

**RELATIONSHIP BETWEEN HEAD TEACHER'S TRANSFORMATIONAL  
LEADERSHIP COMPETENCIES AND LEARNERS' ACADEMIC  
PERFORMANCE IN PRIMARY SCHOOLS IN KERICHO COUNTY, KENYA**

**JOEL KIMENGICH CHERUSE**

**A Thesis Submitted to the Board of Graduate Studies in Partial Fulfilment of the  
Requirements for the Conferment of the Degree of Doctor of Philosophy in  
Education Management of the University of Kabianga**

**UNIVERSITY OF KABIANGA**

**© FEBRUARY, 2021**

## **DECLARATION AND APPROVAL**

### **Declaration**

This thesis is my original work and has not been presented for the conferrment of a degree or for the award of a diploma in this or any other university:

Signature .....

Date:-.....

**JOEL KIMENGICH CHERUSE**

**PhD/DEM/0010/16**

### **Approval:**

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

Signature: .....

Date:-.....

**DR. VIVILINE NGENO**

Department of Education planning, Management and Foundation, and Psychology.

University of Kabianga

Signature: .....

Date:-.....

**DR SOLOMON KAPTINGEI**

Department of Curriculum Instructions and Educational Media

University of Kabianga

## **COPYRIGHT**

All rights reserved. No part of this thesis may be reproduced in any form or by any means, electronics or mechanical, including photocopying, recording or by any information storage and retrieval system, without the permission of the author or the University of Kabianga.

© Joel Kimengich Cheruse

## **DEDICATION**

This work is dedicated to my beloved family, my wife Christine, my children Kipchirchir, Kipkoech, Kipkemboi, Mercy, Kibet, and daughters-in-law Emmy and Mercy. Lastly, to my grand daughters' Faith, Sandra and Joy. May God bless them all.

## **ACKNOWLEDGMENTS**

Special thanks go to the University of Kabianga, who supported me in the completion of the study. I would also like to thank my supervisors, Dr. Viviline Ngeno and Dr. Solomon Kaptingei, for guidance and endurance, which was the source of inspiration to me. Furthermore, completing this thesis has been possible through the co-operation and assistance I received from various individuals like Joseph Koskei on behalf of my classmates and institutions such as Barsiele Primary School and Savani Primary School Mama Ian of Tealand Computer Services. I also wish to acknowledge the entire community and the Seventh Day Adventist Church members for their support and prayers throughout the study. This study greatly contributes to the existing body of knowledge concerning head teacher's transformational leadership competencies and learners' academic performance in primary schools.

## ABSTRACT

Leadership is regarded as one of the pillars for the success of any organization in the world. Several schools in Kericho County did poorly in KCPE in the last five years; over 80 schools are under a school improvement plan. The purpose of the study was to investigate the relationship between the headteacher's transformational leadership competence and learners' academic performance in primary schools in Kericho County. The objectives of the study were to: determine the relationship between headteacher's behavioral personality and learners' academic performance in primary schools; establish the relationship between headteacher's intellectual stimulation and learners' academic performance, determine the relationship between headteacher's commitment and learners' academic performance, establish the relationship between head teacher's professional development and learners' academic performance, and determine the relationship between head teacher's individualized consideration and learners academic performance in schools in Kericho County, Kenya. The study was based on the transformational leadership theory. Transformational leadership theory links the competences of the leader of an organization to the results or performance of the organization. The study employed a convergent parallel mixed-method design. The target population consisted of 801 headteachers and 5933 teachers in the primary schools, 31 CSOs, 6 TSC Sub County directors, and 6 MOE Sub County directors in Kericho County. Simple random and stratified sampling was used to sample 86 headteachers; Purposive sampling was used in selecting 86 headteachers, 172 teachers, 10 CSOs, 6 TSC Sub County directors and 6 MOE Sub County directors in Kericho County from Kericho County. Data was collected using questionnaires and interview schedules. Piloting was done in 9 primary schools in the neighbouring Bomet County. Quantitative data were analyzed using descriptive and inferential statistics such as Pearson's correlation moments and regression. Qualitative data were analyzed using thematic analyzed. The researcher carefully examined the data to ensure uniformity, accuracy, and completeness. Data was then coded and organized to be processed. The study established that headteachers' behavioral personality, headteachers' commitment, headteachers' professional development, and headteachers' individual consideration does not have a statistically significant relationship with learners' academic performance in primary schools in Kericho County. The regression analysis was as follows. Headteachers' Intellectual Stimulation (Beta = 0.137;  $p = 0.048$ ); Behavioural Personality of Headteachers (Beta = 0.121;  $p = 0.094$ ); Professional Development (Beta = 0.102;  $p = 0.430$ ), Headteachers' Commitment (Beta = -0.012;  $p = 0.914$ ), and Headteachers' Individual Consideration (Beta = -0.245;  $p = 0.057$ ). However, headteachers' intellectual stimulation was found to have a statistically significant relationship with learners' academic performance in primary schools in Kericho County with regression scores at (Beta = 0.137;  $p = 0.048$ ). The study findings can be utilized in providing headteachers with information on transformational leadership competencies suitable for learners' academic performance.

## TABLE OF CONTENTS

|   |             |
|---|-------------|
| <b>DECLARATION AND APPROVAL</b> .....           | <b>ii</b>   |
| <b>COPYRIGHT</b> .....                          | <b>iii</b>  |
| <b>DEDICATION</b> .....                         | <b>iv</b>   |
| <b>ACKNOWLEDGMENTS</b> .....                    | <b>v</b>    |
| <b>ABSTRACT</b> .....                           | <b>vi</b>   |
| <b>TABLE OF CONTENTS</b> .....                  | <b>vii</b>  |
| <b>LIST OF TABLES</b> .....                     | <b>xi</b>   |
| <b>LIST OF FIGURES</b> .....                    | <b>xiii</b> |
| <b>LIST OF ABBREVIATIONS AND ACRONYMS</b> ..... | <b>xiv</b>  |
| <b>DEFINITION OF TERMS</b> .....                | <b>xv</b>   |
| <b>CHAPTER ONE</b> .....                        | <b>1</b>    |
| <b>INTRODUCTION</b> .....                       | <b>1</b>    |
| 1.1 Overview .....                              | <b>1</b>    |
| 1.2 Background of the Study .....               | <b>1</b>    |
| 1.3 Statement of the Problem.....               | <b>9</b>    |
| 1.4 Purpose of Study .....                      | <b>10</b>   |
| 1.5 Objectives of the Study .....               | <b>10</b>   |
| 1.6 Hypotheses of the Study .....               | <b>11</b>   |
| 1.7 Justification of the Study .....            | <b>11</b>   |
| 1.8 Significance of the Study .....             | <b>12</b>   |
| 1.9 Scope of the Study .....                    | <b>13</b>   |
| 1.10 Limitations of the Study.....              | <b>13</b>   |
| 1.11 The Assumptions of the Study .....         | <b>14</b>   |
| <b>CHAPTER TWO</b> .....                        | <b>15</b>   |
| <b>LITERATURE REVIEW</b> .....                  | <b>15</b>   |
| 2.1 Introduction.....                           | <b>15</b>   |
| 2.2 Transformational Leadership .....           | <b>15</b>   |
| 2.2.1 Inspirational motivation .....            | <b>23</b>   |
| 2.2.2 Individualized consideration.....         | <b>24</b>   |
| 2.2.3 Idealized influence .....                 | <b>27</b>   |
| 2.2.4 Intellectual stimulation.....             | <b>28</b>   |

|  |            |
|--|------------|
| 2.3 Headteachers' Leadership Behavioural Personality and Learners' Academic Performance .....            | 29         |
| 2.4 Headteacher's Intellectual Stimulation and Learners' Academic Performance .....                      | 39         |
| 2.5 Head teachers Commitment and Learners' Academic Performance .....                                    | 52         |
| 2.6 Head Teacher's Professional Development and Learners' Academic Performance .....                     | 58         |
| 2.7 Headteachers Individualized Consideration and Learners' Academic Performance .....                   | 70         |
| 2.8 Learners' Academic Performance.....  | 82         |
| 2.8.1 Transformational leadership competencies and school factors that affect academic performance ..... | 84         |
| 2.9 Theoretical Framework.....   | 89         |
| 2.10 Conceptual Framework.....   | 92         |
| 2.11 Identification of Knowledge Gap.....  | 93         |
| <b>CHAPTER THREE .....</b>   | <b>95</b>  |
| <b>RESEARCH METHODOLOGY .....</b>  | <b>95</b>  |
| 3.1 Introduction.....  | 95         |
| 3.2 Research Philosophy .....  | 95         |
| 3.3 Research Design.....   | 96         |
| 3.4 Location of the Study.....   | 97         |
| 3.5 Target Population.....   | 98         |
| 3.6 Sample Size and Sampling Procedures.....   | 98         |
| 3.6.1 Sample size .....  | 99         |
| 3.6.2 Sampling procedures.....   | 100        |
| 3.7 Data Collection Instruments .....  | 102        |
| 3.7.1 Reliability of the instruments.....  | 103        |
| 3.7.2 Validity of the instruments.....   | 105        |
| 3.8 Data Collection Procedures.....  | 106        |
| 3.9 Data Analysis and Presentation .....   | 106        |
| 3.10 Ethical Considerations .....  | 108        |
| <b>CHAPTER FOUR.....</b>   | <b>109</b> |
| <b>RESULTS AND DISCUSSIONS .....</b>   | <b>109</b> |



|   |            |
|---|------------|
| 4.1 Introduction.....   | 109        |
| 4.1.1 Respondents response rate .....   | 109        |
| 4.2 Demographic Characteristics .....   | 110        |
| 4.2.1 Age of the Respondents .....  | 110        |
| 4.2.2 Respondents' Gender .....   | 111        |
| 4.3.2 Correlation between behavioural personality of headteachers and learners'<br>performance .....            | 118        |
| 4.4. Relationship Between Head Teacher's Intellectual Stimulation and<br>Learners' Academic Performance.....    | 119        |
| 4.4.1 Headteacher's intellectual stimulation and learners' performance.....                                     | 119        |
| 4.4.2 Correlation between headteachers' intellectual stimulation and<br>learners' performance .....             | 127        |
| 4.5.3 Correlation between headteachers' commitment and learners' performance .....                              | 136        |
| 4.6 Relationship between Head Teacher's Professional Development and<br>Learners' Academic Performance.....     | 137        |
| 4.6.2 Correlation between headteachers' professional development and<br>learners' performance .....             | 145        |
| 4.7 Relationship between Head Teachers' Individualized Consideration and<br>Learners' Academic Performance..... | 146        |
| 4.7.1 Headteachers individual consideration .....   | 147        |
| 4.8 Learners' Performance in Primary Schools .....  | 156        |
| 4.8.1 KCPE performance for the last 5 years.....  | 156        |
| 4.8.2 Teachers' description of Learners' Performance.....   | 158        |
| 4.9.1 Model summary .....   | 159        |
| 4.9.2 Analysis of variiances (ANOVA).....   | 160        |
| 4.9.4 Test of hypotheses.....   | 163        |
| <b>CHAPTER FIVE .....</b>   | <b>165</b> |

|   |            |
|---|------------|
| <b>SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS .....</b>  | <b>165</b> |
| 5.1 Introduction.....   | 165        |
| 5.2 Summary.....  | 165        |
| 5.2.1 Relationship between behavioural personality of headteachers and<br>learners’ academic performance in primary schools ..... | 165        |
| 5.2.2 Relationship between headteachers' intellectual stimulation and learners’<br>academic performance in primary schools .....  | 166        |
| 5.2.3 Relationship between headteachers' commitment and learners’ academic<br>performance in primary schools.....                 | 168        |
| 5.2.4 Relationship between professional development and learners’ academic<br>performance in primary schools.....                 | 169        |
| 5.2.5 Relationship between headteachers' individual consideration and learners’<br>academic performance in primary schools .....  | 171        |
| 5.3 Conclusions.....  | 172        |
| 5.4 Recommendations.....  | 174        |
| 5.5 Suggestions for Further Research .....  | 175        |
| <b>REFERENCES.....</b>  | <b>176</b> |
| <b>APPENDICES .....</b>   | <b>199</b> |
| <b>Appendix I: Questionnaires For Headteachers.....</b>   | <b>199</b> |
| <b>Appendix II: Questionnaire For Teachers .....</b>  | <b>204</b> |
| <b>Appendix III: Interview Schedule for CSOs, TSC and MoE Sub-County<br/>    Directors.....</b>                                   | <b>208</b> |
| <b>Appendix IV: Observation Checklist.....</b>  | <b>209</b> |
| <b>Appendix V: Map of Kericho County.....</b>   | <b>210</b> |
| <b>Appendix VI: Research Permit.....</b>  | <b>211</b> |

## LIST OF TABLES

|   |     |
|---|-----|
| Table 3. 1: Target Population.....  | 98  |
| Table 3. 2: Sample Framework of the Headteachers .....  | 101 |
| Table 3. 3: Reliability Statistics for Headteachers' Questionnaire .....  | 104 |
| Table 3. 4: Reliability Statistics for Teachers' Questionnaire .....  | 105 |
| Table 4. 1: Respondents Response Rate .....   | 109 |
| Table 4.2: Age of the Respondents (N1 = 78; N2 = 154).....  | 110 |
| Table 4.3: Gender of the Respondents (N1 = 78; N2 = 154).....   | 111 |
| Table 4.4: Behavioural Personality of Head Teachers (N=78).....   | 113 |
| Table 4.5: Results for Select head teachers' behavioural personality Traits as<br>Observed by the Researcher.....   | 117 |
| Table 4.6: Correlation between Behavioural Personality of Headteachers and<br>Learners' Performance (N=153).....    | 118 |
| Table 4.7: Headteacher's Intellectual Stimulation (N=78).....   | 120 |
| Table 4. 8: Teachers' Response on Headteachers' Intellectual Stimulation<br>(N=153).....                            | 124 |
| Table 4.9: Correlation between Headteachers' Intellectual Stimulation and<br>Learners' Performance – (N = 153)..... | 127 |
| Table 4. 10: Headteacher's Commitment (N = 78).....   | 129 |
| Table 4. 11: Teachers' Response on Headteachers' Commitment (N = 153) .....   | 134 |
| Table 4.12: Correlation between Headteachers' Commitment and Learners'<br>Performance (N = 153) .....               | 136 |
| Table 4.13: Professional Development Influence of Headteachers (N = 78) .....                                       | 138 |
| Table 4. 14: Teachers' Responses on Headteacher's Intellectual Stimulation .....                                    | 143 |

|   |     |
|---|-----|
| Table 4.15: Head teachers' professional development as Observed by the<br>Researcher 145                  |     |
| Table 4. 26: Correlation between Headteachers' Professional Development<br>and Learners' Performance..... | 146 |
| Table 4.17: Head Teachers Individual Consideration.....   | 147 |
| Table 4.18: Teachers' Responses on Head Teachers Individual Consideration .....                           | 152 |
| Table 4.19: Correlation between Headteachers' Individual Consideration and<br>Learners' Performance ..... | 155 |
| Table 4. 20: KCPE Performance for the last 5 years .....  | 156 |
| Table 4.21: Teachers' description of Learners' Performance.....   | 158 |
| Table 4. 3: Model Summary .....   | 159 |
| Table 4. 4: Analysis of Variances (ANOVA).....  | 160 |
| Table 4. 5:Beta Coefficients .....  | 161 |

## LIST OF FIGURES

|  |     |
|--|-----|
| Figure 2. 1: Component of Transformational Leadership .....  | 22  |
| Figure 2.2: Conceptual framework showing the relationship between the<br>Headteacher’s Transformational Leadership Competencies and<br>Learners’ Academic Performance..... | 92  |
| Figure 4. 1: Respondents’ Level of Education.....  | 113 |
| Figure 4. 2: KCPE Performance for the last 5 years.....  | 158 |
| Figure 4. 3: Histogram showing the Distribution of Scores .....  | 163 |

## **LIST OF ABBREVIATIONS AND ACRONYMS**

|                 |  |
|-----------------|--|
| <b>ANOVA:</b>   | Analysis of Variances  |
| <b>CSO:</b>     | Curriculum Support Officer   |
| <b>EFA:</b>     | Education for All  |
| <b>EPPI</b>     | Evidence for Policy and Practice Information                             |
| <b>HR:</b>      | Human Resource   |
| <b>IMMEEQ</b>   | Instructional Media and Management of Elementary Education Questionnaire |
| <b>KCPE:</b>    | Kenya Certificate of Primary Education                                   |
| <b>KCSE:</b>    | Kenya Certificate of Secondary Education                                 |
| <b>KEMI</b>     | Kenya Management Institute   |
| <b>MOE:</b>     | Ministry of Education  |
| <b>NACOSTI:</b> | National Commission of Science and Technology Innovation                 |
| <b>NAESP:</b>   | National Association of Elementary School Principals                     |
| <b>SIP</b>      | School Improvement Plan  |
| <b>TSC:</b>     | Teachers Service Commission  |
| <b>UNESCO:</b>  | United Nations Educational, Scientific and Cultural Organization         |

## DEFINITION OF TERMS

**Behavioural personality:** Refers to how headteachers act or conduct themselves, especially towards others, especially the staff and the entire school community. In the context of this study this refers to how they conduct themselves towards the community, teachers, and pupils. In the study, it refers to the headteachers' relationship with teachers, pupils, parents, and community.

**Commitment:** refers to quality of headteachers' leadership that inspires and a willingness to give time, effort to something that they individually believe in, or a promise or firm decision. It shows the school team is convinced that the headteacher as their leader believes in the cause. Before they buy into the vision, a team would buy into the team leader. It is a matter of spirit

**Competence:** refers to the headteacher's ability to successfully or efficiently manage, lead, judge, show skills or strength for a particular duty and elevate performance in a school to greater heights

**Individualized consideration** is the extent to which a school headteacher responds to the needs each follower, acts as coach to the follower or mentor and pay attention to the needs of the follower. The study refers to headteachers' competence to mentor a working team, rewarding creativity and innovation.

**Intellectual stimulation** is having a headteacher who inspires followers to use creativity and innovation to solve problems. It includes arousing imaginations and opinions in followers to enhance their ability to recognize and creatively solve problems.

**Performance:** The accomplishment of a given task measured against preset known standards. In this study this refers to learners' achievement in examinations, their retention levels and discipline.

**Professional development:** Refers to the process of improving the efficiency and increasing capabilities of teachers through trainings and access to education in primary schools, benchmarking or through outside organizations.

**Transformational leadership:** The process where headteachers' take actions to try to increase their employee's awareness of what is right and important, to raise their staff's inspiration maturity and to push beyond their own self-interest for the excellent group, the institution or society and provide them with associates with.



# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Overview**

This chapter contains the following sub-sections; background of the study, problem statement, the purpose of the study, objectives, research hypothesis, and significance of the study, limitation, and delimitation.

### **1.2 Background of the Study**

Transformational leadership in education spurs students and teachers to expand and grow in a nurturing community. It places a high value on creating community bonds, encouraging both students and teachers to achieve greater achievement levels. Transforming schools will make them more efficient and productive. This can be done by making teachers accept different teaching techniques to realign their professional work to the changing classroom practices and narrow the curriculum. The school transformational leadership is a condition to encourage the transformation of school culture necessary for school reform and development (Stuart, Rinaldi & Higgins-Averill, 2011).

Research indicates that transformational leaders can transform the people and culture within an organization (Pepper, 2010). School leadership quality is essential for any successful organizations and institutions worldwide (Hughes & Dexter, 2011). Dynamic and effective leadership makes a school thrive and unique in comparison with an unsuccessful one. Institutions have stated missions, goals, objectives, and values that drive them. The achievement of educational institution goals depends on how effective leadership is exercised in the institution. The workplace's change is necessitated by the headteacher's leadership embedded in the goals and objectives.

Standard-based responsibility is now a challenge for many global practices and educational opinions. In the last three decades, the reform of national education has resulted in a rigorous goal for all students in the main thematic areas and accountability measures, including restrictions for schools that have not made sufficient progress in achieving their goals (Herrera, 2010). In the environmental organization's culture increasingly critical to the school, the National Teachers' Association (NAHT) in the United Kingdom conducted research to identify, study, and celebrate acceptable leadership practices. The study used a combined method of design research on leadership and good results. This project identifies people closest to nature and effective leadership practices in schools in Wales and England in the 1990s. Gamage, Adams, and McCormack (2009) researched at the University of London and found that decision-makers and practitioners believe that school leadership is an essential factor in improving student performance.

They received this during systematic research on teachers and school leaders' influence on learners' outcomes (EPPI). Also, they pointed out that the effectiveness of school leadership, school management and performance are seen by policymakers and practitioners alike as a critical factor in school success. Effective school researches have reported a relationship between teacher-led leadership and institutional performance (Muijs, 2011; Day, 2011). In this study the researcher focused on how this transformational leadership influences learners' performance.

The headteachers' instructional behavior substantially improves instructions and teaching (Carol & Wei, 2007). The behavior of the headteacher determines the integrating efforts of personnel and utilization of available resources to effectively promote the development of human resources within the school to improve the academic performance of poor learners (Mellard, McKnight & Woods, 2009). This, therefore, means that headteachers need to be well equipped with requisite competencies.

The Global Education Monitoring Report (EFA), implemented in 2005, which focuses on quality and primary education, is a reliable indicator of leadership and emphasizes that school leaders' leadership is critical in influencing students' performance (Alexander, 2015). Leadership behavior is the process of affecting and directing the human resources of institutions, especially faculties, non-faculties, and students, to achieve academic excellence for general educational purposes (Day, 2011). According to Lunenburg (2011), the headteacher's leadership personality is crucial in determining the organization's culture, which takes an important position in improving performance, teacher leadership, and managing all institutional issues, standards, and achievements. The success of the institution depends on the leader's leadership, which other stakeholders determine. Many scientists agree that leaders' behavior is a vision that is consistent with the values, beliefs, and goals that guide learning, in other words, the "internal compass" that determines the student's performance.

Norviewu-Mortty (2012) emphasizes that the headteacher's pivotal role in the context of strategy implementation helps him identify and promote a shared vision of the institution in terms of academic achievement. They help define and promote and attack with high expectations teacher separation and fragmented efforts, as well as having direct contact with teachers and classes.

The intellectual incentives of the client influence the culture of the school, according to the Boon & Biron Development Fonts model (2016). According to Rutter (1979) (mentioned in Lyng, 2013), among the main factors associated with better students, success includes customer performance and individual incentives. This is the basis for influencing individuals to work diligently and willingly to achieve their goals (Selznick, 2011).

A study by Loudermilk (2015) in America, a survey of headteachers' perceptions about school leadership, states that professional development is essential to academic growth and performance. They are typically the primary source and driving force that drives the well-being of students' organization supports. Roberston and Roberson (2007) reported that the head teacher's intellectual incentive positively affects the teaching and learning process, leading to improved student performance and academic achievement.

In Canada, Jaros (2007) found out that teachers' involvement contributes to confidence in their contextual capabilities and beliefs. They further identified that a teacher's ability and contextual beliefs intervened between teachers' willingness to participate in decision-making and professional development activities.

McCleskey (2014) suggests that individual considerations create appropriate and supportive environments where the differences and individual needs are taken into account, and the believers are appreciated. He further explained that individual concerns arise when the school heads provide the support, encouragement, and development of the community and teachers, especially the students who improve their performance in the end.

In Mozambique, Bazo (2011) conducted an investigation entitled *Guiding Transformation in Mozambique Elementary Schools*. The primary goal was to explore the correlation between transformative organizational learning and leadership. The findings suggest that the vision and direction of transformation, structure, and expectation of positive performance are related to individual headteachers and students.

Nsubuga et al. (2010) researched in Uganda and found a significant correlation between the stimulus of intellectual leadership and school performance in high school. In other words, the learning outcomes in high school are explained by the dominant leadership style. Based on the above study, it is clear that elementary education outcomes depend on the leadership's transformative leadership competency.

In the school context, commitment is a crucial dedication and loyalty to the organization (Mart, 2013). This is the degree to which the school principal identifies with the institution and wants to continue working or promoting the school vision.

On the other hand, in their primary school research, Turhan, Sensoy, and Hacıhasanoglu (2014) found out that leadership involvement was substantially related to the principal's commitment aspect. They said that schools support change, especially the culture, strategy, and structure, where these variables measure directors and managers (Mart, 2013).

Asare et al. (2017) state that a professional development strategy and success in delivering high-quality education and good results cannot be achieved without intellectual school-level school leaders' stimulus. Professional development, from a broad perspective, refers to the development of a person in his professional role. More specifically, the development of the principal is a professional development achieved through the acquisition of its systematic leadership and experience (Dennis, 2018).

In their research, they also point out that the professional development trend in higher education is increasingly focusing on areas of quality improvement, quality assurance, and optimum model of technology delivery to achieve academic excellence. The research found in Kenya focuses on the efficiency of leading heads and decisions in secondary schools, and it affects the decision of KCSE students (Katolo, 2016; Mwendwa, 2012; Yukl, 2012). Katavi's research (2014) reported a significant relationship between the leadership of principals and students' performance. Thus, learning outcomes in primary schools are determined by dominant leadership competencies. It turns out that leadership skills play an essential role in stimulating all other factors together at school.

Bett (2018) reported that leadership is a vital tool for student performance in primary schools. Their research concerns the impact of the style of the teacher on student learning in Kenya. They also emphasized that primary school teachers played an important role as agents of change because they have specialist knowledge through practice. Further research has shown that greater use of autocratic principles weakens the results of academic students. In this regard, the Ministry of Science and Technology Education (MOST), with a global partner, has started training 4,000 state school teachers in 2015 to develop a school improvement plan (SIP) for using tablets to manage to teach and learning in primary schools effectively.

This training is part of the Kenya Primary Education Development (PRIDE) project to strengthen primary school leaders and increase responsibility for improving learning outcomes in schools whose national ratings are below average. Schools that have obtained the KCPE score in 2012 and 2013 are below the average of 243 points in primary schools whose purpose is to provide an appropriate curriculum to improve performance (KPM, 2017). 1.3 million Children covered by SIP benefit from an improved learning contribution. The turbulent nature of the environment in which an institution operates should have the attitudes, skills, and knowledge necessary to achieve institutional insights. Kericho County has the majority of 80 primary schools under the program, while neighboring areas such as Nandi, Bomet, and Uasin Gishu are not in the program.

Kipng'etich, Chumba, and Tanui (2017) investigated headteachers' transformational leadership intervention strategies on class repetition in primary school education in Kenya. The study found out that pupil academic performance, curriculum instruction, school culture, and dynamic leadership are important intervention strategies related to head teachers' transformational leadership that influence class repetition. To be able to register such achievements means that headteachers need to have requisite competencies.

A study in Nandi County by Talam (2016) established that head teacher's service delivery is enhanced in active leadership, where the headteachers recognize teachers' achievement through an emphasis on compliance with the rules in the workplace. The study concurs with Onderi, Kiplangat, & Awino (2014) on factors contributing to underperformance in Kericho County. They noted that transformational leadership has a critical role to play in the performance of a school.

Research by Mbera (2015) on the linkage between Leadership competencies of headteachers' of secondary schools and students' academic performance in Kericho county pointed out that leadership competencies greatly influence students' academic performance. The study established a relationship between secondary schools' principals' transformational leadership competence and learner's academic performance in secondary schools, while the current study focused on primary schools. Therefore, this study seeks to investigate the relationship between headteachers' transformational leadership competencies and learners' academic performance in primary schools in Kericho County.



### **1.3 Statement of the Problem**

In Kenya, learner performance in primary schools has been unimpressive despite efforts by the government to ensure quality leadership in the schools. This is happening when it is clear that the headteacher's leadership plays an integral role in the education sector worldwide. As highlighted in the background, studies done globally reveal a relationship between secondary schools' principals' transformational leadership competence and learner's the academic performance. Similarly, other studies carried out regionally on the head teacher's transformational leadership's competencies on learners' academics performance revealed that there are better outcomes results in national examinations. Consequently, the MOEST with Global partners launched the training of headteachers countrywide for school improvement plans on the use of tablets ineffective leadership and management in primary schools, which aimed at strengthening Primary schools' leaderships and accountability for improving learning outcomes.

Approximately 1.3 million children under SIP are benefiting from enhanced teaching-learning inputs. Kericho County has 80 primary schools under this program. Also, several schools in Kericho County did perform poorly in KCPE in the last five years. Furthermore, public schools' learners continue to score lower in national exams than those in private primary schools (Sambu, 2018; Owino, 2014). Studies in Kericho County revealed that Secondary school principals possess transformational leadership competencies; however, limited studies are available in Kericho County on the connection between headteacher's transformational leadership competencies and learners' academic performance in primary schools. Therefore, for this reason, the researcher found out that, this study was necessary for filling the knowledge' gap'.

Therefore, the sole purpose of this study was to investigate the relationship between headteacher's transformational leadership competencies and learners' academic performance in primary schools in Kericho County, Kenya.

#### **1.4 Purpose of Study**

The purpose of this study was to examine the relationship between the headteacher's transformational leadership competencies and learn this study's' academic primary schools in Kericho County, Kenya.

#### **1.5 Objectives of the Study**

The specific objectives that guided the study include:

- i. To determine the relationship between headteacher's behavioral personality and learners' academic performance in primary schools in Kericho County, Kenya.
- ii. To establish the relationship between headteacher's intellectual stimulation and learners' academic performance in primary schools in Kericho County, Kenya.
- iii. To determine the relationship between headteacher's commitment and learners' academic performance in primary schools in Kericho County, Kenya.
- iv. To establish the relationship between the head teacher's professional development and learners' academic performance in primary schools in Kericho County, Kenya.
- v. To determine the relationship between the head teacher's individualized consideration and learners' academic performance in schools in Kericho County, Kenya.

## **1.6 Hypotheses of the Study**

HO1: There is no statistically significant relationship between headteacher's behavioral personality and learners' academic performance in primary schools

HO2: There is no statistically significant relationship between intellectual stimulation and learners' academic performance in primary schools

HO3; There is no statistically significant relationship between headteacher's commitment and learners' academic performance in primary schools

HO4: There is no statistically significant relationship between headteacher's professional development and learners' academic performance in primary schools

HO5: There is no statically significant relationship between the headteacher's consideration and learners' academic performance in primary schools.

## **1.7 Justification of the Study**

The government is seeking ways to enhance educational institutions' efficiency to improve performance in primary schools. The transformational leader speaks to a devotee's values and must be part of a group with a higher goal. Pointing to problems related to the current situation or status quo, which reflects their supporters' values, to achieve this great idea, primary schools can only be changed through the provision of transformational leadership competencies (Tafvelin, 2013).

Transformational leadership is based on charismatic leadership that Weber investigated, arguing that charismatic leaders' authority depends on perception as having unique traits that distinguish them from others. These leaders often appear in times of crisis and convince others to follow them. A good percentage of learners transiting to secondary school will be hung on the headteachers' transformational leadership competence. The inadequacy of academic performance may hinder an attempt to achieve this aspect due to the incompetency of transformational headteachers' leadership. There was a need to understand the underlying aspects that influence performance and what mitigation could be taken to improve learners' academic performance in primary schools.

### **1.8 Significance of the Study**

The research is of significance to several stakeholders dealing with leadership and education. Headteachers may use the findings to equip themselves with knowledge on how to enhance their leadership competencies to enhance performance in their schools. Headteacher may re-examine, appraise their transformational leadership competencies, and hence make adjustments where necessary.

The results of the study may also help education stakeholders such as parents, the surrounding communities, among others, to comprehend the influence of transformative leadership competencies on the academic performance of learners in primary schools. KEMI may also use the report of the study to identify intervention measures to undertake in preparing leadership courses for school headteachers with the view of enhancing headteachers' performance. The research might provide a reference source in finding areas for further training of head teachers.

The County Directors, TSC, and Ministry of Education may use the information in determining strategies of enhancing headteachers' transformational leadership competencies for effective performance. The findings of the study can also be used as a reference material by other researchers with interest in the field of transformational leadership and academic performance.

### **1.9 Scope of the Study**

The study was carried out in primary schools in Kericho County. The respondents in this study were headteachers. The independent variables assessed included; transformational leadership competencies such as head teacher's behavioral personality, intellectual stimulation, commitment, professional development, and individualized consideration. The dependent variables included learners' academic performance in primary schools in Kericho County.

The study was delimited to public primary schools in Kericho County, Kenya. The study was also delimited to primary school headteachers and public primary schools in Kericho County, Kenya. The study's confine was between the headteacher's transformational leadership competencies and learners' academic performance in primary schools in Kericho County, Kenya.

### **1.10 Limitations of the Study**

The study was confined to primary schools in Kericho County. Therefore, the findings of the survey were generalized to all primary schools in Kericho County, Kenya. The researcher depended on the respondent's information, which might provide a socially acceptable response, which revealed the transformational leadership competencies of headteachers in primary schools. The researcher would control the respondent's attitudes, which may affect the results. In mitigating this issue, the researcher requested the respondents to be truthful in their responses.

The research relied mainly on the use of research questionnaires to gather data. Thus, the study was likely to suffer vulnerability associated with survey questions, including the fact that it is not easy to detect whether or not the respondents in the survey were truthful. To address this, other methods such as the interview schedules were used to help check this. The researcher also used both open-ended and closed-ended questions to help detect possible insincerity in the responses.

### **1.11 The Assumptions of the Study**

The study was based on the following assumptions;

- i. When conducting the research, the researcher assumed that the participants supply honest responses to the questionnaires and interview schedules to enable the researcher to accomplish the objectives of the study.
- ii. The study assumed that the headteachers maintained proper records of learners' academic performance, and were in a position to comment on the related link between their transformational leadership competencies and this performance.
- iii. That the headteacher in a primary school applied the various aspects of transformational leadership
- iv. The head teacher's transformational leadership competence influenced learners' performance

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section relates the literature on the study. It consists of a review of the headteacher's leadership competence, behavioral personality, intellectual stimulation commitment, professional development, and individual considerations on learners' academic performance in primary schools in Kericho county Kenya, theoretical framework, conceptual framework, and identification of knowledge gap.

#### **2.2 Transformational Leadership**

Transformational leadership enhances an organization by raising the values of members, motivating them to go beyond self-interest to embrace organizational goals, and redefining their needs to align with organizational preferences (Anaf, 2015). This form of leadership assumes that the central focus of leadership ought to be the commitments and capacities of institutional members. Higher levels of personal commitment to institutional goals and greater capacities for accomplishing those goals are assumed to result in extra effort and greater productivity. From a Malaysian context, Anaf observed that leadership style is the manner and approach of providing direction, implementing plans, and motivating people. These are the ways principals (managers) handled subordinates to achieve their goals or targets in schools and these are seen or are observable practically

Smith (2011) established that transformational leadership accelerates a school's progress through how Headteachers inspire and develop individuals at all levels. In high deprivation, successful transformational leaders form strong connections with individuals and become driven to raise aspirations and improve self-image. It was discovered that there is a strong two-way relationship where the headteacher and the community influence and affect each other; this is essential for the development of the school, the community, and the Headteachers, who developed a sense of privilege at being able to serve a deprived community, and we're grateful for the opportunity to make a positive impact on other people's lives.

Oduk (2016) investigated the influence of headteachers' leadership styles on teachers' job commitment in public primary schools in Rongo Sub-county, Kenya. Simple random sampling technique was used to get 34 head teachers and 160 teachers. The theory of the study was based on the situational theory by Paul Hersey and Ken Blanchard. Two questionnaire sets were used to collect the required information from the headteachers and teachers. On the influence of transformational leadership style on teachers' job commitment, the study found that most teachers indicated headteachers did not employ this leadership style. This was found to be negatively influencing teachers' job commitment. In other words, Oduk's study concluded where transformation leadership was used, teachers' commitment was enhanced.

Transformational leadership practice is associated with improved school functioning and quality education delivery through teacher commitment and willingness to exceed targets or educational benchmarks (Balyer, 2012; Nedelcu, 2013). James MacGregor Burns coined the term transformational leadership in his book, *Leadership*, to define a process where leaders and followers work together to advance motivation and morale (Burns, 2018).



According to Burns, transformational leadership is a leadership style that transforms followers' attitudes, beliefs, and behaviors to a higher realm of motivation. The leader inspires followers to be motivated to rise above and beyond current levels of achievement and performance to even higher levels of achievement and performance.

Şenol (2019) explains that transformational leaders stimulate and inspire their followers to commit to an organization's shared vision and goals, achieve extraordinary outcomes and be innovative problem solvers. They empower and support followers to develop and grow into leaders, align objectives and goals of each follower, pay attention to their needs and personal development as coaches and mentors.

Leadership has been a concern in various sectors of the human organizational structure, considering leadership's thoughtfulness. Multiple schools of thought or theories have been established and advanced over time to form a basis for predicting an individual's chances of successfully managing an organization (Macintosh, 2013). Leadership is an idea that has changed and grown in meaning for many years, just as human societies have evolved. Bass and Bass (2008) report that the ability to persuade and direct amounts to leadership is the outcome of the influence of power and position.

School leadership is essential to the success of school organizations. Principals are rated second to teachers regarding the improvement of student achievement, and they may explicate up to 25% of the variance in student learning (Davis & Darling-Hammond, 2012; McKibben, 2013). In this new era of accountability, school leaders are expected to increase achievement and make substantial academic growth for all students.

Transformational leadership is a leadership theory where a leader works with teams to identify needed change, creating a vision to guide the change through inspiration and executing the change in tandem with committed members of a group; it is an integral part of the Full Range Leadership Model. Transformational leadership is when leader behaviors influence followers and inspire them to perform beyond their perceived capabilities. Transformational leadership inspires people to achieve unexpected or remarkable results. It gives workers autonomy over specific jobs and the authority to make decisions once they have been trained.

Salahuddin (2015) pointed out that effective school leadership is a fundamental principle for successful schools, as the school's outcome depends on the quality of the leadership. Simkin, Charner, Eliana, and Suss (2010) further note that improving school leadership ranks high on the list of priorities for school reform. In a secondary school setting, the overall leadership function is the school principal's responsibility; since the power to control, direct and lead the school is vested in the principal. It is globally recognized that good principals are the foundations of good schools. Further, according to Bratton, Grint, and Nelson (2003), leadership in a school is also a process whereby the school principal persuades a teacher to perform a task they might not want to do. Among factors that lead to the success and well-being of a school, leadership comes second after teaching.

Huber, Tulowitzki, and Hameyer (2017) argue that school leadership globally has become more complicated since the curricular demands have grown, parental; government expectations and greater school effectiveness have been raised. As a result, headteachers have not provided effective leadership, which has affected pupils' performance.

In a study in New Zealand, Cardno (2013) established that workload, work complexity, and the sheer enormity of the work involved were among the factors that made it most difficult for headteachers to perform their leadership roles.

Scholars have started to criticize the theoretical foundation and operationalization of Transformational Leadership as flawed. One of those arguments is that the building blocks of Transformational Leadership lack a clear definition and are rather vague. Also, van Knippenberg und Sitkin (2013) argues that tools to measure Transformational Leadership and its effects on (organizational) performance do not meet scientific standards in terms of validity.

Transformational leaders create a vision for their followers and guide the change through inspiration and motivation. They are excellent role models, and their followers emulate many of their actions. They also inspire through activating follower self-efficacy to believe that they can go beyond expectations (Barth-Farkas & Vera, 2014).

Yang (2013) concluded that headteachers' transformational leadership is critical in the school development because home-school cooperation study; emphasize that principal's transformational leadership should play a vital role during the crucial period of school improvement. The principal's transformational leadership skills can be seen informing the ideas, building shared vision, power-sharing, gaining credence, and experiencing success.

Quin, Deris, Bischoff, and Johnson (2015) studied leadership practices needed to improve academic achievement and generate positive change in school organizations. The study was also conducted to provide insight into principal preparation programs and school districts' effective transformational leadership practices.

A quantitative research method was used to achieve the survey study. Ninety-two teachers completed the Leadership Practices Inventory developed by Kouzes and Posner. Data were analyzed with the use of descriptive statistics and t-tests. The study's findings indicate that principals in high-performing schools employ all leadership practices more frequently than principals in lower-performing schools, and inspiring a shared vision and challenging the process are the two practices that have the most significant impact on student achievement. However, the focus was on secondary schools and primary schools.

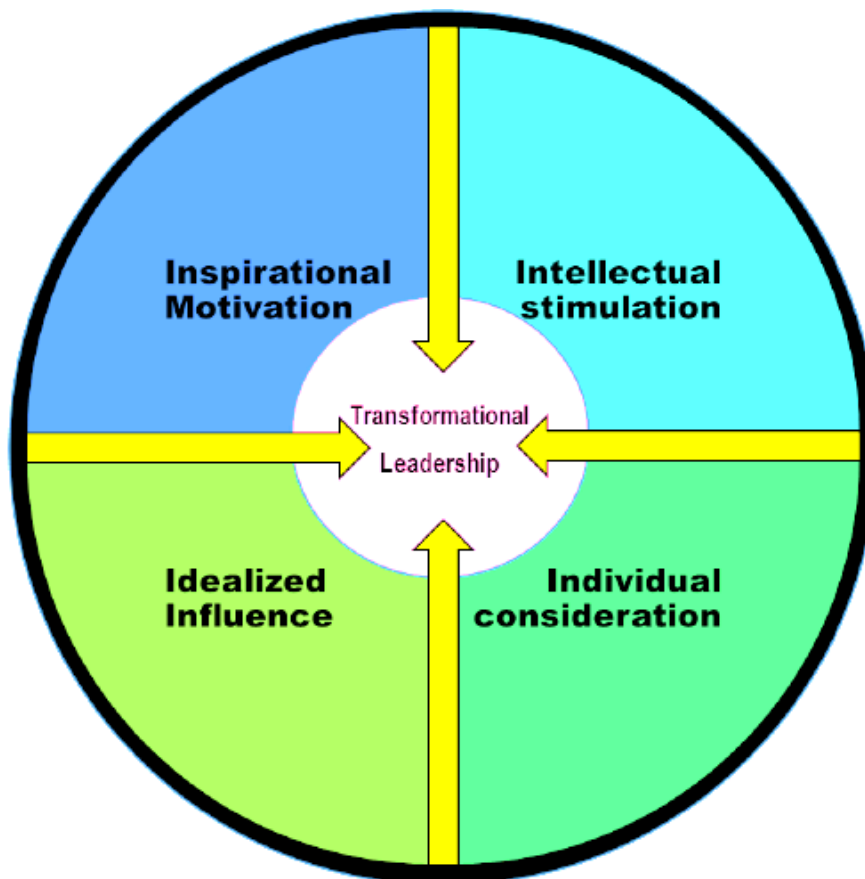
The findings in the study by Quin et al. (2015) indicated principals in high-performing schools utilize all five transformational leadership practices more regularly and effectively than leaders in low-performing institutions. The most significant difference in leadership practices was inspiring a shared vision and challenging the process. Thus, it is imperative principals in low performing organizations improve all leadership practices, particularly inspiring a shared vision and challenging the process.

According to Bass, transformational leaders exhibit the following transformational leadership behaviors in their daily interactions with the staff or subordinates: idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation. Transformational leadership positively influences schools' leadership's ability to facilitate change in school restructuring initiatives and is best suited for coping with schools' demands in the twenty-first century.

According to Towler (2019), there are four main components of Transformational Leadership. These are Individualized Consideration, Intellectual Stimulation, Inspirational Motivation, and Idealized Influence. Each of these components is positively related to individual and organizational performance. This means that the school managers need to create conditions to stimulate the morale of the school members with their higher level of leadership, making different members at different times can be motivated, respected, trusted and improve satisfaction, and gradually reaching a consensus with the overall objectives of the school. Therefore, what the school managers should focus on is the school members' needs in each stage.

Bett (2018) investigated the influence of selected headteachers' leadership styles and academic performance of public primary schools in Tindiret Sub County, Kenya. The study was grounded in four leadership styles, namely; autocratic, democratic, laissez faire and transformational leadership. A sample size of 84 teachers (30% of the accessible population) and 40 head teachers was randomly selected in the 2 school categories of public day and public boarding primary schools. The study established that when head teacher utilised laissez and autocratic leadership styles, the academic performance of schools decreased. When transformational and democratic leadership styles were used, academic performance increased significantly. To improve academic performance in schools, there is need for headteachers to involve other stakeholders in decision-making as part of leadership practice, school administrations need also to involve teachers and pupils in setting school targets; school administration need to hold regular meetings with stakeholders and apply transformational leadership ideals for the purpose of improving school academic performance

Susilo (2018) explains that a corporate leader can undoubtedly play a maximum role in generating motivation of achievement employees through a transformational leadership style. The rise of employee achievement motivation to achieve a higher career ladder is part of the company leader's success as a motivator. It is a valuable asset if its employees are loyal to the company and want their career developed. Through four dimensions of transformational leadership style, it is expected that company employees will maximize their performance in the company without pressure. This can be seen from each of the dimensions in question.



**Figure 2. 2: Component of Transformational Leadership**

Source: Avolio, Walumbwa, & Weber (2009)

### **2.2.1 Inspirational motivation**

According to Balyer (2012), the first factor of Transformational Leadership refers to how transformational leaders energize and motivate their followers. This factor, known as inspirational motivation, relates to the transformational leader's capacity to set an example that individuals within an organization must follow. For transformational leaders to become effective, they must be perceived as those who follow their own recommendations. The transformational leader is not exempt from the rules imposed on followers. This facet of Transformational Leadership also incorporates the leader's charisma. The leader must have enough charisma to inspire followers to join in supporting the organization's common goal. Without setting an example and without charisma, the effects of a Transformational Leadership may be lost with the followers of a given organization (Balyer, 2012).

Ermawati and Amboningtyas (2017) conducted research on the effect of intrinsic motivation to work performance. This research focuses on quantifying the measurement for employee performance therefore they focused on production staff and found out result that intrinsic motivation can positively affect employee performance. Their research also suggested that leader should care more about the need of their employees and keep their communication intensity to provide supporting work environment that can comfort the employees to work.

According to Pinder (2014) motivation is a desire within a person that causes the person to take action. Motivation is a psychological process that reflects the interaction between attitudes, needs, perceptions and decisions that occur in a person. There are two absolute requirements to motivate the work of an employee that is the ability of work and willingness to work. The ability of the work of the leader will give rewards to the employees in accordance with the capabilities possessed by

the employee. The other aspect is the willingness of the work of the leader will try to know the needs or desires of his subordinates. Based on the above understanding can be concluded that motivation is an activity that results, channel, maintain and encourage human behavior. Headteachers need to understand people behave in a certain way in order to influence it in working in accordance with the wishes of the organization.

The dimensions of inspirational motivation described as leaders who are able to communicate high expectations, use symbols to focus hard work, express important goals in a simple way (Avolio, Walumbwa, & Weber, 2009). This dimension can be reflected in the transformational leadership style within the company, with an exciting vision of the future, challenging high-standard employees, speaking optimistically with enthusiasm and providing a meaningful impetus for what employees need to do. Influence such as this will be great to cultivate enthusiasm and optimism, can inspire achievement motivation, so that individuals are driven to pursue standards of excellence with high achievers.

### **2.2.2 Individualized consideration.**

The second characteristic of Transformational Leadership is individualized consideration. This component of Transformational Leadership emphasizes the power of relationships. It involves the need for transformational leaders to create close bonds with their followers. It is these bonds and relationships that allow leaders to acquire their followers' trust. Furthermore, maintaining close ties with followers also results in a better understanding, allowing the followers to see why a leader behaves in a particular way and how adopting these behaviors can help achieve the organization's goals (Balyer, 2012).



These relationships operate reciprocally. For example, if transformational leaders wish to gain the trust and understanding of their followers, they must also provide their followers with a sense of trust and understanding (Balyer, 2012). While practices in this category make a significant contribution to motivation, their primary aim is building not only the knowledge and skills that teachers and other staff need in order to accomplish organizational goals but also the dispositions (commitment, capacity and resilience) to persist in applying the knowledge and skills. The more specific practices in this category are providing individualised support and consideration, fostering intellectual stimulation, and modelling appropriate values and behaviours (Bass & Avolio, 1994). These specific practices not only reflect managerial behaviours in the managerial taxonomy (supporting, developing and mentoring, recognizing, and rewarding) but, as more recent research has demonstrated, are central to the ways in which successful leaders integrate the functional and the personal. Included among these practices are being collegial, considerate and supportive, listening to teachers' ideas, and generally looking out for teachers' personal and professional welfare.

Hattie (2009) explains that acknowledging and rewarding good work and providing feedback to teachers about their work also mean positive working conditions for teachers. Headteachers assist the work of teachers, in addition, when they provide them with discretionary space, promote regular access to a range of professional learning and development opportunities, distribute leadership across the school and 'practise what they preach' (model appropriate values and practices).

The researcher explains that feedback is a compelling influence on learner achievement. When teachers seek, or at least are open to what learners know, what they understand, where they make errors, when they have misconceptions, when they are not engaged- then teaching and learning can be synchronized and powerful. Feedback to teachers makes learning visible. If transformational leaders can understand their contexts and struggles as members of the organization, their relationship will deepen. This will make transformational leaders even more influential in their behaviors and attitudes. Furthermore, suppose the transformational leaders understand each follower. In that case, they will be better positioned to judge where to best utilize the skills and capacities of a particular individual for the sake of the organization's success (Balyer, 2012).

In Zanzibar, a participant pointed out that a rapid change in education and quality teaching comes from good leaders. The dynamic in education requires preparation and dynamic principals. Mentoring and coaching were highlighted as useful skills, and headteachers need training in mentoring so they can learn how to support their teachers rather than use harsh language (MoEVT's, 2013).

World Bank studies carried in Zambia, Uganda and Kenya showed quite often that highly trained teachers led to being absent from school for no apparent reasons. One of the reasons is inadequate supervision. The school manager needs to investigate personal reasons leading to deviation from recommended workplace behaviors and standards (Kigotho, 2011).

### **2.2.3 Idealized influence**

The third factor of Transformational Leadership is idealized influence. This factor is similar to the first in that it pertains to the leader's capacity to serve as an example. This factor involves the leaders' moral ascendancy and how idealized they become in the followers' minds and perceptions within the organization. The leaders must ensure that their behaviors are ideal for followers of the organization, giving them something to aspire to, and thus 43 influencing their actions and attitudes for the benefit of the organization and the organization's success (Balyer, 2012).

Transformational leadership practices are significant and essential in promoting a high academic performance by encouraging all stakeholders' participation in improving student learning through idealized influence (Jebii, 2019). The purpose of No Child Left Behind was to narrow and perhaps even close the achievement gap in America (Nowlin, 2015).

Idealized influence describes leaders that serve as role models for their followers, allow them to identify with a shared organizational vision, and provide a sense of meaning and achievement (KEMI, 2014). It involves school principal leading by example, mentoring, having a high expectation, having a best-practices emphasis, holding students and teachers accountable, among others (Hauserman & Stick, 2013)

Kitur, Choge, and Tanui (2019) studied the relationship between the idealized influence of principals' transformational leadership style and students' academic performance in KCSE in Bomet County in Kenya. The descriptive survey design was used for this study, whose target population comprised of 130 secondary schools and five Quality Assurance and Standards Officers in Bomet County.

A total sample of 118 respondents from 108 secondary schools and the five sub-counties participated in the study. When collecting the data, instruments used were Director of Studies' questionnaires, Quality Assurance and Standards Officers' interview guides, school and Bomet County Director of Education KCSE records. Chi-square test was adopted to establish the relationship between principals' idealized influence and academic performance, and the results showed that principals' idealized influence had a robust significant connection with students' academic performance in KCSE. Thus, idealized influence characteristics are most effective in promoting students' academic achievement.

#### **2.2.4 Intellectual stimulation**

The fourth element of Transformational Leadership is intellectual stimulation (Balyer, 2012). The transformational leader should understand the needs of followers to grow and develop within the organization. Hence, transformational leaders should stimulate and challenge their followers intellectually, allowing them to participate in discussions and tasks that force them to think of creative solutions or apply themselves in innovative ways. As a result, an understanding of the followers' capacities is essential for a transformational leader. This relates to the second factor of Transformational Leadership, wherein the value of the leader's relationship with followers is emphasized. It is only through these relationships that the leaders can understand their followers' skills and capacities. Therefore, with such an understanding, the leader can better delegate tasks to followers who will further enhance their skills and encourage growth and development.

The intellectual stimulation dimension is described as a leader who seeks to create a climate conducive to innovation and creativity (Avolio, Walumbwa, & Weber, 2009). This dimension can be reflected in the leadership style of leadership of the company leadership by growing new ideas, providing creative solutions to the problems faced by employees, and motivating employees to find new approaches in carrying out the tasks faced. According to Avolio, Walumbwa, & Weber (2009) intellectual stimulation is the introduction of an ingenious, rational, and cautious way of solving so that one can think about problems in new ways that result in creative solutions. In this case, an essential intellectual stimulus grown by the company's leaders are appreciating ideas, developing rationality, respecting dissent and making careful decisions. For that, the employees are involved and empowered in formulating problems and finding solutions within the company.

Transformational leadership style is about sharing of power in the sense of involving employees to make changes together. This kind of influence provide great benefit because by a strong sense of self-efficacy, employees will be better able to work and succeed in performing various tasks.

### **2.3 Headteachers' Leadership Behavioural Personality and Learners' Academic Performance**

Hummerstone (2012) surveyed some of the current executive leadership roles in English secondary schools, mostly under the executive headteacher's title. The study focused primarily on an investigation of the behaviors and skills associated with these posts.

The research established that the fast-moving changes to secondary school leadership models that include, for example, the introduction of free schools and the growth of academies, teaching schools, and national support schools have potential implications for the expansion of executive models of leadership. Accordingly, it suggests that having a greater understanding of the skills and behaviors associated with such roles will support their successful development.

Supported by the agility of the transformational leadership the style that corporate leaders have; it enables them to adapt their leadership behaviors by delivering their employees to the rapidly changing demands of the environment. Standards of excellence set out can be observed in various forms of behavior such as: demonstrating an effort to achieve success, success-oriented, innovative, responsible, and anticipating failure. This theory is supported by the research output of Cetin and Kinik (2015) that the transformational leadership model is the best leadership the concept in describing the characteristics of leaders.

Generally, leadership is a method in which a character influences a crew or a human being to achieve their goals, as stated in (Lunenburg 2013). School leadership is a way of influencing and guiding teachers to support staff and students to attain everyday academic purposes. A school's success depends on all its stakeholders' leadership and commitment, just like other institutions. The headteacher directs and implements a vital position in improving students' performance, influencing the motivational abilities of new students' learning outcomes, such as the school environment (Day, 2011). Therefore, school leaders have a role in influencing and guiding different students, teachers, and staff towards their vision's success.

Armstrong (2007) defines management as an influence, power, and authentic authority acquired by using the leader to efficaciously transform the organization through the route of useful human resource, which is the most necessary institutional asset that leads to the fulfillment of favored goals. Consequently, leadership abilities and information must be accurate and carefully used to guide and motivate subordinates (Alakotila, 2017).

Izgar (2008) studied the headteachers' leadership behavior and problem-solving skills. The sample comprised 268 headteachers, 53 females, and 215 males. The research instruments used were the Leadership Behavior Scale of Turkish Public Administration. There was a significant difference between headteachers' leadership behavior and the type of school they were employed in. The study established that there was a substantial relationship between headteachers' leadership behavior and problem-solving skills.

Teachers have a critical role in making decisions regarding students, influencing, motivating, and building the school conditions and teachers (Jamal, 2014). It is the responsibility of headteachers to provide leadership and direction to the teachers. The headteachers communicate change and provide leadership along with such a transformation in schools.

The essential elements of leaders' leadership competencies are enshrined in how a leader leads people and organizations towards achieving specific desires that bring high achievement and enthusiasm. In contrast to feature theory, behavioral methods focus on the appearance of each character as a leader. In many respects, however, there is a unique ability to direct pressure in every approach, such as business orientation and workforce orientation (Isancevich, 1977 cited by Rikkink, 2014).

According to Isancevic, the direction to challenges emphasizes how the leader performs work through submission and task organization, decision making, and overall performance assessment. Still, employees' exposure is openness and hospitality presented with the assistance of leaders regarding their subordinates' will. Some research efforts focus on the study of behavioral methods towards leadership. The behavior pattern of a person becomes unique because the leader satisfies the needs of an ordinary group. However, the scholars mentioned herein did not investigate the link between the school leaders' behavioral methods and learners' academic performance.

Capital, Oyewole and Abe, (2011), in the study, said that aspects such as leadership competencies of the head teacher's characteristics are factors that enhance leadership effectiveness or impact processes. Blanchard (1997), trying to confirm the theory of contingency theory, investigates the effectiveness of primary school teachers' leadership, their direct superior, and a protected bodyguard, evaluate situational leadership, and ultimately correct leadership, leadership by measuring effectiveness.

Blanchard noted that the higher the state of teacher manipulation, the more favorable it is. However, his research emphasizes that the school head's effectiveness as a function of situational variables is defined as a journey after work, position, authority, family members, and leader knowledge. This discovery is the solution to Fielder's emergency model.

Blanchard concluded that for efficiency, the headteacher should improve situational control, which means head. Students and family members must be enhanced, and this expertise.



Based on Fielders' idea, it can be concluded that the heads of teachers who understand the changing leadership situation in Nigerian high schools and adapt to their respective leadership will usually have higher leadership roles.

Isiepai's study (2011) notes that the influence of education leadership in West Bungoma in Kenya suggests that there is a big difference in the outcome between the important school teachers and the experience of these years and these long years of work, it is essential in contributing to the uniqueness of the head competencies in the school is just but about student performance. However, Isiepai's study was conducted in secondary schools and not in primary schools.

Observations carried out with Alabu's (2013) aid on the influence of general leaders on their administrative duties in the department in the Migori region state that age tended to influence the decision of the leadership of the school principal because older teachers were likely to spend more work by participating in more extensive workshops and join in export-related discussions that expose them to new ideas, knowledge and administrative issues. Alabu (2013) did not examine the link between such behavioral aspects and learners' academic performance.

Kinson (2005), in his research studies, supports the reality that the school is a proactive school building and other knowledge of shared facilities, buildings, and physical environment, the right learning material required for schools to function correctly is satisfying, with this desire due to the proper leadership. The school's success in fulfilling its duties depends on its efficiency as a good leader.

Harris (2013) also emphasizes the importance of leadership with vision and articulation, ordering choices, getting others to be with you, constantly checking what you do, and sticking to your value.

Art affects others to work wisely towards institutional goals, and the school's activity is determined by the head teacher's success (Day 2011). This clearly shows that the teacher's ability influences others' behaviour, its contagious values; its ethical values inspire, respect, and trust in this method, providing a strong message about what is essential, but the individual being treated and how schools should work in everyday work. Therefore, it increases the teacher's needs, which the school administration really confirms and actively participates in society's life (Starratt, 2004), Argyriou and Iordanidis (2014) mention that apart from completing functional tasks such as organizing, coordinating, and evaluating.

It is also recommended that school pedagogy observe leadership competencies that emphasize humanitarian values, such as building harmonious relationships with students that motivate and guide them. Alimi, Alabi, and Ehninola (2011) stated that headteachers are school accountants who are blamed or praised based on their effectiveness in influencing other appropriate persons at school and beyond and encouraging teaching and learning organizations' performance of institutions.

Robbins (2007) signed a plan according to which the highest teacher activity models usually set team standards. Members tend to imitate largely and unknowingly the qualities and behavior of their leaders. Whether it is large or small, or private, it is a school pedagogy that sometimes gives tips and hints about the action's goals.

The phenomenon of leadership is the content of thinking and theoretical ideology and researchers from various fields. Humbreys, Jiano, and Sadler (2008) have argued that there is a lot of interest in personality influences because leadership seems to be practical with leadership and different divisions and decisions. Some leadership behaviors seem to be effective, among others.

Expertise and the ability to impose a solution to the problems of Humphreys, Jiano, and Sadler (2008) showed that the leader fascinated them. School leadership is an essential factor in high-performance departments (Evans, 2012). Influential leaders maintain the school's vision, mission, and goals in the school staff's leadership and among all schools (Ward, 2013). Leaders need to manage the amendment in a way that will ensure school success, recognizing its permanent vision. The head's critical function makes it a way to develop a vision, mentoring in schools and external leaders, represent schools in society, manage human resources and employ employees, and promote professional development (Evans, 2012).

Establishing strong goals and leadership in advanced methods enables principals to identify conditions that support teachers in facilitating student development (Leithwood, 2012). Influential administration suppresses interpersonal competencies. According to Watson (2005), interpersonal relationships are culturally diverse cultural cultures that shape all expectations and behaviors (Hudson, 2013).

Despite the indirect impact, Leithwood and Riehl (2003) pointed out that school leadership brought excellent student learning results: around a quarter of the school's impact on learning was attributed to pleasant leadership. They also mention that the unique academic leadership behavior that inspires improvement consists in presenting suggestions, providing feedback, modeling unusual instructions, asking for opinions, supporting collaboration, providing specialized development opportunities, rewarding amazing teachings, and distributing required educational resources for teachers.

Although they are currently not in the classroom, the beneficiary school leaders are educated in education and invest very carefully in the school's curriculum, spending a lot of time in the curriculum and, in my opinion dealing with partners in creating, implementing, and monitoring the assessment structure in the research area and scope schools (Marzano et al., 2005).

The school leadership survey mentions that school leaders who practice excellent leadership in teaching have created a culture of collaboration, research, lifelong learning, experiments, and reflections consistent with a compelling vision and a learning mission (Blasé and Blase, 2000). Therefore, a good leadership competency has a strong education focus that can identify and assess the most likely behavior to enforce better control (Shelton IV & Gillum, 2009).

Positively associated with the school's instructor's responsibilities is its professional development, including its school leaders. School heads are responsible for raising society's level to enable other teachers and employees to work effectively, provide mental support and a stimulus to improve their work, and use fashion practices and support (Leithwood, Seashore, Anderson, and Wahlstrom, 2004).

The President of the National Association of Primary Schools (NAESP, 2001) considers academic management synonymous with a community research leader. Employees gather periodically to discuss their work, work together to solve problems, imitate their work, and work on students' learning.

Influential school leaders build this embedded community of vocational training in educational services and social research (Williams, 2010). They provide the opportunity to increase the workforce that overcomes the expectations that appear for teachers (Blasé and Blase, 2000). They also ensure frequent teacher time planning for a better approach to student achievement. Professional collaboration creates an influential school subculture and teaching improvement (Zepeda and Kruskamp, 2007). The previous research on school leadership strongly recommends school headteachers' position in creating and maintaining a good school life that promotes students' and adults' knowledge and involvement (Habegger, 2008). An effective way of living is consistent with dreams and goals that correspond to school missions and visions (Zepeda, 2007). According to Hall & Harvey (2002), beautiful teachers are those with high expectations for students because this trust in students' ability to learn is crucial for improving school.

The higher faculties are identified by a lifestyle that strengthens and promotes self-esteem in teaching, values their teachers as well as pupils, and asks parents and neighbors for help in improving the school's efficiency, develops a sense of belonging, and a clear direction for everyone (Habegger, 2002). A good headteacher recognizes that leadership entails influence; it needs interaction and relationships between people and the fulfillment of dreams through commitment, cooperation, and motivation (Murphy et al., 2007). To ensure an influential school culture, professors must talk with them and kindergarten and school kindergartens to engage in reorganization techniques and express critical science beliefs (Jenkins, 2009). Good communication skills create a consensus among communities and schools regarding policies, practices and help systems to achieve dreams (Leithwood et al., 2004).

An effective teaching teacher understands that network collaboration among teachers is key to effective teaching and learning: they model teamwork, provide time for collaboration and actively confirm partnership and peer review (Blasé and Blase, 2000). Maintaining a school with excessive expectations and learning achievements for all students requires a strong relationship with family and/or people and other community institutions that increase academic and social knowledge (Henderson and Mapp, 2002). While teacher leadership has become more complex and diverse, the trainee teacher's theoretical constant as supervisor of school operations is essential (Evans, 2012). However, these studies did not research the link between school leaders' behavioral methods and learners' academic performance.

Nyongesa (2019) investigated the influence of headteachers' leadership traits on students' academic performance in the Nyali Sub-county. The study used a descriptive survey research design, which described a situation, a problem, or phenomenon, provides information about an issue or describes attitudes towards an issue. The target population was 77 registered private primary schools in the Nyali sub-county, 77 headteachers, and 782 teachers. The study used a simple random sampling technique in determining the 10% sample size of the respondents. Therefore the sample size arrived at was seven headteachers and 78 teachers. The study found out that headteachers' leadership traits significantly influence academic performance either negatively or positively. The researcher concluded that headteachers' leadership traits should frequently be enhanced through training based on policy.

Kibiwot (2014) did a study to investigate the influence of head teachers' leadership styles on students' discipline in public secondary schools in Mogotio Sub-County, Baringo County, Kenya. The specific objectives were to establish among other variables, how transformational leadership style influenced students' discipline.

The findings revealed that transformational (charismatic) leadership style was practiced since teachers were highly inspired by their head teachers in the performance of their work.

#### **2.4 Headteacher's Intellectual Stimulation and Learners' Academic Performance**

The transformational leader pursues intellectual stimulation by what she or he does to make followers creative and innovative in what they do. This leader helps followers challenge their own beliefs, interests, and values and those of the leader to ensure that they do things differently to bring about needed changes (Onorato, 2013; Washington et al., 2014). The transformational leader uses questions to help followers evaluate the rationale for doing things, stimulate reflective practices, and solve problems to improve individual and organizational performance. S/he also makes needed resources available for employee use, supports them, and works in collaboration with them to make sure that they are resourced and have the morale to work at extending institutional effectiveness (Balyer, 2012; Onorato, 2013).

Towler (2019) describes Inspirational Motivation as the degree to which a leader articulates an appealing vision that inspires and motivates others to perform beyond expectations. Leaders who use inspirational motivation have high standards and expectations for their followers. They are optimistic about followers' ability to meet goals, and they always provide meaning to their followers by showing the importance of all duties and responsibilities. They can motivate their followers to have a strong sense of purpose so they provide purpose and meaning to drive their group forward. This encourages followers to invest more effort in their tasks, be optimistic about the future, and invest in their abilities.

Towler explains that Intellectual stimulation is when the leader encourages their followers to think for themselves. Traders are creative, innovative, and are very open to new ideas they can of their followers' mistakes, and even encourage them to promote growth and improvement. These leaders create learning opportunities for their followers and abandon obsolete practices.

A study by Lorgwellean (2012) on restructuring leadership for 21st Century schools in the USA shows that creating opportunities for teachers to grow in their ethical professional practices cannot be overlooked if today's schools are to produce tomorrow's competitive schools' leaders. The practice of intellectual stimulation (IS) provides school leaders and subordinates an opportunity to propose better ways of moving the organizations forward. This is made possible by sharing and expressing new ideas in an open and accepting forum for the organization's advancement at large.

A study by Liu (2013) on the transformational school leadership model in Chinese Urban upper secondary schools found that the practice of intellectual stimulation provides a vital force in the school change context. Thus, it enables employees to have new ways of thinking and be encouraged to explore new organizational issues. However, the focus of Liu's study was on secondary schools and not in primary schools. The study did not look at learners' performance, and this study looked at this aspect.



Intellectual stimulation occurs when the headteacher raises the awareness of the hardships and challenges and makes the teacher see the challenge from a new perspective. The great teacher questioned this assumption; he took a risk and welcomed the teachers' thoughts and criticisms. These aspects give additional effects if leaders combine them to achieve unexpected results (Northouse, Montie, Forman, Hussain, and Kershaw, 2007). The intellectual stimulus is leaders' ability to encourage believers to be innovative and innovative as leaders' efforts to motivate supporters to ask for assumptions, overcome problems, and approach them in a new way. Leaders who have psychological stimuli promote basic understanding and improve corporation improvement (Costa and Castanheira, 2011).

Muia, Okoth, and Nyagah (2015) investigated the impact of principals' intellectual stimulation on students' performance at Kenya Certificate of Secondary Education in Public Secondary Schools, Kenya. The study targeted 42 public secondary schools in the Sub-county. A sample of 38 schools was selected using the Simple random technique whereby selections are made purely by chance. The study employed a descriptive research design. Questionnaires, focus groups discussion, interviews, and Document Analyses were used to collect data. The findings showed that intellectual stimulation positively influences students' performance at KCSE examinations with  $0.198^{**}$  at alpha value 0.01 level (2-tailed). Further, no significant influence was found of principals' demographic variables of working experience and academic qualification on intellectual stimulation leadership practice.

Intellectual stimulation means that teachers always work consistently, to encourage and advocates to be innovative and healing, and to the head's efforts to inspire an inexperienced person to raise questions about the problem of changing shape and approaching them in new ways.

Headteachers with intellectual stimulation promote the organization for better action. It is a leadership that stimulates the advocates to innovate and design their own opinions and values consistent with their leaders and organizations. This type of leadership directs followers who work on new processes and improve new progressive methods of solving organizational problems. It encourages thinkers to reflect on their own and exciting things in solving cautious hardships, as stated (Ogola, Sikalieh, Linge, 2017).

McCarley, Peters, and Decman (2014) study in Southeast Texas established a statistically significant relationship between a leader's intellectual stimulation and the school climate dimension of supportive behavior. There was insufficient evidence to substantiate a relationship between a leader's intellectual stimulation and the school climate dimension of directive behavior. Thoonen, Slegers, Oort, Peetsma, and Geijssel (2011) surveyed 502 teachers from 32 elementary schools in the Netherlands on the impact of transformational leadership practices, school organizational conditions, teacher motivational factors, and teacher learning on teaching practices.

They found that transformational leadership practices stimulate teachers' professional learning. The study further noted that professional knowledge motivates the teachers by empowering the teachers. Principals should set the right conditions in schools and encourage the teacher to develop their teaching profession. The study did not show the ways the principal can influence the teachers' professional development. The samples of the study did not include the students.

According to a study by Ahanger, (2009), transformational leaders who use intellectual stimulation can challenge the status quo and stimulate their followers' efforts to be innovative. Followers are positively encouraged to try new approaches. The ideas of Subordinates are not undermined even when they reflect different stands. Preferably a bottoms-up type of influence is generated with two-way communication. Both leaders and followers develop their capabilities to recognize, understand and eventually solve future problems.

Mahwish, Obaid, Muhammad, and Naeem (2014) study in Pakistan on the impact of teachers' professional development on the students' performance showed a powerfully positive relationship. The sample was 100 students and 45 teachers from 3 different schools. Professional development gives the teacher the courage and confidence in class. The teachers ought to know how and why and when, as Freppon (2001) pinioned in Mahwish. et al. (2014). The chi-square test of the hypothesis on whether there is a relationship between teachers' professional development and students' performance gave the gamma value of 0.45.

This showed that 45% of student performance could be accounted for the teacher's professional development. The study recommended the teacher's development be facilitated but did not give the direction. The current research envisioned that principals could promote teachers' development through individualized consideration and intellectual stimulation through training and career circle.

Aziah and Ahmal (2018) carried out an exploratory study using only the qualitative approach. The study aimed at identifying how transformational leadership was used to transform low-performing schools into higher-performing schools. The study investigated all the aspects of transformational leadership. It was found that the principal intellectual stimulation aspect positively influenced the teachers to think outside the box. It enabled the teachers to solve the problems innovatively due to the skills and the knowledge.

The principals' intellectual stimulation enabled the teachers to search for the solution rather than complaining due to the issues and challenges. The study recommended the full practice of transformational leadership to transform the low-performing schools into hero schools. The above review used the analysis qualitative researcher approach only. The current study filled the gap by using the mixed method so that the researcher may understand the influence of the principal leadership on the teachers' performance holistically. Further, the current study investigated the teachers' pedagogical and professional performance rather than learners' performance.

Slegers and Denessen (2006) examine intellectual stimulation's impression in transforming teachers' satisfaction, organizational commitment, and organizational citizenship in Tanzania schools. They found that the mental stimulus was characteristic of a unique approach to leaders encouraging teachers and their attractiveness for believers' thinking and values. Teachers especially value their research school heads in the field of mental traits of transformational leadership.

The teacher's intellectual stimulation helps his followers be sure that they are creative and revolutionary (Whittington, Meskelis, Asare, and Beldon, 2017). Headteachers question assumptions, take risks, and welcome views and ideas that reward inexperienced people and teachers, as well as criticism. These concepts generate additional impact if corporate to achieving higher than expected expectations (Northouse, 2018).

Khasawneh, Omari, and Abu-Tineh (2012) advocated that schools' intellectual stimulation is exhibited whereby the school principal challenges both teachers and students by holding the high expectation of performances from them. This makes teachers strive hard to teach effectively, leading to overall good students' academic performance (GSAP) in schools. Therefore, this study found it necessary to examine and provide broad information on the extent to which leadership practice of intellectual stimulation impacts learners' performance in primary schools.

Yunus and Ibrahim (2015) conduct a study to establish a link between inspirational motivation and institutional involvement. Their goal is to find out if a student learns to simplify the relationship between transformation leaders and organizational involvement of all dimensions of transformational leadership, only individual considerations that have been observed have a great connection with the high-quality participation, it has been observed that the mere inclusion of the individual has a great relationship with extraordinary commitment. The final result confirms the school's headteacher's trade principle of modeling the relationship between transformational leadership and organizational involvement.

Hayati, Charkhabi, and Naami (2014) found a massive relationship between transformational leaders' inspirational motivation in managing mental simulations and organizational involvement. Transformational leadership develops broad imagination and prejudice skills to create new opportunities and develop, articulate, and inspire others to view the future. "A meaningful vision inspires school life, which may be added in other cases unclear, elevating their monster to others. This is the reality of the critical elements of the leadership of Zheng, Wu, and Xie (2017), stating in his research that intellectual stimulation is an essential aspect of leadership.

Also, they claim that the visual impacts the school, so imagination and pragmatism can also determine the course of the new future, the strategic dimension of leadership. They argue that this vision helps leaders become better insecurities, supporting the organization and adapting to the most needed problems. Research Lo, Thurasamy, and Liew (2014) on the basic principles in the relationship with leadership behavior show that private power, every reference, and expert are related to transformational leadership. It is believed that transformational leaders (who are charismatic, inspired, intellectually stimulating, and caring towards individuals) have the power of reference and expert. Transformational leadership also has a great relationship with rewards and authoritative authority, but it is used for irrelevant power. The message is that punitive bosses are never considered a transformation.

A less powerful discovery is that when power perception is not related to transactional leadership. They also learn to attribute that transformational behavior leaders can be perceived as possessing many positive assets (Keskes, The relationship between leadership styles and the dimensions of employee involvement in the organization: critical reviews and discussions on future directions, 2014).

Judge, Erez, Bono, and Thoresen (2003) conducted a study of 247 leaders and 954 supporters and leaders to learn about the combination of psychic stimuli in transition leadership with more than a few variables attributed to their followers (self-sufficiency, teacher satisfaction, and work performance of supporters). In addition to several different conclusions, they observe effective relationships between the psychic stimuli used in the transformational leadership model and organizational involvement. Ebrahimi, Claus, Lee, Biondi, and Benndorf (2007) conducted exploratory research to see the impact of intellectual stimulation on leadership in transformation on the commitment to work and joy of customer relations staff banking and food-saving organizations.

Researchers rated seventy-seven department leaders from three regional banking groups and forty-seven store managers from one food nationwide using Multifactor Leadership (MLQ) and 15-item tools by Porter (1974) to measure each organization's leadership and dedication, respectively. Fasola, Adeyemi, Olowe (2013) examine the relationship between transformational leadership competencies, transaction intelligence, and their dimensions to organizational commitment using the Multifactor Leadership Questionnaire (MLQ) and Organization Commitment Questions (OCQ). Research findings show high-quality relationships between Transformational, Transaction leadership, and organizational commitment.

It was also reported that the influence of transformational leadership patterns on the banker commitment in Nigeria is better than transaction efficiency. From these findings, it is used to advocate that leaders reward cheerful staff with rewards and recognition to make them work unexpectedly.

Shurbagi (2014) investigates the relationship between individual considerations in transformational leadership and organizational commitment among 227 state oil company staff, Libya. Transformational leadership is assessed with the Questionnaire Leadership Multifactor (MLQ), which consists of five dimensions: mental stimulation, ideal influences (behavior), idealists influence nature, inspirational motivation, and individual consideration. Organizational dedication is used to assess using the three Commitment Components (TCOCQ) (Allen & Meyer, 1992). The results print a strong and good relationship between transformational leadership and organizational commitment.

The highest correlation between all dimensions of transformational leadership and organizational engagement lies in a perfect impression and normative commitment, while the weakest among individual considerations and affective responsibilities. The extra remark is that the transformational leadership style guides the national oil organization leaders to manipulate their organization, and affective issues have been critical in organizational engagement (Shurbagi, 2014).



Intellectual stimulation increases when headteachers raise awareness of problems and challenge their followers and teachers see the challenge from a new perspective (Burns & Burns, 2008). Here the head trainer questions the assumption takes the risk and welcomes the teachers' thoughts without criticism. Individual inclusion in transformational leadership increases as teachers know the desired man and woman and the differences between teachers.

The head of the school respects and prevents the participation or development of a good man or woman (Bass & Bass, 2008). Thanks to this, teachers can develop and gain more potential. The ideal influence or charisma arises when the head affects the teacher to express the imagination and prejudices against them, derives their values, hobbies, and desires, and draws on their emotions. It helps build trust that teachers consistently guarantee. Jian and Fairhurst (2017) analyze quarterly and private employees to see if the existing literature's main leadership theory can reflect the difference. They play a leader's role thanks to the unique maintenance of a suitable framework that will be difficult to investigate, significantly impacting the effectiveness perceived in various sectors. Their research shows that the monitoring and simplification position has many additional effects on better performance in the sector's leadership. All human institutions are a challenge to change, and because society and the agency are living organisms, change is inevitable.

Leaders need to be aware of the motives for which the human system often fails and how dynamic the setting of changes can be. The justification for adaptation in leadership behaviors may also be modification and modification of the original value, restoration of the ineffective system due to historical practices and inflexible concepts, restoration of abandoned ambitions, and creation of new goals that create new conditions for acquiring a unique perspective on the problem or promoting revolutionary human dynamics and continuous growth. At this point, it can be argued that even the transformation leader accepts delivery and operates within the system's current boundaries. The transformation leader chooses alternatives and improvements (Karaca, 2010).

Globally, leaders have high morale and do something for the team. Individual thinking consists of attention, encouragement, and support for supporters. Intellectual stimulation states that the leader smuggled his followers as a problem researcher in the period of new inventive and straightforward methods. The initial evaluation of transformational leadership included selecting leaders and their relations with imitators (Ahmad, Abbas, Latif, and Rasheed, 2014).

Further evaluation of transformation leaders' behavior suggests that transformational leadership intervenes through leaders' actions, electricity to create a shared vision to achieve precise and communicational goals to enable employees' team and reliable behavior. The study of the influence of the employer's leadership style and dedication proves positive, positive relationships (Rehman, et al., 2012, Saeed et al., 2013). The level of influence differs from the type of leadership and the issue of commitment. Research in Pakistan's scientific district shows that transformational and transactional leadership positively affect sacrifice (Rehman et al., 2012).

Yahaya, Chek, and Samsudin (2013) carry out a large-scale quantitative research sequence that explores the impact of transformational leadership on organizational conditions and student involvement in Canada. Organizational needs reflect both the more comprehensive school requirements associated with options taken outside of the research space to help students master and accelerate the classroom conditions for classroom learning. In all three studies, researchers' involvement has a psychological or affective element, measured by the extent to which students identify themselves with the school and the behavioral problems demonstrated by the diploma that students take on the school's characteristics.

In their first lesson, around 2,727 teachers and 9,025 students from 110 elementary schools, Shurbagi (2014) found that leadership behaviors were closely related to school conditions. Still, only negative ones were attributed to school conditions (Shurbagi, 2014). While transactional leadership practices have weak, negative, and insignificant results concerning both student involvement components, transformational leadership confirms student involvement's strong and remarkable works. As a follow-up, 1,818 teachers and 6,490 students from ninety-four elementary schools, Jian and Fairhurst (2017), have been told that not only the transformation leadership has a substantial direct consequence of the school's ruling, but these preconditions also have significant immediate implications in conditions of the schoolroom.

Manduku, Boiyon and Cheruiyot (2017) studied the extent to which head teachers in primary schools in Sotik Sub County applied intellectual stimulation approaches in improving job satisfaction of teachers. The sample size studied comprised of 16 head teachers who were purposively selected and 200 teachers who were selected using stratified and simple random sampling methods.

The study collected data using revised MLQ and MSQ questionnaires by Bass and Avolio (1997). The study established that head teachers promoted information sharing as an intellectual approach in improving teachers' job performance. They usually encouraged teachers to share new ideas amongst themselves, a little. It was further revealed that head teachers were ready to learn and were not bureaucratic in leading their schools, and that they (head teachers) value intellectual growth of teachers through promoting information sharing. The study also found out that head teachers delegated some of the duties to teachers as a way of practicing transformational leadership in primary schools. Moreover, majority of head teachers did take personalized attention when interacting with teachers in their schools.

## **2.5 Head teachers Commitment and Learners' Academic Performance**

Commitment is loyalty and connection with the institutions (Pandey, 2012). In the school context, it is the level teachers identify with their schools and the willingness to continue working on school vision. The organization's dedication has three gathering levels, i.e., affective, persistent, and normative commitments (Jaros, Meyer and Allen, 2007). Affective commitment is an emotional feeling, identification as well as adherence to the organization.

It is a strong faith and acceptance of desires and organizational values. Normative adjustment is the extent to which employees trust the company and are ready to make great efforts for the organization. A permanent commitment is defined as the price visible in connection with leaving the organization. It is a desire to stay in the company because "non-transferable investments" have been made, such as retirement benefits, relationships with various employees, and exceptional organization benefits.

The commitment led to increased job satisfaction and productivity (Nath Gangai and Agrawal, 2015). Effective administration is essential on the basis that development is the result of well-managed project sequences. The size of education depends on how the school is run, and good leadership is provided by the leaders (Beatriz, Deborah, and Hunter, 2008). The competence in managing funds in school equipment enables school headteachers to monitor, monitor, and help teachers to provide extraordinary and excessive support throughout the school through training.

Great teachers gather skills to lead to financial administration's effectiveness, especially in budgets, fund monitoring, project implementation, and audit (Magak, 2013). Business administration competencies through the main instructors can ensure the achievement of the following economic tasks: it can promote and implement transparency in leadership and accountability in connection with the use of finances; ensure the application of accounting requirements; introduce administration and manipulation as well as accountancy, finances; and monitor financial administration and general financial results in their plant (Ministry of Economy, 2014).

Ibrahim, Ghavifekr, Ling and Siraj (2013) investigated the impact of transformational leadership as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration on teachers' commitment towards organization, teaching profession, and students' learning. A quantitative survey method was applied, and four broadly hypothesized relationships were tested with a sample of 1,014 trained non-graduate and graduate teachers serving in twenty-seven secondary schools in Sarawak, Malaysia. These findings revealed that there was a significant relationship between transformational leadership and teachers' commitment to organization and teaching profession, but not students' learning.

The results of this study indicate the necessity for leadership development of school leaders so that they could systematically acquire and internalize the effective transformational leadership qualities that are crucial in changing teachers' attitude and improving their commitment towards their profession.

The organization's involvement is one of the most critical organizational standards that have been widely researched in the management literature due to its size for the overall efficiency and effectiveness. Organizational commitment is usually limited to the degree of a loyal employee in their organization. Corporate involvement has enormous relations with revenues, productivity, and pride (Park, Christie, and Sype, 2014). They point to dedication as the relative strength of individual identification and involvement in a given organization. According to Saygan (2011), people with firm affective commitments are still in the agency because they chose people who have a better normative obligation. After all, their rights and those with responsibilities still exist because they want to.

Human resources in the company predict that every type of man working in an enterprise will carry out his activities and capabilities and can be implemented to implement them (MG, 2014). The headteacher is the head of the human resources department at the educational institution. "Good, useful human resource management leads to productivity and efficiency" (Rafiei and Davari, 2015).

Humanitarian leadership competence is essential because it enables school principals to increase human resource planning, which requires supply and labor demand forecasts, thinking about a job gap, developing a traffic plan to address this gap (MG, 2014). Competence in school plants' administration leads to a well-planned school establishment that improves education and stimulates the championship (Ajayi, 2007).

The effectiveness of administering an opportunity is significant because it allows the director to outline the framework of the threat that involves initiating a critical leadership application that takes into account context, goals, limitations, methods, rules, and imprisonment or compliance requirements (KPM, 2014). This leads to risk management, including promoting continuous improvements, fewer shocks, and unwanted shocks, reducing costs by reducing evolving legal movements and credentials that lead to reputational gain (Saeed, Gelaidan, and Ahmad, 2013). The level of influence depends on the type of leadership and commitment.

Research in Pakistan's teaching area shows that both transformation and transactional leadership have a high quality of sacrifice (Rehman and Waheed, 2012). Day (2011) proposes six main features of school principals as significant; "have a clear, caring and imaginative goal among the general who is in a difficult situation, working with friends, admiring the autonomy of the teacher and protecting it from external claims, long-range, considering trade and gathering crews so that they are impressed or not touched through change, pragmatic and able to adapt to the reality in society, and having knowledge and speaking individuals with clear personal and academic values." These elements are related and will be used to manage the school's affairs. Further evaluation of these elements indicates that they are in the values and traits of transformational leadership. Commitment is essentially loyalty and attachment to enterprises (Bello, 2012).

In the school context, the degree to which instructors identify with the group and want to continue to work or advertise creative and school kindergartens. Among the factors determining commitment to work, leadership is considered an indispensable predictor and plays a significant role. Employee satisfaction depends on leaders' leadership.

Dedication of work is the overall social and psychological well-being of an employee compared to labor's overall productivity (Lok & Crawford, 2004). This leads to great interpersonal relationships, additional benefits, financial rewards, decision-making, free communication channels, and employee development teams. This affects employees who work under challenging conditions, ensuring optimal performance. Preferred personality affects that it is described as a situation that wants to meet the needs of others against their desires and goals, by preserving power for personal gain, demonstrating higher ethical standards, which puts him/her in a problematic desire, as stated for ideal influence or charisma, leadership is the first aspect that involves describing behavior as a role issue as a function model (Bono and Hakim, 2004). Two superficial moral values emphasize the importance of imagination and prejudice and sacrifice for institutions' interests, which is why leaders and managers are models for allies. Seriousness affects leaders who potentially search for the organization's vision and mission, combining supporters with the means to fulfill the institution's dreams (Keskes, 2014).

According to Wagner and Ruch (2015), idealized is described as behaviorally illustrated with school principals who have appropriate personality traits, are admired, respected, and dependent on society. This full community, teachers, and such directors are proud of its importance. The privileged effect occurs where the director's performance affects new people and the entire group of employees by expressing imagination and prejudice shared with teachers, referring to their hobby values with leaders' beliefs.



According to the Nthuni study (2012) on leadership factors influencing the motivation of primary school teacher in primary school schools, confirming that there is a need to adapt and optimize the impact of commitment to transformational leadership in the efficiency of embellishing pre-school teachers' motivation in kindergartens work environment by involving them in decision making and the coverage formula in their schools.

Kim, Altmann, and Hwang (2010) mentioned in their idealistic study, which resulted in devoting two transformation leadership competencies in the high school in the Kirinyaga district, confirming that the majority of the heads and the teachers did not get or exploit the idealization affecting the leadership effectiveness Transformation at school is therefore difficult to determine if it affects the obligations of a coaching employee. This style is a new idea for many people in manager management. They were learning to conclude that teachers want to become expert leaders and commit themselves to leadership in overcoming human and material resources.

Kihara (2017) learns about empirical suggestions and experiments regarding research in the context of corporate cuts. This model sees different results of the integration strategy, and the idealists impact effective institutional engagement. The impact of this observation shows that inspiring motivation and individual judgment are statistically significant for determining great engagement (Ahmad, Abbas, Latif, and Rasheed, 2014). Idua (2014) also notes that commitment to work is considered to be related to many variables that affect institutional behavior.

According to Ongong and Akaranga, involvement in work (2013) is a procedure in which employees internalize their work values in institutions and believe that living in an institution is a moral responsibility. The opportunity to devote to works related to the bonds between institutions and employees, as observed (Park & Rainey, 2007).

Then they noticed that the involvement of employees in the group wanted to play a vital role in the institution. They want to have an impact on the institution's program, strategy, or strategy. The dedication of work has potential employees identified with their organizations working towards a permanent commitment to employees living in institutional institutions.

According to Igella (2014), normative dedication is associated with employees' duties about living in an institution. As explained by Maugo (2013), leadership skills affect employees' involvement in the company. It is recommended that the school's management have strong leadership skills by continually learning new rules and keeping up with the changes in the environment to ensure employee involvement. This study suggests that leaders should demonstrate a leadership style of commitment and participation that involves treating all employees with respect, believing that they are doing their job, listening to employee feedback, and encouraging employees to learn from mistakes by training and guiding them in the right direction.

## **2.6 Head Teacher's Professional Development and Learners' Academic Performance**

As more countries grant greater autonomy to schools in designing curricula and managing resources to raise achievement, the school leader's role has grown far beyond that of the administrator. Developing school leaders requires defining their responsibilities, providing access to appropriate professional development throughout their careers, and acknowledging their pivotal role in improving school and student performance.

Hilton, Hilton, Dole, and Goos (2015) investigated school leaders as participants in teachers' professional development: The Impact on Teachers' and School Leaders' Professional Growth. Over two years, approximately 70 teachers from 18 schools participated in an on-going professional development program as part of a study to promote the teaching and learning of numeracy. Principals and other school leaders were invited to participate in the professional development program alongside their teachers, which 20 leaders from 11 schools chose to do. The findings showed that school leaders' participation in teacher professional development programs positively influences teachers' capacity to enact and reflect on new knowledge and practices. They also revealed a positive influence on the professional growth of the leaders themselves.

Swift changes in science and technology bring new dimensions in social, political, economic, and cultural fields. Primary schools need a qualified, highly educated workforce having current information and success in their fields. Outputs of governments' education policy affect nations' societal development and economic prosperity seriously (Ko, Cheng, & Lee, 2016). Earnings, employment, the health of the individuals are promoted by education, and education strengthens institutions and encourages social cohesion (The World Bank, 2017). In this sense, training the students successfully to meet the business world's expectations is essential. This reveals the importance of education.

The basic building blocks of education like the rungs of a ladder (primary, lower, upper secondary education, and higher education) help students learn the subject matter and develop cognitive, language, emotional, and social skills. As a result, students identify their talents, skills and select their future jobs. There is an increasing demand for schools to demonstrate the progress of their students as twenty-first-century learners. To meet these expectations, schools need a new generation of instructional leaders who can transform schools. Educational leadership influences the school's effectiveness (Oleszewski, Shoho & Barnett 2012) and students' performance in four pathways as organizational, rational, emotional, and familial. This effect is more significant if they focus on teaching and learning (Robinson, Lloyd & Rowe, 2008). School managers directly affect the academic capacity of schools and influence the growth of students indirectly.

According to Pretomode (2019), in the context of a Nigerian study, the professional development of school principals should continue and be sustainable after they have been appointed to their schools. This will help school principals: to acquire current knowledge, skills, values, and attitude beyond schooling; to understand the latest technological developments and to be comfortable with technology changes; to implement and manage new changes in education; and to have necessary knowledge, competencies, and dispositions to function and perform in the context of educational reform.

Rowland (2017) explains that principals' continuous improvement and learning is essential for student and teacher learning, policy implementation, and cultivating healthy and supportive school communities. While designing professional development programs, patterns of provision, the delivery modes, career stage of school leaders, school improvement practices, human resources, strategic planning, and financial management are considered. Professional development programs can be provided to the school principals by various sources such as school districts, universities, governmental agencies, professional associations, and other organizations (Davis, Darling-Hammond, LaPointe & Meyerson, 2005; Pahiardis & Brauckmann, 2009).

Professional developments in great taste relate to individual improvements in their professional role. The development of a more specialized trainer is a professional coaching boom, which is achieved due to an accelerated travel review and systematic review (Stone, 2012). According to Lateef (2010), a traditional professional development device is usually considered as training for carriers / where employers have control; governments set goals; actors can become universities, employers, or consultants. Fashion is usually not a guide or workshop that always deals with matters.

The right thing to do with a style-based system (where expert bodies have been manipulated to learn about models of desire and help, and where opportunities are designed based on the real needs identified by two teachers in each activity each day), he concludes that "although life in the tool is essential, it is no longer enough" (Roberts, 2014).

The same classification is provided by Cochran-Smith and Lyle (2001) (cited by Leavitt, 2010), they describe three ideas or structures of professional development that coexist in the protective world and the practice of academic protection used in other ways of placing people to ensure clarity and justify the silent idea and technique to increase knowledge and gain knowledge that includes:

Knowledge for practice – assumes that university-based researchers generate precise understanding and principles for teachers to enhance training.

Knowledge – in exercise, as the understanding for education is perceived as practical expertise or expertise embedded in practice.

Knowledge of practice – understanding is now not divided into formal and practical knowledge. Teachers gain information teachers attain knowledge for teaching when they have the probability of replicating on their exercise and using the inquiry technique in their environments to analyze more significant about high-quality education.

Tingle, Corrales, and Peters (2017) emphasize that training activities about human capital, school culture, executive leadership, strategic operations, building relationships with peers, and supervisor support greatly influence the leaders' continued success. There are outstanding examples of professional development programs for school leaders in different countries. Rowland (2017) stated that The Rand and George W. Bush Institute offering principal professional development programs; the National Institute for School Leadership's Executive Development Program providing educators in-person and virtual training, and McREL's Balanced Leadership program offering learning modules and workshops had shown a positive impact on student outcomes and staff turnover.

School Leaders Network recruits and places principals, engage them in peer networks, and provides one-to-one coaching support to principals in the USA. In England, National College for School Leadership, now called the College for Teaching and Leadership, established in the late 1990s, strengthens principals' professional development over four years before principals can assume a school leadership position.

According to Day (2011), professional improvements, particularly those based on the development of teachers' heads following the "cyclical" approach, should be seen in the broader context of national academic policies and the school attitudes that are always present. This route allows the heads to deal with uncertainty, creatively respond to new requirements, generate self-sufficiency in school's needs, maintain credibility, and establish appropriate and robust relationships with the users they want to serve. Statistics show that some want to start formal training applications in school management for school principals or deputy directors in Pakistan to update knowledge, skills, and active management school (Wanjiru, 2015).

According to Amadi (2014), further training and development should be provided to all employees, regardless of their previous training, education, and experience. This is because employees' productivity will not be the rest because of curriculum and technology change, transfer, and promotion. He still claimed that training and improvement should concern teaching management. Therefore, they must determine whether to create a consciously designed training or improvement program or order it.

In the long run, the price will be higher than the previous employee; in this case, learners would learn the skills needed for so long and therefore will not analyze the subtle methods important for an exceptional task. Headteachers help excellent students (Norman, 2013). Research shows that inspiring and competent teachers are the most important school-related elements that affect student achievement, so it's essential to pay attention to how they teach and help new and experienced teachers. Support for beginning teachers is often uneven and inappropriate. Prepare yourself, and new teachers are tasked with challenging lecturers and training with little supervision and support (Andersen, 2016).

Some people manage their jobs over the first five years, so additional attention is paid to offering them early and sufficient support, primarily if they are assigned to a demanding school environment. Mentoring and coaching from experienced colleagues are fundamental to improvements that benefit new teachers. Excellent introductory packages allow amateur teachers to study qualitative research and analyze and imitate their teaching. Experienced teachers must have a constant and regular opportunity to learn from each other. Continuous expert development provides teachers with an update on new searches about how teens are taught, new classroom equipment, new software resources, and more. The development of pleasant experts is continuous, experimental, based on cooperation, and related to students' work and understanding of their subcultures (Prensky, 2008).

According to Doşa and Savaş (2015), the development of professional staff is a continuous process. Professional development depends on the assumption that improving instructors' skills and competencies will improve performance by building a class of excellence in the classroom.



Professionally experienced teachers are respected and dedicated to meeting the needs of people from all backgrounds. They promote justice in educational environments; they consider non-responsibility for students' learning, and they are obliged to choose them for teaching. Besides, they are flexible in thinking and creativity in this idea. They are also responsible for their movements in honor of colleagues, children, families, and other professionals with whom they work (Medina, 2010).

Effective professional development results in the growth of personal and lasting change. However, personal development is a challenge - especially when it requires changing old and expected behavior. This requires constant effort and support from time to time. When starting a professional development program, it is worth seeing the process through the trainer's eyes. Professional development is intimate and personal.

Learning new skills requires effort. This is not happening quickly or easily. Does it always go on time? If with the help of a support network, colleagues continue to use new skills, integration and comfort will be achieved at a higher functioning level. However, without sufficient support, the teacher can describe the loss of amenity for new skills and find that it is not working (Berube, Gaston, and Stepan, 2005). In short, training is a secure element of effective professional development, although it takes more time than traditionally. The part concerning professional development is a continuation.

The operation requires an organizational change to support personal changes. Obstacles to effective professional development at school include limited resources, limited time or unproductive provisions for professional development activities, guardianship issues, negative teacher perception, lack of administrative support and participation, activities unrelated to student achievement, and unprofessional and inconvenient environments in the case of activities (Reem, Kitsantas & Maddox, 2014). According to the American National Commission for Teaching and the Future of America, at least 25% of teachers employed in this country belong to unprepared teachers.

In Latin America, this figure is much higher, and therefore in this report; successful professional development experience has a significant impact on the work of teachers, both in and out of the classroom, especially since a large number of teachers around the world are less prepared for their profession is shown earlier. Professional development influences teachers' beliefs and behaviors (Döş and Savaş, 2015).

The evidence also suggests that the "relationship between the teacher's beliefs and his practices is not moderate or straightforward, but is dialectical, shifting back and forth between changes in trust and changes in class practices and statements" supported by Broadhead (2006) with study results, where the group Children's pedagogues in the United Kingdom help to collect data about their theories and their relationship from practicing despite both. As a result, these teachers change their theories or teaching practices or both.

The National Commission for the Future of Education and America (1996, 1997, 2001 McGinn and Border, 1998, Grosso de Leon 2001) observed the effects of professional development of teachers and students studying several research reports that have more professional knowledge teachers, the higher the level of student achievement. The National Commission's report on teaching and America, in the future, mentions that investing in teacher's knowledge and skills is no longer improving student achievement in a united country than using other educational dollars (Glaser and Strauss, 2011). At the same time, many believe that student learning is not regularly measured during assessing the impact of professional development of teachers O'Brennan, Bradshaw & Furlong, (2014).

Also, Holloway (2006) provided evidence to support the fact that professional development played an important role in changing teachers' teaching methods, and these changes had a positive impact on students' learning. According to studies confirming the strong links between leaders' growth and the increase in student achievement reported by McGarrigle (2018), reports from national scientific foundations, teachers, and US state improvement programs show that vulnerability is strongly related to both practice-based queries and research the culture class.

Considering the evidence established by the National Council on the quality of teachers and academic teachers based on some teacher surveys, it was demonstrated that the educational impact of caliber teachers on student achievement was based on the positive relationship between high-performance systems and the selective inclusion of low-level needs teacher education (Goe, 2007).

The report also maintained that teachers with poor performance in the first years of school "harmed long-term" student learning (McGarrigle, 2018). Activities for professional development include all activities and experiences that support leaders in practice improvement, increasing trust and improving effectiveness and those who oppose existing beliefs, attitudes, and understanding (Husbands & Pearce, 2012).

They consist of formal and informal activities planned and implemented to complement and enhance the knowledge, skills, competencies, and attitudes of professionals after taking their leadership role. Research suggests that relaxed development rules should supplement formal leadership learning in each school, that leadership is widely disseminated, and that all employees have the opportunity to develop leadership skills and behaviors to provide a "wider" than "limited" form of strength development working (Pont, Nusche and Moorman, 2008).

However, most studies show that the most common leadership development approaches are formal class programs in which fundamental beliefs about leadership are presented, discussed, and reflected (Karp, 2018). It is estimated that about 85 percent of organizations involved in leadership development use many versions of the class program (Day & Harrison, 2011). In an international review of school leaders in various high-performance educational systems, Clarke and Wildy (2011) report that there is good evidence that leaders involved in formal leadership development programs are more productive, especially when their training is high quality.

However, other studies show that some classroom-based leadership development programs do not contribute to sustainable leadership effectiveness in schools (Beatriz, Deborah, and Hunter, 2008).

Most formal occupational changes include many passive commitments and appear to have problems with transferring knowledge (Blackman and Venn, 2010). Therefore, many organizations are aware that formal classroom programs are valuable but not fully adapted to leadership's effective development (Hernez-Broome and Hughes, 2007). As a result, efforts have been made to change the design of official leadership development programs in several countries, with many development activities that include work-based learning practices (Bush et al., 2011).

The emerging trend is that various educational systems are increasingly developing thanks to different operation and support mechanisms, often tailored to the leader's specific needs. Teaching, counseling, networking, learning in action, problem-based learning, and online learning are the essential elements of a sophisticated learning approach that has been highlighted in the literature (Anderson and Cawsey, 2008; Bush et al., 2012). However, it seems that this development approach is not emphasized in studies in third-world countries, including Africa, partly due to limited research on the professional development of vocational (PDA) schools (Mushaandja, 2013). It can also be suggested that leaders use a whole set of different professional training due to contextual differences in this context.

Several studies, in which the school heads' views on their professional development in Africa were discussed in detail, have seen a new set of career opportunities that are inherently informal and self-directed. For example, in his study in Namibia, Mushaandja (2013) found that the basic strategy for self-development employed by leaders was to read government policy documents and guidelines freely, learn from staff experiences, learn from doing their work, and informal contacts with guests and their superiors.

A study conducted by Wachira (2017) in Kenya showed that this study's leaders had developed their leadership skills through the challenges they face in school and personal initiatives. He stressed that school principals' challenges and everyday problems and their attempts to solve issues give them lessons they have learned and developed. This is confirmed by the observation made by Oduro-Frimpong (2009) that most schoolteachers in primary schools in Ghana gain knowledge about their profession by observing the activities and experiences of serving the professor and through personal experience.

Further research suggests that even in cases where workshops, seminars, and conferences were held, they were inaccessible to headteachers and teachers in rural areas because the agency initiating the program did not allocate sufficient funds to cover all directors (Kusi, Mensah, Gyaki, 2014). Therefore, even in schools where the intervention of official leadership development is minimal, as in Ghana (Bush and Oduro, 2006), school heads may still have several ways to develop their leadership skills to improve their supervisory role (Rowland, 2017).

## **2.7 Headteachers Individualized Consideration and Learners' Academic Performance**

The transformational leadership dimension of individualized consideration relates to what transformational leaders do to regard and, importantly, treat each employee as an important person who contributes to advancing institutional interests (McCleskey, 2014). This requires transformational leaders to identify the followers' needs and interests and their challenges to overcome any difficulties they might have and satisfy their interests (McCleskey, 2014; Nedelcu, 2013).

The transformational leader also attempts to do things that would enable the followers to develop their potentials to improve contributions to support institutional efforts. Hence, the leader becomes a coach and a mentor to encourage and help followers to recognize and polish their prospects for enhanced performance to reach their expectations and to attain organizational goals (McCleskey, 2014)

Further research by Karen and Murphy (2017) in nine states in the USA on the principal impact on organizational learning found that principal trust in the teacher capacity being the main factor of enabling the teachers to perform in the school. The study noted that the principal supervision role must be done so that teachers' will feel they are trusted. Trust creates a climate that enables the teacher to take guidance from the principal. The study distinguished between cognitive trust, trust in capacities and professionalism, and affective trust that means liking or personal affinity. The study stated that principals ought to have cognitive trust in the teachers and cultivate this by empowering teachers by training and providing the required materials. The study concurred with current research that focuses on transformational leadership to influence teachers' pedagogical performance.

The principal can influence the teachers when there is well-established trust between them. The study included both teachers and principals. The current research envisioned that transformational leadership could offer both cognitive and affection trust and influence the teachers to guide the principal and improve their pedagogical performance. Shengnan, Philip, and Daming's (2016) study in mainland China schools on the nature of learning-centered leadership and teachers' trust noted that principal leadership influences the teachers' professional growth, making the teacher more competent the pedagogical skills. Professional development enables teachers' mastery of content.

Principal leadership style determines the Professional development supervision. The principal encourages the teachers to plan the lesson, use the time allocated effectively, and be innovative on the choices and use of teaching aids and media. The study used a cross-sectional survey design and collected the data in both primary and secondary schools. 1259 teachers in 41 primary and secondary schools were involved. The study did not differentiate between the primary and the secondary school principals that had more influence. The current study only used the secondary school of the same level, County schools.

Sampe (2012) investigated the current organizational learning practices in an SME context in a developing country, Indonesia. Along with organizational learning outcomes and organizational performance, there are five constructs in a proposed conceptual model. To address the interactions amongst the constructs in the structural model, eight hypotheses positing associations between the five constructs were examined. The study revealed that organizational culture, transformational leadership, and empowerment are valid antecedents of organizational learning in an Indonesian setting, with both of the constructs having significant relationships with corporate knowledge. The study did not focus on primary schools but SMEs.

Judge and Piccolo (2004) emphasize individual considerations as a situation faced by school leaders, whereby they pay close attention and offer immediate solutions for each employee's needs. They act as their staff mentor and listen to their concerns. (Slaughtering, 2009) stressed that the business market has become uncertain and turbulent in recent years due to the global economic crisis. Therefore, corporations must maintain valuable human capital during the financial crisis and use existing knowledge and experience to minimize the costs associated with a specific commitment that results in high separation.



To compete with an uncertain and adventurous external environment of progressive and adaptive thinking, every employee is a transformational leader, focusing on easy team orientation and flexible structures with excellent communication and ethical decision-making. Jiang, Zhao, and Ni (2017) state that individual considerations create appropriate and supportive environments in which individual differences and needs are considered and the followers' thoughts are appreciated.

Kamola and Gathumbi (2016) explains that individual considerations arise in which school heads provide support, encouragement, and development for teachers, students, and society. Besides, individual considerations include the ability of teachers' bosses to take care of every imitator, that is, teacher teachers and non-teacher staff, giving them personal attention, school head reacts and appreciates the needs and celebrates this achievement. An individual approach is also the result of continuous commitment and normative engagement (Njoroge, Gachunga, and Kihoro, 2015). This is a call to offer followers personal attention to understanding the individual words and the difference in adjusting the impact, on the other hand, when the school head meets others' needs before their own needs. According to Day (2011), school directors' leadership quality affects the school's success and future, which is recognition for students depending on models to follow school principals and knowledge transfer agents.

Elliott (2015) found that improving teaching effectiveness is essential to improve student performance, reform leadership, improve the achievements of training teachers, increase the teacher's time, and improve accountability is a requirement in students' results. However, if students get a high-quality education at school, the school leadership needs to be enhanced under individual directors' direction (Henard and Roseveare, 2012).

Kibui (2013) conducted a study on the impact of transformational leadership in capacity building in Kenyan secondary schools and the perceptions of teachers, students, principals, and quality assurance and standards officers about principal "s transformational leadership. The study focused on the perception of teachers and students thus presenting a conceptual gap. The current study will focus on the teachers" job commitment.

The significant findings were that while evidence gathered underpins school leaders' need to receive training; most receive little formal or structured preparation for the job. Frost (2012) emphasized that teacher leadership has been increasingly seen as crucial to educational reform and promoted in the USA and UK. Teachers can develop their leadership potentials and lead innovation in their schools with adequate support, such as giving open discussion about values, strategies, and leadership, enabling them to identify their professional development priorities, access relevant literature, and guide leadership strategies. Many assistant principals acquire experience during internships or on-the-job training. Responsibilities and job description of assistant principals change from school to school. Their roles should be restructured (Oleszewski, et al., 2012).

Day (2011) also noted that good teaching and overall effective leadership are the only tools necessary for consistent school performance. Matthews and Lewis (2009) conclude at the same time that school organization and environment of the school, depending on the school head's approach, affect student achievement. The head teacher's leadership skills in individualized leadership variables influence school management, teaching organization, and school climate, directly impacting student achievement.

Oyetunji and Anderson (2006) stressed that parents are critical in running schools, but he claimed that the headmaster should be the initiator and facilitator of parents. Every school's involvement in the school's affairs and individual leadership competencies greatly influences the parent's lack of commitment to the school's experiences. However, if the headteacher is not transparent and responsible to his parents, he distances himself from school matters. Individualized inclusion means developing supporters through teaching, mentoring, or coaching is the leading indicator of this factor (Kirkbride, 2006; Hoffman & Frofst, 2006). Individualized inclusion is the first factor in transformational leadership competence. The individualized opinion leaders show great attention to their supporters, listen to their worries and opinions, know them well, and treat them individually (Ogola, 2017).

Individualized considerations concern vital transformational leadership behaviors, treating persons as significant participants in the institution. Leaders who utilized this kind of leadership provide support to their employees' needs and train them for development sustainability (Kirkbride, 2006; Hoffman & Frofst, 2006).

Long et al. (2014) examined the relationship between transformational leadership style and employee job satisfaction. An empirical study was conducted in a Government Linked Company in Malaysia. The findings show that only one of the four transformational leadership characteristics has a significant relationship with job satisfaction. Characteristic of individualized consideration was found to be contributed most to job satisfaction. However, the study did not explore how individualized care influenced learners' performance.

In summary, the leader who dedicates personal concern to his support staff reflects every employee's behavior individually and initiates commitment to every worker's long-term growth (Hoffman and Frofst, 2006; Kirkbride, 2006). Nakimuli-Mpungu, Mutamba, Othengo, and Musisi (2009) in research to investigate the impact of communication on employees' performance in organizations in which the case study is a mobile telephone network (MTN), both quantitative and qualitative methods were used in the research, 86 respondents made up of all 23 managers, all 11 department managers, and 50 employees.

The findings indicated that communication had a positive effect on employee performance. Therefore, the use of communication in the company turned out to positively influence employee performance. The research recommended that organizations act with excellent and effective communication that involves employees in decision-making and avoids bureaucratic tendencies. Leaders should use the required information for their supporters.

According to Retelle (2010), there is a need for personalized professional development programs. The professional development community can support sustainable programs. Training may include workshops focusing on "action plans, collaborative inquiry, field practice, case study analysis, group dialogue, self-study, individual, feedback on performance and apprenticeships." Mentoring by the school principals slightly better prepare assistant principals for the principalship (Campbell, Wenner, Brandon, & Waszkelewicz, 2019).

Tahir (2015) examined the various leadership traits of transactional and transformational leadership and analyzed each leadership style's impact on organizations' performance empirically. The research included a sample of 800 participants interviewed. Concerning Transformational Leadership, the results of the study showed that the Act of Individual Recognition of Transformational Leadership has no significant impact on employee performance. The empirical analysis's ultimate finding is that transformational leadership has a positive effect on employee productivity and, therefore, influences an organization's performance. A review of relevant literature (Kauffman & Bachkirova, 2008) suggests that mentoring can be assessed based on observable or physical events and further from the perspective of mental-emotional growth and Behavioural development.

There are four primary reasons why the relationship between mentoring and the performance of small and medium-sized enterprises (SMEs) is examined. The interdisciplinary nature of mentoring has led to a few evidence-based research from research areas leadership development, business management, psychology, and workplace research focuses majorly on executive mentoring (McLaughlin, 2010). Individual results refer to the individual's ability to attain goals such as resilience, sound financial performance, vast market share, product quality, and high profit. The firm's goals differ based on the reason for which they were built. The main objectives of business organizations are profit, growth, stability, and survival.

A high-performance person is primarily characterized by high productivity or profitability, innovation, high stakeholder value or high profitability, sustained growth of market share, and diversification of services compared to competitors in the same sector (Stucke, 2013). He further claims that it is essential that the executive or the leader have a relationship of knowledge with the employee to provide review resulting from employee observation. Coaching offers an avenue for a leader to build relationships with followers. Ogola (2017) discovered that most organizations used coaching to help newly appointed employees in a successful transition to the role.

Consequently, to boost a valuable worker with a particular performance challenge, develop new skills, and take it necessary - often challenging Behavioural changes. Venkatraman and Ramanujam (1986) presented their research methods for measuring organizational results, such as financial results, business results, and administrative efficiency. It was adopted to measure organizational performance (Wang, Waldman, and Zhang, 2014).

This research will highlight organizational performance as a dependent variable measured by financial results in terms of profitability, using dimensions such as ROI, ROE, ROA ROI and in terms of turnover measurement, such as total asset turnover, fixed assets turnover, debtor turnover, creditors turnover, and stock turnover. Further, non-financial performance will also be taken into account in measuring organizational performance. Non-financial performances that will be considered encompass employee motivation and satisfaction, a favorable working environment, organizational reputation, professional attraction to administrative corporate social responsibility, and consumer experience.

Crompton, Smyrnios, & Bi, (2012) investigated the impacts of mentorship on SME growth and performance. The authors reported a relationship between employee's confidence and mentorship. Further, they pointed out that mentorship, as an influencing factor to employee confidence, has no direct impact on organizational performance and growth. The results showed the effectiveness of qualitative approaches by finding that mentoring experience and knowledge, and trust generated throughout the linkages are as significant to the results as the hard and bottom-line results.

Further, the study recommended that entrepreneurs and organizations who do mentorship reports should derive practical benefits that ultimately result in real-time workers' productivity. Pradeep and Prabhu (2011) compared selected and private industry businesses with data collected from 43 middle-level managers and 156 subordinates to examine the connection between laissez-faire leadership, transactional, transformational, and employee performance through regression and correlation analysis. The findings showed that the transformational leadership style has a strong connection with performance results. Consequently, the leaders' consideration given to each support staff tends to improve employee satisfaction level and effectiveness at a 1 percent significance level.

However, the research concentrated on a selected firm, and thus, a wide field of study would enlighten further on the different items researched. Recognition has been reported over time as one of the policies that businesses can use to improve their employees' performance and boost their productivity (Meyer & Peng, 2006).

Besides, along with the current global economic trend, most employers realized that their organizations' results significantly impact their organizations' success to compete in their favor. On the other hand, employee performance in any organization is crucial not only for the development of the organization but also for individual employees' development (Meyer and Peng, 2006). Individualized leaders cause the need for change and growth among subordinates (Shadraconis, 2005).

Education Watch (2004) argued that due to the school headmaster's individual consideration and competence or inadequate headmistress supervision, school heads could improve student learning. Through an individual skillful review of performance analysis and relevant data, the school heads can provide teachers with a significant direction that can have a profound effect on learning that takes place in the classroom, because students' learning is the primary function of the school, adequate supervision of teaching is out of the most critical roles of individual consideration of the headmaster. However, schools are to ensure equal access to high-quality educational programs for all pupils; the headteacher must bring the teacher to account for the provision and appropriate and well-planned good programs (Danielson, 2011). These programs include the validity of teaching strategies designed to meet all students' diverse needs in our complex society. The school head considers the individual approach to ensuring the curriculum's coverage, establishing and maintaining the quality of teaching/learning.

Individual considerations of the headteacher must encourage employees to measure teaching and learning performance using agreed performance indicators. These include success rates in Kenya of primary education certificates (KCPE) and local exams, low repetition, and abandonment, among others, as underlined (Otieno, et al., 2015).



Research done by Ulf (2015) on professional norms guiding principals' pedagogical norms in the Nordic countries pointed out the central role the schools' principal plays in school influences the school's pedagogical performance. The study used web-based questionnaires where 974 principals participated. The research was based on the pragmatic realism philosophy of education and thus proposed transformative principal leadership to guide the teachers to be creative and innovative in adopting the pedagogical methodology, which will fit the time's needs. In Sweden, education management is decentralized. Most of the internal activities of the schools are coordinated by the school principal. Among other duties, principals are expected to lead pedagogical work and guide and inspire teachers to develop schools aligned with society's democratization process. The study found that where headteachers work closely with the pupils and teachers, the performance is usually high.

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

The data were collected using questionnaires and interviews. The study used random sampling. The above study found that principal leadership plays a significant role in enabling teachers to integrate technology into their teaching. The principal's support of the teachers through coaching was linked positively to using the ICT in schools. The principal's leadership was effective in making teachers believe the effectiveness of the ICT in class.

## **2.8 Learners' Academic Performance**

Academic performance has been defined and explained by several authors. According to Narad and Abdullah (2016), academic performance is the knowledge gained marks assess that by a teacher and/or educational goals set by students and teachers to be achieved over a specific period. They added that these goals are measured by using continuous assessment or examination results. Annie, Howard, and Midred (as cited in Arhad, Zaidi & Mahmood, 2015) also indicated that academic performance measures education outcome. They stressed that it shows and measures the extent to which an educational institution, teachers, and students have achieved their educational goals.

Yusuf, Onifade, and Bello (2016) opined that academic performance is a measurable and observable behavior of a student within a specific period. He added that it consists of scores obtained by a student in an assessment such as class exercise, class test, mid-semester, mock examination, and end of semester examination.

A study conducted by Jayanthi, Balakrishnan, Ching, Latiff, and Nasirudeen (2014) in Singapore revealed that the interest in pursuing a subject, co-curricular activities, and nationality and gender affect the academic performance of a student. Additionally, Sibanda, Iwu, and Olumide (2015) found that regular study, punctuality in school, and self-motivation are the critical determining factors influencing students' academic performance in South Africa. Ali, Munir, Khan, and Ahmed (2013) also found that daily study hours, parents' socioeconomic status, and age significantly impact academic performance.

Nalova (2017) investigated mathematics achievement of class six (final year) pupils in 18 English-speaking public, private and confessional primary schools in six divisions of the North West and southwest regions of Cameroon. An achievement test, an extract of the 2013/2014 First School Leaving Certificate Examination, constituted the data collection instrument. Thus validity and Reliability had already been established by the Ministry of Basic Education. Data were analyzed descriptively and inferentially. Results revealed that mathematics achievement is generally low and differs by school type. Implications and recommendations are discussed.

Job and Pantah (2018) examined the role school environmental factors play in students' learning in the University for Development Studies, Wa Campus. The study looked at three specific objectives, which are to assess students' characteristics responsible for their academic achievements in the University, determine how the availability of school instructional resources influence the academic performance of students of the University for Development Studies, and explore the challenges that students' encounter in the existing learning environment.

The study adopted a descriptive design with a sample size of 92 selected with purposive, simple random sampling and stratified sampling technique. The data were analyzed with the aid of descriptive statistics. The study revealed that indiscipline could have detrimental effects on the performance of the student. The researchers indicated that discipline is one of the measures that determine student academic performance.

### **2.8.1 Transformational leadership competencies and school factors that affect academic performance**

Noraazian and Khalip (2016) investigated impact transformational leadership and their dimension on commitment from perspectives of teacher in the selected public primary schools. n Malaysian Public Schools. The targeted population consisted of all teachers in New Deal's school in Perak. The sample was made up of 317 teachers from primary schools to study the relationship between transformational leadership and commitment using the Multifactor Leadership Questionnaire (MLQ) and the three component model of employee commitment survey. The study found relationship between teachers' commitment, teachers' competency, and school effectiveness. Teachers' commitment appears to be the most important among the predictors in determining a school's effectiveness. The study established that the high level of transformational leadership practiced by the headmasters had influenced teachers' commitment significantly.

Wahab, Fuad, Ismail and Majid (2014) investigated the level of transformational leadership practices by headmasters in the primary national schools in the district of Temerloh, Malaysia. The four dimensions of Transformational Leadership studied were fostering the ideal influence, inspirational motivation, intellectual stimulating and individual consideration. The respondents consisted of 240 teachers working in 10 primary schools in the district of Temerloh, Pahang. The data obtained was processed using SSPS program version 12.0 and were analyzed using descriptive and multivariate.

The result of the study showed that the practice of transformational leadership by headmasters, was at a high level and teacher's job satisfaction was high too, and there exist a significant relation between the level of transformation leadership and teachers' job satisfaction, while teachers' commitments were average. However, the results of the study showed a significant relation between the level of transformational leadership and teachers work commitment.

In a study by Top *et al.* (2012) it was estathat one of the factors that respondents have job satisfaction is the transformational leadership practices of the principal/headmaster. Such leader is capable of working and influencing teachers to work together in achieving the mission and vision of the school. They will support and strengthen the individual who is always ready to excel. If the practice of transformational leadership can be enhanced, job satisfaction of teachers in schools will also be enhanced and work potential can be developed to achieve organizational goals.

Ibrahim *et al.*, (2014) established a relationship between transformational leadership levels among headmasters with teachers' commitment is at an intermediate level. Transformational leaders must play an exemplary role to his followers. Some leadership aspects must be shown so that followers can feel the enthusiasm of working and be more committed. Commitments are variables that are used to measure employee relationship with the organization. Commitment also has relationships with loyalty, obedience and satisfaction towards the organization.

Kadir (2020) examined the relationship between projected media, non-projected visuals, simulation, games, and elementary education management in public primary schools in Kwara State, Nigeria.

A stratified random sampling technique was used to select 306 headteachers from a population of 1,406 and 384 teachers from a population of 14,206 in public primary schools in Kwara State using research Advisor (2006) table of determining the sample size of a known population. Data was collected using the Instructional Media and Management of Elementary Education Questionnaire (IMMEEQ).

The results showed a significant and positive relationship between projected media, non-projected visuals, simulation and games, and elementary education management. Based on the findings, it was therefore recommended that government and headteachers should provide appropriate projected media for teachers to disseminate information to learners in the classroom. The researchers also suggested that headteachers should continue to encourage teachers to use non-projected visuals to arouse the interest and gain the learners' attention to aid the teachers' explanations and make the learning of subject matter understandable to learners during the teaching and learning process.

Awolaju (2016), Olayinka (2016), and Adipo (2015) also found that students who are taught with instructional materials in Nigeria perform better than students taught without instructional materials. Similarly, Krukru (2015) found that in Nigeria, instructional materials significantly impact academic performance. He asserted that instructional materials facilitate the smooth delivery of a lesson and enhance teaching and learning. The use of instructional materials assists students in understanding the concept of a subject better. As a result, students who are taught with instructional materials perform better than students taught without instructional materials (Adalikwu & Lorkpilgh, 2013).

In Tanzania, Tety (2016) noticed that instructional materials have an impact on academic performance. The study found that teachers used different strategies to minimize the challenges of attaining and using quality instructional materials like borrowing books and improvisation. School managers must ensure the positive change or transformation is steered to confirm the availability and adequacy of instructional materials.

Headteachers need to possess Transformational Leadership Competencies that can help them mitigate school-based factors affecting learners' academic performance. School-based factors are factors within the school that influence academic performance. Tuitock, Yambo, and Adhanja (2015) found that in Kenya public schools, the critical school factors which affect academic performance are modern laboratories and text-books. Within the same country, Nambuya (2013) revealed that the availability of physical resources such as libraries, text-books, adequacy of classrooms, and spacious playing ground affect students' academic performance.

Transformative leaders will come up with means of harmonizing the harshness of some of the factors affecting learners' performance. For instance, a school's location has also been found to have a significant impact on students' academic performance. Mhiliwa (2015) opined that the distance of a school affects the academic performance of students. He emphasized that the longer the distance of a school from a student's residence, the more tired and hungry the student becomes hence it will negatively affect their academic performance. He argued that community schools' students would continue to perform poorly if community schools do not have unity.

According to Ellah and Ita (2017) students in urban areas tend to perform better in English language than those in rural areas. This indicated the location of the school influences students' performance in the English Language. However, Yusuf and Adigun (2010) found no statistically significant relationship between school location and academic performance. It was also found that schools with relevant rules and regulations, fair punishment, and exemplary implementation of students' rules and regulations perform better than a school with less applicable laws and regulations (Mussa, 2015). Ehiane (2014) also recommended that effective school discipline be used to control students' behavior because it directly impacts their academic performance.

Simba, Agak, and Kabuka (2016) concluded that discipline positively correlates with academic performance. They asserted to improve academic performance, the discipline level of students should be enhanced. Moreover, the size of a class or students to teacher ratio has also been found as a school factor that influences academic performance.

A study in Port Harcourt Metropolis, Nigeria, Ajani, and Akinyele (2014) established a significant relationship between teacher students' ratio and a student's performance in Mathematics. This, therefore, means that the school managers need to utilize their transformational leadership competencies to build up favorable student ratios in their respective schools.

Zyngier (2014) argued that if the class size is smaller and is combined with effective teaching, its impact on the academic performance is positive. Similarly, Bakasa (2011) found that school factors such as effective teaching when combined with class size positively impact academic performance.



However, Owoeye and Olatunde (2011) found no statistical difference between schools' class size in the urban areas and rural areas on academic performance. Vandenberg (2012) corroborated that class size has no significant impact on academic performance.

According to Sabitu, Babatunde, and Oluwole (2012), there is a statistically significant difference between private and public school facilities. Still, in terms of academic performance, there is no statistical difference. On the other hand, Owoye and Yara (2011) stressed that school facilities are the most important determining factor of academic performance. Concerning school environment, Lawrence and Vimala (2012) found no statistically significant relationship between school environment and academic performance, but other studies said otherwise. For example, Odeh, Oguiche, and Dondo (2015) found that the school environment significantly impacts academic performance. Duruji, Azuh, and Oviasogle (2014) also found that school environment has a statistically significant relationship with academic performance.

## **2.9 Theoretical Framework**

The theory of transformational leadership is based on research on Weber's charismatic leadership, claiming that charismatic leaders' authority depends on whether they are perceived as possessing unique qualities that distinguish them from others. These leaders often appear in times of crisis and convince others to follow them.

James MacGregor Burns (1978) introduced the concept of transformational leadership. He studied political leaders in the United States and suggested that leadership can be expressed in two different forms, transformational or transactional leadership, which in his opinion, were opposites. Transactional leaders have exchange relations with their supporters.

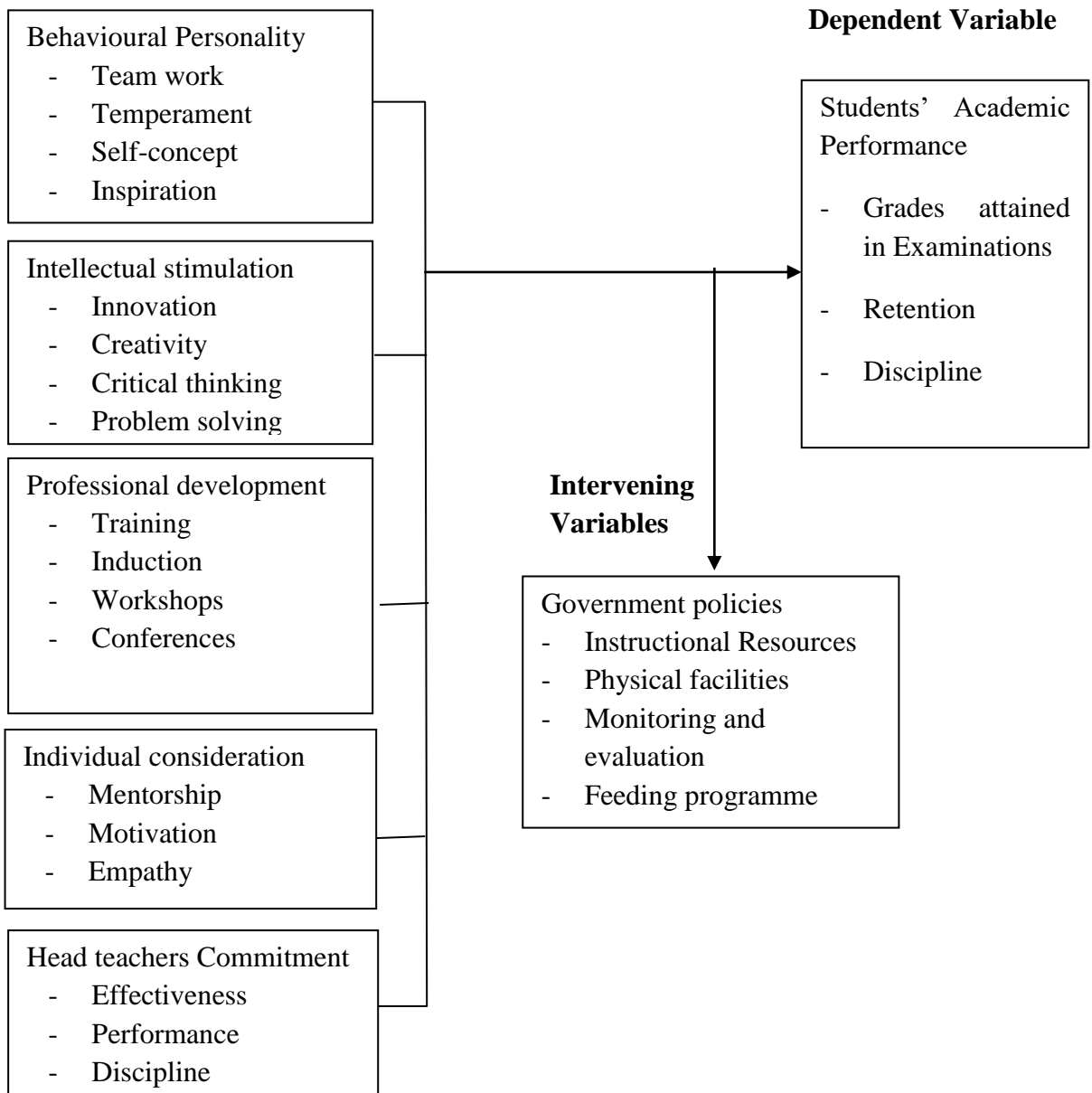
This exchange can be financial, psychological, or political, and the money can be exchanged for productivity, praise for loyalty, or promises of voting. Still, regardless of exchange, the relationship between the leader and the imitator lasts no more than exchange. It does not create a deeper relationship between the leader and the imitator. To change, Burns argued, another form of leadership is required: transformational leadership. The transformational leader speaks to a devotee's values and must be part of a group with a higher goal. Pointing to problems related to the current situation or status quo and painting a convincing vision of the future, reflecting their supporters' values, transformational leaders help their supporters meet expectations to realize their vision (Tafvelin, 2013). Ever since Burns introduced the concept of transformational leadership, many theories have evolved in his footsteps, and several theoreticians have proposed versions of transformational leadership, including (Burns & Burns, 2008). The most widely used one is Bass's transformational and transactional leadership theory (Hamilton, 2010). The transformational leadership model contains four elements: idealized influence, inspirational motivation, intellectual stimulation, and individual approach. Bass also said that leaders encourage supporters to go beyond self-interest for the team or organization's benefit. Transformational leaders are working on transforming man and the economy.

In the organization, they generate visions, missions, goals, and culture, which contribute to individuals, groups, and organizations' ability to "practice their values and serve the purpose" (Bass & Bass, 2008). These leaders are credible leaders who generate commitment from the supporters, resulting in a shared purpose. The leader's ability to inspire, motivate, and support the commitment to a common goal is crucial. Several studies have documented essential links between transformational leadership and organizational operation.

## 2.10 Conceptual Framework

The conceptual framework advances that the headteachers' leadership is the independent variable that influences performance (dependent variable). It is a way intended to assist the researcher in understanding the situation being investigated critically

### Independent Variables



**Figure 2. 3: Conceptual framework showing the relationship between the Headteacher's Transformational Leadership Competencies and Learners' Academic Performance**

This study conceptualizes a relationship between headteachers' transformational leadership competencies (independent variables) and learners' academic performance (dependent variable). In this case, the competencies include the headteacher's behavioral personality, headteacher's intellectual stimulation, headteacher's commitment, the head teacher's professional development, and the head teacher's individualized consideration. Learners' Academic Performance is measured through their achievement, retention, and discipline. However, this relationship is subject to Government policies on instructional resources, physical facilities, monitoring and evaluation, and feeding program.

To control the intervening variables, the researcher selected schools that are within the same geographical environment. In the study, schools were those supported in similar settings or given various classifications. This is because the researcher understood that gaps contributed to locational differences (such as rural or urban, affluent or remote).

### **2.11 Identification of Knowledge Gap**

The literature review shows limited research on the relationship between headteachers' transformational leadership competencies and learners' academic performance in Kericho County. Moreover, the specific transformational leadership competencies have not been explored in the context of their relationship with learners' academic performance. For instance, Capital, Oyewole, and Abe (2011), Rikkink (2014) and Jamal, (2014) did not look at the relationship between the school leaders' behavioral methods and learners' academic performance.

Slegers and Denessen (2006)'s study on the impression of intellectual stimulation in Tanzania, as well as Ogola, Sikalieh, Linge, 2017), focused on teachers' performance and not learners' academic performance. Yunus and Ibrahim (2015) studied the inspirational relationship motivation, and institutional involvement did not focus on learners' academic performance. Furthermore, the study was carried out in secondary schools and not in primary schools.

With regard to headteachers' commitment, it emerges that studies such as Nath Gangai and Agrawal (2015), Magak (2013), and Saygan (2011) did not focus on the relationship between the headteachers' commitment and learners' academic performance in primary schools. Furthermore, the studies were carried out in a different geographical location from Kenya, and thus the aspects of commitment may not be generalized. For headteachers' professional development, studies such as Day (2011), Amadi (2014), Norman, (2013), and Doşa and Savaş (2015) appeared to tilt towards teachers' professional development and subsequent performance. Still, they did not directly bring out the aspect of learners' academic performance, while studies such as Day (2011), (Henard and Roseveare (2012), (Ogola, 2017), Nakimuli-Mpungu, Mutamba, Othengo, and Musisi (2009), and Stucke (2013) highlighted the importance of headteachers' individualized consideration; they paid very little attention to its relationship with learners' academic performance.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter discusses the procedure and methods that the researcher used to obtain the relevant data needed for the study. The section consists of the following research design, target population, sample size, sampling technique, instruments, pilot study validity of research instruments, reliability of research findings, and data analysis.

#### **3.2 Research Philosophy**

This study adopted a mixed-methods approach, and thus, the ideal research philosophy is the pragmatism philosophical worldview. The mixed-methods approach involves collecting and “mixing” or integrating quantitative and qualitative data in research (Creswell, 2014). Qualitative data are open-ended; it has no predetermined responses, while quantitative data usually includes closed-ended answers such as psychological instruments or questionnaires. The approach is considered ideal because the study intends to utilize both quantitative and qualitative data.

Pragmatics “recognize that there are many different ways of interpreting the world and undertaking research, that no single point of view can ever give the entire picture and that there may be multiple realities.” In other terms, this philosophical view supports using a mix of various research methods and analytic modes and a continuous cycle of adductive reasoning. It is controlled solely by the researcher’s aim to develop socially valuable knowledge.

The researcher based the research on the assumption that using diverse data types best gives a more insightful understanding of a research problem than qualitative or quantitative data alone. The started with an extensive survey to generalize findings to a population and afterward, in a second stage, concentrated on qualitative, open-ended interviews to obtain varied views from contributors to better understand the original quantitative survey (Creswell, 2014). Headteachers and teachers completed the questionnaires comprising closed-ended questions (quantitative data), while directors, both TSC and MOEST, and CSOs completed scheduled interviews (this constituted the qualitative information).

### **3.3 Research Design**

The research adopted the convergent parallel mixed-methods design. The convergent parallel mixed methods design is a type of mixed methods approach wherein the researcher combines or integrates qualitative and quantitative data to develop a detailed overview of the study question (Creswell, 2014). The implementation of a convergent mixed methods design is a strategy in which qualitative and quantitative data are collected in parallel, analyzed separately, and then merged. This study design was selected mainly because the researcher collected and analyzed qualitative and quantitative data during the same stage of the research process and then combines the two sets of results into an overall interpretation. The convergent approach aimed to get varied but complementary data on the same study area to comprehend the research question better. In this approach, the researcher usually gathered all data sources simultaneously and later combined the information into the analysis of the overall findings.



It is because both the qualitative and quantitative data have various types of information. A mixed-research method is a form of study where the scientists combine elements of qualitative and quantitative viewpoints, data collection, and analytical inference techniques for the “breadth and long” understanding and cooperation (Schoonenboom and Johnson, 2017). This is a research methodology that constitutes collecting, analyzing, and incorporating both quantitative and qualitative.

Quantitative study design can examine how many people take certain behaviors. Simultaneously, qualitative methods can help researchers understand how and why such behavior occurs (Sutton and Austin, qualitative research: data collection, analysis, and management, 2015). Mixing quantitative and qualitative data, the researcher gained a broader range and level of understanding and confirmation while eliminating the weakness specific to every approach.

### **3.4 Location of the Study**

The study was conducted in primary schools within Kericho County. Kericho County has many schools in the school improvement program, which is an indication of low performance. Kericho County is located in the Rift valley. It borders Nandi county to the North, Uasin Gishu to the East and Baringo to the North East, Nakuru to the East and South East, Bomet to the South, Nyamira, and Homabay to the South West, and Kisumu county to the West and Northwest. Temperatures range from a minimum of 10oc to 20oc. The average rainfall varies between 1400 and 2000mm per month. The population of Kericho County is 752,396 (2009 census) and an area of 2111KM<sup>2</sup> (Kenya District, statoids.com 2016) 0.037oS 35.3E (2013). The total number of Primary schools in Kericho County is 801 (MOE Kericho, 2016). The researcher has chosen the county because of consistent poor academic performance, students dropping rate, and low learners transition to secondary schools.

### 3.5 Target Population

The study was done in primary schools in Kericho County. The target population covered 6 sub-county TSC directors, 6 sub-county Ministry of Education directors, 31 CSOs, 801 headteachers, and 4271 teachers in 801 primary schools (444 performing schools, 80 schools under School Improvement Programme; and 277 private schools) in Kericho County (see Table 3.1).

**Table 3. 1**

**Target Population**

| Sub County       | Primary Schools |           |            | HTs        | Teachers    | TSC Dirs | MOE Dirs | CSOs      |
|------------------|-----------------|-----------|------------|------------|-------------|----------|----------|-----------|
|                  | Perf            | SIP       | Prt        |            |             |          |          |           |
| Kericho          | 67              | 12        | 78         | 157        | 1179        | 1        | 1        | 5         |
| Belgut           | 67              | 12        | 67         | 146        | 1034        | 1        | 1        | 5         |
| Soin/<br>Sigowet | 77              | 14        | 25         | 116        | 878         | 1        | 1        | 5         |
| Kipkelion        | 69              | 13        | 18         | 100        | 764         | 1        | 1        | 5         |
| Londiani         | 68              | 12        | 14         | 94         | 724         | 1        | 1        | 5         |
| Bureti           | 96              | 17        | 75         | 188        | 1354        | 1        | 1        | 6         |
| <b>Total</b>     | <b>444</b>      | <b>80</b> | <b>277</b> | <b>801</b> | <b>5933</b> | <b>6</b> | <b>6</b> | <b>31</b> |

HTs = Headteachers; Tchrs = Teachers; Dirs = Directors

Perf = Performing Schools; SIP = Schools under School Improvement Plan;

Prt = Private Schools

### 3.6 Sample Size and Sampling Procedures

This section presents the sampling technique and the computation of the sample size of the study.

### **3.6.1 Sample size**

Stratified sampling technique was adapted whereby strata, namely TSC sub-county directors, Ministry of Education Sub-county directors, CSOs, and headteachers, were utilized. Schools were stratified as performing schools, schools under School Improvement Programme (SIP), and private schools. All three categories of schools sample were selected using a simple sampling technique. The simple random sampling technique was employed in the selection of headteachers and teachers. According to the six clusters (sub-county), the schools were clustered, namely, Kericho, Belgut, Bureti, Soin/Sigowet, Kipkelion, and Londiani. The computed sample size was distributed proportionately to the six clusters. TSC sub-county directors, CSOs, and Ministry of Education Sub-county directors were selected using a purposive sampling technique.

According to Molenberghs, (2010), “Stratified random sampling is a sampling method that involves the division of a population into smaller sub-groups known as strata. In stratified random sampling or stratification, the strata are formed based on members’ shared attributes or characteristics such as income or educational attainment”. The stratum’s sample size in this technique is proportionate to the stratum's population size, which is the sub-county when viewed against the entire population. After stratification, the schools were sampled into zones, and simple random sampling was adopted to give each school an equal chance to be chosen. To obtain the schools’ sample names, each stratus was written down and put in a tin, shaken, and picked based on the sample number required. A simple random sample is intended to provide an unbiased representation of a sample (Banerjee & Chaudhury, 2010).

### 3.6.2 Sampling procedures

The sample size for headteachers was calculated using a scientific formula by (Kothari, 2004) as outlined below;

$$n = \frac{Z^2 pqN}{e^2 (N-1) + Z^2 pq}$$

Where:

n = the sample size for a specific population

N= size of the population, in this case the head count of headteachers.

p = population reliability (or the approximate occurrence for a sample size), where p is 0.5, which is taken for all primary school teachers and headteachers population

p + q= 1 e: margin of error considered is 10% for this study. Z  $\alpha$  /2: normal reduced variable at 0.05 level of significance z is 1.96

According to the above formula, the sample size for all the headteachers is:

$$\begin{aligned} n &= \frac{(1.96)^2 \times 0.5 \times 0.5 \times 801}{(0.1)^2 (801-1) + [(1.96)^2 \times 0.5 \times 0.5]} \\ &= 85.85335476 \\ &86 \text{ headteachers} \end{aligned}$$

Using the same formula, the sample for teachers was calculated as follows.

$$\begin{aligned} n &= \frac{(1.96)^2 \times 0.5 \times 0.5 \times 5933}{(0.1)^2 (5933-1) + [(1.96)^2 \times 0.5 \times 0.5]} \\ &= 94.52580275 \\ &95 \text{ teachers} \end{aligned}$$

The sample for CSOs was computed using a recommendation by Gall, Gall, and Borg (2007), who recommends 30% of the population for interviews. In this case, 30% of 31 CSOs translated to 9.30. Therefore 10 CSOs were used for the study. The details are presented in Table 3.2.

**Table 3. 2**  
**Sample Framework of the Headteachers**

| S/County         | Sch        | %Pp         | Schools   |          |           | Htrs      | Teachers   | TSC      | MOE      |           | CSOs |
|------------------|------------|-------------|-----------|----------|-----------|-----------|------------|----------|----------|-----------|------|
|                  |            |             | Perf      | SIP      | Prt       |           |            |          | Dirs     | Dirs      |      |
| Kericho          | 157        | 20%         | 7         | 1        | 8         | 17        | 34         | 1        | 1        | 5         |      |
| Belgut           | 146        | 18%         | 7         | 1        | 7         | 16        | 31         | 1        | 1        | 5         |      |
| Soin/<br>Sigowet | 116        | 14%         | 8         | 2        | 3         | 12        | 25         | 1        | 1        | 5         |      |
| Kipkelion        | 100        | 12%         | 7         | 1        | 2         | 11        | 21         | 1        | 1        | 5         |      |
| Londiani         | 94         | 12%         | 7         | 1        | 2         | 10        | 20         | 1        | 1        | 5         |      |
| Bureti           | 188        | 24%         | 10        | 2        | 8         | 20        | 40         | 1        | 1        | 6         |      |
| <b>Total</b>     | <b>801</b> | <b>100%</b> | <b>46</b> | <b>8</b> | <b>30</b> | <b>86</b> | <b>172</b> | <b>6</b> | <b>6</b> | <b>31</b> |      |

**Source: Researcher, (2017)**

HTs = Headteachers; Tchrs = Teachers; Dirs = Directors

Perf = Performing Schools; SIP = Schools under School Improvement Plan;

Prt = Private Schools

Two teachers were reached per school (94 teachers divided by 86 schools = 1.146341463). Therefore, the sample size comprised of 82 primary school headteachers, and 172 teachers (from 96 teachers from performing schools, 18 teachers from SIP schools, and 60 teachers from private schools) and all the 6 TSC sub-county directors and 6 Ministry of Education Sub-county directors, and 10 CSOs in Kericho County.

### **3.7 Data Collection Instruments**

Research instruments are tools used for measurement (for instance, scales or questionnaires) or design to collect data on a topic of interest from research subjects (Bastos et al., 2014). The study used questionnaires, interviews, and observation checklists.

#### **Questionnaires**

Data was collected using a questionnaire. It was developed by the researcher and was administered to the headteachers and teachers. A questionnaire is a research tool that obtains data over a large sample (Kombo & Tromp, 2006). Mugenda and Mugenda (2010) define a questionnaire as a written set of items where the subject responds in writing. A questionnaire was appropriate because the participants are literate and able to fill the questionnaires on their own. It also saves time and provides uniformity on how research items are designed, thus ensuring comparability.

The questionnaire did not bear any name of the respondent on it, thus expressing their views without fear, containing background information of the respondents, and ultimately the question on independent variables. The questionnaire was used to address the relationship between the head teacher's transformational leadership competence and learners' academic performance in primary schools in Kericho County, Kenya.

## **Interviews**

An interview “schedule is a list containing a set of structured questions that have been prepared to serve as a guide for interviewers, researchers, and investigators in collecting information or data about a specific topic or issue” (Appelbaum, et al., 2018). Interview schedule questions were designed to collect information from the TSC sub-county directors and the Ministry of Education Sub-County Directors, and CSOs. Interviews were found to be flexible, allow in-depth analysis from a relatively small sample size, and focus on research and views of participants.

**Observation Checklist:** An observation checklist is a list of things that the researcher is going to look at when observing a school. This list was prepared by the researcher.

### **3.7.1 Reliability of the instruments**

According to Kombo and Trump (2006), reliability refers to the degree to which a measuring instrument gives consistent results, which is a measure of how well the test measures what it is supposed to measure. The ability of a measuring instrument to provide consistent results, as quoted by Kothari (2003). According to Mohajan (2017), the instrument's reliability refers to the level of intended consistency or stability of the measuring instrument. Reliability measures the extent to which research instruments give cohesion results after repeated attempts. A preliminary pilot test was carried out in nine primary schools (10% of the sampled 86 schools) in neighbouring Bomet, County. The pilot's main objective was to ensure that the subjects show the type of research to be tested, that they were acceptable in terms of content and adequacy to cover all aspects of the unit that the researcher intends to investigate.

Feedback from pilot schools helped the researcher revise the instruments to ensure that the study's objectives are included; the modification of the instruments was appropriate. This county is chosen for cost reasons and shares attribute with Kericho County. Respondents' responses increase transparency and enable the researcher to identify problems in instruments such as ambiguity and irrelevance.

The questionnaire was piloted; the school heads presented clear answers. The results obtained in the pilot study were correlated using the Pearson product-moment formulas. A correlation coefficient of 0.7 and more indicate that the instruments are reliable. The test-retest method was used to determine the reliability of the questionnaire. Repeat testing involves giving the instrument twice to a group with features similar to objects or research settings. Then, the instrument's elements were improved depending on the degree to which the items were found suitable to collect the required information when the instruments are given in the main study. The reliability results were as provided in Tables 3.3 and 3.4.

**Table 3. 3**

**Reliability Statistics for Headteachers' Questionnaire**

| <b>Cronbach's Alpha</b> | <b>N of Items</b> |
|-------------------------|-------------------|
| .768                    | 64                |

N refers to the number of questionnaire items, whereby  $N = 64$ . The tool for headteachers was adopted, given that the score of 0.768 was higher than the recommended correlation coefficient at 0.7.



**Table 3. 4**

**Reliability Statistics for Teachers' Questionnaire**

| <b>Cronbach's Alpha</b> | <b>N of Items</b> |
|-------------------------|-------------------|
| .896                    | 35                |

N refers to the number of questionnaire items, whereby N = 64. The tool for teachers was adopted, given that the score of 0.896 was higher than the recommended correlation coefficient at 0.7.

**3.7.2 Validity of the instruments**

Validity is the degree to which an instrument accurately measures what is purported to measure (Bolarinwa, 2015). In other words, validity is the degree to which results obtained from the data analysis accurately represent the phenomena under study (Mugenda and Mugenda, 2003).

The study conducted content and construct validity. Construct validity is the extent to which a test measures what it claims or purports to be measuring. Content validity refers to the degree to which the items on the test are relatively representative of the entire domain the test seeks to measure

Key to constructing validity is the theoretical ideas underlying the trait under examination, i.e., the principles that structure how aspects of personality, intellect, etc. Validity answers the questions, “are my findings true.” To test the instrument's validity, it will be availed and subjected to the University of Kabianga experts for judgment. Keith (2009) defines validity as the extent to which an instrument measures what it tends to measure. Face validity is the degree to which a test is subjectively viewed as covering the concept it purports to measure. It refers to the transparency or relevance of a test as it appears to test participants (Mohajan, 2017).

### **3.8 Data Collection Procedures**

The researcher obtained a letter of approval from the University of Kabianga to be presented to the National Commission of Science and Technology Innovation (NACOSTI) for clearance. Permission was sought from the sub-county office, TSC county Director, Kericho County, and Kericho County. The researcher met all the relevant authorities. The Questionnaires were given to the selected schools' Headteachers and teachers and assigned ample time to fill; after that, the researcher collected the filled questionnaires.

### **3.9 Data Analysis and Presentation**

Data were analyzed both qualitatively and quantitatively. Quantitative data is the value of data in the form of a number or frequency in which every data set has a specific number associated with it (Labaree, 2009).

Quantitative analysis data were obtained from the research tools' demographic section, and other closed questions were analyzed using descriptive statistics such as frequency and percentages. The researcher utilized inferential and descriptive statistics for data analysis. "Inferential statistics use a random sample of data taken from a population to describe and make inferences about the population. Inferential statistics are valuable when examination of each member of an entire population is not convenient or possible" (Johnson & Kubly, 2011).

Inferential statistics constituted a Pearson correlation (r) and Regression analysis. The associations depicted by Pearson correlations will be considered statistically significant when the sig. / p-value is less than 0.05 ( $p < 0.05$ ). The regression analysis will involve the computation of the ANOVA, t-tests, Beta value ( $\beta$ ), and the p values. The golden rule is to reject the null hypothesis when the p-value is less than 0.05 significant test ( $p < 0.05$ ) and accept the null hypothesis when the p-value is greater than 0.05 ( $p > 0.05$ ).

The following regression model was adopted.

$$Y = \beta_0 + \beta_1 \text{HBP} + \beta_2 \text{HIS} + \beta_3 \text{HC} + \beta_4 \text{HPD} + \beta_5 \text{HIC} + \epsilon$$

|     |  |
|-----|--|
| Y   | Learners' Academic Performance             |
| HBP | Headteacher's Behavioral Personality       |
| HIS | Headteacher's Intellectual Stimulation     |
| HC  | Headteacher's Commitment                   |
| HPD | Headteacher's Professional Development     |
| HIC | Headteacher's Individualized Consideration |

The analyzed quantitative data results were presented using graphs, pie charts, frequencies, tables, and figures.

Qualitative data analysis is the range of methods and procedures. The researcher shifts from collected qualitative data into some form of interpretation or understanding or explanation situations and people being investigated (Sutton & Austin, 2015). Qualitative data obtained from the open-ended questions in the research tools were structured according to patterns and themes categorized through content analysis.

### **3.10 Ethical Considerations**

When undertaking the research work, researchers considered issues related to the participants' feelings, welfare, and rights. To ensure ethical conduct during the research process, the researcher obtained written permission to conduct this research from the National Council of Science, Technology, and Innovation (NACOSTI). The researcher utilized the obtained permit to get authorization from Kericho County Education Office to ensure that it is a legal exercise.

The researcher ensured that participants accorded respect and were not coaxed but rather made aware that their participation is voluntary and can withdraw at any phase of the data collection process. The researcher also ensured that there was informed consent with the respondents and voluntary participation. Confidentiality was also assured and maintained. The respondents were asked to indicate their identity or sign on the questionnaires to ensure anonymity is upheld.

The respondents will be informed that the data collected will be stored for five years. Data will be stored on Compact Disks in a form that cannot be corrupted, such as pdf, word, and save. The data so stored will only be utilized for this research.

## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### 4.1 Introduction

This chapter presents the study's data analysis, presentation, interpretation, and discussion. Detailed data analysis sections in the form of descriptive research, descriptive statistics, and inferential statistics, as guided by the methodology in Chapter three, are included in the chapter. Questionnaires and interview schedules were used to collect data. The analysis and presentation are guided by the objectives of the study and are related to the literature review in chapter two.

##### 4.1.1 Respondents response rate

The researcher distributed 258 questionnaires targeting teachers and headteachers in primary schools in Kericho County, and the response rate was as presented in Table 4.1.

**Table 4. 1**

**Respondents Response Rate**

| <b>Respondents</b>  | <b>Target</b> | <b>Actual</b> | <b>% Response</b> |
|---------------------|---------------|---------------|-------------------|
| <b>Headteachers</b> | 86            | 78            | 90.7%             |
| <b>Teachers</b>     | 172           | 153           | 88.95%            |
| <b>Average</b>      | 258           | 231           | 89.83%            |

The response rate in Table 4.1 shows an average of 89.83%. The study targeted 86. Headteachers but obtained a response from 78 headteachers. The study was able to obtain responses from 153 teachers out of the targeted 172 teachers. However, the response was above the 75% response rate recommended by Dommeyer, Baum, and Hanna (2002) for paper surveys.

## 4.2 Demographic Characteristics

The response to the demographic characteristics of the research participants is captured in this section. These include the age of the respondents, the gender of the respondents, and their level of education.

### 4.2.1 Age of the Respondents

The results showing the age of the respondents were as provided in Table 4.2

**Table 4.2**

**Age of the Respondents (N1 = 78; N2 = 154)**

| Age bracket    | Headteachers |            | Teachers   |            |
|----------------|--------------|------------|------------|------------|
|                | Frequency    | Percentage | Frequency  | Percentage |
| 21-30 years    | 12           | 15.4       | 53         | 34.4       |
| 31-40 years    | 16           | 20.5       | 60         | 39         |
| 41-50 years    | 36           | 46.2       | 35         | 22.7       |
| Above 51 years | 14           | 17.9       | 6          | 3.9        |
| <b>Total</b>   | <b>78</b>    | <b>100</b> | <b>154</b> | <b>100</b> |

The results in Table 4.2 show that 46.2% of the headteachers and 22.7% of the teachers were aged 41 to 50 years, 20.5% of the headteachers and 39% of the teachers were aged 31 to 40 years, 15.4% of the headteachers and 34.4% of the teachers were aged 21 to 30 years. In comparison, 17.9% of the headteachers and 3.9% of the teachers were aged above 51 years. This implied that the respondents aged between 31 and 40 years were the majority.

#### 4.2.2 Respondents' Gender

The results showing the gender of the respondents were as presented in Table 4.3

**Table 4.3**

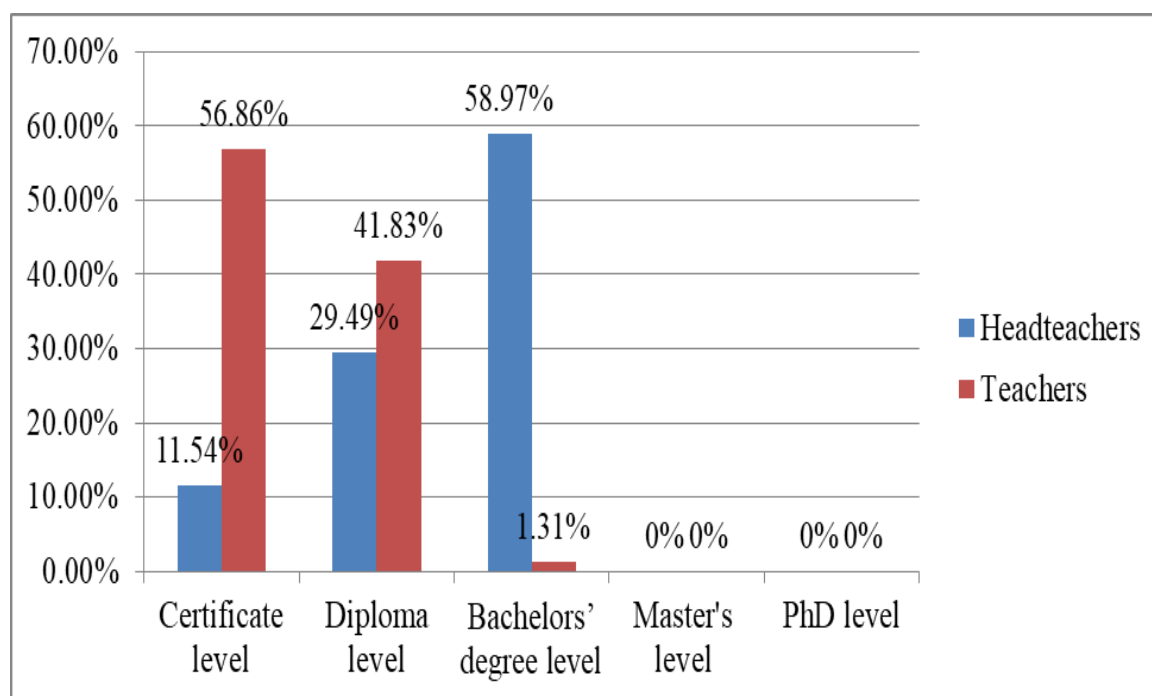
**Gender of the Respondents (N1 = 78; N2 = 154)**

| <b>Sex</b>   | <b>Headteachers</b> |                   | <b>Teachers</b>  |                   |
|--------------|---------------------|-------------------|------------------|-------------------|
|              | <b>Frequency</b>    | <b>Percentage</b> | <b>Frequency</b> | <b>Percentage</b> |
| Male         | 54                  | 69.2              | 72               | 46.8              |
| Female       | 24                  | 30.8              | 82               | 53.2              |
| <b>Total</b> | <b>78</b>           | <b>100</b>        | <b>154</b>       | <b>100</b>        |

Table 4.3 shows that 69.2% of the headteachers and 46.8% of the teachers were male, while 30.8% of the headteachers and 53.2% were female. The results suggest more male headteachers than females and that there were more female teachers than males. The study ensured that there was gender parity in the collection of data.

### 4.2.3 Respondents' level of education

The responses showing the gender of the respondents were as presented in Figure 4.1.



**Figure 4. 1: Respondents' Level of Education**

The results in Figure 4.1 revealed that 11.54% of the headteachers and 56.86% of the teachers indicated that their highest attained level of education was certificate level, 29.49% of the headteachers, 41.83% of the teachers indicated that their highest attained level of education was diploma level. The results show that 58.97% of the headteachers and 1.31% of the teachers indicated that their highest attained level of education was Bachelors' degree level. There were no holders of Master's level or Ph.D. level among the participants from both categories. The results suggest that the heaviest distribution of headteachers was between diploma level and degree level, while that of the teachers stretched between certificate level and diploma level.



### 4.3 Relationship Between Headteachers' Behavioral Personality and Learners' Academic Performance

This section presents the results with respect to objective one, which sought to determine the relationship between headteachers' behavioral personality and learners' academic performance in primary schools in Kericho County, Kenya. 4.3.1 Behavioral Personality of Head Teachers and Learners' Performance. The responses for selected statements from the headteachers on headteachers' behavioural personality as captured according to were as presented in Table 4.4.

**Table 4. 4**  
**Behavioural Personality of Head Teachers (N=78)**

|   | <b>N</b> | <b>Min</b> | <b>Max</b> | <b>Mean</b> | <b>Std.<br/>Deviation</b> |
|---|----------|------------|------------|-------------|---------------------------|
| I have enough time to look into the personal welfare of staff | 78       | 1.00       | 5.00       | 3.8718      | 0.9308                    |
| All staff members are treated equally                         | 78       | 3.00       | 5.00       | 4.3205      | 0.6741                    |
| Willing to make changes                                       | 78       | 3.00       | 5.00       | 4.3462      | 0.5303                    |
| Adaptable to any environment                                  | 78       | 1.00       | 5.00       | 3.9872      | 0.8753                    |
| Have respect for differences                                  | 78       | 1.00       | 5.00       | 4.1538      | 0.8691-                   |
| Teachers are supported in all areas                           | 78       | 1.00       | 5.00       | 3.9872      | 0.8900                    |
| Create enthusiasm among teachers                              | 77       | 2.00       | 5.00       | 4.0909      | 0.7105                    |
| Embrace teamwork  | 78       | 2.00       | 5.00       | 4.4872      | 0.6789                    |
| Help teachers solve their problems together more effectively  | 78       | 3.00       | 5.00       | 4.3077      | 0.7082                    |
| Set high academic standards                                   | 78       | 1.00       | 5.00       | 4.2436      | 0.8088                    |
| Motivate teachers towards high academic standards             | 78       | 1.00       | 5.00       | 4.3684      | 0.7805                    |
| Valid N (list wise)   | 78       |            |            |             |                           |

The statements suggested that the headteachers have enough time to look into staff's welfare recorded a mean score of 3.872. The mean score was higher than the 3.0 neutral mean score. This implied that the headteachers had enough time to handle matters related to staff's welfare in most schools. The statement indicated that the headteachers ensured that all the staff members were treated equally recorded a mean score of 4.3205. This mean score was way above the 3.0 mean score; thus, implying that most of the schools' staff members were treated equally, which was good for the learner's performance.

The results agreed with a study by Day (2011), who established that school leaders treated teachers equally, which contributed positively to their performance. Most teachers know that the best teaching happens when they are alive to their subject, fully present for the children in their class, and have a deep resonance and respect for their craft and the children they teach. To relieve the sometimes-heavy burden of teaching, teachers need to be listened to. Empathic listening allows a person to be heard with 'unconditional positive regard.' This psychological term relates to the ability to suspend judgment and listen so that the person knows their self-worth is not dependent on anything that they say or do.

The findings in Table 4.4 show that the statement implying that all staff members are treated equally recorded a mean score of 4.3205. This mean score was higher than the neutral mean score at 3.0. The interpretation is that in most of the schools, the headteachers treated their staff equally. Nicholson (2020) explains that when all employees experience the same amount of respect from leaders, stronger, more meaningful relationships have space to grow in the future.

The results in Table 4.4 show that the statement implying that the headteachers could work in any environment recorded a mean score of 3.9872. This mean score was higher than the neutral mean score at 3.0. In most of the primary schools, the implication was that the headteachers were adaptable to any environment that arose in the school. This flexibility was suitable for the learners' performance. This result is in line with that in Day (2011), where it was found out that the school environment adapted by the school leaders influenced the motivational abilities of learning outcomes of students.

The results show that the statement implying that teaching is supported in all areas recorded a mean score of 4.1538. The value was higher than the set 3.0 neutral score. This implied that, according to most of the headteachers, they supported their teachers in all areas. This result is similar to that in a study by Burns (2016), who concluded that teacher support is not monolithic, but rather a multi-layered array of different types of assistance that help teachers successfully transfer learning from a professional development setting to a classroom setting.

It can include administrative, instructional, resources, peer support, supervisory support, and instructional support from a more knowledgeable other. The results in Table 4.4 reveal that the statement suggesting that headteachers created enthusiasm among teachers recorded a mean score of 4.0909. The value was much higher than the 3.0 neutral mean score, suggesting that most headteachers were convinced that they had successfully created enthusiasm among teachers. The results are similar to Rikkink (2014), who found out that the excitement created in teachers by the school leadership made the teachers work better.

The findings in Table 4.4 reveal that the statement implying that the headteacher in the primary schools embraced teamwork recorded a mean score of 4.4872. This value was much higher than the 3.0 neutral mean score. The implication was that in the majority of the schools, the headteachers embraced teamwork. If teachers work in a team, they can delegate tasks according to each team member's personality and expertise. The findings agree with a study by Glaze (2014) where it was established that teamwork contributes to a greater sense of trust and accountability, and it allows teachers to feel confident about contributing their most dynamic skills toward school improvement.

Table 4.4 shows that the headteacher's assertion helped teachers solve their problems together more effectively recorded a mean score of 4.3077. The results were much higher than the 3.0 neutral mean score. This implied that in most schools, the headteachers solve their problems together with the other staff, which is reportedly effective. Williams (2010) also mentioned the essence of working together to solve problems in a study. It was established that there was higher teacher productivity in cases where headteachers assisted teachers in solving their problems together.

The results in Table 4.4 show that the statement suggesting that primary school headteachers set high academic standards recorded a mean score of 4.236. The value was higher than the 3.0 neutral mean score. Therefore, this implies that according to most headteachers, they had set high academic standards in their schools. The results were similar to that in a study by Robbins (2007), who found that headteachers set high academic standards to encourage teachers to work harder.

The results in Table 4.4 revealed that the statement implies that headteachers motivate teachers toward high academic standards, recording to the majority of the headteachers, they had succeeded in encouraging teachers towards high academic standards was good for the learner's performance. The results agree with a study by Argyriou and Iordanidis (2014), where it was noted that school leaders made efforts to ensure that teachers were motivated to achieve set academic goals. The results from the observation checklist on head teachers' behavioural personality were as presented in Table 4.5.

**Table 4. 5**

**Results for Select head teachers' behavioural personality Traits as Observed by the Researcher**

|   |     | <b>Frequency</b> | <b>Percentage</b> |
|---|-----|------------------|-------------------|
| Teachers are pleased with the environment | Yes | 77               | 100.0             |
|   | No  | 0                | 0.0               |
| There is evidence of team work            | Yes | 77               | 100.0             |
|   | No  | 0                | 0.0               |
| There is a peaceful atmosphere at school  | Yes | 74               | 96.1              |
|   | No  | 3                | 3.9               |

The results in Table 4.5 show that in all the primary schools (100%) visited teachers appeared pleased with the school environment. Thus, implying the headteachers had ensured the environment was friendly and loving. The results also show that in all of the schools (100%) reached the staff appeared to work as a team. The results suggest that the head teacher had succeeded to instil the spirit of teamwork in the staff.

The results also show that in almost all of the primary schools (96.1%) reached there was a peaceful atmosphere at school. The results suggest that the headteachers in majority of the schools were committed towards the creation of peaceful atmosphere at their schools.

#### **4.3.2 Correlation between behavioural personality of headteachers and learners' performance**

The results in Table 4.6 show a correlation between behavioural personality of headteachers and learners' performance.

**Table 4. 6**

**Correlation between Behavioural Personality of Headteachers and Learners' Performance (N=153)**

|                |                     | <b>Behavioural<br/>Personality of<br/>Headteachers</b> | <b>Learners'<br/>Performance</b> |
|----------------|---------------------|--|----------------------------------|
| Behavioural    | Pearson Correlation | 1  | .163*                            |
| Personality of | Sig. (2-tailed)     |  | .044                             |
| Headteachers   | N                   | 153  | 153                              |
| Learners'      | Pearson Correlation | .163*  | 1                                |
| Performance    | Sig. (2-tailed)     | .044   |                                  |
|                | N                   | 153  | 153                              |

Table 4.6 shows that in all the primary schools (100%) visited, teachers appeared pleased with the school environment. Thus, implying the headteachers had ensured the atmosphere was friendly and loving. The results also show that in all schools

(100%) reached the staff appeared to work as a team. The results suggest that the headteacher had succeeded in instilling the spirit of teamwork in the staff.

The results also show that in almost all of the primary schools (96.1%) reached, there was a peaceful atmosphere at school. The results suggest that the headteachers in most schools were committed to creating a peaceful atmosphere at their schools.

#### **4.4. Relationship Between Head Teacher's Intellectual Stimulation and Learners' Academic Performance**

Presented in this section are findings for the second objective, which sought to establish the relationship between headteacher's intellectual stimulation and learners' academic performance in primary schools in Kericho County, Kenya.

##### **4.4.1 Headteacher's intellectual stimulation and learners' performance**

The responses from headteachers concerning statements on headteacher's intellectual stimulation were as provided in Table 4.7.

**Table 4. 7****Headteacher's Intellectual Stimulation (N=78)**

|  | <b>N</b> | <b>Min</b> | <b>Max</b> | <b>Mean</b> | <b>Std. Dev.</b> |
|--|----------|------------|------------|-------------|------------------|
| Teachers are motivated to be innovative and creative   | 78       | 3.00       | 5.00       | 4.2308      | .73720           |
| Encourage teachers to question assumptions and to reframe problems and approach them in new ways | 78       | 3.00       | 5.00       | 4.0000      | .75593           |
| Motivate teachers to perform better in a changing environment                                    | 78       | 3.00       | 5.00       | 4.3590      | .68328           |
| Open to new ideas  | 78       | 2.00       | 5.00       | 4.2564      | .79668           |
| Flexible enough to implement new ways of teaching.   | 78       | 3.00       | 5.00       | 4.2597      | .69590           |
| Encourage creativity and innovation in solving work-related problems                             | 78       | 3.00       | 5.00       | 4.3333      | .63791           |
| Encourage critical thinking to issues before making decisions                                    | 78       | 2.00       | 5.00       | 4.3718      | .70451           |
| Encourage new ways of solving problem  | 78       | 3.00       | 5.00       | 4.3247      | .71528           |
| Encourage employees to re-examine critical assumptions to questions                              | 76       | 3.00       | 5.00       | 4.3421      | .68416           |
| Valid N (list wise)  | 78       |            |            |             |                  |

Table 4.7 shows that the headteachers' responses show that the statement suggests that teachers are motivated to be innovative and creatively recorded a mean score of 4.2308. The value is far much more than the 3.0 neutral mean score. This suggests that, according to most headteachers, they had ensured that the teachers are motivated to be innovative and creative. The results were like those in a study by Ogola, Sikalieh, and Linge (2017). It was found that school leaders made efforts to encourage the staff to be innovative and embrace creativity.



The results in Table 4.7 from the headteachers' responses show that the statement suggesting that they encouraged teachers to question assumptions and reframe problems and approach them in new ways recorded a mean score of 4.000. The value is far much more than the 3.0 neutral mean score. Most headteachers encouraged the teachers to question assumptions and reframe problems, which helped promote innovativeness. The essence of encouraging teachers to ask questions is pointed out in a study by Northouse, Montie, Forman, Hussain, and Kershaw (2007). It was revealed that effective school leadership made efforts to motivate supporters to ask for assumptions and overcome problems.

The results in Table 4.7 from the headteachers' responses show that the statement suggesting that they motivated teachers to perform better in a changing environment recorded a mean score of 4.3590. The value is higher than the 3.0 neutral mean score. According to the majority of the headteachers, this suggests that motivated teachers perform better in a changing environment. The findings are similar to those in research by Igella (2014), who recommended that the school's leader have strong leadership skills by continually learning new rules and keeping up with the environment's changes to ensure employee involvement.

The findings in Table 4.7 revealed that the statements showing that the headteachers were open to new ideas recorded a mean score of 4.2564. The value is higher than the 3.0 neutral mean score. This suggests that, according to most headteachers, they were willing to receive new ideas from the staff and created an environment that allowed the implementation of new ideas.

The results were similar to those in a study by Alabu (2013). It was established that teachers spend more work participating in more extensive workshops and participating in export-related discussions that have exposed them to new ideas, knowledge, and administrative issues. The statements show that the headteachers were flexible enough to implement new teaching methods recorded a mean score of 4.2564. The value is higher than the 3.0 neutral mean score. The majority of the headteachers were flexible enough to implement new teaching methods, which favored learners' performance. School leaders' flexibility in encouraging teachers to use new teaching methodologies was mention in a study by Kruger (2009), who found that this aspect contributed to teacher efficacy.

The findings in Table 4.7 show that the statements indicating that the headteachers encouraged creativity and innovation in solving work-related problems recorded a mean score of 4.3333. The value is higher than the 3.0 neutral mean score. This suggests that most headteachers appreciated the need for creativity and innovation in solving work-related problems among teachers and made efforts to ensure that this was achieved. The study findings were similar to a study by Meyer and Allen (2007). It was found that the behavior associated with building a vision and intellectual stimulation of creativity and innovation has the most significant impact on contextual beliefs.

The results in Table 4.6 from the headteachers' responses show that the statement suggesting that they encouraged critical thinking to issues before making decisions recorded a mean score of 4.3718. The value is far much more than the 3.0 neutral mean score. According to most headteachers, this suggests that they encouraged critical thinking to issues before making decisions, which was suitable for learners' performance.

The results are in line with those in a study by Gemechu (2014), where critical thinking to issues before making decisions by School leaders /Principals' and PTA practices was ineffective. The results in Table 4.6 from the headteachers' responses show that the statement suggesting that they encouraged new ways of solving problems recorded a mean score of 4.3247. The value is far much more than the 3.0 neutral mean score. According to most headteachers, this suggests that they encouraged new ways of solving problems, which was suitable for learners' performance. The importance of encouraging new ways of problem-solving was also highlighted in Ainscow (2015) work, which established reported on the effectiveness of new ways such as collaborative problem solving and the creation of professional dialogue.

The results in Table 4.7 from the headteachers' responses show that the statement suggesting that they encouraged employees to re-examine critical assumptions to questions recorded a mean score of 4.3421. The value is far much more than the 3.0 neutral mean score. This suggests that the majority of the headteachers encouraged employees to re-examine critical assumptions to questions. A similar study by Ogolla, Sikalieh, and Linge (2017) found that the organizational leaders/managers often encouraged employees to re-examine critical assumptions to questions appropriately.

Moreover, their results similarly suggested that better employee performance is achieved when a leader encourages employees to think critically in dealing with problems they encounter in their work, use their initiative, and seek innovative methods to approach their work and assignments. The responses from teachers with regard to statements on headteachers intellectual stimulation were as provided in Table 4.8.

**Table 4.8****Teachers' Response on Headteachers' Intellectual Stimulation (N=153)**

|  | <b>N</b> | <b>Min</b> | <b>Max</b> | <b>Mean</b> | <b>Std.<br/>Deviation</b> |
|--|----------|------------|------------|-------------|---------------------------|
| Culture of innovativeness and creativity promoted among teachers                             | 153      | 1.00       | 5.00       | 3.9257      | 0.8736                    |
| Involvement of teachers in the decision-making process                                       | 153      | 1.00       | 5.00       | 4.1141      | 0.8970                    |
| Supporting teachers to use interactive teaching style (exiting teaching techniques in class) | 153      | 1.00       | 5.00       | 4.0604      | 0.8073                    |
| Headteacher's level of understanding of the importance of relationships                      | 153      | 1.00       | 5.00       | 4.1074      | 0.8474                    |
| Encouraging independent thought about the concepts taught in class                           | 153      | 1.00       | 5.00       | 4.1081      | 0.8422                    |
| Valid N (list wise)  | 153      |            |            |             |                           |

The results in Table 4.8 show that teachers' responses concerning the statement implying that the culture of innovativeness and creativity promoted among teachers positively influence learners' performance recorded a mean score of 3.9257. This value was higher than the 3.0 neutral mean score. According to most of the teachers, the implication was that the culture of innovativeness and creativity was promoted among teachers. This also suggests that headteachers had cultivated this culture in the primary schools, which positively contributed to learners' performance. The findings are similar to those in research by Naz and Murad (2017), where it was established that innovative and creative teaching positively impacts the performance of diverse students. This means that promoting the culture of innovativeness and creativity among teachers contributed favourably towards learners' performance.

The results in Table 4.8 show those teachers' responses concerning the statement, implying that teachers' involvement in the decision-making process recorded a mean score of 4.1141. This value was higher than the 3.0 neutral mean score. The implication was that according to the majority of the teachers, the headteachers ensured that teachers were involved in the decision-making process, and this helps in fostering learners' performance. This is contrary to a study by Wadesango, Mutekwe, Ndofirepi, Maphosa, and Machingambi (2017). It was found that decisions on school-based curriculum issues were the prerogative of the heads and their deputies. It was further established that the teachers wanted to be consulted in this area. They also wanted their views to be heard and acknowledged by the school system.

The statement implying that headteachers supported teachers to use interactive teaching style (existing teaching techniques in class) recorded a mean score of 4.0604. This indicated that most of the teachers agreed that the headteachers were instrumental in supporting interactive teaching style (existing teaching techniques in class) in teaching, which had a positive influence on learners' performance. The results resonate with those in a study by Yakovleva and Yakovlev (2014), who established that supporting teachers to use interactive teaching style enhance their performance and subsequently learner performance.

Table 4.8 shows that the statement implying that the headteachers' level of understanding of the importance of relationships positively influenced learners' performance recorded a mean score of 4.1074. This value was higher than the 3.0 neutral mean score level. This implied that, according to most teachers, the headteachers understood the importance of relationships, which had a positive influence on learners' performance.

The results were similar to those in a study by O'Brien (2014), who pointed out that maintaining a reliable employer and employee relationship can be the key to an organization's ultimate success; the results are advantageous. If a strong relationship is in place, employees will be more productive, more efficient, create less conflict, and be more loyal.

Table 4.8 shows that the statement implying that the headteachers' role of encouraging independent thought about the concepts taught in the class positively influenced learners' performance recorded a mean score of 4.1081. This value was higher than the 3.0 neutral mean score level. This implied that, according to most teachers, they felt encouraged to think about the concepts taught in class independently, which had a positive influence on learners' performance.

Buka (2017) explained that independent thinkers strengthen a team because they understand that different backgrounds and perspectives bring different ideas and solutions. The author stressed the essence of independent thought about the concepts taught in class. On the other hand, dependant thinkers uncritically accept whatever is presented before them and rarely question information or asking themselves if the information makes sense.

#### 4.4.2 Correlation between headteachers' intellectual stimulation and learners' performance

The results in Table 4.9 show a correlation between headteachers' intellectual stimulation and learners' performance.

**Table 4.9**

**Correlation between Headteachers' Intellectual Stimulation and Learners' Performance – (N = 153)**

|                             |                     | Headteachers'<br>Intellectual<br>Stimulation | Learners'<br>Performance |
|-----------------------------|---------------------|--|--------------------------|
| Headteachers'               | Pearson Correlation | 1  | 0.184*                   |
| Intellectual<br>Stimulation | Sig. (2-tailed)     |  | 0.023                    |
|                             | N                   | 153  | 153                      |
| Learners'                   | Pearson Correlation | 0.184*                                       | 1                        |
| Performance                 | Sig. (2-tailed)     | 0.023  |                          |
|                             | N                   | 153  | 153                      |

\*. Correlation is significant at the 0.05 level (2-tailed).

The findings in Table 4.9 show that there was a positive correlation between headteachers' intellectual stimulation and learners' performance at  $r = 0.184$ ;  $p = 0.23$ . Given that the p-value was less than the significant test value at 0.05, the correlation is interpreted to be statistically significant.

The results suggest that there was a positive association between headteachers' intellectual stimulation and learners' performance. One MoE sub county officer is quoted stating as follows: *“I am able to assess the link between headteachers' intellectual stimulation and learners' performance because I have access to every school monitoring summary reports (lesson observations), parents' views as well as pupils' views.”*

The results are similar to the findings in a study by Hayati, Charkhabi, and Naami (2014), who indicated that there was a positive association between school leaders' intellectual stimulation and learners' performance

#### **4.5 Relationship between Headteacher's Commitment and Learners' Academic Performance**

This section presents the findings concerning the third objective, which sought to determine the relationship between headteacher's commitment and learners' academic performance in primary schools in Kericho County, Kenya.



#### 4.5.1 Headteacher's commitment and learners' performance

The results with the descriptive statistics for the headteacher's commitment were as provided in Table 4.10.

**Table 4. 10**

**Headteacher's Commitment (N = 78)**

|  | <b>N</b> | <b>Min</b> | <b>Max</b> | <b>Mean</b> | <b>Std.<br/>Deviation</b> |
|--|----------|------------|------------|-------------|---------------------------|
| Report to work early   | 78       | 1.00       | 5.00       | 4.4615      | .78446                    |
| Committed in coordination of teachers roles                        | 78       | 2.00       | 5.00       | 4.3205      | .74718                    |
| Committed to involving all teachers in decision making             | 78       | 2.00       | 5.00       | 4.2436      | .82471                    |
| Committed in enhancing dialogue and friendly environment           | 78       | 2.00       | 5.00       | 4.3590      | .78912                    |
| Committed in completion of duties                                  | 78       | 2.00       | 5.00       | 4.4615      | .73312                    |
| Commits duties to staff by delegation to express confidence        | 78       | 2.00       | 5.00       | 4.3974      | .67111                    |
| It takes time to listen to members of staff and other stakeholders | 78       | 1.00       | 5.00       | 4.4744      | .81741                    |
| Committed to open criticism  | 78       | 2.00       | 5.00       | 4.2949      | .96845                    |
| Promote co-operation among staff                                   | 78       | 3.00       | 5.00       | 4.4744      | .63908                    |
| Create harmony and unity in the staff                              | 78       | 2.00       | 5.00       | 4.3333      | .75018                    |
| Committed to allocate work to all staff without favour             | 78       | 2.00       | 5.00       | 4.4359      | .71332                    |
| Commitment to ensuring staff meet the required goals               | 78       | 2.00       | 54.00      | 4.9744      | 5.66368                   |
| Committed to adhering to the laid down rules and regulations       | 78       | 2.00       | 5.00       | 4.3974      | .67111                    |
| Committed to ensuring and checking on syllabus coverage            | 78       | 3.00       | 5.00       | 4.6026      | .61030                    |
| It takes time to guide teachers where needed                       | 78       | 3.00       | 5.00       | 4.5897      | .54501                    |
| Valid N (list wise)  | 78       |            |            |             |                           |

The results in Table 4.10 from the headteachers' responses show that the statement suggesting that headteachers reported working early recorded a mean score of 4.4615. The value is far much more than the 3.0 neutral mean score.

This suggests that according to the majority of the headteachers, the headteachers reported working early. The results agree with those in a study by Awiti (2016), who established that time management was not well respected in the Sub-County resulting in inadequate syllabus coverage and poor continuous student assessment. The results in Table 4.10 from the headteachers' responses show that the statement suggesting that they were committed to the coordination of teachers' roles recorded a mean score of 4.3205. The value is far much more than the 3.0 neutral mean score. This suggests that the majority of the headteachers ensured proper coordination of teachers in their respective schools.

This resonates well with the findings of the study done by Nzambi (2012), who reported that headteachers were committed to coordinating teacher functions. The results in Table 4.10 from the headteachers' responses show that the statement suggesting that they were committed to involving all teachers in decision making recorded a mean score of 4.2436. The value is far much more than the 3.0 neutral mean score. This suggests that the majority of the headteachers involved all teachers in decision making in their respective schools. The results are like the findings by Wadesango, Mutekwe, Ndofirepi, Maphosa, and Machingambi (2017), where it was found out that headteachers involved all teachers in decision making. One CSO indicated as follows: *Through close monitoring of school management operations, we are able to find out if the processes allow involvement of teachers in decision making and make positive corrective action*"

The results in Table 4.10 from the headteachers' responses show that the statement suggesting that they were committed to enhancing dialogue and a friendly environment recorded a mean score of 4.3590. The value is far much more than the 3.0 neutral mean score. This suggests that the majority of the headteachers were friendly and easy to dialogue within their respective schools. The results agree with those in a study by Day (2011) where it was found out that headteachers communicate effectively and act in a friendly manner. The statement implying that those headteachers were committed to completing duties recorded a mean score of 4.4615. The value is far much more than the 3.0 neutral mean score. This suggests that the majority of the headteachers delegate school duties without favor in their respective schools. The findings are like those in research by Robinson (2011), who established that the headteachers perfected the art of delegation of duties indiscriminately in most schools.

The statement implies that headteachers commit duty to staff by delegation to express confidence recorded a mean score of 4.3974. The value is far much more than the 3.0 neutral mean score. This suggests that the majority of the headteachers express confidence in staff members in their respective schools. The findings are like those in research by Maingi (2016), who reported that in most schools, the headteachers expressed confidence in their staff members, and this approach helped build staff confidence in their job makes the followers effective on their job.

The statement implying that the headteacher takes time to listen to staff members and other stakeholders recorded a mean score of 4.4744. The value is far much more than the 3.0 neutral mean score. This suggests that the majority of the headteachers indicated that they were good listeners to staff members.

The results agree with those in a study by Day (2011), whereby it was established that the majority of the headteachers were considerate and supportive, listening to teachers' ideas. The statement implies that those headteachers who are committed to open criticism recorded a mean score of 4.2949. The value is far much more than the 3.0 neutral mean score. This suggests that the majority of the headteachers indicated that they were open to criticism by staff. The statement implying that that headteachers promote co-operation among staff recorded a mean score of 4.4744. The value is far much more than the 3.0 neutral mean score. This suggested that most headteachers indicated that they were promoted co-operation among staff in their respective schools.

The statement implying that that headteacher created unity and harmony in the staff recorded a mean score of 4.3333. The value is far much more than the 3.0 neutral mean score. This implied that most headteachers indicated that they created harmony and unity among the staff in their respective schools. The findings are similar to those in research by Oduk (2016). It was established that most of the headteachers created harmony and unity in the staff and did it consistently and often. The results in Table 4.9 show that the statement implying that headteachers were committed to allocate work to all staff without favor recorded a mean score of 4.4359. The value is far much more than the 3.0 neutral mean score. This implied that most headteachers indicated that they properly allocate work to teachers in their respective schools.

The results in Table 4.10 show that the statement suggesting that those headteachers were commitment to ensuring staff meets the required goals recorded a mean score of 4.9744. The value is far much more than the 3.0 neutral mean score. This implied that the majority of the headteachers were commitment to ensuring staff meets the required goals.

The results in Table 4.10 show that the statement indicating that headteachers were committed to adhering to the laid down rules and regulations recorded a mean score of 4.3974. The value is far much more than the 3.0 neutral mean score. This implied that most headteachers were committed to adhering to the laid down rules and regulations. The results agree with those in a study by Alabu (2012), where it was pointed out that teacher effectiveness was greatly influenced by the policies and procedures provided to them by the headteachers.

The results in Table 4.10 show that the statement implying that headteachers were committed to ensuring and checking on syllabus coverage recorded a mean score of 4.6026. The value is far much more than the 3.0 neutral mean score. This implied that the majority of the headteachers were committed to ensuring and checking on syllabus coverage. The results were contrary to those in a study by Nzambi (2012), who found out that there was the failure of syllabus coverage in most schools, an indication of headteachers' failure to ensure that teachers completed the syllabus.

The results in Table 4.10 show that the statement implying that headteachers take time to guide teachers where needed recorded a mean score of 4.5897. The value is far much more than the 3.0 neutral mean score. This implied that the majority of the headteachers take time to guide teachers where needed. The results are in agreement with the findings in a study by Kimeu (2018), where it was found that headteachers supervise and direct teachers as per set education policies and guidelines.

The results showing teachers' response towards Headteachers' Commitment was as provided in Table 4.11.

**Table 4.11**

**Teachers' Response on Headteachers' Commitment (N = 153)**

|   | <b>N</b> | <b>Minimum</b> | <b>Maximum</b> | <b>Mean</b> | <b>Std. Deviation</b> |
|---|----------|----------------|----------------|-------------|-----------------------|
| Headteacher is always punctual  | 153      | 1.00           | 5.00           | 4.3289      | 0.8577                |
| Headteacher is committed to formulate and shape the future  | 153      | 1.00           | 5.00           | 4.1351      | 0.8136                |
| Headteacher has great determination and willpower to see success                                  | 153      | 1.00           | 5.00           | 4.1554      | 0.8549                |
| Headteacher is committed to developing personal strategies especially during difficult situations | 153      | 1.00           | 5.00           | 4.0940      | 0.8648                |
| Headteacher usually go an extra mile in solving school problems                                   | 153      | 1.00           | 5.00           | 4.2617      | 0.9256                |
| Valid N (list wise)   | 153      |                |                |             |                       |

Table 4.11 shows that the headteacher's statement is always punctual influenced learners' performance recorded a mean score of 4.3289. The mean score was higher than the 3.0 neutral mean score. The implication was that the headteacher is always punctual influenced learners' performance.

The results in Table 4.11 show that the statement implying that the headteacher is committed to formulate and shape the future influenced learners' performance recorded a mean score of 4.1351. The mean score was higher than the 3.0 neutral mean score. The implication was that the headteacher is committed to formulate and shape the future influenced learners' performance.

The results in Table 4.11 show that the statement implying that the headteacher has great determination and willpower to see success influenced learners' performance recorded a mean score of 4.1554. The mean score was higher than the 3.0 neutral mean score. The implication was that the headteacher has great determination and willpower to see success influenced learners' performance. The results in Table 4.11 show that the statement implying that Headteachers' commitment to developing personal strategies, especially during difficult situations, influenced learners' performance recorded a mean score of 4.0940. The mean score was higher than the 3.0 neutral mean score. The implication was that the headteacher is committed to developing personal strategies, especially during difficult situations, which influenced learners' performance. The results in Table 4.11 show that the statement implying that the headteacher usually goes the extra mile in solving school problems influenced learners' performance recorded a mean score of 4.2617. The mean score was higher than the 3.0 neutral mean score. The implication was that the headteacher usually goes the extra mile in solving school problems influenced learners' performance.

### 4.5.3 Correlation between headteachers' commitment and learners' performance

The results in Table 4.12 show a correlation between headteachers' commitment and learners' performance.

**Table 4.12**

**Correlation between Headteachers' Commitment and Learners' Performance (N = 153)**

|                             |                     | <b>Headteachers'<br/>Commitment</b> | <b>Learners'<br/>Performance</b> |
|-----------------------------|---------------------|-------------------------------------|----------------------------------|
| Headteachers'<br>Commitment | Pearson Correlation | 1                                   | 0.045                            |
|                             | Sig. (2-tailed)     |                                     | 0.579                            |
|                             | N                   | 153                                 | 153                              |
| Learners'<br>Performance    | Pearson Correlation | 0.045                               | 1                                |
|                             | Sig. (2-tailed)     | 0.579                               |                                  |
|                             | N                   | 153                                 | 153                              |

The findings in Table 4.12 show that there was a positive correlation between headteachers' commitment and learners' performance at  $r = 0.045$ ;  $p = 0.579$ . Given that the p-value was higher than the significant test value at 0.05, the correlation is interpreted to be statistically insignificant. The results suggest that there was a positive association between headteachers' commitment and learners' performance. However, this association was insignificant. The results from the CSOs, TSC and MOE sub county directors revealed that these officers were keen in ensuring that the headteachers remained committed to their work.

One TSC Sub county director is quoted saying. *“This commitment to work springs from our offices. Using tools such as the Training Manual for School Improvement Planning, we are able to foster head teachers' commitment”*.



One CSO indicated as follows: *We are able to detect head teachers who are not committed during our supervisory visits and take necessary action before it is late*”.

The results were contrary to the findings by Day (2011), who found a significant association between headteachers' commitment and learners' performance.

#### **4.6 Relationship between Head Teacher's Professional Development and Learners' Academic Performance**

Presented in this section are results related to the fourth objective, which sought to establish the relationship between the head teacher's professional development and learners' academic performance in primary schools in Kericho County, Kenya.

##### **4.6.1 Professional development influence of headteachers on learners' performance**

The results from the headteachers on professional development influence of headteachers on learners' performance areas presented in Table 4.13.

**Table 4.13****Professional Development Influence of Headteachers (N = 78)**

|   | <b>N</b> | <b>Min</b> | <b>Max</b> | <b>Mean</b> | <b>Std. Deviation</b> |
|---|----------|------------|------------|-------------|-----------------------|
| Attend head teachers seminars/workshops   | 78       | 2.00       | 5.00       | 4.3846      | .79333                |
| The headteacher influences teachers to identify and understand their needs  | 78       | 3.00       | 5.00       | 3.9740      | .74293                |
| The headteacher involves the teachers in discussion about teachers' professional development  | 78       | 3.00       | 5.00       | 4.1923      | .66563                |
| Ensure that there are an open climate and conducive environment where teachers can participate openly in identifying their professional needs | 78       | 3.00       | 5.00       | 4.3333      | .65795                |
| Give Teachers a chance to appoint a committee to deal with the staff development program  | 78       | 2.00       | 5.00       | 4.1410      | .76827                |
| Use a variety of mechanisms for identifying training needs  | 78       | 2.00       | 5.00       | 4.0769      | .81813                |
| The headteacher allows teachers who have applied or been called for a professional development course to attend                               | 78       | 2.00       | 5.00       | 4.2436      | .79259                |
| The headteacher avails to teachers information on any training programs organized internally or externally                                    | 78       | 3.00       | 5.00       | 4.3462      | .68047                |
| The headteacher gives financial support to teachers attending professional development programs   | 78       | 2.00       | 5.00       | 4.2051      | .79542                |
| Headteachers who attend professional development programs develop new teaching skills, attitude, and knowledge                                | 78       | 3.00       | 5.00       | 4.4103      | .63319                |
| Headteachers who attend professional development programs improve students' performance   | 78       | 1.00       | 5.00       | 4.4545      | .75298                |
| Valid N (listwise)  | 78       |            |            |             |                       |

The results in Table 4.13 from the headteachers' responses show that the statement suggesting that they attended headteachers seminars/workshops recorded a mean score of 4.3846. The value is higher than the 3.0 neutral mean score. This suggests

that according to the majority of the headteachers, they attended headteachers seminars/workshops. The results from interview schedules according to the CSOs show that headteachers attended workshops regularly. One CSO is quoted saying. *“Our department organizes workshops regularly for headteachers to help them manage their schools well.”* The results were contrary to those in a study by Kusi, Mensah, and Gyaki (2014), where it was found out that headteachers were not attending workshops, seminars, and conferences in rural areas, because the agency initiating the program did not allocate sufficient funds to cover all directors.

The results in Table 4.13 from the headteachers’ responses show that the statement suggesting that they influenced teachers to identify and understand their needs recorded a mean score of 3.9740. The value is higher than the 3.0 neutral mean score. This suggests that according to the majority of the headteachers, they influenced teachers to identify and understand their needs of which were similar to those in a study by Muiruri (2014) who reported that headteachers made efforts to identify teachers training needs to equip current teaching strategies to develop competence in teaching skills by organizing seminars, conferences and in-service education for them.

The results in Table 4.13 from the headteachers’ responses show that the statement suggesting that they involved the teachers in discussion about teachers’ professional development recorded a mean score of 4.1923. The value is higher than the 3.0 neutral mean score. This suggests that, according to the majority of the headteachers, they involved the teachers in discussions about teachers’ professional development. Muiruri’s (2014) study also revealed that the headteachers included the teachers in discussions about teachers’ professional development.

The results in Table 4.13 from the headteachers' responses show that the statement suggesting that they ensured that there are an open climate and a conducive environment where teachers can participate openly in identifying their professional needs recorded a mean score of 4.3333. The value is much higher than the 3.0 neutral mean score. This suggests that, according to the majority of the headteachers, they ensured that there are an open climate and a conducive environment where teachers can participate openly in identifying their professional needs. The results resonate with those in a study by Medina (2010) where it was found that the headteachers ensured that there were an open climate and conducive environment for professional development in their school.

The results in Table 4.13 from the headteachers' responses show that the statement suggesting that they give teachers a chance to appoint a committee to deal with staff development programs recorded a mean score of 4.1410. The value is much higher than the 3.0 neutral mean score. This suggests that, according to the majority of the headteachers, they give teachers a chance to appoint a committee to deal with the staff development program.

The essence of teacher participation in the appointment of a committee to deal with staff development programs was reported in a study by Seyoum (2016), who described this as an important avenue of ensuring teacher quality.

The results in Table 4.13 from the headteachers' responses show that the statement suggesting that they use a variety of mechanisms for identifying training needs recorded a mean score of 4.0769. The value is much higher than the 3.0 neutral mean score. This suggests that, according to the majority of the headteachers, used a variety of mechanisms for identifying training needs.

One CSO explained that: *“As CSOs we ensure that the views of all stakeholders are taken into consideration. For example we ensure that pupils’ views are effectively gathered and analyzed so as to come up with effective training programmes”*

The result was in agreement with a study by Amadi (2014), who pointed out that headteachers must determine whether to create a consciously designed training or improvement program or to order it. The results in Table 4.13 from the headteachers’ responses show that the statement suggesting that they allow teachers who have applied or been called for professional development courses to attend recorded a mean score of 4.2436. The value is much higher than the 3.0 neutral mean score. This suggests that the majority of the headteachers allow teachers who have applied or been called for a professional development course to attend. The results are in agreement with those in a study by Awiti (2016), who established that despite the headteachers encouraging their teachers to attend professional development courses; very few teachers had embraced the venture.

The results in Table 4.13 from the headteachers’ responses show that the statement suggesting that they avail to teacher’s information on any training programs organized internally or externally recorded a mean score of 4.3462. The value is much higher than the 3.0 neutral mean score. This suggests that according to the majority of the headteachers, they avail to teachers’ information on any training programs organized internally or externally. The results are in agreement with those in a study by Wangui (2014) where it was established that headteachers provided teachers with seminars on the current teaching strategies to develop competence in teaching skills by organizing seminars, conferences, and in-service education for them.

The results in Table 4.13 from the headteachers' responses show that the statement suggesting that they give financial support to teachers attending professional development programs recorded a mean score of 4.2051. The value is much higher than the 3.0 neutral mean score. This suggests that according to the majority of the headteachers, they give financial support to teachers attending professional development programs.

The results are similar to that in a study by Wangui (2012) where it was reported that headteachers participated in finance meetings where they provided necessary guidance, updating the committee on managing issues, number of grants, and allocation to various voter heads including professional development programs. The results in Table 4.3 from the headteachers' responses show that the statement suggesting that they attended professional development programs develops new teaching skills, attitude, and knowledge recorded a mean score of 4.4103. The value is much higher than the 3.0 neutral mean score. This suggests that according to the majority of the headteachers, attended professional development programs develop new teaching skills, attitude, and knowledge.

The results are in agreement with those in a study by Nzambi (2012) who observed that the headteachers in most of the schools encouraged new ideas, planned and executed new in-service courses for teacher professional growth.

The results in Table 4.13 from the headteachers' responses show that the statement suggesting that Headteachers who attend professional development programs improve students' performance recorded a mean score of 4.4545. The value is much higher than the 3.0 neutral mean score. This suggests that Headteachers who attend professional development programs improve students' performance.

The study findings are similar to those in a study by Andersen (2016), who reported that competent headteachers are the most important school-related elements that affect student achievement, and thus, it was important for them to attend professional development programs.

The results showing teachers' responses towards the headteacher's intellectual stimulation was as provided in Table 4.14.

**Table 4. 14**  
**Teachers' Responses on Headteacher's Intellectual Stimulation**

|  | <b>N</b> | <b>Min</b> | <b>Max</b> | <b>Mean</b> | <b>Std. Deviation</b> |
|--|----------|------------|------------|-------------|-----------------------|
| Regular attendance to seminars and workshops               | 149      | 2.00       | 5.00       | 4.2349      | .80025                |
| Update trainings organized for headteachers                | 149      | 2.00       | 5.00       | 4.2148      | .79325                |
| Keeness in identifying teachers' professional needs        | 148      | 2.00       | 5.00       | 4.2095      | .74918                |
| Coordination of staff development program                  | 149      | 3.00       | 5.00       | 4.1879      | .76555                |
| Use a variety of mechanisms for identifying training needs | 148      | 1.00       | 5.00       | 4.0203      | .91451                |
| Valid N (list wise)  | 147      |            |            |             |                       |

The responses from teachers, as provided in Table 4.14, revealed that the statement implying that headteachers' regular attendance to seminars and workshops had an influence on learners' academic performance in their respective primary schools recorded a mean score of 4.2349. The mean score was much higher than the 3.0 neutral mean score. The results suggest that in the majority of the primary schools, headteachers' regular attendance to seminars and workshops had an influence on learners' academic performance.

The importance of regularly attending workshops and seminars was emphasized by Hill (2012), who observed that school administrators who attended seminars and workshops contributed positively to learners' academic performance.

The responses from teachers, as provided in Table 4.14, revealed that the statement implying that update training organized for headteachers influenced learners' academic performance in their respective primary schools recorded a mean score of 4.2148. The mean score was much higher than the 3.0 neutral mean score. The results suggest that in the majority of the primary schools, update training organized for headteachers influenced learners' academic performance. The findings are similar to those in a research by Ngunjiri (2012), who reported that headteachers attended update training, and this enabled them to update their knowledge and skills on the modern and acceptable techniques in management and instructional supervision.

The responses from teachers, as provided in Table 4.14, show that the statement indicating that keenness in identifying teachers' professional needs influenced learners' academic performance in their respective primary schools recorded a mean score of 4.2095. The mean score was much higher than the 3.0 neutral mean score. The results suggest that in the majority of the primary schools, headteachers' keenness in identifying teachers' professional needs influenced learners' academic performance. The responses from teachers, as provided in Table 4.14, show that the statement indicating that the coordination of staff development programs influenced learners' academic performance recorded a mean score of 4.2148. The mean score was much higher than the 3.0 neutral mean score. The results suggest that in the majority of the primary schools, coordination of staff development programs by headteachers' influenced learners' academic performance.



The results from the observation checklist on head teacher’s professional development were as presented in Table 4.15

**Table 4.15**

**Head teachers’ professional development as Observed by the Researcher**

|   |     | <b>Frequency</b> | <b>Percentage</b> |
|---|-----|------------------|-------------------|
| Teachers are records on professional development activities conducted | Yes | 73               | 94.8              |
|   | No  | 4                | 5.2               |
| Memos of planned professional development plans                       | Yes | 58               | 75.3              |
|   | No  | 19               | 24.7              |

The results suggest that majority of the schools (94.8%) the researcher observed that there were records of on professional development activities conducted. This implied that the headteachers were keen on organizing professional development activities for the staff. It is also shown that in majority of the primary schools (75.3%), there were memos of planned professional development plans. The results suggest in majority of the schools there were planned professional development as evidenced by internal memos.

**4.6.2 Correlation between headteachers’ professional development and learners' performance**

The results in Table 4.16 show the correlation between headteachers’ professional development and learners' performance.

**Table 4.16****Correlation between Headteachers' Professional Development and Learners' Performance**

|              |                     | <b>Professional<br/>Development</b> | <b>Learners'<br/>Performance</b> |
|--------------|---------------------|-------------------------------------|----------------------------------|
| Professional | Pearson Correlation | 1                                   | 0.039                            |
| Development  | Sig. (2-tailed)     |                                     | 0.632                            |
|              | N                   | 153                                 | 153                              |
| Learners'    | Pearson Correlation | 0.039                               | 1                                |
| Performance  | Sig. (2-tailed)     | 0.632                               |                                  |
|              | N                   | 153                                 | 153                              |

The results shown above (Table 4.15) indicate a positive correlation between headteachers' professional development and learners' performance at  $r = 0.039$ ;  $p = 0.632$ . Given that the p-value was higher than the significant test value at 0.05, the correlation is interpreted to be statistically insignificant. The findings show that there was a positive relationship between headteachers' professional development and learners' performance. However, this association was negligible. The results are dissimilar to those in a study by Amadi (2014), who reported a significant link between headteachers' professional development and learners' performance.

#### **4.7 Relationship between Head Teachers' Individualized Consideration and Learners' Academic Performance**

This section presents results for the fifth objective, which sought to determine the relationship between the head teacher's individualized consideration and learners' academic performance in schools in Kericho County, Kenya.

#### 4.7.1 Headteachers individual consideration

The results from the headteachers on the Professional Development Influence of Headteachers are as presented in Table 4.17.

**Table 4.17**

**Head Teachers Individual Consideration**

|   | <b>N</b> | <b>Min</b> | <b>Max</b> | <b>Mean</b> | <b>Std. Deviation</b> |
|---|----------|------------|------------|-------------|-----------------------|
| Attend head teachers seminars/workshops                       | 78       | 2.00       | 5.00       | 4.4359      | .71332                |
| Give subordinates personal attention                          | 78       | 2.00       | 5.00       | 4.1923      | .75692                |
| Understand teachers' individual differences                   | 78       | 3.00       | 5.00       | 4.1667      | .74584                |
| Make teachers feel valued                                     | 78       | 2.00       | 5.00       | 4.3590      | .70203                |
| Interested in academic issues and talking to teachers         | 78       | 2.00       | 5.00       | 4.3846      | .72490                |
| Visible both in the classrooms and corridors                  | 78       | 2.00       | 5.00       | 4.1299      | .81678                |
| Create a peaceful atmosphere at school                        | 78       | 2.00       | 5.00       | 4.4231      | .69356                |
| Consider teachers' needs before my own needs.                 | 78       | 3.00       | 5.00       | 4.2949      | .77475                |
| Set high standards and communicates it to everyone at school. | 78       | 3.00       | 5.00       | 4.3590      | .68328                |
| Treat teaches as respectful members of our school             | 78       | 3.00       | 5.00       | 4.5256      | .61843                |
| Solve problems by compromising                                | 78       | 1.00       | 5.00       | 3.3377      | 1.46548               |
| Valid N (list wise)   | 78       |            |            |             |                       |

The results in Table 4.17 from the headteachers' responses show that the statement suggesting that they attended headteachers' seminars/workshops recorded a mean score of 4.4359. The value is far much more than the 3.0 neutral mean score.

This suggests that according to the majority of the headteachers, they attended headteachers seminars/workshops. The results are contrary to a study by Nyaboka (2011), who found out that headteachers did not participate in seminars/workshops as required and recommended more in-service headteachers through workshops.

The results in Table 4.17 from the headteachers' responses show that the statement suggesting that they give subordinates personal attention recorded a mean score of 4.1923. The value is far much more than the 3.0 neutral mean score. This indicates that the majority of the headteachers give subordinates personal attention. The findings are similar to those in research by Oduk (2016), who reported that some headteachers were effective since they paid more attention to their association with subordinates than the job. They paid particular attention to every individual staff's necessity for growth and achievement by acting as a mentor or coach.

The results in Table 4.17 from the headteachers' responses show that the statement suggesting that they understand teachers' differences recorded a mean score of 4.1667. The value is far much more than the 3.0 neutral mean score. This suggests that most of the headteachers understand teachers' individual differences in their respective schools. The results are in line with Aguya (2014)'s observations that leaders who took time to understand teachers' individual differences effectively contributed to learners' academic performance. The results in Table 4.17 from the headteachers' responses show that the statement suggesting that they make teachers feel valued recorded a mean score of 4.3590.

The value is far much more than the 3.0 neutral mean score. This suggests that most of the headteachers make teachers feel valued in their respective schools. Gerver (2019) observed that most school managers made attempts to make their teachers feel valued. This sprung from the premise that if a teacher feels valued, the headteacher does not need to worry about motivating them. These teachers will know how to stay motivated.

The results in Table 4.17 from the headteachers' responses show that the statement suggesting that they were interested in academic issues and talking to teachers recorded a mean score of 4.3846. The value is far much more than the 3.0 neutral mean score. This suggests that the majority of the headteachers were interested in academic issues and talking to teachers in their respective schools. The results are in line with Aguya (2014)'s findings that headteachers were keen on academic issues and discussed this aspect with the teachers always.

The results in Table 4.17 from the headteachers' responses show that the statement suggesting that they were visible both in the classrooms and corridors recorded a mean score of 4.1299. The value is much more than the 3.0 neutral mean score. This suggests that the majority of the headteachers were visible both in the classrooms and corridors in their respective schools. The findings resonate with those of Page (2015), who reported that learning was highly variable: in some cases, they were formalized and included of senior leaders moving around corridors making a stop in every classroom; at other times, random classes would be entered; sometimes they would focus on a specific theme such as feedback, others would be generalized; sometimes observers would observe without interaction. The scholar added that successful headteachers know that leading by example is essential.

Teachers and support staff watch what their leaders do because they want to know whether their actions are consistent over time and test whether their leaders do as they say. The results in Table 4.17 from the headteachers' responses show that the statement suggesting that they create a peaceful atmosphere at school recorded a mean score of 4.4231. The value is much more than the 3.0 neutral mean score. This indicates that the majority of the headteachers create a peaceful atmosphere at school in their respective schools. The findings are similar to those in research by Kor and Opare (2017), where it was found out that most of the headteachers took the task of creating and maintaining an environment seriously, and this included ensuring a good and calm atmosphere.

The results in Table 4.17 from the headteachers' responses show that the statement suggesting that they consider teachers' needs before my own needs recorded a mean score of 4.2949. The value is much more than the 3.0 neutral mean score. This suggests that most headteachers consider teachers' needs before my own needs in their respective schools.

The results in Table 4.17 from the headteachers' responses show that the statement suggesting that they set high standards and communicates them to everyone at school recorded a mean score of 4.2949. The value is much more than the 3.0 neutral mean score. This suggests that most headteachers set high standards and communicate them to everyone at school in their respective schools. The findings are similar to those in research by Nzambi (2012), who observed that Headteachers provided necessary resources for learning and communicated confidently in most schools. However, it is not enough that a transformational leader has an understanding of the values and principles of an organization. The leader must also communicate these effectively to his or her followers.

Similarly, Thompson (2012) explains that as a result, a transformational leader must be adept at communication and articulate clearly the goals and visions set forth for the organization. According to Thompson, the effectiveness of a leader's communication skills is often manifested in the leader's ability to engage followers, and to have them become invested in the goals that the leader sets forth for the organization. Therefore, the ability of headteachers to high standards and communicate them to everyone at school is a precursor to learners' academic excellence.

The results in Table 4.17 from the headteachers' responses show that the statement suggesting that they treat teachers as respectful members of their school recorded a mean score of 4.5256. The value is much more than the 3.0 neutral mean score. This suggests that the majority of the headteachers treat as respectful members of their respective schools. The results are in agreement with that in a study by Nooruddin (2014) whereby it was established that the majority of the headteachers treated their teachers with respect, and this helped cultivate a good working relationship.

The results in Table 4.17 from the headteachers' responses show that the statement suggesting that they solve problems by compromising recorded a mean score of 3.3377. The value is much more than the 3.0 neutral mean score. This indicates that the majority of the headteachers solve problems by compromising in their respective schools. The results were in agreement with a study by Kara (2013), who established that the compromising strategies have also been used in solving problems facing employees in most of the schools.

#### 4.7.2 Teachers' responses on head teachers individual consideration

The results showing teachers' responses towards the headteacher's intellectual stimulation were as provided in Table 4.18.

**Table 4.18**

**Teachers' Responses on Head Teachers Individual Consideration**

|   | <b>N</b> | <b>Min</b> | <b>Max</b> | <b>Mean</b> | <b>Std. Deviation</b> |
|---|----------|------------|------------|-------------|-----------------------|
| Give subordinates personal attention                  | 148      | 1.00       | 5.00       | 4.1014      | .78020                |
| Understand teachers' individual differences           | 149      | 1.00       | 5.00       | 4.2081      | .85642                |
| Make teachers feel valued                             | 147      | 1.00       | 5.00       | 4.2857      | .76749                |
| Interested in academic issues and talking to teachers | 147      | 3.00       | 5.00       | 4.3673      | .75925                |
| Visible both in the classrooms and corridors          | 149      | 1.00       | 5.00       | 4.1275      | .79940                |
| Create a peaceful atmosphere at school                | 149      | 3.00       | 5.00       | 4.3691      | .74751                |
| Consider teachers' needs before my own needs.         | 149      | 1.00       | 5.00       | 4.0336      | .88849                |
| Treat teaches as respectful members of our school     | 149      | 2.00       | 5.00       | 4.3020      | .75966                |
| Solve problems by compromising                        | 149      | 1.00       | 5.00       | 3.6443      | 1.27911               |
| Valid N (list wise)                                   | 145      |            |            |             |                       |

As provided in Table 4.18, the responses from teachers suggest that the statement implying that headteachers' task of giving subordinates personal attention influenced learners' academic performance in their respective primary schools recorded a mean score of 4.1014.



The mean score was much higher than the 3.0 neutral mean score. The results suggest that in most primary schools, headteachers' task of giving subordinates personal attention influenced learners' academic performance. As provided in Table 4.17, the responses from teachers revealed that the statement implying that headteachers' understanding of teachers' differences influenced learners' academic performance in their respective primary schools recorded a mean score of 4.2081. The mean score was much higher than the 3.0 neutral mean score. The results suggest that in most primary schools, headteachers' understanding of teachers' differences influenced learners' academic performance. As provided in Table 4.18, the responses from teachers revealed that the statement implying that headteachers' approach of making teachers feel valued had an influence on learners' academic performance in their respective primary schools recorded a mean score of 4.3673.

The mean score was much higher than the 3.0 neutral mean score. The results suggest that in most primary schools, headteachers' headteachers' approach of making teachers feel valued influenced learners' academic performance. As provided in Table 4.18, the responses from teachers revealed that the statement implying that headteachers' interest in educational issues and talking to teachers influenced learners' academic performance in their respective primary schools recorded a mean score of 4.3673. The mean score was much higher than the 3.0 neutral mean score.

The results suggest that in the majority of the primary schools, headteachers' interest in academic issues and talking to teachers influenced learners' academic performance. As provided in Table 4.18, the responses from teachers revealed that the statement implying that headteachers' visibility in both the classrooms and corridors influenced learners' academic performance in their respective primary schools recorded a mean score of 4.1275. The mean score was much higher than the 3.0 neutral mean score. The results suggest that in most primary schools, headteachers' visibility in both the classrooms and corridors influenced learners' academic performance.

As provided in Table 4.18, the responses from teachers revealed that the statement implying that headteachers' creation of a peaceful atmosphere at school influenced learners' academic performance in their respective primary schools recorded a mean score of 4.3691. The mean score was much higher than the 3.0 neutral mean score. The results suggest that in most primary schools, headteachers' headteachers' creation of a peaceful atmosphere at school influenced learners' academic performance.

As provided in Table 4.18, the responses from teachers revealed that the statement implying that headteachers' consideration of teachers' needs before my own needs influenced learners' academic performance in their respective primary schools recorded a mean score of 4.0336. The mean score was much higher than the 3.0 neutral mean score. The results suggest that in most primary schools, headteachers' consideration of teachers' needs before my own needs influenced learners' academic performance. As provided in Table 4.18, the responses from teachers revealed that the statement implying that headteachers' treatment of teachers as respectful members of our school influenced learners' academic performance in their respective primary schools recorded a mean score of 4.3020. The mean score was much higher than the 3.0 neutral mean score.

The results suggest that in most primary schools, headteachers' treatment of teachers as respectful members of our school influenced learners' academic performance. As provided in Table 4.18, the responses from teachers revealed that the statement is implying that the headteachers' approach of solving problems by compromising influenced learners' academic performance in their respective primary schools recorded a mean score of 3.6443. The mean score was much higher than the 3.0 neutral mean score. The results suggest that in the majority of the primary schools, headteachers' approach to solving problems by compromising influenced learners' academic performance.

#### **4.7.3 Correlation between headteachers' professional development and learners' performance**

The results in Table 4.19 show a correlation between Headteachers' Individual Consideration and learners' performance.

**Table 4.19**

**Correlation between Headteachers' Individual Consideration and Learners' Performance**

|               |                     | <b>Headteachers'<br/>Individual<br/>Consideration</b> | <b>Learners'<br/>Performance</b> |
|---------------|---------------------|---|----------------------------------|
| Headteachers' | Pearson Correlation | 1   | -.024                            |
| Individual    | Sig. (2-tailed)     |   | .764                             |
| Consideration | N                   | 153   | 153                              |
| Learners'     | Pearson Correlation | -.024   | 1                                |
| Performance   | Sig. (2-tailed)     | .764  |                                  |
|               | N                   | 153   | 153                              |

The findings in Table 4.19 show a negative Pearson correlation between Headteachers' Individual Consideration and learners' performance at  $r = -0.024$ ;  $p = 0.764$ . Given that the p-value was higher than the significant test value at 0.05, the correlation is interpreted to be statistically insignificant. The results suggest that there was no association between Headteachers' Individual Consideration and learners' performance. The results are not in agreement with a study by Ogola, (2017), whereby a significant association was found to exist between Headteachers' Individual Consideration and learners' performance.

#### **4.8 Learners' Performance in Primary Schools**

The results showing learners' performance were as presented in this section.

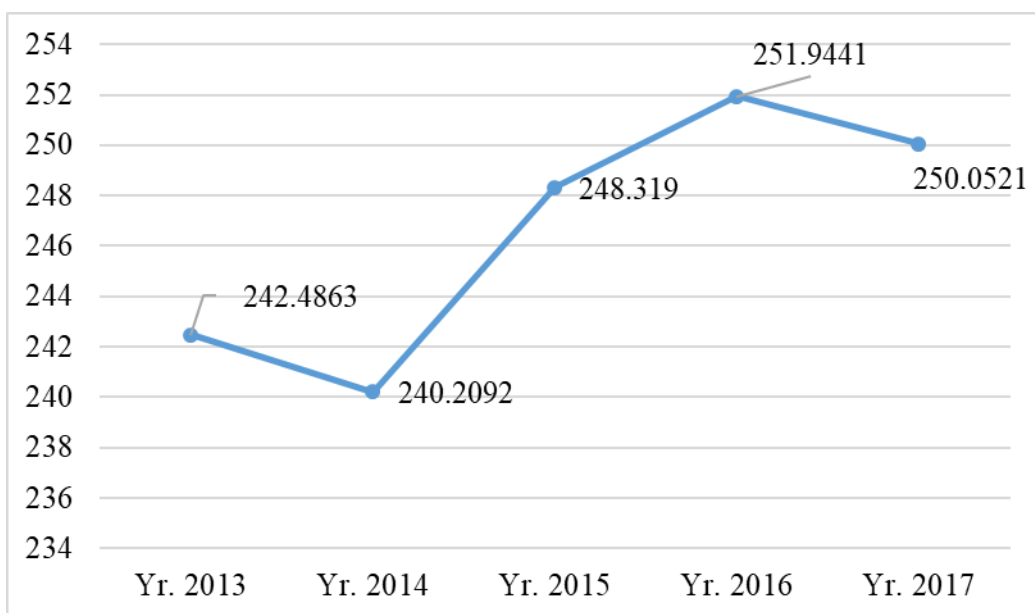
##### **4.8.1 KCPE performance for the last 5 years**

An analysis of the average mean scores for KCPE Performance for the last 5 years (2013 – 2017) was as presented in Table 4.20

**Table 4. 20**

##### **KCPE Performance for the last 5 years**

| <b>Year</b>         | <b>N</b> | <b>Minimum</b> | <b>Maximum</b> | <b>Mean</b> | <b>Std. Deviation</b> |
|---------------------|----------|----------------|----------------|-------------|-----------------------|
| 2013                | 78       | 110.00         | 318.79         | 242.4863    | 36.23840              |
| 2014                | 78       | 115.05         | 339.26         | 240.2092    | 37.75458              |
| 2015                | 78       | 122.00         | 345.26         | 248.3190    | 39.12000              |
| 2016                | 78       | 150.50         | 336.63         | 251.9441    | 38.65314              |
| 2017                | 78       | 147.31         | 333.61         | 250.0521    | 40.51674              |
| Valid N (list wise) | 78       |                |                |             |                       |



**Figure 4. 2: KCPE Performance for the last 5 years**

The results in Table 4.20 and Figure 4.4 shows that the average mean scores for KCPE Performance for the last 5 years was as follows: the year 2013 (242.4863), the year 2014 (240.2092), the year 2015 (248.3190), the year 2016 (251.9441), and year 2017 (250.0521). The results depict a progressive trend in KCPE performance up to 2016. The lowest mean grade was registered in the year 2014, while the highest was in 2016.

#### 4.8.2 Teachers' description of Learners' Performance

Using select learners' performance indicators, teachers were asked to describe learners' performance in their respective schools, and the results were as captured were as provided in Table 4.21.

**Table 4.21**

#### Teachers' description of Learners' Performance

|   | <b>N</b> | <b>Min</b> | <b>Max</b> | <b>Mean</b> | <b>Std.<br/>Deviation</b> |
|---|----------|------------|------------|-------------|---------------------------|
| Learners performance in national examinations | 153      | 2.00       | 5.00       | 2.4641      | .86622                    |
| Learners' retention rates                     | 153      | 2.00       | 4.00       | 2.7778      | .90483                    |
| Learners' level of discipline                 | 153      | 2.00       | 5.00       | 2.4706      | .77848                    |
| Valid N (list wise)                           | 153      |            |            |             |                           |

As shown in Table 4.20, the results for performance were as follows: Learners' performance in national examinations (2.4641), learners' retention rates (2.7778), and learners' level of discipline (2.4706). The results suggest that learners' performance along the measured indicators were unimpressive across the county.

## 4.9 Regression Analysis

Multiple regression analysis was done to determine the relationship between the independent and dependent variables, and the results are presented in this section. The variables under investigation included headteacher's behavioral personality, headteacher's intellectual stimulation, headteacher's commitment, and head teacher's professional development (Independent variables) and learners' academic performance in primary schools (dependent variable).

### 4.9.1 Model summary

This section presents the multiple regression results to establish the relationship between the independent variables and dependent variables.

**Table 4. 22**

#### **Model Summary**

| <b>Model</b> | <b>R</b>          | <b>R Square</b> | <b>Adjusted R Square</b> | <b>Std. Error of the Estimate</b> |
|--------------|-------------------|-----------------|--------------------------|-----------------------------------|
| 1            | .269 <sup>a</sup> | .073            | .041                     | .58760                            |

a. Predictors: (Constant), Headteachers' Individual Consideration, Behavioural Personality of Headteachers, Headteachers' Intellectual Stimulation, Headteachers' Commitment, Professional Development

The R Square value in the Model Summary table shows the amount of variance in the dependent variable that the independent variables can explain. The independent variables listed below Table 4.22 accounted for 7.3 percent of the variability in student safety. The R-value (.269) is the multiple correlation coefficients between all the entered dependent variables and the independent variables. The Adjusted R Square adjusts for bias as the number of variables increases. The Std. Error of the Estimate is a measure of the accuracy of the prediction.

#### 4.9.2 Analysis of variances (ANOVA)

The findings with respect to the analysis of variances are as provided in Table 4.23.

**Table 4. 23**

##### **Analysis of Variances (ANOVA)**

| <b>Model</b> | <b>Sum of Squares</b> | <b>Df</b> | <b>Mean Square</b> | <b>F</b> | <b>Sig.</b>       |
|--------------|-----------------------|-----------|--------------------|----------|-------------------|
| 1 Regression | 3.969                 | 5         | .794               | 2.299    | .048 <sup>b</sup> |
| Residual     | 50.756                | 147       | .345               |          |                   |
| Total        | 54.724                | 152       |                    |          |                   |

a. Dependent Variable: Learners' Performance

b. Predictors: (Constant), Headteachers' Individual Consideration, Behavioural Personality of Headteachers, Headteachers' Intellectual Stimulation, Headteachers' Commitment, Professional Development.

In the study, the predictors are significant when Sig. (p-value)  $p < 0.05$ . The findings in Table 4.23 show that the p-value was 0.048. Since the p values are less than 0.05 (confidence level), we can conclude that the relationship between headteachers' transformational leadership competencies and learners' academic performance in primary schools in Kericho County is significant. As  $p < 0.05$ , our predictors are significantly better than would be expected by chance. The regression line predicted by headteachers' transformational leadership competencies explain a significant variance in learners' academic performance in primary schools. This is reported as follows:  $F(5, 147) = 2.299$ ;  $p < 0.048$ , and therefore can conclude that the regression is statistically significant.



### 4.9.3 Beta coefficients

The Beta Coefficients with respect to regression outputs are presented in Table 4.24.

**Table 4.24**

**Beta Coefficients**

| Model |   | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|-------|---|-----------------------------|------------|---------------------------|--------|------|
|       |   | B                           | Std. Error | Beta                      |        |      |
| 1     | (Constant)                              | 2.090                       | .330       |                           | 6.328  | .000 |
|       | Behavioural Personality of Headteachers | .121                        | .072       | .160                      | 1.683  | .094 |
|       | Headteachers' Intellectual Stimulation  | .137                        | .068       | .194                      | 1.995  | .048 |
|       | Headteachers' Commitment                | -.012                       | .113       | -.016                     | -.109  | .914 |
|       | Professional Development                | .102                        | .129       | .120                      | .791   | .430 |
|       | Headteachers' Individual Consideration  | -.245                       | .128       | -.274                     | -1.915 | .057 |

a. Dependent Variable: Learners' Performance

The following regression model was used

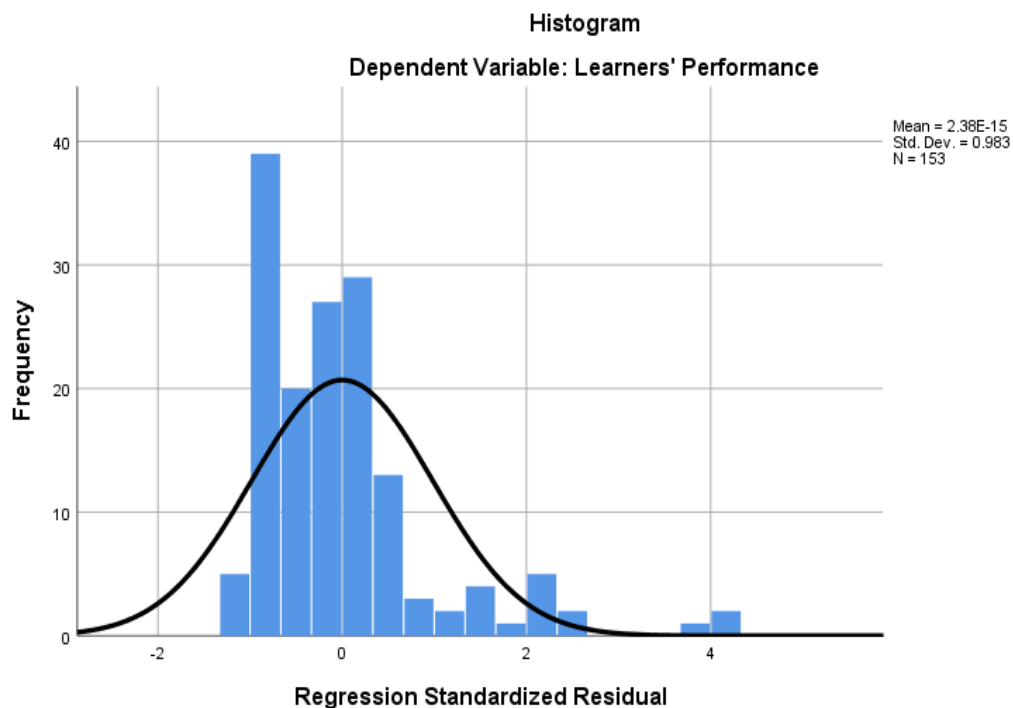
$$Y = \beta_0 + \beta_1 \text{HBP} + \beta_2 \text{HIS} + \beta_3 \text{HC} + \beta_4 \text{HPD} + \beta_5 \text{HIC} + \epsilon$$

$$Y = 2.090 + 0.121 + 0.137 - 0.012 + 0.102 - 0.245 + 0.330$$

From the findings, it emerges that the most influential determinant of Student safety was Headteachers' Intellectual Stimulation (Beta = 0.137; p = 0.048). This was followed by Behavioural Personality of Headteachers (Beta = 0.121; p = 0.094).

The rest of the factors in the order of their beta value were as follows: Professional Development (Beta = 0.102; p = 0.430), Headteachers' Commitment (Beta = -0.012; p = 0.914) and Headteachers' Individual Consideration (Beta = -0.245; p = 0.057).

The findings thus show that the best two predictors of learners' performance were Headteachers' Intellectual Stimulation and Behavioural Personality of Headteachers.



**Figure 4. 3: Histogram showing the Distribution of Scores**

Figure 4.3 indicates that dots are distributed nearly equally above and below the horizontal zero lines with no specific pattern, suggesting residual independence. The histogram above depicts a normal distribution with the greatest left side of distribution being 0 and all values being spread mainly between -2 and 2.

The histogram output displays the mean, standard deviation, and a number of participants (N). The mean amount of independent variables was 2.389, with a standard deviation of 0.983.

#### **4.9.4 Test of hypotheses**

Using coefficient outputs for the independent and dependent variables, the study hypothesis was tested. The decision rule rejected the null hypothesis if p values computed from the regression outputs per variable under measure were less than the conventional value of 0.05.

The first hypothesis stated that “HO1: There is no statistically significant relationship between headteachers’ behavioral personality and learners’ academic performance in primary schools.” Since the p-value associated with Headteachers’ Behavioural Personality was 0.094, a value higher than the test significance level of 0.05, the null hypothesis is accepted. This output suggests that the headteachers’ behavioral personality does not have a statistically significant relationship with learners’ academic performance.

The second hypothesis stated that “HO2: There is no statistically significant relationship between intellectual stimulation and learners’ academic performance in primary schools.” Since the p-value associated with Headteachers’ intellectual stimulation was 0.048, a value lower than the test significance level of 0.05, the null hypothesis is rejected. This output suggests that headteachers’ intellectual stimulation has a statistically significant relationship with learners’ academic performance in primary schools in Kericho County.

The third hypothesis stated that “HO3: There is no statistically significant relationship between headteachers’ commitment and learners’ academic performance in primary schools.” Since the p-value associated with headteachers’ commitment was 0.914, a value much higher than the test significance level of 0.05, the null hypothesis is accepted.

This output suggests that headteachers' responsibility does not have a statistically significant relationship with learners' academic performance in primary schools in Kericho County.

The fourth hypothesis stated that "HO4: There is no statistically significant relationship between headteachers' professional development and learners' academic performance in primary schools." Since the p-value associated with headteachers' professional development was 0.430, a value much higher than the test significance level of 0.05, the null hypothesis is accepted. This output suggests that headteachers' professional development does not significantly correlate with learners' academic performance in primary schools in Kericho County.

The fifth hypothesis stated that "HO4: There is no statically significant relationship between headteachers' consideration and learners' academic performance in primary schools." Since the p-value associated with headteachers' consideration was 0.057, a value higher than the test significance level of 0.05, the null hypothesis is accepted. This output suggests that headteachers' consideration does not significantly correlate with learners' academic performance in primary schools in Kericho County.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents the summary of the study, its conclusions and its resultant recommendations.

#### 5.2 Summary

The study intended to examine the relationship between headteachers' consideration, headteachers' behavioral personality, headteachers' intellectual stimulation, headteachers' commitment, and professional development (Independent variables) and learners' academic performance in primary schools (dependent variable).

##### 5.2.1 Relationship between behavioural personality of headteachers and learners' academic performance in primary schools

The first objective determined the relationship between headteachers' behavioral personality and learners' academic performance in primary schools in Kericho County. According to the headteachers in most of the schools, the study established that they had enough time to handle matters related to the personal welfare of staff. In most schools, staff members were treated equally, which was suitable for the learner's performance. The headteachers in most of the primary schools reported that they were adaptable to any environment that arose in the school.

According to most of the headteachers, they supported their teachers in all areas. Their responses also suggested that most headteachers were convinced that they had successfully created enthusiasm among teachers. In the majority of the schools, the headteachers embraced teamwork and that they did solve their problems together with the other staff, and this reportedly effective.

Further, according to most headteachers, they had set high academic standards in their schools. The majority of the headteachers had succeeded in setting academic standards, which was suitable for learner's performance. The observation checklists' results show that in all the primary schools, the headteachers had ensured the environment was friendly and loving. They had succeeded in instilling the spirit of teamwork among the staff. The checklist also reveals that the headteachers in most schools were committed to creating a peaceful atmosphere at their schools.

There was a positive correlation between headteachers' behavioral personality and learners' performance at  $r = 0.163$ ;  $p = 0.44$ . Given that the p-value was less than the significant test value at 0.05, the correlation is interpreted to be statistically significant. From the regression analysis, we note that since the p-value associated with Headteachers' Behavioural Personality was 0.094, a value higher than the test significance level of 0.05, the null hypothesis is accepted.

### **5.2.2 Relationship between headteachers' intellectual stimulation and learners' academic performance in primary schools**

The second objective investigated the link between Headteachers' Intellectual Stimulation and learners' academic performance in primary schools in Kericho County. According to most headteachers, they had ensured that the teachers are motivated to be innovative and creative. They encouraged the teachers to question assumptions and restructure problems, which helped promote innovativeness. They motivated teachers to perform better in a changing environment. They indicated that they were willing to receive new ideas from the staff and created an environment that allowed new ideas.

The results also show that, according to most headteachers, they were flexible enough to implement new approaches to teaching, which favoured learners' performance. They appreciated the need for creativity and innovation in solving work-related problems among teachers and made efforts to ensure that this was achieved. The headteachers encouraged critical thinking to challenges before making decisions, encouraged new methods of solving issues, and encouraged employees to re-consider key assumptions to questions. This was good for learners' performance, and this was good for learners' performance.

The findings also found that the culture of innovativeness and creativity promoted by headteachers influenced learners' performance. Involving teachers in the decision-making process and the fact that headteachers were instrumental in supporting interactive teaching style (existing teaching techniques in class) in teaching had a positive influence on learners' performance. This helps in fostering learners' performance. Other contributory aspects of the Headteachers' intellectual stimulation included headteachers' understanding of the importance of relationships and encouraging teachers to think about the concepts taught in class independently.

There was a positive correlation between headteachers' intellectual stimulation and learners' performance at  $r = 0.184$ ;  $p = 0.23$ . Given that the p-value was less than the significant test value at 0.05, the correlation is interpreted to be statistically significant. From the regression analysis, we note that since the p-value associated with Headteachers' intellectual stimulation was 0.048, a value lower than the test significance level of 0.05, the null hypothesis is rejected.

### **5.2.3 Relationship between headteachers' commitment and learners' academic performance in primary schools**

The third objective investigated the relationship between headteachers' commitment and learners' academic performance in primary schools in Kericho County. The results from headteachers' responses demonstrate the majority of the headteachers reported to work early, ensured proper coordination of teachers in their respective schools, involved all teachers in decision making in their respective schools, and were friendly and easy to dialogue within their respective schools.

The findings also show that majority of the headteachers' delegate school duties without favour in their respective schools, express confidence in staff members in their respective schools, and were good listeners to staff members. The study also revealed that the majority of the headteachers were open to criticism by staff, promoted co-operation among staff in their respective schools. They created harmony and unity among the staff in their respective schools. It was also found that the majority of the headteachers properly allocate work to teachers in their respective schools, ensure that teachers in their respective schools meet the required goals, and give procedures to be followed in their respective schools. In addition, they ensured that teachers complete the syllabus, supervise and direct teachers, and allocate work to teachers

The responses from the teachers from the majority of the schools revealed that Headteachers' punctuality to school, ability to formulate and shape the future, great determination and willpower to see things through, commitment to developing personal strategies especially during difficult situations, and ability to go an extra mile to solve school problems had an influence on learners' performance.



There was a positive correlation between headteachers' commitment and learners' performance at  $r = 0.045$ ;  $p = 0.579$ . Given that the p-value was higher than the significant test value at 0.05, the correlation is interpreted to be statistically insignificant. As per the regression analysis, we note that since the p-value associated with headteachers' commitment was 0.914, a value much higher than the test significance level of 0.05, the null hypothesis is accepted.

#### **5.2.4 Relationship between professional development and learners' academic performance in primary schools**

The fourth object sought to investigate the relationship between headteachers' professional development and learners' academic performance in primary schools in Kericho County. The findings indicated that majority of the headteachers attended headteachers seminars/workshops, they influenced teachers to identify and understand their needs, they involved the teachers in discussion about teachers' professional development, and they ensured that there are an open climate and conducive environment where teachers can participate openly in identifying their professional needs.

The research findings report that according to the majority of the headteachers they give teachers chance to appoint a committee to deal with a staff development program, they used a variety of mechanisms for identifying training needs, they allowed teachers who have applied or been called for professional development course to attend and availed to teachers information on any training programs organized internally or externally.

The results from the observation checklist show that in majority of the schools headteachers were keen on organizing professional development activities for the staff. It is also shown that in majority of the primary schools. The checklist also revealed that majority of the schools there were planned professional development as evidenced by internal memos.

The results also show a majority of the headteachers give financial support to teachers attending professional development programs, attended professional development programs, develop new teaching skills, attitude and knowledge, and that those Headteachers who attended professional development programs improved students' performance.

The results from the teachers show that in the most of the schools in all the school types (public, private, and SIP), there are teachers' records on professional development activities. In most of the schools, that is, in all the school types, there are teachers' records on professional development activities. The study also indicates that in the majority of the primary schools, headteachers' regular attendance to seminars and workshops, update training organized for headteachers, headteachers' keenness in identifying teachers' professional needs, and coordination of staff development program by headteachers had an influence on learners' academic performance.

There was a positive correlation between headteachers' professional development and learners' performance at  $r = 0.039$ ;  $p = 0.632$ . Given that the p-value was higher than the significant test value at 0.05, the correlation is interpreted to be statistically insignificant. Basing on the regression analysis, the null hypothesis is accepted given that the p-value associated with headteachers' professional development was 0.430, a value much higher than the test significance level of 0.05.

### **5.2.5 Relationship between headteachers' individual consideration and learners' academic performance in primary schools**

The fifth objective sought to examine the relationship between headteachers' professional development and learners' academic performance in primary schools in Kericho County. The results revealed that majority of the headteachers had had paid personal attention. The studies also found out that majority of the headteachers were talking to teachers in their respective schools and that they interested in academic issues. Other aspects embraced by majority of the headteachers include being visible both in the corridors and classrooms in their respective schools, creation of a peaceful atmosphere at school in their respective schools, considering teachers needs before my own needs in their respective schools, setting high standards and communicates it to everyone at school, in their respective schools, treating teachers as respectful members of their respective schools, and solving problems by compromising in their respective schools.

The results from teachers show that in most of the primary schools, headteachers' task of giving support staff individual attention, understanding of teachers' individual differences, approach of ensuring teachers feel valued, interest in academic issues and talking to teachers, visibility both in the classrooms and corridors, headteachers' creation of a peaceful atmosphere at school, consideration of teachers needs before my own needs, treatment of teachers as significant members of our school, and approach of solving problems by compromising had an influence on learners' academic performance

There was a negative Pearson correlation between Headteachers' Individual Consideration and learners' performance at  $r = -0.024$ ;  $p = 0.764$ . Given that the p-value was higher than the significant test value at 0.05, the correlation is interpreted to be statistically insignificant. Basing on the regression analysis, the null hypothesis is accepted since the p-value associated with headteachers' individual consideration was 0.057, a value higher than the test significance level of 0.05, the null hypothesis is accepted.

### **5.3 Conclusions**

- i. The study concluded that the headteachers' behavioral personality does not have a statistically significant relationship with learners' academic performance in primary schools in Kericho County. Even though the headteachers had attributes and practices indicative of positive headteachers' behavioral personality, this did not translate effectively to learners' academic performance in the county. Teachers in some of the primary schools still felt that much needed to be done in areas such as handling of matters related to the personal welfare of staff, equal treatment to staff members.
- ii. The study concludes that headteachers' intellectual stimulation has a statistically significant relationship with learners' academic performance in primary schools in Kericho County. However, in some of the schools, inadequacies were registered for aspects such as teacher involvement in the decision-making process, and headteachers' support towards the use of interactive teaching style (existing teaching techniques in class) in teaching. In some of the primary schools, headteachers failed to understand of the importance of relationships.

- iii. The study concludes that headteachers' commitment does not have a statistically significant relationship with learners' academic performance in primary schools in Kericho County. This was mainly because, in some of the primary schools, the headteachers failed to ensure proper coordination of teachers in their respective schools, were not friendly and easy to dialogue within their respective schools, and were not open to criticism by staff, and were not effective in promoting co-operation among staff in their respective schools. Moreover, in a number of schools, headteachers failed to ensure that teachers complete the syllabus, and were not effective in supervising and directing teachers, as well as allocating work to teachers. In some schools, the primary schools the headteachers were not committed to developing personal strategies especially during difficult situations
  
- iv. The study concludes that headteachers' professional development does not have a statistically significant relationship with learners' academic performance in primary schools in Kericho County. In a number of schools, the headteachers did not give financial support to teachers attending professional development programs. In some schools, the headteachers did not value attending professional development programs. The study also concludes that in some schools, the headteachers rarely developed new teaching skills, attitude, and knowledge, and were not keen on identifying teachers' professional needs. There was also evidence of poor coordination of staff development programs by headteachers in most of the primary schools. The study concludes that headteachers' individual consideration does not have a statistically significant relationship with learners' academic performance in primary schools in Kericho County.

- v. This conclusion arises from the fact that in some schools, headteachers' did not give subordinates personal attention, and in a number of schools, they failed to understand teachers' individual differences. Interestingly, in some schools, the headteachers failed to take an interest in academic issues and talking to teachers and to create a peaceful atmosphere at school.

#### **5.4 Recommendations**

The school leadership to consider reviewing priorities with respect to the handling of matters related to the personal welfare of all staff, as well as equality in treatment to staff members and aligning such priorities to learner performance. The school leadership should consider strengthening the system of teacher involvement in the decision-making process and mobilize resources to support teacher pedagogical skills.

The Ministry of Education to strengthen monitoring of school management practices by headteachers so as to check on inadequacies such as improper coordination of teachers in their respective schools, ineffective in promoting co-operation among staff in their respective schools, and ineffectiveness in supervising and directing teachers.

The school leadership should consider mobilizing financial resources and revising budgetary allocation so as to be able to give financial support to teachers attending professional development programs. The allocation can also be utilized in empowering headteachers towards the development of new teaching skills, attitudes, and knowledge. The school leadership should consider putting much emphasis on update training programs aimed at enlighten the headteachers on the essence of giving subordinates personal attention, understanding teachers' individual differences, and the need for creating a peaceful atmosphere at school.

A policy needs to be enacted to ensure that prospective headteachers are trained, as transformational leaders during their college training and the current headteachers should be supported to be transformational leaders with in-service training prepared by the Ministry of Education.

### **5.5 Suggestions for Further Research**

Based on the results presented in Chapter Four this study makes the following suggestions for further research:

- i) This study can be replicated in other primary schools in other counties in Kenya
- ii) A comparative study to evaluate the degree to which headteachers transformational leadership competences influence performance in primary schools
- iii) Further research is required to determine if good performance in primary schools is subject to headteachers transformational leadership competencies

## REFERENCES

- Ahmad, F., Abbas, T., Latif, S., & Rasheed, A. (2014). Impact of transformational leadership on employee motivation in the telecommunication sector. *Journal Of Management Policies and Practices*, 2(2), 11-25.
- Aiko, M. P. (2015). *Assessment of the relationship between head-teachers' leadership styles and students' academic performance in secondary schools in Kericho County, Kenya*. Unpublished Doctoral dissertation, Moi University.
- Ajani, I. R., & Akinyele, O. B. (2014). Effects of student-teacher ratio on academic achievement of selected secondary school students in Port Harcourt Metropolis, Nigeria. *Journal of Education and Practice*, 5(24); 100-107
- Alabu, P. F. (2013). *Influence of headteachers' personal characteristics on their performance of administrative tasks in secondary schools in Migori County*. Unpublished Doctoral Dissertation, University of Nairobi.
- Alakotila, S. (2017). *Efficient communication management in a growing organisation*. Unpublished Masters Thesis, Haaga-Helia University of Applied Sciences.
- Allen, N. J., & Meyer, J. P. (1992). The measurement and antecedents of affective, continuance, and normative commitment to the organization. *Journal of Occupational Psychology*, 63(1), 1-18
- Amber, M. H. (2012). "Transformational leadership behavior and organizational citizenship behaviors: The role of organizational identification," *The Psychologist-Manager Journal*, 15 (4) 247-268, <http://search.ebscohost.com>.
- Anaf, S.Y. (2015). *Leadership styles, types and students' academic achievement in Nigeria*. D. Phil Thesis, University Tun Hussein Onn Malaysia.
- Andersen, S. C. (2016). Increasing instruction time in school does increase learning. *Proceedings of the National Academy of Sciences*, 113(27), 7481-7484.
- Anderson, M., & Cawsey, C. (2008). *Learning for leadership: Building a school of professional practice (Vol. 2)*. Camberwell: Aust Council for Ed Research.
- Appelbaum, M., Cooper, H., Kline, R. B., Mayo-Wilson, E., Nezu, A. M., & Rao, S. M. (2018). Journal article reporting standards for quantitative research in psychology: The APA ations and Communications Board task force report. *American Psychologist*, 73(1), 3.
- Argyriou, A., & Lordanidis, G. (2014). Management and administration issues in Greek secondary schools: Self-evaluation of the head teacher role. *Education Research International*. 147310(1),1-11.



- Aricha, N. A. (2012). *Role of head teachers leadership styles on students' academic Performance in Kenya certificate of secondary education in secondary schools in Nyamira County-Kenya*. Doctoral dissertation, Mount Kenya University.
- Armstrong, P. W. (2007). A time for transformative leadership in academic health sciences. *Clinical & Investigative Medicine*, 30(3), 127-132.
- Asare, E. V., Olayemi, E., Boafor, T., Dei-Adomakoh, Y., Mensah, E., Ghansah, H., & Covert, B. (2017). Implementation of multidisciplinary care reduces maternal mortality in women with sickle cell disease living in low-resource setting. *American journal of hematology*, 92(9), 872-878.
- Avolio, B.J., Walumbwa, F.O., & Weber, T.J. (2009), "Leadership: current theories, research, and future directions", *Annual Review of Psychology*, 60 (2009), 421-49
- Awiti, J. (2016). *Influence of Headteachers' Selected Instructional Supervisory Practices on provision of quality education in Secondary schools in Kenya*. PhD Dissertation, Jaramogi Oginga Odinga University.
- Balyer, A. (2012). Transformational leadership behaviors of school principals: A qualitative research based on teachers' perceptions. *International Online Journal of Educational Sciences*, 4(3), 581-591. Retrieved from www.iojes.net on March 4, 2020.
- Banerjee, A., & Chaudhury, S. (2010). Statistics without tears: Populations and samples. *Industrial psychiatry journal*, 19(1), 60.
- Bass, B. M., & Bass, R. (2008). *Handbook of leadership: Theory, research, and application*. New York. Free Press.
- Bastos, J. L., Duquia, R. P., González-Chica, D. A., Mesa, J. M., & Bonamigo, R. R. (2014). Field work I: selecting the instrument for data collection. *Anais brasileiros de dermatologia*, 89(6), 918-923.
- Balyer, A. (2012). Transformational leadership behaviors of school principals: A qualitative research based on teachers' perceptions. *International Online Journal of Educational Sciences*, 4(3), 581-591
- Bazo, M. (2011). *Transformational leadership in Mozambican primary schools*. PhD Thesis. University of Twente
- Beatriz, P., Deborah, N., & Hunter, M. (2008). *Improving School Leadership, Volume 1 Policy and Practice: Policy and Practice (Vol. 1)*. Château de la Muette. OECD publishing.

- Bekele, Y. (2016). *The relationship between leadership style's and employee's organizational commitment at development bank of ethiopia, head office*. Doctoral dissertation, St. Mary's University.
- Berube, W., Gaston, J., & Stepan, J. (2005). The role of the principal in teacher professional development. *NOVAtions Journal*, 1(5), 1-9.
- Bett, D. R. (2018). *Relationship between selected head teachers leadership styles, and academic performance of primary schools in Tindiret Sub-County, Nandi County, Kenya*. Doctoral dissertation, Egerton University.
- Bevans, K. B., Fitzpatrick, L. A., Sanchez, B. M., Riley, A. W., & Forrest, C. (2011). Physical education resources, class management, and student physical activity levels: A structure-process-outcome approach to evaluating physical education effectiveness. *Journal of School Health*, 80(12), 573-580.
- Blackman, L., & Venn, C. (2010). *Body & Society*. 16(1), 7-28.
- Blanchard, K. (1997). Recognition and situational leadership II. *Emergency Librarian*, 24(4), 38-38.
- Blase, J., & Blase, J. (2002). The dark side of leadership: Teacher perspectives of principal mistreatment. *Educational Administration Quarterly*, 38(5), 671-727.
- Bolarinwa, O. A. (2015). Principles and methods of validity and reliability testing of questionnaires used in social and health science researches. *Nigerian Postgraduate Medical Journal*, 22(4), 195.
- Bono, J. E., & Judge, T. A. (2004). Personality and transformational and transactional leadership: a meta-analysis. *Journal of applied psychology*, 89(5), 901.
- Boon, C., & Biron, M. (2016). Temporal issues in person–organization fit, person–job fit and turnover: The role of leader–member exchange. *Human Relations*, 69(12), 2177-2200.
- Brown, A. (1992). Organizational culture: The key to effective leadership and organizational development. *Leadership & Organization Development Journal*, 13(2), 3-6.
- Buka, P. (2014). Effectiveness of Critical Thinking Instruction. *Mediterranean Journal of Social Sciences*, 5(2) 479
- Burns, M. (2016). *7 Recommendations to improve teacher professional development in fragile contexts*. Available at <https://www.globalpartnership.org/blog/7-recommendations-improve-teacher-professional-development-fragile-contexts>
- Burns, R. P., & Burns, R. (2008). *Business research methods and statistics using SPSS*. Sage.

- Bush, T., & Oduro, G. K. (2006). New principals in Africa: preparation, induction and practice. *Journal of Educational Administration*, 44(4), 359-375.
- Bush, T., Duku, N., Glover, D., Kiggundu, E., Moorosi, P., & Msila, V. (2011). The Impact of the National Advanced Certificate in education: Programme on School and Learner Outcomes. *South African Journal of Education*, 31(1), 31-43
- Campbell, T, Wenner, J. A., Brandon, L, & Waszkelewicz, M. A (2019). Community of practice model as a theoretical perspective for teacher leadership. *International Journal of Leadership in Education: 1 (5), 1-24.*
- Carol, E. G., & Wei, S. (2007). Differences between students who were and were not retained in a grade: a comparison of academic achievement, reasons for dropping out and reasons for pursuing aged credentials. *A paper presented at the annual conference of the American educational research association, April 9-15. Chicago.*
- Cetin, M. O., & Kinik, F. S. F. (2015). An analysis of academic leadership behavior from the perspective of transformational leadership. *Procedia-Social and Behavioral Sciences*, 207 (54), 519-527
- Clarke, S., & Wildy, H. (2011). Improving the small rural or remote school: The role of the district. *Australian Journal of Education*, 55(1), 24-36.
- Costa, J. A., & Castanheira, P. (2011). School Leadership in Portugal: The Role of the Director's Intervention Project. *Procedia-Social and Behavioral Sciences*, 29 (5), 1320-1326.
- Crompton, B. M., Smyrnios, K. X., & Bi, R. (2012). Measuring the influence of business coaching on fast-growth firms. *Small enterprise research*, 19(1), 16-31.
- Danielson, C. (2011). *Enhancing professional practice: A framework for teaching*. ASCD.
- Davis, S., & Darling-Hammond, L. (2012). Innovative principal preparation programs: What works and how we know. *Planning and Changing*, 43(1/2), 25-45.
- Davis S, Darling-Hammond L, LaPointe M, Meyerson D. (2005). *School Leadership Study: Developing Successful Principals*. Stanford, CA: Stanford University and the Wallace Foundation; 2005
- Day, C. (2011). *Successful school leadership: Linking with learning and achievement*. McGraw-Hill Education (UK). Open University Press

- Day, G. S. (2011). Closing the marketing capabilities gap. *Journal of marketing*, 75(4), 183-195.
- Dennis, J. (2018). *No-Zero Policy in Middle School: A Comparison of High School Student Achievement*. Unpublished. Phd Dessertation, Walden University.
- Dös, I., & Savas, A. C. (2015). Elementary School Administrators and Their Roles in the Context of Effective Schools. *SAGE Open*, 5(1), 1-10
- Ebrahimi, N., Claus, B., Lee, C. Y., Biondi, A., & Benndorf, G. (2007). Stent conformity in curved vascular models with simulated aneurysm necks using flat-panel CT: an in vitro study. *American Journal of Neuroradiology*, 28(5), 823-829.
- Elliott, A. (2015). *Psychoanalytic theory: An introduction*. New York. Macmillan International Higher Education.
- Ermawati, Y., & Amboningtyas, D. (2017). Pengaruh Motivasi Intrinsik, Komunikasi, dan Kompensasi Finansial Terhadap Kinerja Karyawan Produksi Video Preparation pada PT Hit Polytron yang Berimplikasi pada Produktivitas. *Journal of Management*, 3(3)
- Evans, P. B. (2012). *Embedded autonomy: States and industrial transformation*. Princeton: Princeton University Press.
- Fasola, O. S., Adeyemi, M. A., & Olowe, F. T. (2013). Exploring the relationship between transformational, transactional leadership style and organizational commitment among Nigerian banks employees. *International Journal of Academic Research in Economics and Management Sciences*, 2(6), 96.
- Frost, D. (2012) From professional development to system change: Teacher leadership and innovation. *Professional Development in Education*;38(2):205-227. DOI: 10.1080/19415257.2012.657861
- Gamage, D. Adams, D. & McCormack, A. (2009). How does a school leader's role influence student achievements? A review of research findings and best practices. *International Journal of Educational Leadership Preparation*, 4(1), 1-6
- Geijsel, F., & Meijers, F. (2005). Identity learning: The core process of educational change. *Educational studies*, 31(4), 419-430.
- Gemechu, D. (2014). *The Practices of Teachers' Involvement in Decision-Making in Government Secondary Schools of Jimma Town*. Unpublished. Masters Thesis, Jimma University Jimma, Ethiopia

- Gerver, R. (2019). *Teachers need to feel valued*. Available at <https://www.primaryleaders.com/staff-management/school-structures/schools-accountability-system-has-to-change-teachers-need-to-feel-valued>
- Ghanbari, S., & Eskandari, A. (2014). Transformational leadership, job satisfaction, and organizational innovation. *International Journal of Management Perspective*, 1(4), 81-94.
- Glaser, B. G., & Strauss, A. L. (2011). *Status passage*. Piscataway: Transaction Publishers.
- Glaze, S. (2014). *For effective schools, teamwork is not optional*. Available at <https://www.edutopia.org/blog/effective-schools-teamwork-not-optional-sean-glaze>
- Goe, L. (2007). *The link between teacher quality and student outcomes: A Research Synthesis*. Washington: National comprehensive center for teacher quality.
- Habegger, S. (2002). The principal's role in successful schools. *Principal*. September/October, 42-46
- Hall, J. P., & Harvey, D. J. (2002). The phylogeography of Amazonia revisited: new evidence from riodinid butterflies. *Evolution*, 56(7), 1489-1497.
- Hamilton, M. (2010). The interaction of transactional and transformational leadership. *Online Journal for Workforce Education and Development*, 3(3), 4.
- Harris, A. (2013). Distributed leadership: Friend or foe? *Educational Management Administration & Leadership*, 41(5), 545-554.
- Hattie, J. (2009). *Visible learning*, Oxford, UK:Routledge
- Hauserman, C. P. & Stick, S. L. (2013). The leadership teachers want from principals. *Transformational Canadian Journal of Education*, 36(3), 185-197
- Hayati, D., Charkhabi, M., & Naami, A. (2014). The relationship between transformational leadership and work engagement in governmental hospitals nurses: a survey study. *Springerplus*, 3(1), 25.
- Henard, F., & Roseveare, D. (2012). Fostering quality teaching in higher education: Policies and practices. *An IMHE Guide for Higher Education Institutions*, 1(1) 7-11.
- Hernez-Broome, G., & Hughes, R. J. (2007). Leadership development: Past, present, and future. *Human Resource Planning*, 27(1).
- Herrera, R. (2010). *Principal leadership and school effectiveness: Perspectives from principals and teachers*. PhD Thesis, Western Michigan University

- Hightower, A. M., Delgado, R. C., Lloyd, S. C., Wittenstein, R., Sellers, K., & Swanson, C. B. (2011). *Improving student learning by supporting quality teaching*. Bethesda: Editorial Projects in Education
- Hill, L. (2012). The value of workshops and continuing education for teachers. *The Evollution: Illuminating the Lifelong Learning Movement*. 1(1), 1-5
- Hilton, A., Hilton, G., Dole, S., & Goos, M. (2015). School Leaders as Participants in Teachers' Professional Development: The Impact on Teachers' and School Leaders' Professional Growth. *Australian Journal of Teacher Education*, 40(12), 104-125
- Holloway, T. M. (2006). *he effect of principals' leadership style on student growth and teacher behavior in the accountability era*. Unpublished. Phd Dessertation, The University of Southern Mississippi.
- Huber, S. Tulowitzki, P. & Hameyer, U. (2017). Curriculum and school leadership – adjusting school leadership to curriculum. *Bridging Educational Leadership, Curriculum Theory and Didaktik*. 5(1), 309-332
- Hudson, P. (2013). What makes school leaders inspirational and how does this relate to mentoring? *Open Journal of Leadership*, 2(4), 87-94.
- Hughes, C. A., & Dexter, D. D. (2011). Response to intervention: A research-based summary. *Theory into Practice*, 50 (1), 34-11.
- Hughes, A. F., & Adera, B. (2006). Education and day treatment opportunities in schools: Strategies that work. *Preventing School Failure: Alternative Education for Children and Youth*, 51(1), 26-30.
- Hummerstone, C. (2012). *Leadership skills and behaviours of executive headteachers in secondary schools*. Nottingham: National College for School Leadership.
- Humphreys, J., Jiao, N., & Sadler, T. (2008). Emotional disposition and leadership preferences of American and Chinese MBA students. *International Journal of Leadership Studies*, 3(2), 162-180.
- Humphreys, J., Jiao, N., & Sadler, T. (2008). Emotional disposition and leadership preferences of American and Chinese MBA students. *International Journal of Leadership Studies*, 3(2), 162-180.
- Husbands, C., & Pearce, J. (2012). *What makes great pedagogy? Nine claims from research*. Nottingham: National College for School Leadership
- Ibrahim, M. Ghavifekr, S. Ling, S. & Siraj, S. (2013). Can transformational leadership influence on teachers' commitment towards organization, teaching profession, and students learning? A quantitative analysis. *Asia Pacific Education Review* 15(2), 177-190

- Ibua, M. P. (2014). *The Influence of institutional factors and job-related attitudes in relationship between employee empowerment and performance of Universities in Kenya*. Unpublished. PhD Desserrtation, University of Nairobi.
- Ibukun, W. O., Oyewole, B. K., & Abe, T. O. (2011). Personality characteristics and principal leadership effectiveness in Ekiti State, Nigeria. *International Journal of Leadership Studies*, 6(2), 247-262.
- Igella, R. (2014). *Factors influencing employee commitment: A case of Kenya civil aviation authority*. Doctoral dissertation, United States International University-Africa.
- Iqbal, N., Anwar, S., & Haider, N. (2015). Effect of leadership style on employee performance. *Arabian Journal of Business and Management Review*, 5(5), 1-6.
- Isiepai, E. (2011). *Influence of primary school headteacher's leadership attributes on academic performance of learners: the case of Bungoma West District, Kenya*. Doctoral dissertation, University of Nairobi, Kenya.
- Ivancevich, J. M. (1977). Different goal setting treatments and their effects on performance and job satisfaction. *Academy of Management Journal*, 20(3), 406-419.
- Izgar, H. (2008). Headteachers' leadership behavior and problem-solving skills: A comparative study. *Social Behavior and Personality: An International Journal* 36(4):535-548
- Jamal, A. H. (2014). Leadership styles and value systems of school principals. *American Journal of Educational Research*, 2(12), 1267-1276.
- Jaros, S. (2007). Meyer and Allen model of organizational commitment: Measurement issues. *The Icfai Journal of Organizational Behavior*, 6(4), 7-25.
- Jaros, S. (2007). Meyer and Allen model of organizational commitment: Measurement issues. *The Icfai Journal of Organizational Behavior*, 6(4), 7-25.
- Jenkins, H. (2009). *Confronting the challenges of participatory culture: Media education for the 21st century*. Cambridge: Mit Press.
- Jian, G., & Fairhurst, G. T. (2017). Leadership in organizations. *The international encyclopedia of organizational communication*, 1(1)1-20.
- Jiang, W., Zhao, X., & Ni, J. (2017). The impact of transformational leadership on employee sustainable performance: The mediating role of organizational citizenship behavior. *Sustainability*, 9(9), 1567.
- Job, A., & Pantah, A (2018). Assessing the influence of University for Development Studies school environment on student learning. *J. Edu. Res. Rev.* 6(1): 1-15.

- Johnson, R. R., & Kubly, P. J. (2011). *Elementary statistics*. Pathbrite: Cengage Learning.
- Jonsson, N. N., Miller, R. J., & Robertson, J. L. (2007). Critical evaluation of the modified-adult immersion test with discriminating dose bioassay for *Boophilus microplus* using American and Australian isolates. *Veterinary Parasitology*, 146(3-4), 307-315.
- Judge, T. A., & Piccolo, R. F. (2004). Transformational and transactional leadership: a meta-analytic test of their relative validity. *Journal of applied psychology*, 89(5), 755.
- Judge, T. A., Erez, A., Bono, J. E., & Thoresen, C. J. (2003). The core self-evaluations scale: Development of a measure. *Personnel psychology*, 56(2), 303-331.
- K'Aola, L. Ngaithe, G. Lewa, P. & Ndwiga, M. (2016). Effect of Idealized Influence and Inspirational Motivation on Staff Performance in State Owned Enterprises in Kenya. *European Journal of Business and Management*, 8(30), 6 -13
- Kadir, J. (2020). Instructional Media And Management Of Elementary Schools Education In Kwara State, Nigeria. *Indonesian Journal of Elementary Teachers Education*, 1(1), 9-26
- Kamola, P. M. and Gathumbi, A. M. (2016). *Influence of head teacher's transformational leadership style on teachers' job commitment in primary schools in Matinyani sub county, Kitui County, Kenya*. Unpublished. Masters Thesis, South Eastern Kenya University
- Kara, L. (2013). *Head teacher's role in managing conflict among teaching staff in public secondary schools in Thika District, Kiambu County, Kenya*. Unpublished. Masters Thesis, Kenyatta University.
- Karaca, H. (2010). *The effects of transformational leadership on employees' perceived leadership effectiveness in organizations federal emergency management agency case*. Unpublished. Phd Dissertation, University of Central Florida
- Karen, S. L., & Murphy, J. (2017). Trust, caring and organizational learning: The leader's role. *Journal of Educational Administration*, 55 (1), 103-126.
- Karp, T. (2018). We Are Asking the Wrong Question about Leadership: The Case for 'Good-Enough' Leadership. In *Dark Sides of Organizational Behavior and Leadership*, IntechOpen.
- Katolo, G. N. (2016). *Principals' leadership practices and their influence on students' discipline in secondary schools in Makindu sub county, Kenya*. Unpublished. Masters Thesis, South Eastern Kenya University



- Kauffman, C., & Bachkirova, T. (2008). The evolution of coaching: an Interview with Sir John Whitmore. *Coaching: An International Journal of Theory, Research and Practice*, 1(1), 11-15.
- Keith, D. A. (2009). The interpretation, assessment and conservation of ecological communities. *Ecological management & restoration*, 10, S3-S15.
- KEMI (2014). Diploma in Education Management, Transforming Education Management, Module 2, Distance Learning Course. Nairobi, KEMI
- Keskes, I. (2014). Relationship between leadership styles and dimensions of employee organizational commitment: A critical review and discussion of future directions. *Intangible Capital*, 10(1) 26-51.
- Khasawneh, S. A, Omari, A. A. & Abu-Tineh, A. M. (2009). Kouzes and Posner's Transformational Leadership Model in Practice: The Case of Jordanian Schools. *Journal of Leadership Education*, 29(8) 648-660
- Kibiwot, K. (2014) *Influence of head teachers' leadership styles on students' discipline in public secondary schools in Mogotio Sub-County, Baringo County, Kenya*. Unpublished M.Ed project, University of Nairobi
- Kibui, W. A. (2013). Transformational Leadership in Schools Management and Capacity Building: A Survey of Public Secondary Schools in Kenya. *International Journal of Applied Research and Studies (iJARS)* ISSN: 2278-9480 2(5)
- Kigotho, W. (2011). *Principal of the Year-2009*. Teachers' IMAGE Magazine, 17, 31-39
- Kihara, M. P. (2017). *Influence of strategy implementation on the performance of Manufacturing small and medium firms in Kenya*. Doctoral dissertation, COHRED, JKUAT.
- Kim, K., Altmann, J., & Hwang, J. (2010). Measuring and analyzing the openness of the Web2. 0 service network for improving the innovation capacity of the Web2. 0 system through collective intelligence. *In On Collective Intelligence* , 93-105.
- Kinson, C. (2013). ACRL honors the 2013 award winners, part 1: A recognition of professional development. *College & Research Libraries News*, 74(4), 186-191.
- Kipng'etich, S. Chumba, S. & Tanui, G. (2017). Head teachers' transformational leadership intervention strategies on class repetition in primary school education in Kenya. *Saudi Journal of Humanities and Social Sciences*, 2(5), 348-356

- Kirkbride, P. (2006). Developing transformational leaders: the full range leadership model in action. *Industrial and commercial training*, 38(1), 23-32.
- Kitavi, M. J. (2014). *Influence of headteachers' leadership styles on pupils' performance at Kenya certificate of primary education in Matinyani Sub-county, Kitui County Kenya*. Unpublished master of education thesis. University of Nairobi.
- Kitur, K. Choge, J. & Tanui, E. (2019). Relationship between principals' transformational leadership style and secondary school students' academic performance in Kenya Certificate of Secondary Education in Bomet County, Kenya. *Universal Journal of Educational Research* 8(2): 402-409
- Ko J, Cheng Y, & Lee, T. H. T. (2016). The development of school autonomy and accountability in Hong Kong: Multiple changes in governance, work, curriculum, and learning. *International Journal of Educational Management*, 30(7):1.
- Kombo, D. K., & Tromp, D. L. (2006). Proposal and thesis writing: An introduction. *Nairobi: Paulines ations Africa*, 5(1), 814-30.
- Kothari, C. R. (2003). *Research Methodology: Methods and Techniques*. New Delhi: Wishwa Prakashan.
- Kusi, H., Mensah, D. K., & Gyaki, E. (2014). Work related stress among the academic staff of the university of education, Winneba campus, Ghana. *Journal of Education and Practice*, 5(13), 15-23.
- Labaree, R. V. (2009). *Research Guides: Organizing Your Social Sciences Research Paper: Types of Research Designs*. University of Southern California.
- Lateef, F. (2010). Simulation-based learning: Just like the real thing. *Journal of Emergencies, Trauma and Shock*, 3(4), 348.
- Leavitt, N. (2010). Will NoSQL databases live up to their promise? *Computer*, 43(2), 12-14.
- Leithwood K, Anderson SE, Mascall B, Strauss T. (2009). *School leaders' influences on student learning: The four paths*. In: Bush T, Bell L, Middlewood D, editors. *The Principles of Educational Leadership and Management*. London: Sage Publishers; 2009. 6(2), 13-30
- Leithwood, K., & Riehl, C. (2003). What do we already know about successful school leadership. *In annual meeting of the American Educational Research Association, Chicago, IL*, 1(22), 1-7

- Leithwood, K., Seashore, K., Anderson, S., & Wahlstrom, K. (2004). *Review of research: How leadership influences student learning*. Minnesota: Wallace Foundation
- Lo, M. C., Thurasamy, R., & Liew, W. T. (2014). Relationship between bases of power and job stresses: Role of mentoring. *SpringerPlus*, 3(1), 432.
- Lok, P., & Crawford, J. (2004). The effect of organisational culture and leadership style on job satisfaction and organisational commitment: A cross-national comparison. *Journal of management development*, 23(4), 321-338.
- Loudermilk, K. A. (2015). *Teacher Perceptions of Leadership and Student Growth in Reading and Mathematics in Northeast Tennessee*. Unpublished. Phd Dissertation, East Tennessee State University
- Lunenburg, F. C. (2011). Goal-setting theory of motivation. *International journal of management, business, and administration*, 15(1), 1-6.
- Macintosh, F. D. (2013). *Techniques and Problems of Assessments in Secondary Schools: A Practical Handbook for Principals*: London; Edward Arnold Publishers.
- Mafuwane, B. M., & Pitsoe, V. J. (2014). Circuit managers as agents of school development and support: A conceptual analysis. *Mediterranean Journal of Social Sciences*, 5(9), 439.
- Magak, E. O. (2013). *Challenges facing head teachers in financial management in secondary schools: A case of Kisumu East District Kenya*. Unpublished MEAP project, University of Nairobi, Kenya.
- Mahwish, P., Obaid, U., Muhammad, S., & Naeem, Z. (2014). Impact of teachers' professional development on students' performance. *International Journal of Industrial Distribution & Business*, 5 (3) , 15-24.
- Manduku, J. Boiyon, E. & Cheruiyot, A. (2017). Effect of transformational leadership style on teacher job satisfaction in public primary schools in Sotik Sub-County, Kenya. *Elixir Psychology* 107 (2017) 47115-47120
- Mart, C. T. (2013). A passionate teacher: Teacher commitment and dedication to student learning. *International Journal of Academic Research in Progressive Education and Development*, 2(1), 437-442.
- Maugo, A. K. (2013). *Perceived factors influencing employee commitment at the nation media group*. Unpublished. Masters Thesis, University of Nairobi.

- Mbera, P. G. (2015). Relationship between leadership styles used by head teachers of secondary schools and students' academic performance. *International Journal of Academic Research in Business and Social Sciences*, 5(7), 226-239.
- Mburu, D. K. (2017). Influence of transformational leadership role on performance of virtual project teams in Safaricom limited. *International Journal of Economics, Commerce and Management*. 3 (2), 1-27
- McCleskey, J. A. (2014). Situational, transformational, and transactional leadership and leadership development. *Journal of Business Studies Quarterly*, 5(4), 117.
- McGarrigle, D. M. (2018). *he Role of Leadership in Social-Emotional Learning Implementation: Leadership and Classroom Environment*. Doctoral dissertation, Boston College
- McCleskey, J. A. (2014). Situational, transformational, and transactional leadership and leadership development. *Journal of Business Studies Quarterly*, 5(4), 117-130.
- McLaughlin, C. (2010). Mentoring: what is it? How do we do it and how do we get more of it? *Health Services Research* , 45(3), 871.
- Medina, J. (2010). *New diploma standard in New York becomes a multiple-question choice*. New York: The New York Times.
- Mellard, D. F., McKnight, M., & Woods, K. (2009). Response to intervention screening and progress-monitoring practices in 41 local schools. *Learning Disabilities Research & Practice*, 24(4), 186-195
- Meyer, J. P., Srinivas, E. S., Lal, J. B., & Topolnytsky, L. (2007). Employee commitment and support for an organizational change: Test of the three-component model in two cultures. *Journal of occupational and organizational psychology*, 80(2), 185-211.
- Meyer, K. E., & Peng, M. W. (2005). Probing theoretically into Central and Eastern Europe: Transactions, resources, and institutions. *Journal of international business studies*, 36(6), 600-621.
- Mohajan, H. K. (2017). Two criteria for good measurements in research: Validity and reliability. *Annals of Spuru Haret University. Economic Series*, 17(4), 59-82.
- Molenberghs, G. (2010). Survey methods & sampling techniques. *I-BioStat*, 31(2), 12-34.
- Mosadeghrad, A. M., & Ferdosi, M. (2013). Leadership, job satisfaction and organizational commitment in healthcare sector: Proposing and testing a model. *Materia socio-medica*, 25(2), 121.

- MoEVT (2013). *Report on Effective School Leadership and Quality Education in Zanzibar*. Retrieved on 22<sup>nd</sup> June 2020, from [http://learning-report\\_tcm76-35043.pdf](http://learning-report_tcm76-35043.pdf)
- Mugenda, A., & Mugenda, M. (2010). *Research methods*. Nairobi: African Centre for Technology Studies
- Muia, P. Okoth, U. & Nyagah, G. (2019). Impact of Principals' Intellectual Stimulation on Students' Performance at Kenya Certificate of Secondary Education in Public Secondary Schools, Kenya. *International Journal of Science and Research (IJSR)*, 6(11), 1034 -1042
- Muijs, D. (2011). Leadership and organisational performance: from research to prescription? *International Journal of Educational Management*, 25(1), 45-60.
- Murphy, P. (2007). *Murphy on evidence*. Oxford: OUP Oxford.
- Mushaandja, J. (2013). In-service professional development approaches for principals in Namibia. *International journal of social science tomorrow*, 2(2), 1-9.
- Mwendwa, A. C. (2012). The impact of partial kangaroo mother care on growth rates and duration of hospital stay of low birth weight infants at the Kenyatta National Hospital, Nairobi. *East African medical journal*, 89(2), 53-58.
- Mwendwa, M. J. (2012). *Influence of headteachers' leadership styles on students discipline in secondary schools in Nairobi Province, Kenya*. Unpublished. Masters Thesis: University of Nairobi.
- Nakimuli-Mpungu, E., Mutamba, B., Othengo, M., & Musisi, S. (2009). Psychological distress and adherence to highly active anti-retroviral therapy (HAART) in Uganda: a pilot study. *African Health Sciences*, 9(2), 1-7
- Nalova, E. (2017). School Type and Mathematics Achievement in English-Speaking Primary Schools in Cameroon: Implications for Technological Development. *American Journal of Educational Research*. 2017; 5(5),5-15.
- Nandedkar, A., & Brown, R. S. (2018). Transformational leadership and positive work outcomes: A framework exploring the role of LMX and distributive justice. *International Journal of Organization Theory & Behavior*, 21(4), 315-327.
- Narad A, Abdullah B (2016). Academic Performance of Senior Secondary School Students: Influence of Parental Encouragement and School Environment. *Rupkatha J. Interdiscip. Stud. Hum.* 8(2):12-19.
- Nath Gangai, K., & Agrawal, R. (2015). Job satisfaction and organizational commitment: Is it important for employee performance. *International journal of management and business research*, 5(4), 269-278.

- Naz, F. and Murad, H. (2017). *Innovative Teaching Has a Positive Impact on the Performance of Diverse Students*. 4(2017), 1-8
- Nicholson, N. (2020). *Why Treating Employees Fairly is Important*. Retrieved from <https://hr.sparkhire.com/talent-management/why-treating-employees-fairly-is-important/>
- Nguni, S., Slegers, P., & Denessen, E. (2006). Transformational and transactional leadership effects on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior in primary schools: The Tanzanian case. *School effectiveness and school improvement*, 17(2), 145-177.
- Ngunjiri, J. (2012). *Influence of Head Teachers' Instructional Supervision Strategies on Pupils Performance in Kenya Certificate of Primary Education in Public Primary Schools in Rumuruti Division, Kenya*. Unpublished. Masters Thesis, University of Nairobi.
- Njoroge, D., Gachunga, H., & Kihoro, J. (2015). Transformational leadership style and organizational commitment: the moderating effect of employee participation. *Journal of Management*, 2(6), 94-107.
- Noraazian, N. & Khalip, M. (2016). The impact of transformational leadership and teacher commitment in Malaysian public schools. *International Journal of Academic Research in Business and Social Sciences* 6(11), 388-397
- Norman, D. (2013). *The design of everyday things: Revised and expanded edition*. New York: Basic books.
- Nooruddin, S., & Baig, S. (2014). Student behavior management : School leader's role in the eyes of the teachers and students. *International Journal of Whole Schooling*, 10(2), 1–20.
- Northouse, L. L., Montie, J. E., Forman, J. D., Hussain, M., & Kershaw, T. (2007). Living with prostate cancer: patients' and spouses' psychosocial status and quality of life. *Journal of Clinical Oncology*, 25(27), 4171-4177.
- Northouse, P. G. (2018). *Leadership: Theory and practice*. Carlifornia: Sage Publications.
- Norviewu-Mortty, E. K. (2012). *Principals' strategies for improving the academic achievement of students of disadvantaged rural junior high schools in Ghana*. Unpublished. Phd Thesis: Edith Cowan University
- Nowlin, D. (2015, April13). *No Child Left Behind: An overview*. Education Week
- Nsubuga, P., Nwanyanwu, O., Nkengasong, J. N., Mukanga, D., & Trostle, M. (2010). Strengthening health surveillance and response using the health

- systems strengthening agenda in developing countries. *BMC health*, 10(1), 1-5.
- Nthuni, M. G. (2012). *Leadership Style Factors that Influence Motivation of Pre-School Teachers in Pre-Schools in Embu North District, Embu County*. Unpublished M. Ed project, Nairobi University of Nairobi.
- Nyaboka, E. (2011). *Leadership Styles of Headteachers and their Impact on Students' Academic Performance in Secondary Schools, Nyamaiya Division, Nyamira District*. University of Nairobi.
- Nyongesa, L. (2014). Head Teacher's Leadership Style on School Academic Performance in Kenyan Secondary Schools. *International Journal of Business and Social Sciences*, 2(3), 12-19.
- Nzambi, P. (2012). *Role of the Headteacher in Instructional Supervision as Perceived by Teachers in Secondary Schools in Kitui District, Kitui County-Kenya*. Unpublished. Masters Thesis, Kenyatta University
- Odumeru, J. A., & Ogbonna, I. G. (2013). Transformational vs. transactional leadership theories: Evidence in literature. *International Review of Management and Business Research*, 2(2), 355.
- O'Brennan, L. M., Bradshaw, C. P., & Furlong, M. J. (2014). Influence of classroom and school climate on teacher perceptions of student problem behavior. *School mental health*, 6(2), 125-136.
- O'Brien, P. (2014). Why strong employee/employer relationship is important and how to achieve this? *Business 2* (2014): 578-593.
- Oduro-Frimpong, J. (2009). Globalization trends: The case of hiplife music in contemporary Ghana. *International journal of Communication*. 3(2009), 1085-1106
- Ogola, M. (2017). The Influence of Individualized Consideration Leadership Behavior on Employee Performance in Small and Medium Enterprises in Kenya. *International Journal of Business and Social Science*. 8(2) 163-173
- Ogola, M., Sikalieh, D., & Linge, T. (2017). The Influence of Intellectual Stimulation Leadership Behavior on Employee Performance in SMEs in Kenya. *International Journal of Business and Social Science*. 8(3) 89-100
- Onderi, H., Kiplangat, R. K., & Awino, J. (2014). Factors contributing to poor academic performance in Kenya Certificate of Secondary Education in secondary schools in Kericho Sub-county, Kericho County, Kenya. *Economics & Management*, 7(2), 1-13

- Ongong'a, J. J., & Akaranga, S. I. (2013). Work ethics for lecturers: an example of Nairobi and Kenyatta Universities. *International Journal of Arts and Commerce*, 1929(7106) 8-20.
- Onorato, M. (2013). Transformational leadership style in the educational sector: An empirical study of corporate managers and educational leaders. *Academy of Educational Leadership Journal*, 17(1), 33-47.
- Orodho, J. A. (2009). Elements of education and social science research methods. *Nairobi/Maseno*, 5(9) 126-133.
- Otieno, N., Lally, R. D., Kiwanuka, S., Lloyd, A., Ryan, D., Germaine, K. J., & Dowling, D. N. (2015). Plant growth promotion induced by phosphate solubilizing endophytic *Pseudomonas* isolates. *Frontiers in Microbiology*, 6(1), 745.
- Oyetunji, A. A., & Anderson, S. D. (2006). Relative effectiveness of project delivery and contract strategies. *Journal of Construction Engineering and Management*, 132(1), 3-13.
- Oleszewski A, Shoho A, Barnett B. (2012). The development of assistant principals: A literature review. *Journal of Educational Administration*;50(3): 264-286.
- Page, D. (2015). The visibility and invisibility of performance management in schools. *Educational Research Journal*. 41(6), 1031-1049
- Pahiardis, P., & Brauckmann, S. (2009). *Professional development needs of school principals*. Nairobi: Commonwealth Education Partnership.
- Pandey, C. K. (2012). Impact of job satisfaction and organizational commitment on employee loyalty. *International Journal of Social Science & Interdisciplinary Research*, 1(8), 26-41.
- Park, H. Y., Christie, R. L., & Sype, G. E. (2014). Organizational commitment and turnover intention in union and non-union firms. *Sage Open*, 4(1), 1-11
- Park, S. M., & Rainey, H. G. (2007). Antecedents, mediators, and consequences of affective, normative, and continuance commitment: Empirical tests of commitment effects in federal agencies. *Review of Personnel Administration*, 27(3), 197-226.
- Pepper, K. (2010). Effective principals skillfully balance leadership styles to facilitate student success: A focus for the reauthorization of ESEA. *Planning and Changing*, 41(1/2), 42- 56.
- Pinder, C. C. (2014). *Work Motivation in Organizational Behavior*. East Sussex: Psychology Press



- Pont, B., Nusche, D., & Moorman, H. (2008). *Improving School Leadership, Volume 1*. Paris: OECD publishing, 2008.
- Pradeep, D. D., & Prabhu, N. R. (2011). The relationship between effective leadership and employee performance. *In International Conference on Advancements in Information Technology*, Vol. 20(1), 198-207.
- Prensky, M. (2008). *Programming is the new literacy*. Edutopia magazine.
- Pretomode, V. F. (2019). Professional development needs of public and private secondary school principals in Delta state, Nigeria. *International Journal of Educational Administration*.;11(1):7-21
- Rafiei, N., & Davari, F. (2015). The Role of Human Resources Management on Enhancing the Teaching Skills of Faculty Members. *Materia socio-medica*, 27(1), 35.
- Reem, A. D., K. P., & Maddox, P. J. (2014). The impact of residency programs on new nurse graduates' clinical decision-making and leadership skills: A systematic review. *Nurse Education Today*, 34(6), 1024-1028.
- Rehman, R. R., & Waheed, A. (2012). Transformational leadership style as predictor of a decision making styles: Moderatig role of emotional intelligence. *Pakistan Journal of Commerce and Social Sciences (PJCSS)*, 6(2), 257-268.
- Rehman, S., Shareef, A., Mahmood, A., & Ishaque, A. (2012). Perceived leadership styles and or-ganizational commitment. *Interdisciplinary Journal of Contemporary Research in Business*, 4(1), 6-16.
- Retelle, E. (2010). Promotion of the assistant principal to the principalship: Good work is no guarantee. *International Journal of Educational Leadership Preparation*. 5(1), 1-14
- Rikkink, I. A. (2014). *The Game of balancing leadership behaviors: a qualitative study to disclose how leaders tailor leadership styles to be effective leaders in different kinds of situations*. Master's thesis, University of Twente.
- Roberts, P. A. (2014). *Educators perceptions of disruptive behaviour and its impact in the classroom*. Doctoral dissertation, University of Zululand
- Robinson, V. M. J., Lloyd, C. A., Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*;44(5):635-674
- Rowland, C. (2017). *Principal Professional Development: New Opportunities for a Renewed State Focus*. Washington, D.C: Education Policy Center at American Institutes for Research.

- Sabitu, A.O., Babatunde, E.G and Oluwole, A.F. (2012). School types, facilities and academic performance of students in senior secondary schools in Ondo State, Nigeria. *International Education Studies*, 5, ( 3), 1-5.
- Saeed, R., Hashmi, A., Lodhi, N. R., Ahmad, M., Arshad, H. M., & Ahmad, M. A. (2013). The effect of transformational leadership on organisational commitment with a mediating effect of psychological empowerment. *Journal of Basic and Applied Scientific Research*, 3(6), 28-36.
- Saeed, S. A., Gelaidan, H. M., & Ahmad, F. (2013). New leadership style and lecturers' commitment in Yemen higher education institutions. *World Applied Sciences Journal*, 21(10), 1460-1467.
- Salahuddin, A. (2015). Distributed Leadership in Secondary Schools: Possibilities and Impediments in Bangladesh. *The Arts Faculty Journal*, 4. 10
- Sambu, J. (2018). A Comparative Study of Academic Performance between Public and Private Primary School Leavers at Kenya Certificate of Secondary Education (KCSE) in Selected Secondary Schools in Kericho County, Kenya. *International Journal of Current Research*. 10(7), 71293-71297
- Sayğan, F. N. (2006). Relationship between affective commitment and organizational silence: A conceptual discussion. *Journal of perinatal medicine*, 34(2), 132-138.
- Schoonenboom, J., & Johnson, R. B. (2017). How to construct a mixed methods research design. *KZfSS Kölner Zeitschrift für Soziologie und Sozialpsychologie*, 69(2), 107-131.
- Selznick, P. (2011). *Leadership in administration: A sociological interpretation*. Harvard:Quid Pro Books.
- Şenol, H. (2019). *Professional Development of Educational Leaders*. London: IntechOpen
- Seyoum, Y. (2016). Staff development as an imperative avenue in ensuring quality: the experience of adama university. *Education Research International*. 2012, (624241),1-17
- Shadraconis, S. (2005). Organizational Leadership in Times of Uncertainty: Is Transformational Leadership the Answer? *LUX: A Journal of Transdisciplinary Writing and Research from Claremont Graduate University*, 2(1), 28.
- Shelton IV, F. E., & Gillum, C. L. (2009). *U.S. Patent No. 7,568,603*. Washington, DC: U.S.: Patent and Trademark Office.

- Shengnan, L., Philip, H., & Daming, F. (2016). Learning-centered leadership and teacher learning in China: does trust matter? *Journal of Educational Administration*, 54 (6), 661- 682.
- Shurbagi, A. A. (2014). The Relationship between Organizational Culture and Organizational Commitment in National Oil Corporation of Libya. *In 2nd International Conference on Research in Science, Engineering and Technology*. 1(1), 212-218.
- Simkin, L. Charner, I. Eliana S. and Suss, L. (2010). *Emerging Education Issues: Findings From the Wallace Foundation Survey, prepared for The Wallace Foundation by the Academy* 0720 unpublished, 2010, 9-10.
- Slaughter, A. M. (2009). *A new world order*. New Jersey: Princeton University Press.
- Smith, P. (2011). *Leading Schools in Challenging Circumstances: Transactional and Transformational Leadership in Four Secondary Schools*. University of Sheffield. Unpublished. Doctoral dissertation, University of Sheffield
- Starratt, R. J. (2004). *The dialogue of scholarship*. *Educational Administration Quarterly*: 40(2), 259-267.
- Stone, H. (2012). *Sensory evaluation practices*. New York: Academic press.
- Stuart, S., Rinaldi, C., & Higgins-Averill, H. (2011). Agents of change: Voices of teachers on response to intervention. *International Journal of Whole Schooling*, 7(2), 53-73
- Stucke, M. E. (2013). Is competition always good?. *Journal of antitrust Enforcement*. *Journal of antitrust Enforcement*, 1(1), 162-197.
- Sun, J., & Leithwood, K. (2012). Transformational school leadership effects on student achievement. *Leadership and Policy in Schools*, 1(4), 418-451.
- Susilo, D. (2018). Transformational Leadership: A Style Of Motivating Employees. *Management and Economics Journal (MEC-J)*, 2(2),
- Sutton, J., & Austin, Z. (2015). Qualitative research: Data collection, analysis, and management. *The Canadian journal of hospital pharmacy*, 68(3), 226.
- Tafvelin, S. (2013). *The transformational leadership process: Antecedents, mechanisms, and outcomes in the social services*. Doctoral dissertation, Umeå universitet.
- Tahir, H. (2015). Leadership style and organizational performance: a comparative study between transformational and transactional leadership styles. *IBT Journal of Business Studies*, 11(2), 257-274.

- Talam, R. C. (2016). *Influence of head teachers' transactional leadership style on teacher service delivery in primary schools in Nandi Central Sub-county, kenya*. Doctoral dissertation, Kisii University.
- Tety, J. L. (2016). *Role of Instructional Materials in Academic Performance in Community Secondary Schools in Rombo District*". Master's thesis, The Open University of Tanzania.
- Thoonen, E. E., Slegers, P. J., Oort, F. J., Peetsma, D., & Geijsel, P. F. (2011). How to improve teaching practices: The role of teacher motivation, organizational factors, and leadership practices. *Educational Administration Quarterly*, 47 (3), 496–536.
- Towler, A. (2019). *The Qualities of Transformational Leaders and What Distinguishes them from Transactional Leaders*.  
<https://www.ckju.net/en/dossier/qualities-transformational-leaders-and-what-distinguishes-them-transactional-leaders#:~:text=There%20are%20four%20main%20components,to%20individual%20and%20organizational%20performance>.
- Tingle, E., Corrales, A., & Peters, M. L. (2019). Leadership development programs: Investing in school principals. *Educational Studies*, 45(1), 1-16.
- Tsigilis, N., Zournatzi, E., & Koustelios, A. (2011). Burnout among physical education teachers in primary and secondary schools. *International Journal of Humanities and Social Science*, 1(7), 53-58.
- The World Bank (2017). *Education*. Retrieved on 20<sup>th</sup> December 2020 from: <http://www.worldbank.org/en/topic/education/overview>
- Tuitoek, J. K. F., Yambo, J. M. O., & Adhanja, R. A. (2015). Contributions Of School Based Socio-Economic Factors On Students' Academic Performance In Public Secondary Schools In Eldoret West Sub-County, Uasin Gishu County *European Journal of Research and Reflection in Educational Sciences* 3 (1) 1-7
- Turhan, M. I., Sensoy, A., & Hacıhasanoglu, E. (2014). A comparative analysis of the dynamic relationship between oil prices and exchange rates. *Journal of International Financial Markets, Institutions and Money*, 32(1), 397-414.
- Ulf, L. (2015). Professional norms guiding school principals' pedagogical leadership. *International Journal of Educational Management*, 29 (4), 461-476.
- Van Staden, S. (2014). Factors that affect South African reading literacy achievement: evidence from prePIRLS 2011. *South African Journal of Education*, 34(3), 1-10.

- Wachira, T. (2017). *Relationship Between Head Teachers' Leadership Styles And Teachers' Job Satisfaction In Primary Schools In Kenya: A Case Of Nakuru County*. Doctoral dissertation, Maasai Mara University
- Wadesango, N. Mutekwe, E. Ndofirepi, A. Maphosa, C. & Machingambi, S. (2017). Involvement of teachers in school-based decision making processes of choice of subjects. *International Journal of Educational Sciences*, 8(3), 645-653.
- Wagner, L., & Ruch, W. (2015). Good character at school: positive classroom behavior mediates the link between character strengths and school achievement. *Frontiers in psychology*, 6(610).
- Wang, D., Waldman, D. A., & Zhang, Z. (2014). A meta-analysis of shared leadership and team effectiveness. *Journal of applied psychology*, 99(2), 181.
- Wangui, R. (2014). *Strategies employed by public primary school headteachers to improve pupils' academic performance in Gatundu south district, Kiambu county, Kenya*. Unpublished. Masters Thesis, Kenyatta University
- Wanjiru, N. L. (2015). *School based factors influencing head teachers instructional supervision practices in secondary schools in kiambu county, Kenya*. Unpublished. Doctoral Dissertation, University of Nairobi.
- Ward, C. (2013). *Book review: Leadership and management development: Developing tomorrow's managers*. London: Sage Publishers
- Ward, C. J. (2013). Why Leadership Matters: One School's Journey to Success. *Educational Leadership and Administration: Teaching and Program Development*, 24, 62-74.
- Washington, R. R., Sutton, C. D., & Saucer, Jr., W. I. (2014). How distinct is servant leadership theory? Empirical comparisons with competing theories. *Journal of Leadership, Accountability and Ethics*. 11(1), 11-25.
- Whittington, J. L., Meskelis, S., Asare, E., & Beldona, S. (2017). Creating meaning at work through transformational leadership. *In Enhancing Employee Engagement* . (1) 31-41.
- Williams, M. L. (2010). Teacher collaboration as professional development in a large, suburban high school. *Journal of Economy Culture and Society*. 2020(61) 153 - 172
- Yahaya, R., Chek, I. T., & Samsudin, N. (2013). The relationship between leadership behaviour and organizational commitment at a higher education institution. *In 2nd International Conference on Management, Economics and Finance Proceedings*, 1(2) 23-56.

- Yang, Y. (2013). Principals' Transformational Leadership in School Improvement. *Journal of Academic Administration in Higher Education*, 1(1), 77 – 83.
- Yukl, G. (2012). Effective leadership behavior: What we know and what questions need more attention. *Academy of Management Perspectives*, 26(4), 66-85.
- Yunus, M. A., Ibrahim, S., Altowayti, W. A., San, G. P., & Mukhopadhyay, S. C. (2015). Selective membrane for detecting nitrate based on planar electromagnetic sensors array. In *2015 10th Asian Control Conference (ASCC)*, 9(8), 1-6.
- Yunus, N. H., & Ibrahim, W. N. (2015). Employees' Organizational Commitment: The Effect of Leaders' Transformational Leadership and Leader-Member Exchange as Moderator. *International Journal of Art and Commerce*, 4(2), 123-135.
- Zepeda, S. J., & Kruskamp, B. (2007). High school department chairs—Perspectives on instructional supervision. *The high school journal*, 90(4), 44-54.
- Zheng, J., Wu, G., & Xie, H. (2017). Impacts of leadership on project-based organizational innovation performance: The mediator of knowledge sharing and moderator of social capital. *Sustainability*, 9(10), 1893.
- Zimmerman, B. J. (2013). Theories of self-regulated learning and academic achievement: An overview and analysis. *Self-regulated learning and academic achievement*, 1(1) 10-45.
- Zupancic, A. E. (2015). *Military Virtue in Roman Rhetorical Education*. Unpublished. Doctoral Dissertation. University of Tennessee

## APPENDICES

### Appendix I: Questionnaires For Headteachers

#### Section A: General Information

Age

25-30 [ ]    31-40 [ ]    41-50 [ ]    Above 51 [ ]

Sex;            Male [ ]            Female [ ]

Level of education

Masters [ ]    Bachelor's Degree [ ]

B. Ed [ ]    Diploma [ ]

Others (Specify).....

Number of years as head teacher

1-5 [ ]            6-10 [ ]            11-15 [ ]    Above 16years [ ]

The following statements relate to the behavioral personality of headteachers. Indicate whether or not you agree with the statements using the scale provided.

Key: 1- Strongly Disagree 2- Disagree 3- Fair 4-Agree 5-Strongly Agree

#### Section B: BEHAVIORAL PERSONALITY OF HEAD TEACHERS

|   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| I have enough time to look into the personal welfare of staff |   |   |   |   |   |
| All staff members are treated equally                         |   |   |   |   |   |
| Willing to make changes                                       |   |   |   |   |   |
| Adaptable to any environment                                  |   |   |   |   |   |
| Have respect for differences                                  |   |   |   |   |   |
| Teachers are supported in all areas                           |   |   |   |   |   |
| Create enthusiasm among teachers                              |   |   |   |   |   |
| Embrace teamwork  |   |   |   |   |   |
| Help teachers solve their problems together more effectively  |   |   |   |   |   |
| Set high academic standards                                   |   |   |   |   |   |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| Motivate teachers towards high academic standards |  |  |  |  |  |
|---|--|--|--|--|--|

**SECTION C: HEADTEACHER’S INTELLECTUAL STIMULATION**

1. The following statements relate to intellectual stimulation. Indicate whether or not you agree with the statements using the scale provided.

Key: 1- Strongly Disagree 2- Disagree 3- Fair 4-Agree 5-Strongly Agree

|  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| Teachers are motivated to be innovative and creative   |   |   |   |   |   |
| Encourage teachers to question assumptions and to reframe problems and approach them in new ways |   |   |   |   |   |
| Motivate teachers to perform better in a changing environment                                    |   |   |   |   |   |
| Open to new ideas  |   |   |   |   |   |
| Flexible enough to implement new ways of teaching.   |   |   |   |   |   |
| Encourage creativity and innovation in solving work-related problems                             |   |   |   |   |   |
| Encourage critical thinking to issues before making decisions                                    |   |   |   |   |   |
| Encourage new ways of solving the problem  |   |   |   |   |   |
| Encourage employees to re-examine critical assumptions to questions                              |   |   |   |   |   |



**Section D: HEADTEACHER’S COMMITMENT**

2. The following statements relate to the Headteacher’s Commitment. Indicate whether or not you agree with the statements using the scale provided.

Key: 1- Strongly Disagree 2- Disagree 3- Fair 4-Agree 5-Strongly Agree

| <b>Response</b>                         | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|---|----------|----------|----------|----------|----------|
| Report to work early                    |          |          |          |          |          |
| Coordination is ensured on teachers     |          |          |          |          |          |
| Involve all teachers in decision making |          |          |          |          |          |
| Friendly and easy to dialogue with      |          |          |          |          |          |
| Delegate school duties without favor    |          |          |          |          |          |
| Express confidence in staff members     |          |          |          |          |          |
| A good listener to staff members        |          |          |          |          |          |
| Open to criticism by staff”             |          |          |          |          |          |
| Promote co-operation among staff        |          |          |          |          |          |
| Create harmony and unity in the staff   |          |          |          |          |          |
| Involve all teachers in decision making |          |          |          |          |          |
| Allocate work to teachers               |          |          |          |          |          |
| Ensure teachers meet the required goals |          |          |          |          |          |
| Give procedures to be followed          |          |          |          |          |          |
| Ensure teachers complete the syllabus   |          |          |          |          |          |
| Supervise and direct teachers           |          |          |          |          |          |
| Allocate work to teachers               |          |          |          |          |          |

**Section E: PROFESSIONAL DEVELOPMENT INFLUENCE OF HEADTEACHERS**

3. The following statements relate to the professional development influence of headteachers. Indicate whether or not you agree with the statements using the scale provided.

Key: 1- Strongly Disagree 2- Disagree 3- Fair 4-Agree 5-Strongly Agree

| <b>Response</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|---|----------|----------|----------|----------|----------|
| Attend headteachers seminars/workshops  |          |          |          |          |          |
| The headteacher influences teachers to identify and understand their needs  |          |          |          |          |          |
| The headteacher involves the teachers in discussion about teachers' professional development  |          |          |          |          |          |
| Ensure that there are an open climate and conducive environment where teachers can participate openly in identifying their professional needs |          |          |          |          |          |
| Give Teachers the chance to appoint a committee to deal with the staff development program  |          |          |          |          |          |
| Use a variety of mechanisms for identifying training needs  |          |          |          |          |          |
| The headteacher allows teachers who have applied or been called for a professional development course to attend                               |          |          |          |          |          |
| The headteacher avails to teachers information on any training programs organized internally or externally                                    |          |          |          |          |          |
| The headteacher gives financial support to teachers attending professional development programs   |          |          |          |          |          |
| Headteachers who attend professional development programs develop new teaching skills, attitude, and knowledge                                |          |          |          |          |          |
| Headteachers who attend professional development programs improve students' performance   |          |          |          |          |          |

**Section F: HEAD TEACHERS INDIVIDUAL CONSIDERATION**

4. The following statements relate to the headteacher's individual consideration.

Indicate whether or not you agree with the statements using the scale provided.

Key: 1- Strongly Disagree 2- Disagree 3- Fair 4-Agree 5-Strongly Agree

| <b>Response</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|---|----------|----------|----------|----------|----------|
| Attend head teachers seminars/workshops                       |          |          |          |          |          |
| Give subordinates personal attention                          |          |          |          |          |          |
| Understand teachers' individual differences                   |          |          |          |          |          |
| Make teachers feel valued                                     |          |          |          |          |          |
| Interested in academic issues and talking to teachers         |          |          |          |          |          |
| Visible both in the classrooms and corridors                  |          |          |          |          |          |
| Create a peaceful atmosphere at school                        |          |          |          |          |          |
| Consider teachers' needs before my own needs.                 |          |          |          |          |          |
| Set high standards and communicates it to everyone at school. |          |          |          |          |          |
| Treat teaches as respectful members of our school             |          |          |          |          |          |
| Solve problems by compromising                                |          |          |          |          |          |

**KCPE Performance for the last 5 years**

| <b>YEAR</b>       | <b>2013</b> | <b>2014</b> | <b>2015</b> | <b>2016</b> | <b>2017</b> |
|-------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Mean score</b> |             |             |             |             |             |

## Appendix II: Questionnaire For Teachers

### Section A: General Information

1. Age  
     25-30 [ ]    31-40 [ ]    41-50 [ ]    Above 51 [ ]
2. Sex;                      Male [ ]                      Female [ ]
3. Level of education  
     Masters [ ]    Bachelor's Degree [ ]  
     B. Ed [ ]    Diploma [ ]  
     Others (Specify).....
4. Number of years as a teacher  
     1-6 [ ]                      6-10 [ ]                      11-15 [ ]    Above 16years [ ]

### Section B: Behavioral Personality of the Head Teacher's

5. The following behavioral personality of headteachers has a positive influence on learner's performance at your school. Indicate whether or not you agree with the statements using the scale provided.

Key: 1- Strongly Disagree 2- Disagree 3- Fair 4-Agree 5-Strongly Agree

|  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| Headteachers' attention to staff personal welfare  |   |   |   |   |   |
| Fair treatment of the staff by the school administration                                       |   |   |   |   |   |
| Flexibility and Willingness by the headteacher to make changes                                 |   |   |   |   |   |
| Motivation by the school headteacher   |   |   |   |   |   |
| Teamwork spirit fostered by the headteacher  |   |   |   |   |   |
| Help from the headteacher to teachers in solving their work problems together more effectively |   |   |   |   |   |

### Section C: Headteacher's Intellectual Stimulation

6. The following headteachers' intellectual stimulation has a positive influence on learners' performance at your school. Indicate whether or not you agree with the statements using the scale provided.

Key: 1- Strongly Disagree 2- Disagree 3- Fair 4-Agree 5-Strongly Agree

|  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| Culture of innovativeness and creativity promoted among teachers                             |   |   |   |   |   |
| Involvement of teachers in the decision-making process                                       |   |   |   |   |   |
| Supporting teachers to use interactive teaching style (exiting teaching techniques in class) |   |   |   |   |   |
| Headteacher's level of understanding of the importance of relationships                      |   |   |   |   |   |
| Encouraging independent thought about the concepts taught in class                           |   |   |   |   |   |

### Section D: Headteacher's Commitment

7. The following aspects of the headteacher's commitment have a positive influence on learners' performance at your school. Indicate whether or not you agree with the statements using the scale provided.

Key: 1- Strongly Disagree 2- Disagree 3- Fair 4-Agree 5-Strongly Agree

| Response  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Headteachers' punctuality to school   |   |   |   |   |   |
| Headteachers' ability to formulate and shape the future   |   |   |   |   |   |
| Headteachers' great determination and willpower to see things through.                            |   |   |   |   |   |
| Headteachers' commitment to developing personal strategies especially during difficult situations |   |   |   |   |   |
| Headteachers' ability to go the extra mile to solve school problems                               |   |   |   |   |   |

### Section E: Professional Development Influence of Headteacher's

8. The following aspects of professional development influence of headteachers have a positive influence on learners' performance at your school. Indicate whether or not you agree with the statements using the scale provided.

Key: 1- Strongly Disagree 2- Disagree 3- Fair 4-Agree 5-Strongly Agree

| Response   | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| Regular attendance to seminars and workshops               |   |   |   |   |   |
| Update training organized for headteachers                 |   |   |   |   |   |
| Keeness in identifying teachers' professional needs        |   |   |   |   |   |
| Coordination of staff development program                  |   |   |   |   |   |
| Use a variety of mechanisms for identifying training needs |   |   |   |   |   |

### Section F: Head Teachers Individual Consideration

9. The following aspects of the professional development influence of headteachers have a positive influence on learners' performance at your school. Indicate whether or not you agree with the statements using the scale provided.

Key: 1- Strongly Disagree 2- Disagree 3- Fair 4-Agree 5-Strongly Agree

| Response  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Give subordinates personal attention                  |   |   |   |   |   |
| Understand teachers' differences                      |   |   |   |   |   |
| Make teachers feel valued                             |   |   |   |   |   |
| Interested in academic issues and talking to teachers |   |   |   |   |   |
| Visible both in the classrooms and corridors          |   |   |   |   |   |
| Create a peaceful atmosphere at school                |   |   |   |   |   |
| Consider teachers' needs before my own needs.         |   |   |   |   |   |
| Treat teaches as respectful members of our school     |   |   |   |   |   |
| Solve problems by compromising                        |   |   |   |   |   |

### Learners' Academic Performance in Primary Schools

10. How would you rate students' academic achievement in your school in the following areas?

|   | <b>Not Impressive</b> | <b>Slightly Impressive</b> | <b>Average</b> | <b>Impressive</b> | <b>Very Impressive</b> |
|---|-----------------------|----------------------------|----------------|-------------------|------------------------|
| Learners performance in national examinations |                       |                            |                |                   |                        |
| Learners' retention rates                     |                       |                            |                |                   |                        |
| Learners' level of discipline                 |                       |                            |                |                   |                        |

**Appendix III: Interview Schedule for CSOs, TSC and MoE Sub-County Directors**

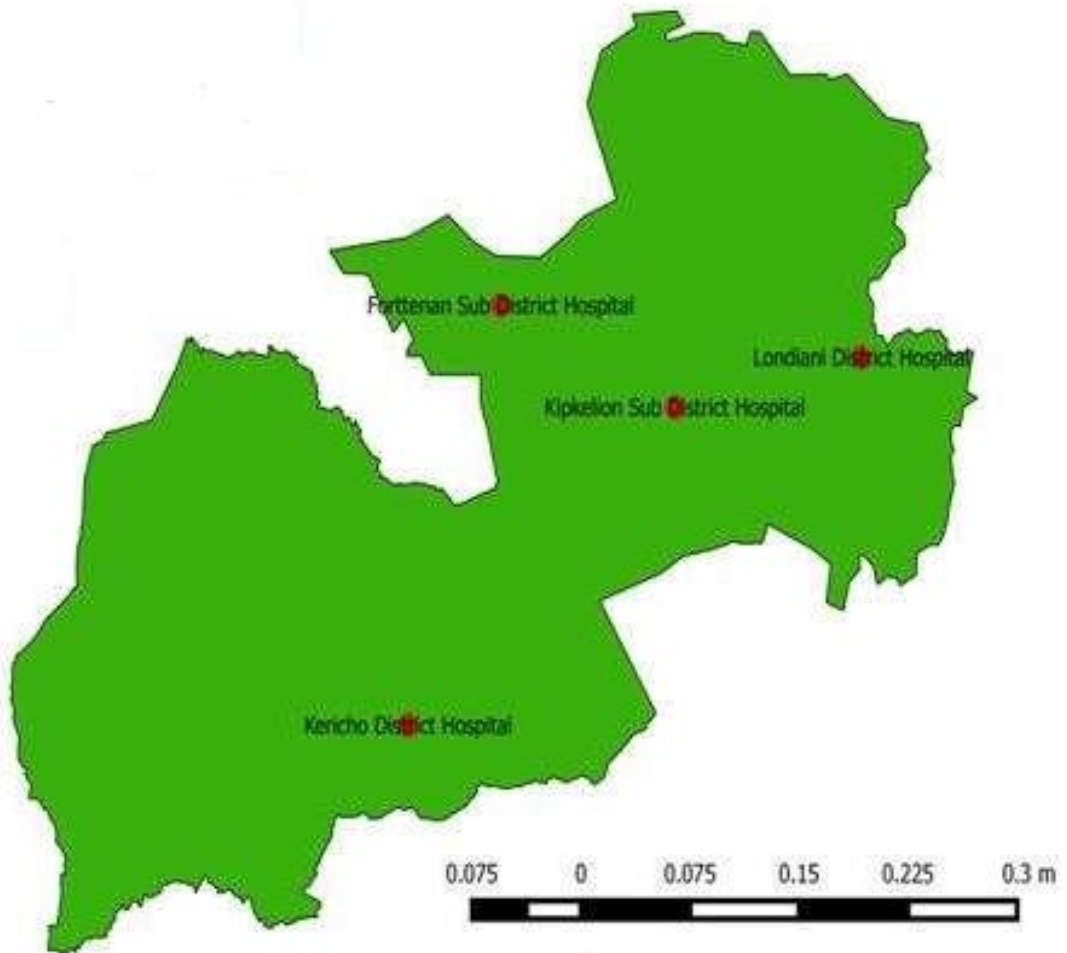
1. How long have you worked in this sub-county?
2. How often do you have personal forums with headteachers?
3. What are the criteria used in promoting headteachers?
4. How do Headteachers assist teachers in solving their problems more effectively?
5. Which strategies do you use to ensure teamwork among the headteachers and teachers?
6. How does behavioural personality affect the headteacher's transformative leadership competences
7. How often do headteachers in your jurisdiction ensure innovation and creativity in their leadership?
8. How do you help headteachers develop professionally i.e. workshops, seminars etc.?
9. How often do you organize seminars for headteachers?
10. How often do you ensure that headteachers involve teachers in decision making?
11. How often do you ensure that there is a peaceful atmosphere in the various schools in your sub-county?








### Appendix IV: Observation Checklist

|  | Yes | No |
|--|-----|----|
| Teachers are pleased with the environment                          |     |    |
| There is evidence of teamwork                                      |     |    |
| Teachers use exiting teaching techniques in class                  |     |    |
| There are records on professional development activities conducted |     |    |
| There is a peaceful atmosphere at school                           |     |    |
| Memos of planned professional development plans                    |     |    |
| Display of duty rota on notice boards                              |     |    |

## Appendix V: Map of Kericho County



## Appendix VI: Research Permit

|  |   |
|--|---|
|  <p style="text-align: center;"><b>REPUBLIC OF KENYA</b></p> <p style="text-align: center;">National Commission for Science, Technology and Innovation -<br/>         Ref No: <b>127440</b></p>   |  <p style="text-align: center;"><b>NATIONAL COMMISSION FOR<br/>SCIENCE, TECHNOLOGY &amp; INNOVATION</b></p> <p style="text-align: right;">Date of Issue: <b>06/February/2020</b></p>   |
| <b>RESEARCH LICENSE</b>  |   |
|    |   |
| <p><b>This is to Certify that Mr. JOEL KIMENGICH CHERUES of University of Kabianga, has been licensed to conduct research in Kericho on the topic: RELATIONSHIP BETWEEN HEAD TEACHER'S TRANSFORMATIONAL LEADERSHIP COMPETENCIES AND LEARNERS' ACADEMIC PERFORMANCE IN PRIMARY SCHOOLS IN KERICHO COUNTY, KENYA for the period ending : 06/February/2021.</b></p> |   |
| <p style="text-align: center;">License No: <b>NACOSTI/P/20/3753</b></p> <p style="text-align: center;">Applicant Identification Number<br/><b>127440</b></p>   | <p style="text-align: center;">Signature: </p> <p style="text-align: center;">Director General<br/><b>NATIONAL COMMISSION FOR<br/>SCIENCE, TECHNOLOGY &amp; INNOVATION</b></p> <p style="text-align: center;">Verification QR Code</p>  |
| <p><b>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</b></p>  |   |