above average, complete school cycles and not engage in exam malpractices? Discuss

.....

.....

Section D: Implications of Teacher Inspirational Motivation on Student's Academic Performance

In the following statements, state the extent to which you agree or disagree with them (1- strongly agree, 2 agree, 3 disagree, 4- strongly disagree).

	1	2	3	4
Teachers who encourage honesty and integrity in examinations reduce examination malpractices in schools.				
Mentoring students encourages high grades, achievements, and retention in school and reduces examination malpractice.				
Guidance and counselling practices of teachers promote successful academic performance.				
Teachers who motivate students by creating teamwork inspire students to work hard in their academics.				

How do you inspire and motivate students to work hard, observe integrity and retain them in schools?

.....

.....

Section E: Implications of Teacher Intellectual Stimulation on Students' Academic Performance.

In the following statements, state the extent to which you agree or disagree with them (1- strongly agree, 2 agree, 3 disagree, 4- strongly disagree)

	1	2	3	4

Teachers' ability to identify and nurture students' talent development impacts their academic performance.				
Teacher's ability to help students think critically promote successful academic performance.				
Teachers who help students acquire problem-solving skills promote students' academic performance.				
Encouraging students to come up with different ways of reasoning among students increases their retention chances in schools.				
Teachers who identify and nurture talents among students promote successful academic performance.				

How does a teacher's ability to help learners develop new ways of solving problems help reduce examination practices, retain students in school, and promote high grades?

.....

.....

Section G: Students' academic performance

In the following statements, state the extent to which you agree or disagree with them

(1- strongly agree, 2 agree, 3 disagree, 4- strongly disagree)

	1	2	3	4
The successful academic performance of a student can be measured by the grades achieved in examinations.				
Reduced examination malpractices are indicators of successful students' academic performance.				
The transition rate of a student from one class to another can measure academic performance.				

What are the measures of student's education success?

.....

.....

Appendix II: Questionnaire for Students

We invite you to participate in this questionnaire, which is designed to help us understand the implications of teachers' transformational leadership practices on students' academic performance in County secondary schools in Kirinyaga. Your response and identity will be strictly confidential.

Please answer all the questions by putting a tick () and giving a short explanation where applicable:

Section A: Demographic and General Information

Type of school

Mixed secondary () Boys secondary () Girls Secondary ()

Kindly indicate your gender

Male () Female ()

Indicate your age category in years

Below 15 () 15 to 20 () Above 20 ()

Section B: Implication of Teacher-Idealized Influence Practices on Students' Academic Performance

In the following statements, please indicate the extent to which you agree or disagree with them using the following scale: 1- strongly agree, 2-agree, 3-disagree, 4- strongly disagree.

	1	2	3	4
Teachers remind students about the school goals.				
Teachers constantly remind you how to achieve school goals.				
Your teachers lead by example.				
Your teacher's observations are of good conduct.				
Teachers practice examination truthfulness.				

Do you think that constant emphasis on school goals and how to achieve those goals helps in the achievement of high grades? Explain.

.....

Do you think that teachers who are role models to their students encourage students not to drop out of school? Explain

.....

Do you think that teachers discourage cheating in examinations? Discuss

.....

Section C Implication of Teacher Individualized Consideration on Students' Academic Performance

In the following statements, state the extent to which you agree or disagree with them
 (1- strongly agree, 2 agree, 3 disagree, 4- strongly disagree)

	1	2	3	4
Teachers address all students equally despite their different abilities and talents.				
Teachers find time to address students who need special care and attention.				
Teachers address students who perform well in group work and those who excel individually differently.				
Your teachers are always available, and students can approach them for personal assistance.				

Are you satisfied with the way teachers respond to your personal needs? Explain

.....

.....

Do you think approachable teachers help students improve their grades, discourage cheating in examinations and continue with education? Discuss

.....

.....

.....

Section D: Implications of Teacher Inspirational Motivation on Student's Academic Performance

In the following statements, state the extent to which you agree or disagree with them
(1- strongly agree, 2 agree, 3 disagree, 4- strongly disagree.

	1	2	3	4
Students are trained and encouraged to improve their academic performance in examinations.				
All students in your class are motivated and feel challenged to improve their grades.				
Methods of teaching students with learning challenges encourage examination integrity.				
Teachers who support students morally, materially and spiritually encourage students not to drop out of school.				
The rules and regulations of our teachers are more guidelines than punitive.				

Do teachers encourage and support students to achieve higher grades in examinations? Explain

.....

.....

Do teachers discourage students from dropping out of school? Explain

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.....

.....

How do teachers encourage honesty in examinations?

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.....

.....

Do teachers help students faced with challenges that might lead them to drop out before completion? Explain

.....

.....

Do teachers help you with new ways of doing assignments and examinations? Discuss

.....

.....

Section F: Students' academic performance

In the following statements, state the extent to which you agree or disagree with them

(1- strongly agree, 2 agree, 3 disagree, 4- strongly disagree)

	1	2	3	4
Most students in your class strive to achieve grades above average in examinations.				
All students who join the school in form one proceeds to the upper classes				
Students in your class do not engage themselves in cheating in examinations.				

Appendix III: Interview Schedule for Students

Part 1: Introduction

My name is Jane Muriuki, and I am a PhD student at PAC University. I am conducting a study on the implications of teachers' transformational leadership practices in academic performance among secondary school students in Kirinyaga County. As one of my identified respondents, I decided to interview you so that I can get firsthand information concerning transformational leadership and academic performance in secondary school performance among schools in Kirinyaga County. I want to ask you some questions about your background, education leadership position, and some experiences concerning leadership in the school. The Interview should take about 10 minutes, and you may withdraw from the Interview at any time you wish. Are you available to respond to some questions at this time?

Part 2: Questions

Student's academic performance is used as a criterion for education progression and placement in the labour market. Students who perform well in education are known to join socially prestigious careers like medicine, engineering and accounting and later get better-paying jobs. In addition, academic performance is considered the foundation for judging a learner's capability and also a selection criterion for education progression and placement in the labour market. Transformational leadership focuses on effective revolutionary change in followers in any given organization through commitment. Transformational leadership creates variables and positive change in the individuals being led. It inculcates corrective efficacy, role modelling, critical thinking, moral integrity and greater teacher commitment to the school and learners, hence, successful academic performance. I would ask you the following questions:

1. In your opinion, do you think teachers are role models?

2. Do you think the activities your teacher gives you in a classroom and outside classroom setting ensure that all learners participate?
3. Tell me the methods your teacher uses to teach learners with learning challenges.
4. What ways does your teacher use to explain school goals, how to achieve school aims and other moral values?
5. In your opinion, what would be the best solution to examination malpractices?
6. Do you think a good relationship between teachers and all students encourages students not to drop out of school and achieve academic performance? If yes, briefly explain.
7. In your opinion, do you think you need any support from teachers to be retained in school and improve academic performance?
8. Tell me your three favourite teachers and your role models. Which subject do you like most? Give reasons why you like those subjects.

Thank you very much for your contribution to this research.

Appendix IV: Interview Schedule for Students

Part 1: Introduction

Hello, my name is Jane Muriuki. I am conducting a study on the implications of teachers' transformational leadership practices in academic performance among secondary school students in Kirinyaga County. As one of my identified respondents, I would like to interview you to get firsthand information concerning teacher transformational leadership and academic performance in secondary schools in Kirinyaga County. I would like to ask you some questions about your experiences concerning leadership in the school. The Interview should take about 10 minutes, and you may withdraw from the Interview at any time you wish. Are you available to respond to some questions at this time?

Part 2: Questions

Student's academic performance is used as a criterion for education progression and placement in the labour market. Mwaura (2010) observed that students who perform well in education are known to join socially prestigious careers like medicine, engineering, and accounting and later get better-paying jobs. Transformational leadership focuses on effective revolutionary change in followers in any given organization through commitment.

1. What happened when you told your teacher that you were struggling with a learning challenge?
2. What do you think about the role of evaluation in students' academic improvement?
3. When you achieved success in school, how did you feel?
4. Can you tell me about different ways of promoting student academic performance in schools?
5. 2. Teachers' transformational practices impact students' academic performance.
6. What happened when your teacher used a unique teaching method that helped you understand a difficult concept?
7. In your opinion, what does students' success in academic performance mean?
8. When you have a good relationship with your teacher, how does it affect your motivation to learn and your academic performance?

9. Do you need any support from teachers to be satisfied in school, stop cheating in exams, and improve academic performance? If yes, briefly explain.

Thank you very much for your contribution to this research.

Appendix V: Teachers Interview Schedule

Transformational leadership focuses on effective revolutionary change in followers in any given organization through commitment. It creates variables and positive change in the individuals being led. It inculcates corrective confidence, role modelling, critical thinking, moral values, academic integrity, and greater teacher commitment to the school and learners, hence, successful academic performance.

1. What does transformational leadership mean to you?
2. What activities do you engage students in a classroom to ensure that all students are actively involved in your school?
3. Do you face any challenges in your effort to ensure all students transition from one level to another in your school? In your opinion, do the school managers support divergent views?
4. Teachers play a major role in leading students and acting as role models for their academic performance. Do you constantly remind students of the school's vision, mission, and moral values, which impacts their academic performance?
5. What kind of assistance do you need to be an effective leader in the classroom?
6. What does transformational leadership mean to you?
7. Do you think there is any relationship between transformational leadership and students' academic performance? If it exists, how?
8. Are there skills that you require to retain students in school, promote examination honesty, and successfully increase the students' grade scores?

Thank you so much for your time and immense contribution to this research.

Appendix VI: Focus Group Discussion Questions for Students

Implication of Idealized influence on students' academic performance

The questions that guided the FGD for students were:

- 1) Who is your role model?
- 2) What kind of assistance do you need to be an effective student in your classroom?
- 3) Are the teachers and school administration doing enough to support your retention, promote exam honesty, and improve your grades?

The following questions served as a guide for the FGD for students' individualized consideration:

- 1) Do you have any memories of teachers giving you special attention in a particular subject?
- 2) What kind of support is necessary for you to succeed as a student in your class?
- 3) Do the instructors and administration go far enough to aid in your retention, encourage exam integrity, and raise your academic standing?

Implication of Inspirational Motivation

The following questions served as a guide for the FGD for teachers:

- 1) What kind of support is necessary for you to lead effectively in the classroom?**
- 2) Do you believe there is a connection between students' academic achievement and transformational leadership styles?**

Implications of Intellectual Stimulation

The following questions served as a guide for the FGD for teachers:

- 1) What does transformational leadership mean to you?
- 2) In your opinion, is there any relationship between transformational leadership and students' academic performance?
- 3) What skills do you require to retain students in school, promote examination honesty, and increase students' grades?

APPENDIX VII: RELATIONSHIP DIAGRAM OF CATEGORY CODES AND KEYWORDS

FOR QUALITATIVE Analysis

Code Category	Research topic question	Codes (keywords and emerging ideas from FGDs)
Idealized influence	Who are your role models in the school? How do the behaviours of teachers make them role models?	Teachers, parents, family members, leaders, celebrities; honest, trustworthy, understanding, caring, likable, admirable, helpful; sets an example of what she wants; marks exams within no time; finishes syllabus before due time; guides on the careers we should take; challenges one to become the best that one can be; accepts where they are wrong.
Inspirational motivation	How do teachers motivate you to pass exams?	Teaching interestingly; revising exams; giving remedial lessons to the weak; using good examples in class, which we remember; using songs; using mother tongue at times; using videos on the subject; extra time teaching; some are uninteresting, so you hate subjects like some Science and Mathematics; showing how good results can make one successful in future; gives stories of people who were doing poorly but, on changing their attitude, they passed their form four exams; writing encouraging words in my exam papers when they mark; writing quotes on the exam papers and feeling good, but some write comments that make one feel bad, such as “you must wake up!” “Be serious.”
Individualized consideration	How do your teachers involve each student during lessons?	Some teachers call us by our names during lessons, and some have nicknamed us with interesting names linked to our dream jobs when one answers: "You are on the right pathway." Some teachers don't know our names—they say "you and you." Some teachers know our different interests and even talents ... like our class teacher, who asks about career, needs, and remedial, challenging me to go beyond my doubts and past success and encouraging students to help each other.

Intellectual stimulation	How do teachers make students believe in their (students') abilities?	Asking questions and when one does not know answer, the teacher encourages them to just try; we do past KCSE exam questions and when we get them right, the teacher is very happy; showing students some examples and then giving similar questions for students to use in practice; they make us organize interclass competitions in subjects; there were even inter school competitions before COVID-19 era ; always demanding for improvement in a good way; using positive words whenever there is even a small improvement; they give examples of former students who came with low KCPE marks but them worked hard and passed; involving us in discussing our personal problems; extra questions; by being allowed to do practical work alone in the laboratory; encouraging students to have courage to address whole school at parade; encouraging students to doing personal questions and taking to teacher to mark; challenges/competitions/practical subjects/ use of songs-music-"sheng"-mother tongue, videos, images-interclass.
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Source: Research data

Appendix VIII: Introduction Letter

Dear respondent,

My name is Jane Muriuki, a PhD student at Pan-African Christian University pursuing a PhD program in Organizational Leadership (Education Option), and I am carrying out a study on 'Teacher transformational leadership style and the implications on students' academic performance in selected county secondary schools in Kirinyaga'. Please participate in answering this questionnaire to the best of your knowledge. Your identity and that of your institution will not be revealed to anyone at any point during data collection or analysis of the results of this study or after that. The findings will be purely for academic purposes. The study is not expected to cause any harm or damage to the image of the institution, and you are allowed to quit participating at any stage if you choose to. The study's recommendations will help improve the academic performance of students in public secondary schools in Kenya.

Appendix IX: Participant Consent Form

Consent to take part in research Study topic:

Transformational leadership practices of a teacher and the implications on students' academic performance in Kirinyaga County Secondary Schools

- I..... voluntarily agree to participate in this research study.
- I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.
- I understand that I can withdraw permission to use data from my Interview within two weeks after the Interview, in which case the material will be deleted.
- I have been explained the purpose and nature of the study in writing and have had the opportunity to ask questions about it.
- I understand that participation involves providing information about my institution's and teachers' leadership and how this relates to academic performance.
- I understand that I will not benefit directly from participating in this research.

I understand that all information I provide for this study will be treated confidentially.

- I understand that in any report on the results of this research, my identity will remain anonymous.
- I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

Signature of research participant

Signature of participant

Date



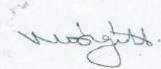
Signature of researcher

28th November 2019

Date

I believe the participant is giving informed consent to participate in this study

Appendix X: Research License

 REPUBLIC OF KENYA	
Ref No: 426416	Date of Issue: 27/November/2019
RESEARCH LICENSE	
	
This is to Certify that Miss. JANE MURIUKI of Pan Africa Christian University, has been licensed to conduct research in Kirinyaga on the topic: Teacher Transformational Leadership practices and the implications on student's academic performance in Kirinyaga County Secondary Schools, Kenya. for the period ending : 27/November/2020.	
License No: NACOSTI/P/1/3017	
426416	
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.	

Appendix XI: Research Authorization and Ethics Clearance



**PAN AFRICA CHRISTIAN
PAC
UNIVERSITY**

P.O. Box 56875 - 00200
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 off Kamiti Rd, off Thika Rd
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21st November, 2019

TO WHOM IT MAY CONCERN

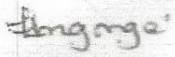
Dear Sir/Madam,

**RE: RESEARCH AUTHORIZATION & ETHICS CLEARANCE FOR MURIUKI JANE
NYAGUTHI REG. NO: POLD/7359/16**

Greetings! This is an introduction letter for the above named person a final year student at Pan Africa Christian University (PAC University), pursuing a Doctor of Philosophy in Organizational Leadership (Phd).

She is at the final stage of the programme and she is preparing to collect data to enable her finalise on her dissertation. The dissertation title is **“Teacher Transformational Leadership Practises and the Implications on Students’ Academic Performance in Kirinyaga County Secondary Schools, Kenya”**

We therefore, kindly request that you allow her to conduct research at your organization.

Warm Regards, **PAN AFRICA CHRISTIAN UNIVERSITY**

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 TEL: 0721 932050 0734 400694
 NAIROBI KENYA

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