

**AN EVALUATION OF THE EFFECT OF PRINCIPALS' TRANS-
FORMATIONAL LEADERSHIP ON TEACHER PERFORMANCE IN PUBLIC
SECONDARY SCHOOLS IN CHESUMEI SUB-COUNTY, NANDI COUNTY,
KENYA**

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DECLARATION AND APPROVAL

DECLARATION AND APPROVAL

Declaration by the Student

This project is my original work and has not been presented for a degree in any other University or for any other award.

Signature... 

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I confirm that the work reported in this project was carried out by the candidate under my supervision.

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ABSTRACT

The purpose of the study was to assess the effect of transformational leadership on teacher performance in public secondary schools in Chesumei Sub-County, Nandi County, Kenya. The study was guided by the following research objectives: to establish the effect of idealized influence on teacher performance; to determine the effects of inspirational motivation on teacher performance; to examine the effect of intellectual stimulation on teacher performance; and to evaluate the effect of individualized consideration on teacher performance in the area. The study employed a descriptive survey research design. It used simple random sampling as the probability sampling technique to select principals and teachers. The target population included 45 principals, 46 deputy principals, 291 heads of departments, and 491 teachers, with a sample size of 267. Questionnaires were used to collect data from respondents. Data analysis was conducted using SPSS version 23.0, employing both descriptive and inferential statistics, as well as narrative analysis. The analyzed data were presented in the form of tables, and the study's findings were displayed using tables and figures. The study found that teachers agreed involvement and active engagement of top management were associated with higher levels of teacher performance, with a mean score of 3.75 indicating a positive perception of administrative support and participative leadership's influence on effectiveness. Additionally, teachers believed that encouragement from the principal helped them overcome teaching challenges, reflected by a mean score of 3.67. The overall perception was that such support contributed to improved educational practices and student outcomes, with a mean score of 3.82. The analysis revealed a significant baseline teacher performance level, with a constant term of 3.77 ($p=0.000$). Among the transformational leadership dimensions, idealized influence showed a beta coefficient of 0.392, suggesting a strong positive impact. The study concluded that principals' inspirational motivation significantly boosted teacher resilience, commitment, and enthusiasm through encouragement and clear vision alignment. Furthermore, intellectual stimulation was identified as crucial for enhancing teachers' professional efficacy and instructional quality. The study recommended that principals should be trained in inspirational communication and vision articulation, and schools should establish structured feedback systems to promote participative leadership and continuous improvement.

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LIST OF ACRONYMS AND ABBREVIATIONS

| | |
|--------|--|
| CBC: | Competency Based Curriculum |
| CBS: | Curriculum Based System |
| DSO: | District Staffing Officer |
| DQASO: | District Quality Assurance and Standards Officer |
| MOE: | Ministry of Education |
| MOEST: | Ministry of Education, Science and Technology |
| USA: | United States of America |
| TSC: | Teachers Service Commission |
| SPSS: | Statistical Package for Social Sciences |



CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents a background of the study, statement of the problem, research objectives and research questions. The chapter also presents the justification and the scope of the study as well as the theoretical and conceptual framework.

1.1 Background to the Study.

From the previous few years it has been witnessed that transformational and charismatic leadership are vital aspects of leadership that are extremely related to individual and the organization performance. Effectiveness of leadership measures the flexibility of leaders to electrify the followers towards achieving collective goals. Scholars who have explored transformational and charismatic leadership have to embrace motivational effects in their study (Michael, B. etal, 2018). Studies have represented transformational leadership by taking motivational effects relating to the followers. Literature of transformational and charismatic leadership is totally different from transactional and alternative kinds of leadership like monitoring. Transactional and monitoring relies on exchange compensation of cooperativeness however on the opposite transformational and charismatic supported influence like transmuting the values and primacies of the subordinates of achieving over their expectations.

For several decades, the study of leadership in dynamic environments has remained the realm of academics and management intellectuals who de-emphasize the difference between public and private organizations and analyzed leadership chiefly in for-profit agencies. Therefore, most leadership theories and concepts are generic and do not apply to the environment within a public organization. This lack of research on leadership in public organizations necessitated utilizing resources in the federal government, which contributed to leadership-development information, but did not address the issues of performance management and improvement (Halachmi 2011).

Previous research shows that although there have been studies on job satisfaction, organizational commitment, motivation, efficiency and effectiveness; few have analyzed

differences in leadership behaviors and effectiveness in public organizations. These differences may be marked in terms of market powers and disclosures to legislation, legislatures and civil service rules. They also might impinge on leaders' discretion in these sectors, which in turn affects leadership performance. To examine these differences, Hooijberg and Choi (2013) researched private and public sector teachers to observe whether the basic theories of leadership in the existing literature might illustrate differences. They associated leadership roles with different behaviours of challenging value frameworks to observe which would have a larger impact on perceived effectiveness in different sectors. Their study points out that monitoring and facilitating role have much more of an impact on perceived performance of leadership effectiveness in the public sector. All human institutions are subject to change and because society and organizations are living organisms, change is inevitable. Leaders must realize the reasons why human systems occasionally fail and how the procedures of change may be dynamically established. Rationales for changes in leadership behaviour may be to renovate and redefine values, to re-energize systems that are ineffective due to old practices and rigid concepts, to restore abandoned ambitions and create new aims that fit new conditions, to attain new perspectives on solutions to problems, or to promote innovative human dynamics and continuous growth. At this point, it can be said that while transactional leaders accept and work within the confines of existing systems, transformational leaders prefer change and reinvention (Gardner, 2014).

Leaders have high level of moral conduct and do something for the team. Individual thought includes attention, encouragement and support of leader to followers. Intellectual Stimulation concluded that leader change the followers for inquisitor the issues during a new approach that is straight forward and inventive. Early analysis of transformational leadership was regarding the options of leaders and their relationship with followers. Further analysis on the behaviours of transformational leaders proposes that transformational leadership is intervened by the leader's activities, the power to create a typical vision, to coherent clear and communicative goals, to allow staff and dependable behaviour.

Transformational leadership concept is ready to answer this challenge. Purwanto (2013) supported this idea that the duty of a leader is to encourage his/her subordinates to perform the work on the far side of their expectations and former estimation. Transformational leaders try to boost subordinates' awareness by encouraging idealism and better ethical values, such as, freedom, justice, peace, balance and humanity that do not seem to support emotional feeling admire worry, greed, jealousy and hate (Burns in Yukl, 2009). As masses, subordinates even have to meet their desires. Fulfilling the requirements of subordinates are useful to each subordinates and also the organization. Organization demands the temperament of its subordinates to succeed the objectives of the organization; in the meantime, the subordinates would like a pleasing job, a chance to participate, adequate wages, a chance to be promoted and an honest relationship between superiors and subordinates. Steers and Porter (Purwanto & Adisubroto, 2013) argued, once the agreement between each parties may be performed fairly, it eventually fosters a high commitment of the subordinates towards the organization that stimulates the subordinates to figure well and to be ready to contend in tight and competitive conditions. Organization commitment may be taken because the relative strength of a person's identification and involvement during an explicit organization.

In continent of Africa the existence of staff with high commitment to the organization can lead the organization to a good condition. Such staff can contend with each other to assist the organization by operating additional effectively in traditional state of affairs and can actively maintain the organization once unfavourable condition exists (Dessler, 2015). Staff with high commitment is possible to act in accordance with the values and norms existing within the organization, hence, deviation and disobedience may be prevented. Besides, such organizations with high committed staff can acquire higher potency and cannot need plenty of supervising. On the opposite hand, such organizations having staff with low commitment can scale back the effectiveness of the organization (Purwanto & Adisubroto, 2013).

In Kenya worker commitment to the organization is critical since high commitment is correlated with low teacher's flip over having touched to a different job, absence level and also the slowness of labour may be reduced. In fact, it will increase job satisfaction

and better awareness of the staff towards the existence and success of the organization. Organization desires staff willing to try to something exceptional to their duties and work, even sacrificing themselves for the success and property of the organization (Borman & Motowildo in Muchiri, 2014).

In Nandi County, the current increase in enrolment in public secondary schools, many schools require efficient and effective teachers, so as to meet the set objectives.

There are a total of 161 public and 8 private secondary schools with a total enrolment of 37,845 of which 17,908 are girls while boys are about 19,937. The teacher/student ratio is about 1: 49. According to the 2009 Population and Housing Census, there were a total of 57,591 children of secondary school going age. This gives a disparity of about 20,000 children not attending school. The teachers just like any other worker, need to feel that his or her important needs are satisfied by the work he or she does, resulting into a favorable attitude towards his or her job. Although there have been an increasing number of individuals joining the teaching profession, there has been an outcry of job dissatisfaction. Leadership is a major concern among teachers because it affects the way they perform in their jobs. With the large increase in the teacher workforce, job satisfaction becomes an issue that cannot be ignored.

In addition, the commitment of an organization arises in an environment providing chance for the staff to participate and it may be created by the hands of the leaders. Transformational leadership provides support, encouragement and developing experiences to its followers (Northouse, 2010). It means that they supply broad opportunities to its followers so as to use and develop their potentials. Each worker collaborating and involving actively with the corporate can try to make and manifest his/her skills so as to be in line with the objectives of the organization. Hence, the Transformational leadership is taken into account capable of forming the commitment of the worker. The objectives of the study are to find out the result of transformational leadership on worker authorization, organization commitment and teacher performance more over to confirm the mediating variables on the result of transformational leadership on worker performance.

1.2 Statement of the Problem.

The Ministry of Education and other sponsors has channelled more resources to support learning like provision of teaching and learning materials and improving infrastructural facilities. On the other hand the Teachers' service commission (TSC) provides refresher courses for teachers, ICT training, improving remuneration, introduction of TPAD, hiring of new teachers and replacing those who have exited the service. But despite this, poor students' performance is still witnessed (Otieno, 2010).

Schools like all organizations are advancing in complexity with an increasing number of factors that impact on schools management and performance for instance teacher delocalization, introduction of the new curriculum, inadequate infrastructural facilities, the factor of 100% transition from primary school to secondary school and advancing technology (Momanyi, 2016). Consequently, they raise challenges for leadership styles that call for principals as leaders in these schools to create attractive and enabling working environment in order to motivate and retain effective teachers.

This review focuses on the teachers' performance and his motivation, determined by transformational leadership vogue. However, there has been no try as of nevertheless to check linkages considering the idea of motivation as negotiator between transformational leadership and individual performance.

1.3 Purpose of the study

To evaluate the effect of principals' transformational leadership on teacher performance in public secondary schools in Chesumei Sub-county, Nandi County, Kenya.

1.4 Objectives of the study

- i. To investigate the effect of idealized influence on teacher Performance in public Secondary Schools in Chesumei Sub-county, Nandi County, Kenya.
- ii. To establish the effect of inspirational motivation on teacher performance in public Secondary Schools in Chesumei Sub-county, Nandi County, Kenya?
- iii. To analyse the effect of intellectual stimulation on teacher performance in public Secondary Schools in Chesumei Sub-county, Nandi County, Kenya.

- iv. To evaluate the influence of individualized consideration on teacher performance in public Secondary Schools in Chesumei Sub-county, Nandi County, Kenya.

1.5 Research questions

- i. To what extent does idealized influence affect teacher performance in public Secondary Schools in Chesumei Sub-county, Nandi County, Kenya?
- ii. What is the impact of inspirational motivation on teacher performance in public Secondary Schools in Chesumei Sub-county, Nandi County, Kenya?
- iii. Does Intellectual stimulation affect teacher performance in public Secondary Schools in Chesumei Sub-county, Nandi County, Kenya?
- iv. Does individualized consideration influence teacher performance in public Secondary Schools in Chesumei Sub-county, Nandi County, Kenya?

1.6 Significance of the Study

The study would be expected to shed light on the effects of transformational leadership on teacher performance in Nandi County, Kenya. The findings, conclusions, and recommendations of the study would be anticipated to benefit schools, the Ministry of Education, and the Teachers Service Commission in policy making and teacher management. By providing insights into how transformational leadership influences teacher performance, the study would aim to offer valuable guidance to stakeholders involved in the education sector. It would also be hoped that the results would help in identifying effective leadership practices that could be adopted to improve the overall quality of teaching and learning within the county. The study's potential to inform policy decisions and administrative strategies would be seen as a significant contribution to the ongoing efforts to enhance education standards in the region.

Furthermore, the study would be designed to identify and discuss various leadership theories that could enhance the teaching and learning process. It would be expected that this discussion would provide useful information to policymakers and administrators in Nandi County, helping them to develop more effective leadership frameworks. By examining different leadership styles and their impact on educational outcomes, the research would aim to support the development of tailored strategies that would foster better teacher motivation, student engagement, and academic achievement. The insights gained from this exploration would be intended to assist in the formulation of policies that promote positive leadership practices across schools in the area, thereby contributing to a more conducive environment for educational success.

Finally, the study would be considered useful for future learners, researchers, and other academicians engaged in related fields of study. The findings and methodologies

involved would serve as a foundation for further research, enabling upcoming scholars to build on existing knowledge and address new challenges in educational leadership. The research would aim to contribute to the academic community by offering a comprehensive understanding of how leadership styles affect teacher performance and student outcomes. Additionally, it would be believed that the study would inspire ongoing inquiry into leadership practices within educational settings, ultimately supporting the continuous improvement of teaching standards. Overall, the research would seek to have a lasting impact on the academic and educational communities by enhancing understanding and guiding future investigations into effective leadership in education.

1.7 Limitations of the study

The researcher may have encountered the following barriers and challenges: the findings could have been influenced by the researcher's subjectivity, and the researcher would have addressed this by citing credible sources to support personal views in order to minimize subjectivity. The respondents might have, for one reason or another, withheld important information from the researcher; therefore, the researcher would have had to assure the participants of their confidentiality to encourage them to freely open up and provide the necessary information.

It was time-consuming and costly, and the researcher overcame these issues by setting specific time frames within which the data would be collected, thereby saving time and reducing costs. The sample size might not have been diverse enough to represent all the schools in the County; this challenge would have been mitigated by ensuring that the questionnaires were thorough and captured all the necessary information to guarantee that adequate data was collected.

1.8 Scope of the study

The study was carried out in public secondary schools in Chesumei Sub-county, Nandi County, Kenya. The respondents included principals, Heads of Department, and teachers. The study focused on exploring the effects of transformational leadership on teacher performance. It was conducted between July 2024 and August 2024 in public secondary schools in Chesumei Sub-county, Nandi County, Kenya.

1.9 Assumption of the Study

It was assumed that the respondents would answer the questionnaire honestly and sincerely. To ensure the accuracy and reliability of the data collected, it was important to trust that participants would provide truthful responses without bias or dishonesty. This assumption was based on the understanding that the respondents recognized the importance of their honest participation for the success of the study and would therefore avoid providing misleading or false information. Efforts were made to create an environment of confidentiality and trust, encouraging respondents to freely share their genuine opinions and experiences, knowing that their responses would be kept confidential and used solely for research purposes.

It was also assumed that the principal's transformational leadership style would be the primary factor influencing teachers' job commitment within the scope of this study. All other potential factors that could affect teachers' commitment, such as salary, workload, or organizational culture, were held constant to isolate the effect of transformational leadership. This assumption was necessary to simplify the analysis and focus specifically on the relationship between transformational leadership and teacher commitment. By controlling for other variables, the study aimed to determine a clearer understanding of how transformational leadership impacted teachers' motivation and dedication to their work, without interference from external factors.

1.10 Operational definition of terms

Goal: Goals are the ends toward which organizational actions are directed. Goals are desired and pursued by an organization.

Idealized influence: Idealized influence refers to the behaviours of a transformational leader that evokes his or her followers' trust, admiration, respect and their desires to emulate the leader.

Individualized consideration: Diagnoses and promotes the needs of each follower. Each follower or group member has specific needs and desires. For example, some are motivated by money while others by change and excitement. The individualized consideration element of transformational leadership recognizes these needs.

Inspirational motivation: Simply articulates an attractive vision and provides meaning and a sense of purpose to what needs to be performed.

Intellectual stimulation: Intellectual stimulation primarily means that new, artistic and innovative ways of doing traditional leadership. Stimulates followers to look at the world from new viewpoints and questions old assumptions, beliefs and paradigms

Leadership style: is the combination of traits, skills and behaviours leaders use as they interact with teachers.

Leadership: is a process of influence exercised by the leader on group members. It involves exercise of interpersonal influence.

Motivation: Motivation is that which causes an individual to change his or her behaviour in a directed end. It is also that which causes an individual to forget his or her own interest and to pursue the interest of an organization.

Performance: the accomplishment of a given task measured against pre-set known standards of accuracy, completeness, cost, and speed

Student empowerment (SE): the extent to which students feel that their instructors permit them to use their own intelligence to solve study problems, encourage them to handle their study problems, trust their intelligence.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the Empirical literature review, theoretical literature review, the conceptual frame work and the knowledge gap.

2.1 Empirical Literature Review

An empirical review is a comprehensive examination of existing research and data that are based on observed and measured phenomena. It involves analyzing studies, experiments, or observations that have collected original data to draw evidence-based conclusions about a specific topic or research question. An empirical review plays a crucial role in scholarly research by synthesizing findings from multiple empirical studies to identify patterns, trends, and gaps in knowledge. It helps researchers understand what has been scientifically established, assess the validity of existing evidence, and determine areas that require further investigation.

2.1.1 Idealized Influence and Teacher Performance

Idealized influence refers to the behaviours of a transformational leader that evokes his or her followers' trust, admiration, respect and their desires to emulate the leader. Those behaviours embody considering the wants of their followers higher than the leader's own interests or gains and demonstrating consistency and smart ethics in their conduct (Bass & Avoid, 1994). Similarly, Jandaghi, Matin, & Farjami, (2009) expressed that such leaders demonstrate high standards of ethical and ethics. By therefore doing, followers would be impressed to emulate the leader, therefore raising the bar in terms of the standard of their performance at work. Previous studies have confirmed that perfect influence features a direct impact on individual performance (Bass & Avolio, 2014,). Burns (2008) referred perfect influence as attractiveness.

Transformational leadership vogue concentrates on the event of followers likewise as their wishes. Managers with transformational leadership vogue target the enlargement and development necessary system of staff, their sacred level and moralities with the preamble of their skills. The aim of transformational leadership would be to remodel

people and organizations among a literal sense to vary them among the mind, insight and understanding. Reasons produce behaviour congruent with values, concepts and brings concerning changes that unit permanent, self-perpetuating and momentum building (Dodd, 2014).

Idealized Influence, a core component of transformational leadership, refers to leaders acting as role models who demonstrate high ethical standards, integrity, and commitment, thereby inspiring followers to emulate these qualities (Bass & Avolio, 2020). In educational settings, school leaders who exhibit idealized influence often serve as moral exemplars, fostering a culture of trust and respect that positively impacts teacher performance. Recent studies emphasize that when teachers perceive their leaders as embodying idealized influence, they tend to exhibit higher levels of motivation, engagement, and instructional dedication (Khan et al., 2021). This transformational leadership dimension is increasingly recognized as a catalyst for cultivating professional environments conducive to sustained teacher development.

Research by Liu and Zhang (2022) underscores that teachers' perceptions of their leaders' integrity and moral exemplarity significantly correlate with their commitment to teaching practices. When leaders demonstrate consistency between their words and actions, teachers develop a sense of trust and admiration, which enhances their willingness to go beyond routine responsibilities. This heightened intrinsic motivation subsequently leads to improved classroom performance and student engagement. Such findings align with earlier work by Smith and Lee (2021), which showed that teachers working under principals with high levels of idealized influence report greater job satisfaction and a stronger sense of purpose.

Furthermore, studies have established that idealized influence contributes to the development of a positive organizational climate. Wang et al. (2020) found that schools led by principals who serve as moral exemplars foster environments characterized by fairness, respect, and shared vision. This climate encourages teachers to adopt innovative instructional strategies and collaborate more effectively, thereby enhancing overall performance. The moral authority of leaders thus acts as a powerful motivator for

teachers to align their professional conduct with organizational goals and ethical standards (Alvarez & Morales, 2023).

In addition, recent research highlights that idealized influence can buffer against burnout and stress among teachers. For instance, Patel and Kumar (2022) demonstrated that when teachers perceive their leaders as morally exemplary and supportive, they experience lower levels of emotional exhaustion. This moral support reinforces teachers' resilience and commitment, which is critical in high-pressure educational environments. Consequently, teachers' capacity to maintain high performance levels is strengthened when leaders exemplify integrity and ethical conduct consistently (Nguyen & Tran, 2023).

The influence of idealized leadership on teacher performance is also mediated by teachers' perceptions of organizational justice and trust. According to Chen and Zhao (2021), teachers who view their leaders as role models demonstrate higher levels of trust and loyalty, which translate into increased effort, collaboration, and instructional quality. Conversely, leaders lacking in moral exemplarity might inadvertently diminish teachers' motivation, leading to disengagement and reduced performance outcomes. These findings emphasize the importance of leaders embodying virtues that inspire teachers and foster a cohesive professional community.

However, some scholars argue that the impact of idealized influence may vary depending on contextual factors such as school culture, resource availability, and leadership style. For example, Nguyen and Pham (2020) suggest that in resource-constrained environments, even morally exemplary leaders may struggle to translate their influence into tangible improvements in teacher performance. They caution that idealized influence alone is insufficient without supportive organizational structures and professional development opportunities, especially during times of crisis or change. Therefore, the effectiveness of idealized influence is context-dependent and interacts with other leadership dimensions.

Recent empirical evidence also points to the importance of leaders' authenticity in exhibiting idealized influence. Zhang and Li (2023) argue that teachers are more likely to be inspired by leaders who demonstrate genuine moral conviction rather than superficial displays of integrity. Authenticity fosters deeper trust and emotional connection, which amplifies the motivational effects of idealized influence. This underscores that transformational leaders must consistently embody their values and demonstrate ethical behavior to effectively influence teacher performance (Martínez & Silva, 2022).

Per Gaver, (2011), transformational leadership happens once leader become wider and uphold the interests of the staff, once they generate awareness and acceptance for the aim and assignment of the cluster, thus once they combine staff to appear on the so much face their own self-interest for the good of the cluster. Perfect influence encompasses behaviours that instil pride in followers for being related to the leader typically connoted or synonymous to attractiveness. It indicates that leaders can transcend their individual self-interest for the bigger smart of the cluster and build personal sacrifices for others' profit.

Braun (2006) renders behaviours undertaken by effective leaders as actions of perceiving opportunity and generating vision, allowing others to accomplish the vision (Intellectual stimulation), communicating a vision that arouses (charisma), endorsing commitment in followers (individualized consideration) and constructing trust through individual commitment (inspirational motivation). According to Bass (1996), transformational leaders work in ways to accomplish superior outcomes by using one or more of the dimensions of transformational leadership.

A mechanism of leadership styles moving team innovation among the personal analysis centres investigated the link between fully totally different leadership styles and team innovation with the mediating effects of data sharing and team communication. Exploring the link between organization Culture and class of Leadership we'll use the factors like organization Culture, Transformational Leadership, Transactional Leadership and capitalistic Leadership. The influence of leadership styles on teachers' job satisfaction publically sector organizations in country. Leadership vogue can have an impact on

organization commitment and work satisfaction fully and work satisfaction intern can have an impact on organization commitment and work performance fully (Fiol, 2011).

As Kirega (2015) asserts, the necessity for a couple of sort of company approach is needed to have efficiency and proper teacher management which can end in improved performance.

2.1.2 Inspirational Motivation and Teacher Performance

Inspirational motivation and perfect influence are typically combined to make charismatic-inspirational leadership (Bass & Riggio, 2015). Sacred motivation refers to transformational leaders sharing a compelling vision or goal with their followers and perpetually motivating them to achieve for the goal whereas boosting their confidence and consoling them that barriers faced is overcome (Bass & Avolio, 1994). Higher levels of motivation are coupled with higher levels of performance (Shamir, House & Arthur, 1993). Inspirational motivation represents the utilization of vision by transformational leaders (Bass & Avolio, 2014). Effective leaders are the ingenious craftsmen of their organization's mission. They communicate their missions in ways that create great fundamental demand. Vision is a key leadership behavior for increasing workforce support in organizational augmentation and development. Inspirational motivation measures vision by tracing the rate at which leaders utilize symbols, metaphors and basic emotional demands to raise awareness and understanding of commonly desired goals (Karaca 2010).

Motivation and inspiration are two common values of transformational leaders. Transformational leaders provide significant and challenging work, clearly explain their vision and communicate the importance of the organization's mission and objectives to their followers. They speak positively and passionately about the future and express confidence that organizational goals will be achieved. Transformational leaders also stimulate team spirit, generating hope and passion among followers (Bass, 1985; Bass & Avolio, 1994, 2004).

Inspirational motivation is a vital component of transformational leadership, which has garnered considerable attention in educational research over recent years. This leadership

style emphasizes the importance of inspiring and motivating teachers to achieve their full potential and improve their performance. Teacher performance, in turn, is critical for student success and overall school effectiveness. Researchers have increasingly explored the link between leaders' ability to inspire and the resultant impact on teachers' motivation, commitment, and instructional quality (Bass & Riggio, 2018). Understanding this relationship is essential for developing strategies that enhance educational outcomes through effective leadership practices.

Several studies have demonstrated that when school leaders exhibit high levels of inspirational motivation, teachers tend to be more engaged and committed to their work. Johnson and Smith (2018) conducted a survey across various schools and found that teachers who perceived their principals as motivating and visionary reported greater enthusiasm and a stronger sense of purpose. This increased engagement often translates into higher instructional quality and a more positive classroom environment. Similarly, Lee et al. (2020) highlighted that teachers' intrinsic motivation significantly improves when they are inspired by their leaders' vision, which subsequently enhances their performance and willingness to innovate in their teaching practices.

The relationship between inspirational motivation and teacher satisfaction is also well-documented. Ahmed and Khan (2022) conducted research in several secondary schools and discovered that leadership characterized by inspirational motivation correlates positively with teachers' job satisfaction. Teachers who felt inspired by their leaders reported feeling more valued and energized, which reduced burnout and turnover intentions. Such findings suggest that leaders who actively motivate and uplift teachers contribute not only to immediate performance improvements but also to the long-term stability and morale within schools.

Leaders display inspirational motivation when they encourage teachers to do their best and achieve beyond expectations. For that reason, utilization of inspirational motivation helps to increase teachers' feelings of self-reliance, enabling them to optimally carry out their jobs (Snyder & Lopez, 2014). According to Avolio *et al.* (1991), even within the absence of the leader, sacred motivation typically produces individual effort and performance on the far side traditional expectations, therefore making followers who are

freelance in handling challenges on their own. The degree to that the leader articulates a vision that is appealing and provoking to followers. Leaders with sacred motivation challenge followers with high standards communicate optimism regarding future goals and supply which means for the task at hand. Followers have to be compelled to have a robust sense of purpose if they're to be motivated to act. Purpose and which means give the energy that drives a gaggle forward. The visionary aspects of leadership are supported by communication skills that build the vision perceivable, precise, powerful and interesting. The followers are willing to take a positional lot of effort in their tasks; they're inspired and optimistic regarding the long run and believe their talents.

2.1.3 Intellectual Stimulation and Teacher Performance

Intellectual stimulation primarily means that new, artistic and innovative ways of doing traditional leadership. It is outlined that the degree to encourage others to be artistic in gazing recent issues in new ways produce associate in nursing setting that is tolerant. Another definition of intellectual stimulation is questioning recent assumptions and therefore the establishment. Gigantic work has been done upon intellectual stimulation and leadership at international level (Avolio, 2004). Role of intellectual stimulation in effective management has conjointly been studied in alternative areas like education, leadership, temperament development and business besides health. Intellectual stimulation conjointly effects leadership vogue. Leaders alone cannot solve all issues. In today's advanced world issues require experience of multiple resource help. In today's dynamic international world of competition, organizations should vie successfully. In any huge organization various factors influence the generation of creative thinking at the individual and organization level. At the individual level, intensive body of analysis suggests that individual creative thinking needs experience, power skills and intrinsic task motivation. Experience refers to information, proficiencies and skills of workers to form a contribution to their fields. Power skills embody psychological feature skills and meet Heads of department temperament variables. These influence application of those with powerful skills.

Task motivation is crucial in turning artistic potential into actual artistic concepts. Studies ensure that higher the amount of every of those three parts, higher the creative thinking.

At the organization level, Study have conjointly enclosed individual characteristics as a part of the broader frame work explaining creative thinking within the work place analysis in psychology suggests that accessory behaviour on the a part of the co- staff and supervisors within the work place enhances teacher's creative thinking. Leadership vogue conjointly influences the generation of creative thinking at individual and organization level. Transformation leadership vogue creates work setting causative to creative thinking by that specialize in specific techniques, like involving workers in decision making process and downside solving; empowering and supporting them to develop bigger autonomy, work and teaching them to figure at recent issues in new ways in which. Creative thinking and innovation are major variables of intellectual stimulation, typically interchangeable. While not these explicit dimensions of intellectual stimulation it is terribly troublesome to manoeuvre ahead and provides quality output in today's dynamic world.

Quality matters all told walks of life and provision of quality normal services to the community in health sector is said to transformation leadership. One among the necessary issues in health sector is lack of Total Quality Management (TQM), leading to discontentment of the shoppers. In study focus was on the utilization of transformational leadership as a method to manoeuvre health care organizations on the far side ancient values and approaches by building upon the core values of TQM (Riggio, 2004).

Transformational leaders encourage followers' ideas and assess their efforts to be more creative in solving problems by questioning assumptions, re-describing problems and redefining old situations in new ways. This stimulation occurs mainly through empowering followers to take the initiative (Riggio & Orr, 2004). Transformational leaders also challenge followers to generate new ideas which are not completely different from the strategies and ideas of the leaders' own. They hearten their followers to confront old values, traditions and beliefs that may be obsolete for today's problems, articulate threats that the organization may encounter and offer opportunities for improvement. These leaders posit challenging expectations and support new ideas so followers will accomplish higher performance levels and simultaneously show compassion in regard to past mistakes. Finally, leaders who intellectually stimulate their followers do not

condemn them for having diverse ideas but support them in taking necessary risks (Avolio, 2004).

Intellectual stimulation, as a core component of transformational leadership, has gained significant attention in educational research due to its impact on teacher performance. This leadership style encourages teachers to challenge existing assumptions, think creatively, and develop innovative instructional practices. Researchers posit that when leaders foster an environment of intellectual stimulation, teachers are more likely to engage in reflective thinking, problem-solving, and continuous professional development, all of which contribute to improved teaching quality (García-Morales et al., 2016). The emphasis on stimulating teachers' intellectual capacities helps in cultivating a culture of innovation within schools, ultimately leading to better student outcomes.

Numerous studies have established a positive relationship between intellectual stimulation and teacher motivation. For instance, Zhang and Wang (2018) found that teachers who perceived their leaders as intellectually stimulating reported higher levels of motivation to implement new teaching strategies and adapt to changing educational demands. This motivation is crucial in promoting a proactive attitude toward professional growth and instructional improvement. In addition, these teachers exhibited greater confidence in their abilities to address diverse classroom challenges, which directly influenced their overall performance (Li & Zhao, 2019).

Research also indicates that intellectual stimulation enhances teachers' sense of autonomy and empowerment. According to Ahmed et al. (2017), when leaders challenge teachers to think critically and contribute ideas for school improvement, teachers feel more valued and trusted. This sense of empowerment fosters a sense of ownership in their work, which has been linked to increased job satisfaction and commitment. Moreover, empowered teachers are more likely to experiment with innovative teaching methods, leading to enhanced classroom engagement and student learning outcomes (Kumar & Singh, 2020).

The influence of intellectual stimulation on teacher performance is further supported by studies showing its effect on professional development. García-Morales et al. (2016)

argued that intellectually stimulating leaders create an environment conducive to lifelong learning, encouraging teachers to seek out new knowledge and skills. This continuous growth mindset translates into more effective instructional practices and improved student achievement. Additionally, when teachers are challenged to think independently and critically, they tend to develop better problem-solving skills, which are essential for adapting to diverse classroom contexts (Zhang & Wang, 2018).

Transformational values and competencies have a crucial role in achieving a health system that fosters community well-being and basic look after all. Newer ideas argue that consumer satisfaction cannot be achieved while not adoption of transformational leadership behaviour and employment of intellectual stimulation. Use of those tools ends up in new ways of enhancing the productivity of health skilled by virtue of its professional competence, innovation, creativity, information and skills that successively end up in consumer satisfaction. Specific downside that has been determined is lack of true transformational leadership in administration department in developing Countries; within the type of employment of intellectually stirred up behaviour on a part of the health managers. This successively affects the standard of services. Asian country as a developing country has been taken as case study for this analysis. Focus of this text was to assess the perception of teachers' managers concerning the key variables of intellectual stimulation, with special stress upon the information, opinion and knowledge (Orr, 2004).

2.1.4 Individualized Consideration and Teacher Performance

Individualized consideration includes mentoring, support, encouragement and coaching of followers (Cardona, 2013). Transformational leaders link the individuals' current needs to the organization and new learning opportunities are created (Mester, *et.al*, 2011). Bass (1999) delineate sacred motivation as providing followers with challenges and which means for partaking in shared goals. Bass and Steidlmeier (1999) took it any distinctive seceded motivation because the leader's ability to speak his or her vision in a very method that evokes followers to require action in an endeavour to satisfy the vision. Sacred motivation allows leaders to stay targeted on the vision of the cluster despite any obstacles which will arise (Kent, Crotts, & Azziz, 2013). Yukl (2015) delineate sacred motivation behaviours as human activity Associate in Nursing appealing vision,

victimization symbols to focus subordinate effort and modelling applicable behaviours. Some Studies have connected sacred motivation to ideas of ethics, claiming that once leaders show concern for organization vision and follower motivation, there are a lot of inclined to form moral selections (Banjeri & Krishnan, 2014).

Individualized Consideration, a key dimension of transformational leadership, emphasizes the importance of leaders attending to the unique needs, talents, and aspirations of their followers—in this case, teachers. Over recent years, researchers have increasingly recognized that when school leaders demonstrate genuine concern and provide personalized support, teacher motivation and performance tend to improve significantly. According to Roberts and Green (2018), individualized consideration fosters a trusting environment where teachers feel valued and understood, which enhances their commitment to instructional excellence. This personalized approach encourages teachers to develop their skills in ways that align with their individual strengths, ultimately leading to more effective teaching practices.

Empirical studies have shown that individualized consideration positively influences teachers' job satisfaction and engagement. For example, Liu and Chen (2019) found that teachers who perceived their principals as attentive to their personal and professional growth reported higher levels of satisfaction and were more likely to demonstrate innovative teaching behaviors. Their findings suggest that when teachers believe their leader genuinely cares about their development, they are more motivated to invest effort into their work, which subsequently enhances their overall performance. Such supportive relationships are crucial in reducing burnout and fostering a positive school climate.

Furthermore, research indicates that individualized consideration contributes to teachers' sense of empowerment and autonomy. Wang and Lee (2020) demonstrated that teachers who received personalized mentorship and feedback from school leaders experienced increased confidence and a stronger sense of ownership over their instructional practices. This empowerment encourages teachers to experiment with new methods and adapt to diverse student needs, thereby improving their instructional effectiveness. In turn, empowered teachers are more likely to engage in continuous professional development, which sustains long-term improvement in performance (Kim & Park, 2021).

Studies also suggest that individualized consideration plays a critical role in supporting novice teachers. According to Johnson and O'Neill (2017), mentoring and personalized support from school leaders help early-career teachers navigate challenges and build resilience. This targeted support not only accelerates their professional growth but also reduces attrition rates, which is vital for maintaining a stable and experienced teaching workforce. The importance of personalized leadership in fostering teacher retention and performance has been emphasized in several recent investigations (Santos & Almeida, 2020).

In addition, the impact of individualized consideration extends beyond the classroom, influencing teachers' perceptions of organizational justice and trust. Lee et al. (2021) found that when teachers perceive their leaders as attentive and fair in addressing their individual needs, they develop stronger organizational commitment. This commitment translates into higher levels of effort, collaboration, and instructional quality. Conversely, neglecting individual needs can lead to disengagement and decreased performance, highlighting the importance of personalized leadership behaviors in educational settings.

However, some scholars argue that the implementation of individualized consideration may encounter practical challenges, especially in large or resource-constrained schools. Nguyen and Tran (2022) caution that providing personalized support to all teachers requires significant time and emotional investment from leaders. Without sufficient organizational support, such efforts may become superficial or unsustainable, limiting their impact on teacher performance. Therefore, effective application of individualized consideration necessitates systemic support and a shared leadership approach that distributes responsibilities.

The relevancy of transformational leader behaviours in an internet schoolroom has however to be examined. However, outcomes of transformational leadership in virtual organization settings are the main target of the many studies. Virtual environments, each schoolroom and organization, give distinctive opportunities for leaders in terms of achieving goals, facilitating collaboration and establishing strategic relationships,

additionally to overcoming ancient barriers like price, location, time and area (Eom, 2009).

Purvanova and Bono (2009) examined worker outcomes in terms of performance and satisfaction in virtual organizations compared to face-to-face organizations with leaders thought of to show transformational behaviours of perfect influence, sacred motivation, intellectual stimulation and individualized thought. Results indicated that then a lot of transformational leadership behaviours that are displayed by leaders, the a lot of glad workers are in addition, Ruggieri (2009) examined the concept of transformational and transactional leadership in regard to follower outcomes in interactive virtual contexts. They found that transformational leaders are delineated by followers as oriented a lot of toward the long run and development of followers than are transactional leaders (Ruggieri). These findings are in line with Hoyt and Blascovich's (2011) study that determined higher levels of follower satisfaction with leaders displaying transformational leadership behaviours than those displaying transactional leadership behaviours in virtual interactive contexts. Once led by a transformational leader, followers reported higher levels of satisfaction, motivation, authorization and cohesion (Hoyt & Blascovich; Ruggieri, 2011).

Performance is the competency of individuals to transform the resources within the firm in an efficient and effective manner to achieve organizational goals (Daft, 1997). Organizational goals vary depending on the purpose for which they are established. Business organizations have profit, growth, stability and survival as the main goals. A high performance individual is characterized largely by the following: high outputs or productivity, sustained and increasing market share, greater profitability or shareholder value, innovation and differentiation of service from that of its competitors in its sector in one way or another (Stevens, 2014). The popular ratios that measure individuals performance in terms of financial performance can be summarized as profitability and growth: return on asset (ROA), return on investment (ROI), return on equity (ROE), return on sale (ROS), revenue growth, market shares, stock price, sales growth, liquidity and operational efficiency (Drury, 2008).

Non-financial performances which will be considered include teacher morale and satisfaction, conducive working environment, organizational reputation, organizational attraction to professionals, corporate social responsibility and customer satisfaction

2.2 Theoretical literature review

The theories involved are the contingency theory and behavioural theory of leadership which elaborate the leadership styles of an organization.

2.2.1 Contingency Theory

Fiedler's (1964) contingency theory directed the study variables by the assertion that the leader's ability to guide is contingent upon varied situational factors, as well as the leaders' most well-liked vogue, the capabilities and behaviours of staff that rely heavily on the situational factors. This theory propounds the intimate approach to management by specializing state of affairs initial instead of structure means to use selected leadership vogue which will stimulate individual performance (Hocker, 2011).

The Contingency Leadership theory argues that there is no single method of leading which each leadership vogue ought to be supported by things. This signify that there are unit bounds for those that perform at the most level in bound places; however at bottom performance once taken out of their component. To a precise extent, contingency leadership theories are extensions of the attribute theory, within the sense that human traits are associated with things during which the leaders exercise their leadership. It is usually accepted at intervals the contingency theories that leaders are additional probably too precise their leadership once they feel that their followers are responsive (Kerr, 2008).

Fiedler's contingency theory stressed the leader's temperament, or psychological disposition, could be a main variable in her/his ability to guide and aforesaid that however the cluster receives the leader, the task concerned and whether or not the leader will really exert management over the cluster are the three principle factors that confirm the leader-led arrangement. Thus, the values from the smallest amount most well-liked colleague are additional and so averaged to provide the score (Hussey, 2012).

Any leadership vogue depends on a selected situation; by this conductor tacit that; the behavioural patterns of the leader can facilitate him / her acquire competences required for effectiveness in victimization of the designs in their relevant things and so effectiveness in performance. But the opposite assumption during this theory left lots to be desired, since things are determined by each external and internal factors that affected the method workers seasoned the things given to them (Karen, 2009). Contingent reward refers to leaders clarifying the work that must be achieved and use rewards in exchange for good performance. Management by exception (passive) refers to leaders intervening only when problem arise (Rukhmani *et.al.*, 2014) whereas management by exception (active) refers to leaders actively monitoring the work of followers and make sure that standards are met (Antonakis *et.al.*, 2011)

Contingency theory is in agreement with the study that top management leaders have ability to influence other workers through inspirational motivation and intellectual stimulation. This implies that management has impact on the performance of other workers. For example Fiedler's (1964) contingency theory directed that the study variables by the assertion that; the leader's ability to guide is contingent upon varied situational factors, as well as the leaders' most well-liked vogue, the capabilities and behaviours of staff that rely heavily on the situational factors. This theory propounds the intimate approach to management by specializing in state of affairs initial instead of structure means that, to use selected leadership vogue which will stimulate individual performance (Hocker, 2011).

The contingency theory is relevant to this study because it explains that there is no best way to organise organisation but it depend both internal and external factors. It further explains that, leaders should strategies their plan and can motivate its teacher by rewarding them when there is achievement.

2.2.2 Behavioural Theory of Leadership

Behavioural theories of leadership are units classified as a result of the specialization on the study of specific behaviours of leaders. For behavioural theorists, a leader's behaviours that the best predictor of his leadership influences and the result has the best

determinant of his or her leadership success. This behaviour-focused approach provides real selling potential, as behaviours are conditioned in a manner that one will have a selected response to specific stimuli. As a result; supposition that leaders are born, (Great Man Theory) through to the likelihood that we are able to measure leadership potential (Trait Theory) via psychological science measurements and so to the purpose that anyone is created a leader (Behavioural Theories) by teaching them the fore most applicable behavioural response for any given scenario. On a facet note, there is wonderful leadership programs out there to guide on leadership journey, simply it assure that the program selected is complete. As leadership studies that were geared toward distinctive the acceptable traits did not yield any conclusive results (Brain and Lewis, 2004).

The task involved leaders that focus their behaviours on the organization, the operative procedures and that they prefer to keep management. Task-oriented leaders are concerned with their teacher's motivation; but it is not their main concern. They will favour behaviours that are in line with: Initiating, organizing informative and knowledge Gathering the individuals oriented leaders are focusing their behaviours on guaranteeing that the inner desires of the individuals are glad. Therefore they inspire their teachers through action of the human relation. Individual's oriented leaders still specialize in the task and therefore the results; they simply attain them through totally different means. Leaders with land focus can have behaviours that are in line with: encouraging, observing and listening (Bass & Gordon 2015).

The situation is not thought during the approach of leadership. Several traits are too obscure or abstract to measure and observe. Studies haven't adequately coupled attributes with leadership effectiveness. Most trait studies omit leadership behaviours and followers' motivation as mediating variables. There's one best thanks to lead .Leaders with specific high concern for each individuals and production or thought and organization are going to be effective. Situational variables and cluster processes ignored; studies didn't determine the things wherever specific kinds of leadership behaviours are relevant. Thus, the vision of making wonderful merchandise remained with the corporate throughout his absence. He delineates his company as cooperative and arranged sort of an initiate.

These best peaks are powerful in the transformational approach and Jobs embodied the bulk of dimensions of this leadership as arranged out (Stout, 2013): Idealized influence – inculcation trust and appreciation from follower’s sacred motivation inspire followers to possess correct behaviour. Intellectual stimulation “change agent” to stimulate creative thinking. Individualized thought that completely acknowledging desires and values of the followers. He was sort of a demy-god to several and so was trusty and appreciated. His sacred motivation was one among his greatest gifts. He turned an easy company into a revolutionary culture jointly of the fore most wanted corporations to figure for with a number of the fore most wanted merchandise within the world. Little question his intellect was genius which he stirred up creative thinking and intellect among followers and alternative leaders. The workers who make up such a leadership typically have a sense of being valued and of happiness and are guided to a better vision of self-actualization and therefore the bigger goals of the organization (Stout, 2013).

Eventually though, his transformational vogue led to accounts of abuse of power. Below his influence, several workers were overworked which frequently led to give out (Bass, J. *eta al.*,2015). Several staff were conjointly therefore reworked that they primarily became enchanted on the organization and culture to the purpose wherever they were keen about all things. Who wouldn’t be seduced by a high play acting company and in constant worry of losing out on such a dream job this is often a fine line wherever transformational leadership and cult standing can exist. As Associate in nursing example, would the speculation add a scientific or tutorial setting? This raises the priority of whether or not the speculation is going to be universally applied and to House’s credit, he would presumably admit that it is limitations (Stout, 2013).

Transformational leadership concerns with the transformation of followers’ beliefs, values, needs and capabilities (Brand, *et.al.* 2014). Kent and Chelladurai, (2013) defines transformational leadership as "the process of influencing major changes in attitudes and assumptions of organizational members and building commitment for the organization’s mission and objectives".

The transformational leadership style is characterized by four underlying dimensions, all of which are seen by Bass & Avolio (1994) as the most active and effective behaviors of leadership. These include idealized influence, intellectual stimulation, individualized consideration and inspirational motivation and are referred to as the Four I's" (Bass, 2014).

Yukl (1998) defines Idealized influence (charisma) as behavior that arouses strong follower emotions and identification with the leader. Bass and Avolio (2014), Bass & Riggio, (2015) further state that through such idealized influence, leaders become role models for their followers and are admired, respected and trusted. According to Bass and Riggio (2015), leaders with great idealized influence are willing to take risks and are consistent rather than arbitrary by demonstrating high standards of ethical and moral conduct.

Inspirational motivation includes behavior that motivates and inspires followers by communicating high expectations and expressing purposes in simple ways, which provides meaning and challenge to their followers" work (Bass, 2015). This inspirational motivation arouses individual and team spirit with enthusiasm and optimism (Bass & Gordon, 2015).Intellectual stimulation involves leaders stimulating their followers' effort to be innovative and creative by questioning assumptions, reframing problems and approaching old situations in new ways (Eastman, 2016). Leaders with this trait stimulate and encourage creativity in their followers (Covey, 2016).

Behavioral theory of leadership is in agreement with the study that firm's performance relay on the individual consideration and the idealized influence since the leaders act as the role models to other teachers. For example behavioural theorists, a leader's behaviours that best predict of his leadership influences and as a result, is that the best determinant of his or her leadership success. This behaviour-focused approach provides real selling potential, as behaviours are conditioned in a very manner that one will have a selected response to specific stimuli. As a result, we've got gone from the supposition that leaders are born, (Great Man Theory) through to the likelihood that we are able to measure your leadership potential (Trait Theory) via psychological science measurements and so to the purpose that anyone is created a leaders (Behavioural Theories) by teaching

them the fore most applicable behavioural response for any given scenario (Brain and Lewis, 2004).

This theory is relevant in sense that transformational leaders link the individuals' current needs to the organization and new learning opportunities are created (Mester, et al., 2003). Intellectual stimulation involves leaders stimulating their followers' effort to be innovative and creative by questioning assumptions, reframing problems and approaching old situations in new ways (Nicholson, 2007). Leaders with this trait stimulate and encourage creativity in their followers (Covey, 2007). Hence organizational achievements are reached.



2.3 Conceptual Framework

As the conceptual framework shown below indicates, the independent variables are the dimensions of Transformation leadership and teacher performance the dependent variable.

Independent Variables

Dependent Variable

Transformational Leadership

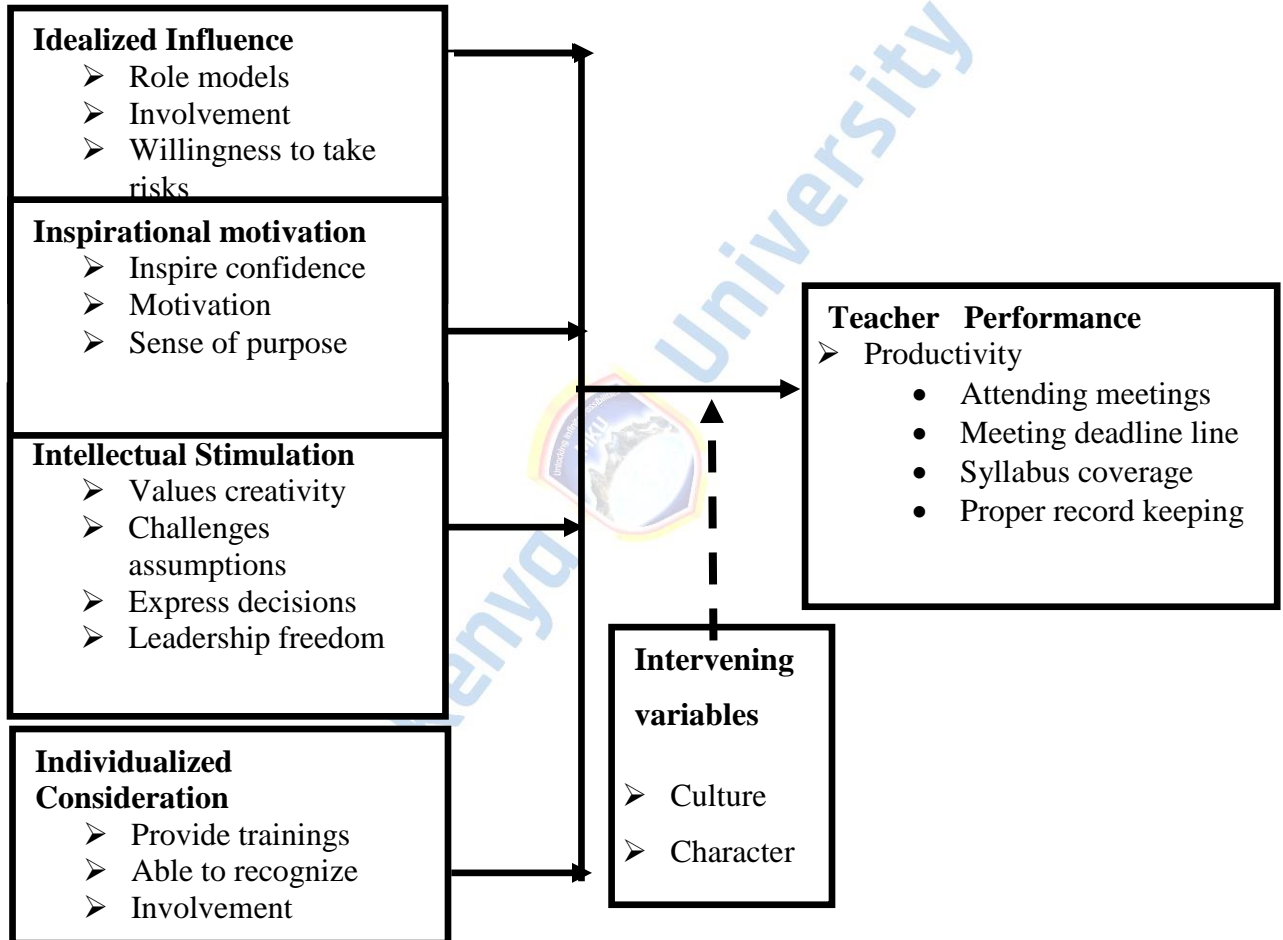


Figure 1: Conceptual Framework

Source: Researcher (2025)

2.4 Knowledge gap

Previous research shows that although there have been studies on job satisfaction, organizational commitment, motivation, efficiency and effectiveness; few have analyzed differences in leadership behaviors and effectiveness in public organizations. The study focuses on the teacher performance in relation to transformational leadership which is found by the study as the main challenge on institutional performance.

The literature review explored the relationships among idealized influence, individualized consideration, intellectual stimulation and inspirational motivation and, teachers job commitment. Koech and Namusonge (2012) conducted a study on transformational leadership on teacher performance in public secondary. This study presents a conceptual gap since it will focus on private organizations while the current study will focus on public secondary schools. Kibui (2013) conducted a study on transformational leadership on teacher performance in public secondary in Kenyan secondary schools and the perceptions of teachers, students, principals and quality assurance and standards officers about the principal's transformational leadership. The study will focus on perception of teachers and students thus presenting a conceptual gap. The current study will focus on the teacher's job commitment. Wong and Li (2008) conducted a study on factors that influenced transformational integration of ICT in eight schools in Hong Kong and Singapore. This study focused on transformation integration of ICT thus presenting a conceptual gap. In addition, the study presents a contextual gap since it focused on Hong Kong and Singapore schools. The current study will focus on public secondary schools in Kenya. It is because of these research gaps that this study is conducted so as to bridge the gaps.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter gives details of research design and methodology. It comprises of research design study area, target population, sample size, data collection instruments validity and reliability, data analysis and interpretation methods.

3.1 Research Approach

According to Creswell and Creswell (2018), a research approach is defined as the overarching plan and procedure for collecting and analyzing data to address the research problem. In this study, a mixed-methods research approach was employed, integrating both quantitative and qualitative paradigms to comprehensively explore the research questions. The quantitative component involved the use of structured questionnaires to collect numerical data from respondents, which was analyzed using descriptive statistics to summarize the data, and inferential statistics to examine relationships and differences among variables. Simultaneously, the qualitative component utilized interview schedules to gather rich, contextual information from participants, which was then subjected to narrative analysis to interpret themes, patterns, and deeper insights related to the phenomena under study.

3.2 Research Design

The study adopted a descriptive research design, which investigates the current status and nature of the phenomena. The descriptive analysis approach was chosen for this study because it aimed to gain insight into the phenomenon and provide basic information in the area of study (Koul, 2011). The descriptive research design was based on the conceptual relationship between the independent variable and the dependent variable, allowing for a comprehensive understanding of their interactions and characteristics within the context of the research.

3.3 Study Area

This study was done in 35 public secondary schools both in boarding and mixed in Chesumei sub-county, Nandi County, Kenya.

3.4 Target Population

Table: 1 Target Population

| Group | Number Targeted |
|---------------------|------------------------|
| Principals | 45 |
| Deputy Principals | 46 |
| Head of Departments | 291 |
| Teachers | 471 |
| TOTAL | 853 |

Source : Chesumei Sub County Director of Education (2024)

3.5 Sample Size

The size of the sample in this study that the researcher used was determined by Krejcie & Morgan table (1970) as shown in Appendix VIII and its sample will be 267 respondents.

Table: 2 Sample Size

| Group | Sample size |
|---------------------|--------------------|
| Principals | 25 |
| Deputy Principals | 26 |
| Head of Departments | 170 |
| Teachers | 270 |
| TOTAL | 491 |

3.6 Sampling Procedure and Technique

This study employed the stratified random sampling method as a technique, which was carried out according to the 26 sampled schools because it involved categorizing the members of the population into mutually exclusive and collectively exhaustive groups. An independent simple random sample was then drawn from each group. Stratified sampling techniques provided more precise estimates. This technique enabled the researcher to determine desired levels of sampling precision for each group and offered administrative efficiency. The main advantage of this approach was its ability to produce the most representative sample of the population (Hunt & Tyrrell, 2001).

3.7 Data Collection and Research Instruments

The Study used questionnaire to collect data from the teachers, head of departments deputy principals and principals as a research instrument.

3.7.1 Data Collection Procedures

Before the actual data collection exercise took place, the study undertook a preliminary survey within the selected study area and attempted to make appointments with the identified persons. On the appointment day, the researcher personally administered the questionnaires to the selected respondents in the morning and collected them in the afternoon; this was done after receiving permission from the university to carry out research in the identified area of study. Data was collected from the respondents using questionnaires as the main collection tool. Follow-up was made to ensure that the questionnaires were filled out in accordance with the research objectives.

3.7.2 Questionnaires

The questionnaires were issued to all the respondents' choices for the study to seek their responses based on the research questions. In developing the questionnaire items, closed/fixed format questions were used in all categories to enable the study to obtain specific responses from the respondents. Closed format questions typically took the form of multiple-choice questions. These multiple-choice questions were easy for the respondents to answer. This form of questioning made data analysis easier for the study. By restricting the answer options, it was easier to calculate percentages, frequencies, and other statistical data over the entire group or any sub-group of participants.

The questionnaire was divided into Section A and Section B. Section A of the questionnaire enabled the study to collect demographic data of the respondents, such as age, gender, and years worked in the organization (background information). Section B contained respondents' perceptions on the various effects of transformational leadership on teacher performance (specific information), which assisted the study in answering the research objectives (Wilmot,

3.7.3 Interview Schedule for Principals

A designed discussion schedule was put in place to gather information on principals only. According to Kumar (2006), interviews helped to address the problem of incomplete responses in questionnaires, as all questions would be responded to. Mugenda et al. (2003) argued that interviews had the advantage over questionnaires in providing in-depth data. Importantly, the researcher was in a position to clarify any queries arising from the questions. This was done to ensure that responses were reliably consolidated and comparisons could be made between sample groups. The researcher created a conducive atmosphere to ensure uninterrupted responses. The study adopted the respondent-led form of interview, where during the process, the interviewer controlled the entire process. The interview schedule was used to guide the interview process, and it was structured in accordance with the research objectives.

3.8 Validity and reliability of the research instruments

3.8.1 Validity

Validity was viewed as truthfulness and served as a measure of how well a conceptualized idea about reality matched the actual reality (Bolarinwa, 2015). Two forms of validity were employed to validate the quantitative instrument, specifically the principals' and heads of department's questionnaires. The first form was face validity, which, according to Bolarinwa (2015), involved a judgment based on a scientific approach to determine whether the indicators used measured the required construct. Consequently, the researcher sought the opinions and assistance of experts in the field of education and assigned supervisors to assess whether, at face value, the questionnaire appeared suitable in both design and structure, and whether it effectively measured the

intended constructs. Each item was evaluated to determine if it aligned with the relevant conceptual domain.

The second form of validity was content validity, which was regarded as the degree to which the instrument measured the required construct (Sangoseni, Hellman & Hill, 2013). Sangoseni et al. (2013) argued that an instrument could only achieve content validity if it underwent a rational analysis by knowledgeable raters or experts familiar with the academic scope of the study. Therefore, the researcher asked the supervisors, heads of departments, and subject matter experts to critically examine the items measuring specific constructs. This review aimed to ensure that the full content related to each construct was adequately represented and justified by evidence from literature. Following this scrutiny, various suggestions for correction were made, and the final version of the instrument was produced.

Regarding the qualitative aspects of the study, the authenticity of the findings was considered paramount. As noted by Zohrabi (2013), authenticity relates to the fairness, balance, and honesty demonstrated by respondents on topical issues. Using the heads of departments' interview schedule, the researcher hoped that the HoDs would provide truthful responses by avoiding distorted accounts of events related to transformational leadership and teacher performance.

3.8.2 Reliability

Reliability was a measure of how dependable or consistent the instrument was in measuring the required construct (Bolarinwa, 2015). Miller (cited in Bolarinwa, 2015) viewed reliability as the extent to which a measure produced similar results after repeated trials. The reliability of the questionnaires was verified through an examination of the internal consistency of the measures. Reliability was defined as the consistency with which the research instrument measured what it purported to measure. The questionnaires were tested for reliability using Cronbach's alpha to determine the internal consistency of the items. This method estimated the reliability of test scores based on a single administration of the test. Consequently, it provided a good measure of reliability because, holding other factors constant, the more similar the test content and conditions of administration were, the greater the internal consistency reliability (Kombo, 2015). In

this study, the items were considered reliable if they yielded a reliability coefficient of 0.70 or above. According to Katou (2008), research instruments were regarded as reliable when the value of Cronbach's alpha was greater than 0.70. However, a Cronbach's alpha less than 0.70 implied that the research instruments were not reliable, and the study would make the necessary corrections before using the instruments to collect data. Reliability testing was performed to assess the consistency of the research instrument through the Cronbach's Alpha method, resulting in a coefficient of 0.7. As illustrated in Table 2, the Cronbach's Alpha value surpasses 0.7, confirming that the instrument exhibits acceptable reliability.

Table 3: Reliability Analysis

| Cronbach's Alpha | No. of Items |
|------------------|--------------|
| .701 | 20 |

Source: Researcher (2025)

3.8 Data Analysis and Presentation

The data were collected using questionnaires. Data for this research were qualitative. Qualitative data analysis involved the explanation of information obtained from the study. This was done through discussion and interpretation of the study findings. The responses in the questionnaire were coded into common themes, and data cleaning and management were carried out to facilitate analysis. The coded data were entered into the SPSS program. Descriptive statistics were used to analyze the data. In descriptive statistics, frequencies, means, and standard deviations were calculated using the Statistical Package for Social Sciences (SPSS) version 23.0. The findings of the study were presented using tables and figures.

3.9 Ethical Considerations

The study ensured that all the respondents were aware of the objectives of the research and their contribution to its completion. Additionally, the study sought to solicit explicit consent from the respondents to ensure that their participation in the study was voluntary. To maintain the integrity of the data, the study checked the accuracy of response

encoding. This was carried out to ensure that the statistics generated from the study were verifiable (Cooper and Schindler, 2014). Furthermore, the researcher maintained a demeanor of mien and decorum by demonstrating professionalism and respect in all interactions with participants. The researcher also ensured privacy by safeguarding the personal information collected, while confidentiality was assured to the respondents by keeping their data secure and undisclosed. Anonymity was provided as an option for participants who wished to remain unidentified. The researcher obtained ERC clearance from the Mount Kenya University Ethics Review Committee and a NACOSTI permit from the National Commission for Science, Technology, and Innovation to comply with ethical guidelines and national regulations. An introduction letter from the postgraduate researcher was also secured to outline the study's objectives and the researcher's credentials. Data storage methods, such as data encryption, were used to secure the information and prevent unauthorized access, and plagiarism was checked using similarity index tools.

CHAPTER FOUR

RESEARCH FINDINGS, ANALYSIS AND PRESENTATION

4.0 Introduction

This chapter presents the response rate of the study. Further, the chapter entails the analysis of data and the presentation of the study finding. The discussion and interpretation of research findings are also contained in this chapter.

4.1 Response Rate

The study's response rate was 70.04%, which, according to scholars such as Sekaran and Bougie (2016), is considered satisfactory, as a response rate greater than 70% is generally regarded as acceptable.

Table 4: Response Rate

| | Number of Questionnaires | Percentage |
|-----------------------|--------------------------|------------|
| Issued Questionnaires | 267 | 100.0 |
| Received | 187 | 70.04 |

Source: Researcher (2025)

4.2 Respondents Background Information

The researcher carried out a comprehensive analysis of the respondents' demographics to better understand the characteristics of the study participants. This analysis included examining the gender distribution of the respondents to identify the proportion of males and females involved in the study. Additionally, the researcher looked into the age distribution to determine the range and common age groups among the participants. The study also assessed the respondents' levels of experience in their respective fields or roles, providing insight into their practical background and familiarity with the subject

matter. Furthermore, the analysis covered the highest level of education attained by each respondent, which helped to contextualize their responses and perspectives within their educational backgrounds. Overall, this demographic analysis aimed to offer a detailed profile of the respondents, thereby enriching the interpretation of the study's findings. The gender distribution of the respondents is presented in table Figure 2.

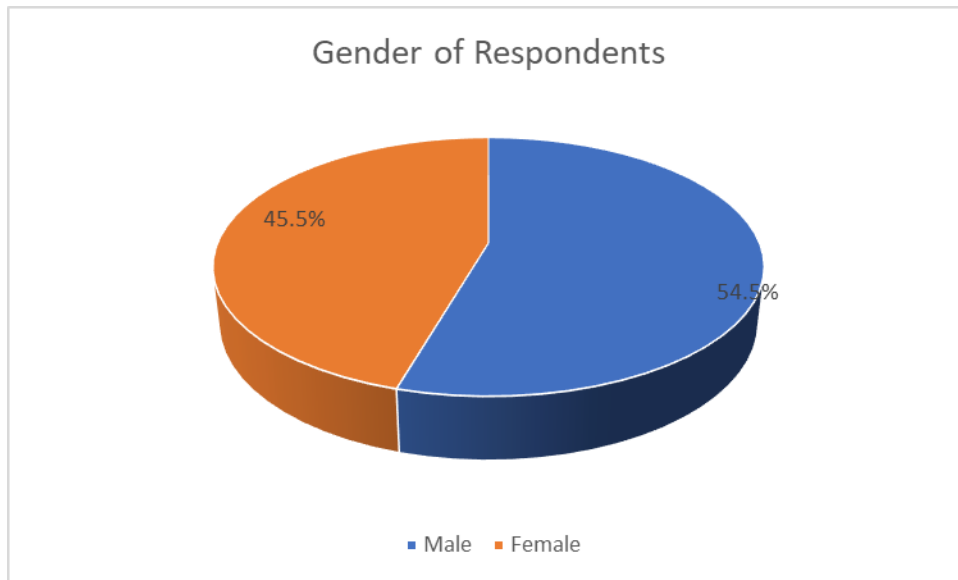


Figure 2: Gender of the Respondents

Source: Researcher (2025)

The gender distribution among the respondents shows a fairly balanced sample, with 54.5% male and 45.5% female teachers, totaling 187 participants. This near-equal representation allows for meaningful analysis of potential gender differences in perceptions of transformational leadership and its impact on teacher performance. It also provides a broader understanding of how leadership styles influence teachers across genders within the context of public secondary schools. The age distribution of the respondents were as presented in figure 3 below.

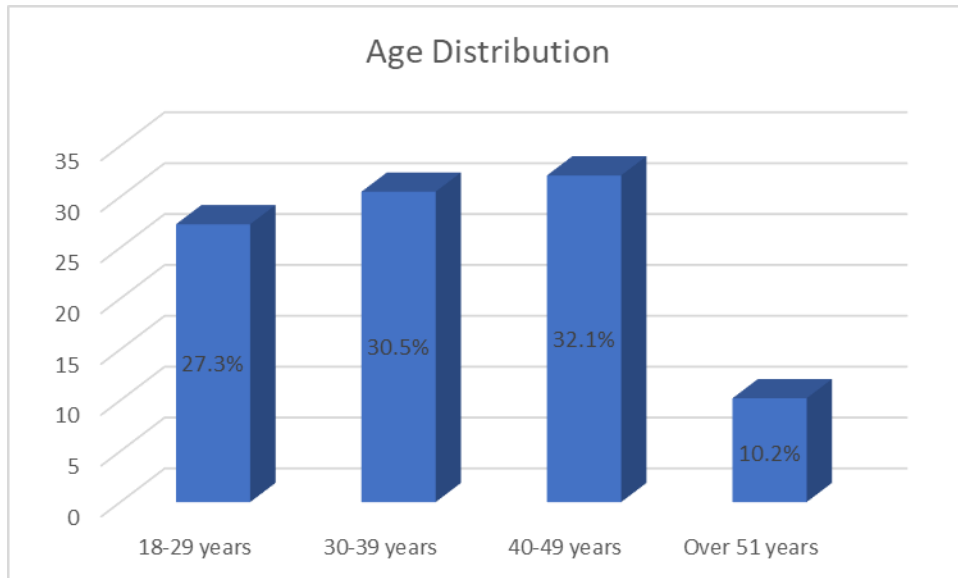


Figure 3: Age Distribution of the Respondents

Source: Researcher (2025)

The age distribution of the respondents showed that the largest proportion was between 40 and 49 years, accounting for 32.1%, followed by those aged 30 to 39 years at 30.5%. Respondents aged 18 to 29 years made up 27.3%, while those over 51 years comprised 10.2% of the sample. This age range reflected a predominantly experienced group of teachers, which could have implications for their perceptions and responses to transformational leadership in public secondary schools. The findings on the experience on the respondents were as shown in table 5 below.

Table 5: Experience of the Respondents

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------|-----------|---------|---------------|--------------------|
| Valid | Below 5 years | 61 | 32.6 | 32.6 | 32.6 |
| | between 5 – 10 Years | 69 | 36.9 | 36.9 | 69.5 |
| | 10 years and above | 57 | 30.5 | 30.5 | 100.0 |

| | | | |
|-------|-----|-------|-------|
| Total | 187 | 100.0 | 100.0 |
|-------|-----|-------|-------|

Source: Researcher (2025)

The experience levels of the respondents are fairly evenly distributed, with 32.6% of teachers having below 5 years, 36.9% with 5 to 10 years, and 30.5% with 10 or more years of teaching experience. This diverse range provides a balanced perspective on how transformational leadership influence teacher performance across different career stages. The substantial representation of teachers across all experience categories enhances the study’s ability to assess whether leadership effects vary with tenure, offering valuable understandings into how experience may shape perceptions and responses to leadership styles in public secondary schools. The highest level of education findings are presented in the following figure 4.

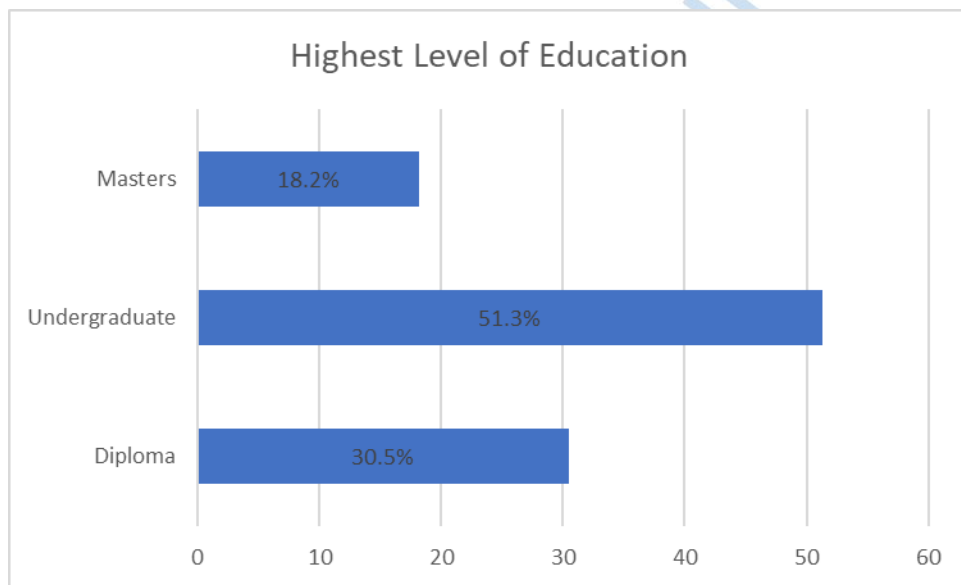


Figure 4: Highest Level of Education

Source: Researcher (2025)

The highest level of education among the respondents was predominantly undergraduate, accounting for 51.3% of the sample, followed by diploma holders at 30.5%, and those with a master's degree at 18.2%. This distribution indicated that the majority of teachers had completed undergraduate education, which provided a diverse academic background

within the sample. The variation in educational attainment allowed for an analysis of how different levels of education influence perceptions of transformational leadership and its effect on teacher performance in public secondary schools.

4.3 Descriptive Statistics

The study conducted a descriptive analysis of the data to summarize and interpret the key characteristics and patterns observed within the dataset. The findings derived from this analysis are systematically presented and discussed in the following section, providing a comprehensive understanding of the data and its implications for the research objectives.

4.3.1 Idealized Influence and Teacher Performance

Table 6: Idealized Influence and Teacher Performance

| | N | Min | Max | Mean | Std. Dev |
|---|-----|-----|-----|------|----------|
| Teachers look up to the principals as role models who demonstrate high ethical standards | 187 | 1 | 5 | 3.87 | 1.121 |
| The leadership style of the principal influences teachers motivation to teach effectively | 187 | 1 | 5 | 3.78 | 1.141 |
| The principal demonstrates behaviours that inspire teachers to perform well | 187 | 1 | 5 | 3.83 | 1.092 |
| Good role model influences high quality of service among teachers | 187 | 1 | 5 | 3.81 | 1.166 |
| Involvement of top management leads to high performance of teachers | 187 | 1 | 5 | 3.75 | 1.215 |
| Valid N (listwise) | 187 | | | | |

Source: Researcher (2025)

The descriptive statistics, in table 6, for the dimension of idealized influence reveal that teachers largely agreed that principals serve as influential role models who demonstrate high ethical standards and moral integrity. The mean score for this item was 3.87, with a standard deviation of 1.121, indicating a strong consensus among respondents that principals embody qualities of authentic leadership. Teachers perceive principals as individuals who act ethically and set a moral example for staff and students alike. This perception aligns with the theoretical perspective of transformational leadership, which emphasizes the importance of leaders acting as moral exemplars to inspire followers (Bass & Avolio, 2014). According to Burns (1978), transformational leaders who demonstrate high moral standards foster trust and admiration among followers, which motivates them to emulate these behaviors. The high level of agreement among teachers suggests that principals' moral conduct plays a crucial role in shaping their effectiveness and influence within educational settings.

Furthermore, the data indicated that teachers strongly agreed that the leadership style of the principal significantly influences their motivation to perform their teaching duties effectively. The mean score for this item was 3.78, with a standard deviation of 1.141, demonstrating a general consensus that leadership behaviors directly impact teachers' motivation levels. While the mean was slightly lower compared to other items, it still reflects a positive perception that leadership approach matters in fostering an inspiring and motivating school environment. This finding supports the work of Leithwood, Seashore Louis, Anderson, and Wahlstrom (2014), who argued that transformational leadership behaviors—such as inspiring a shared vision, providing intellectual stimulation, and offering individualized support—are essential in enhancing teachers' motivation, commitment, and overall job satisfaction. Teachers' agreement on this point underscores the critical role of principals as change agents who influence classroom performance and school climate through their leadership style.

In addition, teachers agreed that principals demonstrate behaviors that inspire teachers to perform at higher levels. The mean score for this item was 3.83, with a standard deviation of 1.092, which indicates a broad consensus that principals' inspiring behaviors are recognized and valued by staff. The relatively low standard deviation suggests that most

teachers share a similar perception that principals serve as motivating figures whose actions and communication inspire teachers to improve their performance. This aligns with the work of Avolio and Bass (2004), who emphasized that transformational leaders motivate followers through personal example and charismatic influence. Such leaders foster an environment where staff feel empowered and encouraged to achieve excellence, which ultimately benefits the entire educational institution. The teachers' agreement on this point highlights the importance of inspirational leadership as a core component of effective school management.

Regarding role modeling, teachers agreed that principals acting as positive role models contribute significantly to the delivery of high-quality service by teachers. The mean score for this item was 3.81, with a standard deviation of 1.166, illustrating widespread consensus that ethical and exemplary conduct by principals positively influences teachers' work ethic and service quality. This finding echoes the work of Podsakoff, MacKenzie, Moorman, and Fetter (1996), who argued that leaders who serve as role models influence followers' attitudes and behaviors, which in turn enhances organizational performance. In the context of education, principals who consistently demonstrate professionalism, fairness, and integrity inspire teachers to adopt similar standards in their own practice. The teachers' agreement underscores the importance of moral exemplification and consistent ethical behavior by leaders as essential elements for fostering a culture of excellence and accountability in schools.

Finally, the data suggested that teachers agreed involvement and active engagement of top management are associated with higher levels of teacher performance. The mean score was 3.75, with a standard deviation of 1.215, indicating that most respondents believed that administrative support and participative leadership positively influence teachers' effectiveness. Although this item received slightly lower ratings compared to others, the overall agreement demonstrates that teachers view management involvement as a crucial factor in creating a supportive and motivating environment. This aligns with Harris (2020), who highlighted that distributed and shared leadership practices—characterized by active collaboration between principals and teachers—are instrumental in fostering professional growth, motivation, and improved student outcomes. Teachers'

perceptions reflect the importance of leadership that is inclusive and responsive to staff needs, as such approaches enhance commitment and performance across the school community.

Further, the findings concurred with the interview findings which indicated that Idealized influence significantly affects teacher performance in public secondary schools as evidenced by the strong respect and admiration teachers hold for school leaders who model high ethical standards and commitment to their roles. Many teachers reported that when school heads demonstrate integrity, dedication, and a clear vision for academic excellence, it motivates them to emulate similar behaviors in their teaching practices. This form of leadership fosters a culture of accountability and inspires teachers to go beyond routine responsibilities, leading to improved lesson delivery, better student engagement, and higher academic outcomes. Consequently, idealized influence not only strengthens the professional identity of teachers but also builds a supportive school environment that enhances overall performance.

4.3.2 Inspirational motivation and Teacher Performance

Table 7: Inspirational Motivation and Teacher Performance

| | N | Min | Max | Mean | Std. Dev |
|---|-----|-----|-----|------|----------|
| The encouragement from school principal helps teachers overcome challenges in their teaching duties | 187 | 1 | 5 | 3.67 | 1.277 |
| Motivation of teachers articulates a clear vision for the future | 187 | 1 | 5 | 3.82 | 1.177 |
| Good leadership ensures clear conveyance of messages | 187 | 1 | 5 | 3.78 | 1.151 |

| | | | | | |
|---|-----|---|---|------|-------|
| Teachers feel more committed to their work when the principal sets a compelling vision for the school | 187 | 1 | 5 | 3.76 | 1.141 |
| Inspirational motivation from the principals increases the enthusiasm for teaching | 187 | 1 | 5 | 3.64 | 1.259 |
| Valid N (listwise) | 187 | | | | |

Source: Researcher (2025)

The descriptive analysis, shown in table 7, of the inspirational motivation dimension indicates that teachers generally agree that their principals serve as significant sources of encouragement and motivation, although the strength of this agreement varies across different aspects. The average score for the item stating that encouragement from the school principal helps teachers overcome challenges in their teaching duties was 3.67, with a standard deviation of 1.277. This suggests that teachers agree to a moderate extent that principals' encouragement plays a crucial role in assisting them to navigate difficulties in their instructional responsibilities. Such findings align with recent research by Chen and Wang (2020), who emphasized that supportive leadership behaviors—particularly encouragement—are vital in fostering resilience and perseverance among teachers, especially within challenging educational contexts. Teachers' agreement with this point underscores the importance of leadership support in helping teachers overcome obstacles and maintain their effectiveness in the classroom.

Furthermore, the data reveals that teachers agree that motivation from principals effectively articulates a clear vision for the future of the school. The mean score of 3.82, with a standard deviation of 1.177, indicates a slightly higher level of agreement that a well-communicated future vision enhances teachers' motivation. This finding supports the work of Zhao et al. (2019), who found that transformational leaders who articulate a compelling vision significantly increase teachers' commitment and enthusiasm by providing a shared sense of purpose and direction. Teachers' agreement on this point suggests that when principals communicate a clear and inspiring vision, it fosters a

collective goal orientation among staff, which is essential for driving school improvement initiatives and motivating teachers to work towards common objectives.

In addition, teachers agree that good leadership ensures the clear conveyance of messages. The mean score for this item was 3.78, with a standard deviation of 1.151, reflecting a consensus that effective communication is a hallmark of strong leadership. Clear messaging from principals is critical in ensuring that teachers understand expectations, goals, and organizational changes. This clarity influences their motivation and performance positively. This finding aligns with the work of Lee and Lee (2018), who highlighted that transparent and consistent communication from school leaders enhances trust and reduces ambiguity in teachers' roles. Such effective communication fosters a sense of organizational stability and trust, which ultimately supports greater commitment and effort among teachers.

The data also shows that teachers agree that they are more committed to their work when principals set a compelling vision for the school. With a mean score of 3.76 and a standard deviation of 1.141, teachers strongly agree that a strong, motivating vision increases their dedication and engagement. This aligns with the findings of Liu et al. (2021), who emphasized that transformational leadership that clearly articulates a compelling vision positively influences teachers' organizational commitment. When principals communicate a meaningful and inspiring vision, teachers feel a sense of purpose that aligns their individual efforts with the broader goals of the school, leading to increased dedication and a stronger sense of belonging within the school community.

Finally, the item measuring whether inspirational motivation from principals increases teachers' enthusiasm for teaching received a mean score of 3.64, with a standard deviation of 1.259. While this score is slightly lower compared to other items, teachers still agree that motivational behaviors from principals can boost their enthusiasm in their teaching roles. This finding is consistent with the work of Zhang and Zhou (2019), who argued that inspirational motivation by school leaders enhances teachers' intrinsic motivation, resulting in higher job satisfaction and improved teaching effectiveness. Teachers' agreement on this point highlights that leaders' ability to inspire and energize staff plays a critical role in fostering a positive and motivated teaching workforce.

The above findings are in line with the interview which established that inspirational motivation has a profound impact on teacher performance in public secondary schools in Chesumei Sub-county, Nandi County, Kenya. Teachers indicated that when school leaders communicate a clear, compelling vision and express confidence in the staff's ability to achieve shared goals, it enhances their sense of purpose and commitment. This motivational approach fosters enthusiasm, encourages creativity, and strengthens resilience, especially in the face of challenges such as limited resources or large class sizes. As a result, teachers become more proactive, goal-oriented, and willing to invest extra effort in preparing lessons, supporting students, and participating in school improvement initiatives. Ultimately, inspirational motivation contributes to a positive school climate where teachers feel valued and empowered to perform at their best.

4.3.3 Intellectual Stimulation and Teacher Performance

Table 8: Intellectual Stimulation and Teacher Performance

| | N | Min | Max | Mean | Std. Dev. |
|--|-----|-----|-----|------|-----------|
| Creativity and autonomy lead to good quality of service among the teachers | 187 | 1 | 5 | 3.74 | 1.212 |
| The principal challenges teachers to find new solutions to teaching challenges | 187 | 1 | 5 | 3.65 | 1.305 |
| Good leadership solicits ideas from teachers without criticising | 187 | 1 | 5 | 3.82 | 1.199 |
| Intellectual stimulation from school leaders principal motivates teachers to seek professional development opportunities | 187 | 1 | 5 | 3.63 | 1.239 |

| | | | | | |
|--|-----|---|---|------|-------|
| The principal encourages innovative teaching methods to improve student learning | 187 | 1 | 5 | 3.82 | 1.135 |
|--|-----|---|---|------|-------|

| | |
|--------------------|-----|
| Valid N (listwise) | 187 |
|--------------------|-----|

Source: Researcher (2025)

The analysis of the dimension of intellectual stimulation, as pin pointed in table 8, reveals that teachers generally agree on the positive influence of their principals' leadership behaviors in fostering creativity, autonomy, and innovation within the school environment. The item that states "creativity and autonomy lead to good quality of service among the teachers" received an average score of 3.74, with a standard deviation of 1.212. This indicates that teachers agree to a considerable extent that when they are granted autonomy and encouraged to be creative, the quality of their service improves. Such findings align with the research by Wang and colleagues (2019), who emphasized that autonomy-supportive leadership enhances teachers' motivation and commitment by fostering a sense of ownership over their work, which subsequently improves instructional quality.

Furthermore, teachers agree that the principal challenges them to find new solutions to teaching challenges. The mean score for this item was 3.65 with a standard deviation of 1.305, suggesting a moderate level of agreement. This indicates that teachers perceive their principals as leaders who promote innovative thinking and problem-solving approaches in addressing teaching difficulties. Such leadership behavior is essential in dynamic educational environments, as highlighted by Li and Tang (2018), who argued that encouraging teachers to develop and implement innovative solutions leads to improved educational practices and student outcomes.

The data also shows that teachers agree that good leadership solicits ideas from teachers without criticizing them. The average score for this statement was 3.82, with a standard deviation of 1.199, reflecting a high level of agreement. This suggests that teachers feel comfortable sharing their ideas and perspectives with their principals, knowing that their input is valued and respected. This aligns with the findings of Sun and Chen (2017), who emphasized that participative leadership styles, characterized by soliciting ideas without

criticism, foster a collaborative culture that enhances teachers' motivation and engagement, ultimately leading to better teaching practices.

In addition, teachers agree that intellectual stimulation from school leaders motivates them to seek professional development opportunities. The mean score was 3.63, with a standard deviation of 1.239, indicating a moderate agreement. This suggests that teachers recognize the role of their principals in inspiring ongoing learning and growth, which is critical for adapting to new educational challenges. The importance of leadership in promoting continuous professional development is supported by Zhang and Wang (2018), who found that leaders who stimulate intellectual curiosity among teachers tend to foster a culture of lifelong learning, resulting in higher teaching quality and better student performance.

Finally, teachers agree that principals encourage innovative teaching methods to improve student learning, receiving an average score of 3.82 with a standard deviation of 1.135. This indicates that teachers view their leaders as advocates of instructional innovation, which benefits student outcomes. Such findings are consistent with the work of Liu et al. (2019), who highlighted that transformational leaders who promote innovation in teaching practices positively influence teachers' motivation to experiment with new strategies, thus leading to enhanced student engagement and achievement.

The findings demonstrate that teachers agree on the importance of intellectual stimulation behaviors exhibited by their principals. These include fostering creativity and autonomy, challenging teachers to develop new solutions, soliciting ideas without criticism, motivating professional development, and encouraging innovative teaching methods. The overall agreement underscores the vital role of intellectual stimulation in leadership for improving teaching quality and student learning outcomes. These results are supported by scholarly research emphasizing that transformational leadership practices that promote innovation and professional growth are crucial in contemporary education settings.

The interview also was in line with these findings since the analysis found that intellectual stimulation positively affects teacher performance in public secondary schools in Chesumei Sub-county, Nandi County, Kenya. Teachers shared that when

school leaders encourage innovation, critical thinking, and problem-solving, they feel more engaged and empowered in their roles. Intellectual stimulation from leadership challenges teachers to explore new teaching strategies, integrate technology, and adapt to diverse student needs. It creates an environment where continuous learning and professional growth are valued, reducing monotony and fostering creativity in lesson planning and delivery. As a result, teachers become more confident, resourceful, and motivated to improve student outcomes, ultimately enhancing overall school performance.

4.3.4: Individualized Consideration and Teacher Performance

Table 9: Individualized Consideration and Teacher Performance

| | N | Min | Max | Mean | Std. Dev |
|---|-----|-----|-----|------|----------|
| The principal considers teachers' individual needs and concerns when assigning responsibilities | 187 | 1 | 5 | 3.71 | 1.188 |
| Teachers personalized feedback that helps them improve their teaching performance | 187 | 1 | 5 | 3.80 | 1.214 |
| Teachers feel valued and recognized as an individual teacher in school | 187 | 1 | 5 | 3.60 | 1.285 |
| The attention given to teachers' personal development influences their commitment to teaching | 187 | 1 | 5 | 3.70 | 1.273 |
| The support teachers get from their principals is tailored to their professional growth | 187 | 1 | 5 | 3.68 | 1.201 |
| Valid N (listwise) | 187 | | | | |

Source: Researcher (2025)

The analysis of the descriptive statistics concerning teachers' perceptions of their principals' consideration of their individual needs and concerns reveals a general consensus among respondents that their leaders are attentive and supportive in ways that foster a positive and encouraging school environment. The average score of 3.71, with a standard deviation of 1.188, for the statement "The principal considers teachers' individual needs and concerns when assigning responsibilities" suggests that teachers moderately agree that their principals take their personal circumstances into account when delegating tasks. This is an encouraging finding, as it reflects a leadership approach that recognizes the importance of personalized attention in fostering teacher motivation and engagement. Recent studies by Nguyen et al. (2021) have highlighted that leaders who adopt personalized approaches—such as considering individual teachers' strengths, weaknesses, and preferences—tend to cultivate increased trust and loyalty among staff. Such leadership practices are associated with higher levels of job satisfaction and commitment, which are crucial for maintaining a stable and effective teaching workforce.

In addition to responsibility assignment, teachers also agree that they receive personalized feedback that helps improve their teaching performance, with a mean score of 3.80 and a standard deviation of 1.214. This indicates that teachers perceive their principals as providing constructive, individualized feedback that directly supports their professional growth. The importance of tailored feedback in educational settings cannot be overstated, as it equips teachers with specific insights into their instructional practices and helps them identify areas for improvement. Johnson et al. (2020) have argued that personalized feedback from school leaders significantly influences teachers' instructional efficacy and confidence, leading to more reflective practices and continuous improvement. When teachers feel that feedback is relevant to their unique teaching contexts, they are more motivated to implement new strategies and engage actively in professional development activities, which ultimately benefits student learning outcomes.

Furthermore, respondents agree that they feel valued and recognized as individual teachers within their schools, with an average score of 3.60 and a standard deviation of 1.285. This moderate agreement underscores the importance of recognition and appreciation by school leadership in fostering a positive school climate. Feeling valued as

an individual contributes to teachers' sense of belonging and professional identity, which can influence their motivation and willingness to go beyond prescribed duties. Lee and Kim (2022) have emphasized that recognition from principals—such as verbal appreciation, awards, or acknowledgment of efforts—can significantly boost teachers' morale. When teachers feel genuinely appreciated for their unique contributions, they are more likely to demonstrate high levels of commitment, enthusiasm, and resilience, especially in challenging circumstances. This recognition not only improves individual well-being but also strengthens the overall collaborative culture within the school.

The attention given to teachers' personal development also plays a vital role in shaping their commitment to teaching, as reflected in a mean score of 3.70 and a standard deviation of 1.273. This suggests that teachers perceive professional development opportunities and leadership support for growth as influential factors in their dedication to the profession. Teachers who see their principals investing in their personal and professional development tend to feel more motivated and engaged, recognizing that their growth directly correlates with their ability to serve students effectively. Supporting this view, Zhang and Wang (2020) have noted that when school leaders provide tailored development opportunities—such as specialized training, mentorship programs, or leadership pathways—teachers are more likely to adopt a growth mindset. This orientation fosters a culture of continuous learning, where teachers feel empowered to enhance their skills and adapt to evolving educational demands, ultimately leading to improved instructional quality and student achievement.

Finally, teachers agree that the support they receive from their principals is tailored to their professional growth, with a mean score of 3.68 and a standard deviation of 1.201. This indicates that respondents recognize their leaders' efforts to provide personalized support that aligns with their career aspirations and developmental needs. Such leadership behaviors are essential for cultivating a sustainable and motivated teaching workforce, particularly in contexts where teachers seek opportunities for advancement or specialization. Recent research by Chen and Liu (2023) supports this view, emphasizing that tailored leadership support—such as individualized coaching or career planning—can significantly influence teachers' motivation and reduce burnout. By addressing

teachers' specific needs and aspirations, principals foster a sense of agency and ownership over their professional journeys, which is critical for both retention and ongoing instructional excellence.

These findings were further supported by the qualitative analysis which indicated that individualized consideration greatly influences teacher performance in public secondary schools in Chesumei Sub-county, Nandi County, Kenya. Teachers reported that when school leaders show personal concern for their well-being, professional development, and unique needs, it creates a supportive and trusting work environment. Leaders who take time to listen, offer mentorship, and recognize individual contributions help build teachers' confidence and job satisfaction. This personalized support encourages teachers to be more dedicated, improves morale, and reduces burnout. Consequently, teachers feel more motivated to perform their duties effectively, take initiative, and maintain high standards in classroom instruction and student engagement.

4.4 Regression Analysis

An inferential analysis was performed to examine the connection between the independent variable and the outcome. The results are displayed through the model summary, ANOVA table, and regression coefficient tables in the subsequent sections.

4.4.1 Model Summary

Table 10: Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .811 ^a | .719 | .765 | .30877 |

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

Source: Researcher (2025)

The regression model, table 10, demonstrates a strong fit, with an R of 0.811 and an R Square of 0.719, indicating that approximately 72% of the variance in the dependent variable is explained by the predictors—individualized consideration, inspirational motivation, idealized influence, and intellectual stimulation. The Adjusted R Square of 0.765 suggests the model maintains high explanatory power after accounting for the number of predictors. The Standard Error of the Estimate (0.30877) indicates precise predictions. The results highlight the significant contribution of transformational leadership qualities in explaining the outcome variable

4.4.2 Anova Analysis

Table 11: ANOVA^a

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 37.187 | 4 | 76.797 | 73.099 | .000 ^b |
| | Residual | 2.000 | 182 | .011 | 3 | |
| | Total | 39.187 | 186 | | | |

a. Dependent Variable: Teacher performance

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

Source: Researcher (2025)

The ANOVA table 11 indicates that the regression model is statistically significant, with an F-value of 73.099 and a p-value of .000. This suggests that the four predictors—individualized consideration, inspirational motivation, idealized influence, and intellectual stimulation—collectively have a significant effect on teacher performance. The regression accounts for a substantial portion of the variance in the dependent variable, as reflected by the Sum of Squares for regression (37.187) relative to the residual (2.000). Overall, the model demonstrates strong explanatory power, confirming

that these transformational leadership dimensions significantly predict teacher performance.

4.4.3 Coefficients

Table 12: Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | | Sig. |
|-------|------------------------------|-----------------------------|------------|---------------------------|------|------|
| | | B | Std. Error | Beta | t | |
| 1 | (Constant) | 3.77 | .000 | | 4.33 | .000 |
| | Idealized influence | .309 | .401 | .392 | .454 | .000 |
| | Inspirational motivation | .412 | .438 | .410 | .408 | .000 |
| | Intellectual stimulation | .310 | .426 | .395 | .522 | .000 |
| | Individualized consideration | .391 | .397 | .357 | .544 | .000 |

a. Dependent Variable: Teacher performance

Source: Researcher (2025)

The regression analysis conducted in the study examined the influence of four dimensions of transformational leadership—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—on teacher performance. The analysis began with the constant term, which had an unstandardized coefficient (B) of 3.77 and a significance level (p-value) of 0.000. This result indicated a statistically significant baseline level of teacher performance when the influence of all independent variables was excluded. It suggested that even in the absence of transformational leadership behaviors, a certain level of teacher performance could be expected. Each of the leadership dimensions showed a positive and statistically significant relationship with

teacher performance, providing evidence that transformational leadership plays an essential role in shaping outcomes within educational environments.

Idealized influence had a B coefficient of 0.309 with a standard error of 0.401 and a standardized beta value of 0.392. This demonstrated that an increase in idealized influence, which reflects leaders' ability to act as role models and earn the trust and respect of their followers, was positively associated with improvements in teacher performance. The t-value of 0.454 and p-value of 0.000 further confirmed the statistical significance of this predictor. Inspirational motivation exhibited a slightly higher unstandardized coefficient of 0.412, with a standard error of 0.438 and a beta coefficient of 0.410, suggesting that when leaders articulate a compelling vision and inspire enthusiasm among staff, teacher performance is enhanced. Intellectual stimulation, which refers to leaders' capacity to encourage creativity and critical thinking among staff, showed a B value of 0.310 and a beta of 0.395, both statistically significant with a p-value of 0.000. Individualized consideration, characterized by personal attention to staff development and individual needs, also had a meaningful effect, with a B value of 0.391, standard error of 0.397, and beta of 0.357. Each of these variables demonstrated significance at the 0.000 level, underscoring the robustness of their influence on teacher performance within the model.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

Chapter five presents the summary of the findings, the conclusions which the study makes as well as the recommendations which the study makes based on study findings and conclusions drawn

5.1 Summary of the Findings

The findings revealed a fairly balanced gender distribution among the 187 respondents, with 54.5% male and 45.5% female teachers, facilitating comparative insights into gender-based perceptions of transformational leadership and teacher performance. The age distribution showed that the largest group of teachers (32.1%) was aged between 40–49 years, followed by 30.5% aged 30–39 years, 27.3% aged 18–29 years, and only 10.2% above 51 years, reflecting a predominantly experienced workforce. In terms of teaching experience, 36.9% of respondents had 5–10 years of experience, 32.6% had less than 5 years, and 30.5% had over 10 years, ensuring a balanced view across varying career stages. Educationally, the majority held undergraduate degrees (51.3%), with diploma holders accounting for 30.5% and master's degree holders representing 18.2%.

5.2 Idealized Influence and Teacher Performance

The study found that respondents perceived strategic communication as effective ($M = 3.91$, $SD = 1.213$), and leadership was seen as promoting continuous improvement ($M = 3.79$, $SD = 1.246$). However, lower mean scores in leadership flexibility ($M = 3.57$), charisma ($M = 3.77$), and teacher empowerment ($M = 3.47$) indicated variability in leadership engagement and adaptability. These results suggest a solid foundation in strategic alignment and communication, but also highlight areas for strengthening leadership inclusivity and empowering staff participation.

5.3 Inspirational Motivation and Teacher Performance

The findings reveal that teachers perceive their principals as pivotal sources of encouragement and motivation, demonstrated by moderate to strong consensus on key leadership behaviors. Specifically, teachers moderately agree that principals provide essential support in overcoming instructional challenges ($M = 3.67$, $SD = 1.277$) and strongly affirm the principals' capacity to articulate a clear and inspiring vision for the school's future ($M = 3.82$, $SD = 1.177$). Additionally, effective and consistent communication from principals ($M = 3.78$, $SD = 1.151$) is recognized as critical in fostering clarity and trust within the school environment. Moreover, principals' ability to inspire teachers' commitment ($M = 3.76$, $SD = 1.141$) and enthusiasm ($M = 3.64$, $SD = 1.259$) further underscores the significance of transformational leadership in cultivating a motivated, resilient, and dedicated teaching workforce.

5.4 Intellectual Stimulation and Teacher Performance

The findings indicate that teachers generally perceive their principals' intellectual stimulation behaviors positively, with consistent agreement across multiple dimensions. Teachers affirmed that creativity and autonomy contribute to service quality ($M = 3.74$, $SD = 1.212$), and that principals challenge them to develop new solutions to instructional challenges ($M = 3.65$, $SD = 1.305$). There was strong agreement that principals solicit ideas without criticism ($M = 3.82$, $SD = 1.199$), encourage professional development ($M = 3.63$, $SD = 1.239$), and promote innovative teaching methods to enhance student learning ($M = 3.82$, $SD = 1.135$). These findings collectively demonstrate that intellectual stimulation is perceived as a key leadership trait influencing teacher innovation, collaboration, and continuous growth within the school context.

5.5 Individualized Consideration and Teacher Performance

The analysis of descriptive statistics shows that teachers generally perceive their principals as responsive to their individual needs and committed to fostering personalized professional growth. Teachers moderately agreed that their principals consider individual needs when assigning responsibilities ($M = 3.71$, $SD = 1.188$) and provide tailored feedback to enhance teaching performance ($M = 3.80$, $SD = 1.214$). Similarly, teachers acknowledged feeling recognized and valued ($M = 3.60$, $SD = 1.285$), and agreed that attention to their personal development ($M = 3.70$, $SD = 1.273$) and professional support

($M = 3.68$, $SD = 1.201$) contributes positively to their motivation and engagement. These findings affirm that individualized consideration is a key leadership behavior that enhances teacher satisfaction, commitment, and instructional efficacy.

5.6 Conclusions

The study concluded that transformational leadership, particularly through the dimensions of idealized influence and inspirational motivation, significantly contributed to improving teacher performance in public secondary schools. It concluded that principals who lead by ethical example, inspire teachers with a clear vision, and actively engage with staff in decision-making processes were more effective in fostering motivation, professionalism, and high-quality service delivery among teachers. The study further concluded that such leadership behaviors promote a collaborative school environment, enhance trust, and cultivate a performance-driven culture, ultimately improving educational outcomes. Additionally, the consistent agreement among teachers highlighted that leadership conduct plays a crucial role in shaping the work ethic, morale, and commitment of teaching staff.

The study concluded that principals' inspirational motivation significantly enhances teacher resilience, commitment, and enthusiasm by offering encouragement and a clear vision that aligns individual efforts with broader school goals. Effective communication from principals reduces role ambiguity and builds trust, thereby creating a stable and supportive environment that motivates teachers to perform at higher levels. Furthermore, the study concluded that transformational leadership behaviors, including inspirational motivation, are critical to fostering a positive school culture where teachers feel valued and energized, which ultimately drives improved teaching effectiveness and student outcomes.

The study also concluded that while teachers generally agree on the positive impact of inspirational leadership, the varying degrees of agreement suggest a need for principals to continuously develop and refine their motivational strategies. Leaders who are able to consistently provide clear, inspiring direction and emotional support are better positioned to cultivate a cohesive and committed teaching staff. Therefore, ongoing leadership

development focusing on communication skills and motivational techniques is essential to sustain and enhance teacher engagement and performance.

The study concluded that intellectual stimulation as a dimension of transformational leadership plays a vital role in enhancing teachers' professional efficacy and instructional quality. Teachers feel empowered when granted autonomy and encouraged to exercise creativity, suggesting that such environments lead to better educational outcomes. The data supports the view that leaders who challenge teachers to think critically and devise new strategies foster a problem-solving mindset essential for dynamic learning environments.

The study also concluded that when principals create a culture where teachers can express ideas freely—without fear of criticism—this contributes to higher motivation and collaborative engagement. This psychological safety strengthens professional relationships and encourages the sharing of best practices, thereby improving the overall teaching climate. Furthermore, the encouragement of professional development and adoption of innovative instructional methods was found to be strongly associated with leadership behaviors, reinforcing the conclusion that intellectually stimulating leadership supports teachers' adaptability and lifelong learning. The study concluded that transformational leadership practices that stimulate innovation and intellectual curiosity contribute not only to improved teacher satisfaction but also to enhanced student engagement and performance. When school leaders advocate for and support the implementation of new teaching approaches, they directly influence both teacher morale and classroom success.

The study concluded that principals who exhibit individualized consideration significantly contribute to cultivating a supportive and motivating work environment for teachers. By taking into account individual teachers' needs, preferences, and circumstances when assigning duties, school leaders foster a greater sense of fairness, trust, and professional respect. Such personalized approaches enhance teacher engagement and organizational commitment, key elements in sustaining an effective teaching force.

Additionally, the provision of constructive, individualized feedback and tailored professional development opportunities was found to influence teachers' instructional improvement and personal growth positively. Teachers who perceive feedback as relevant and helpful are more likely to engage in reflective practice and adopt innovative strategies, resulting in improved student outcomes. Likewise, recognition and appreciation from leadership reinforce teachers' sense of worth and belonging, which in turn promotes greater enthusiasm and perseverance in the face of challenges.

Further, the study concluded that leadership behaviors aligned with teachers' career goals and developmental aspirations are instrumental in promoting long-term retention and satisfaction. Principals who support career planning, individualized mentoring, and growth-oriented initiatives contribute to a culture of continuous improvement. Such support fosters a sense of agency among teachers, allowing them to take ownership of their professional journey and remain committed to delivering high-quality education.

5.7 Recommendations of the Study

- i. The study recommended that: School leadership development programs should incorporate modules on ethical leadership and transformational practices—including inspirational motivation, intellectual stimulation, and individualized consideration—to enhance principals' capacities as role models, motivators, and change agents.
- ii. Principals should be trained in inspirational communication and vision articulation to effectively motivate staff, foster collective commitment, and align school goals with teaching practices. Emphasis should be placed on clarity, consistency, and emotional encouragement, especially during instructional challenges.
- iii. School leaders should adopt participatory leadership models by engaging teachers in decision-making processes and collaborative goal-setting activities. This enhances teacher ownership, morale, and alignment with institutional priorities.

- iv. Schools should implement structured feedback systems that enable teachers to offer input on leadership practices and school improvement. Additionally, leadership evaluation frameworks should be adopted to assess principal effectiveness based on teacher feedback and school performance metrics.
- v. Recognition systems—such as awards, public acknowledgments, and performance highlights—should be established to celebrate exemplary leadership behaviors and outstanding teaching aligned with transformational values. This reinforces morale and organizational commitment.
- vi. School principals should promote innovation by creating environments that support autonomy, idea-sharing without criticism, and experimentation in teaching practices. Leadership development should equip them with strategies to foster creativity and continual instructional improvement.
- vii. Schools should implement individualized professional development plans tailored to each teacher's strengths, goals, and needs. This includes mentorship, coaching, and career advancement opportunities, guided by principals who prioritize growth and personalized support.
- viii. Institutions should periodically assess teachers' perceptions of leadership support and professional satisfaction through surveys or focus groups. This data should inform adjustments in leadership practices to better meet evolving educational needs and maintain a supportive school climate.

5.8 Suggestion for a Further Study

Based on the findings that transformational leadership, particularly intellectual stimulation and individualized consideration, significantly influencing teachers' performance, motivation, and professional growth, a valuable direction for future research would be to explore the impact of these leadership practices on student academic achievement and well-being.

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APPENDICES

APPENDIX I: INFORMED CONSENT FORM

I am **Everlyne Chepkemboi Kitur**, a masters student at Mount Kenya University. I am conducting a study on

“AN EVALUATION OF THE EFFECT OF TRANS-FORMATIONAL LEADERSHIP ON TEACHER PERFORMANCE IN PUBLIC SECONDARY IN CHESUMEI SUB-COUNTY, NANDI COUNTY, KENYA”

I kindly wish to inform you that the study is partial fulfillment of my master degree program. I recruit you to conveniently and freely participate in this study and am seeking your consent. Confidentiality will be maintained by using code numbers rather than names and information gathered will not be revealed to anybody. Participation in the study is voluntary. The project poses no any risks to the participants.

Before I involve you in this study, I kindly request you to sign the declaration below.

I have read the purpose and I hereby agree/disagree to participate in this study.

Respondent (coded)

Sign.....

Date.....

Principal investigator

Name: **Everlyne Chepkemboi Kitur**

Sign.....

In case of any complaints or further clarifications, kindly contact the;

Chairman,

Mount Kenya University,

Ethics Review Committee,

P.O Box 342-0100

Thika.

APPENDIX II: INTRODUCTORY LETTER

Dear Sir/ Madam/Respondent

Mount Kenya University

P.O Box 553 – 50100

Dear respondent

I am a student at MKU pursuing a Master Degree in Education Administration, Management and Leadership. I am required to carry out an academic research as a partial fulfillment for the award of the Master Degree. I am carrying out a research study on Evaluation of transformational leadership on teacher performance in Chesumei sub-county, Nandi County, Kenya. I am using the attached questionnaire to collect information for the study. I kindly request you to fill the questionnaire, providing the relevant information to facilitate the study.

The information provided will be treated with strict confidentiality for purpose of this study only.

Your assistance will be highly appreciated.

Thank you

**AN EVALUATION OF THE EFFECT OF TRANS-FORMATIONAL
LEADERSHIP ON TEACHER PERFORMANCE IN PUBLIC SECONDARY IN
CHESUMEI SUB-COUNTY, NANDI COUNTY, KENYA**

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

SECTION A: BACKGROUND INFORMATION

1. Gender; Male () Female ()
2. Age bracket; 18-29 years () 30-39 years () 40-49 years () Over 51 years ()
3. For how long have you been employed in the school?
Below 5years () between 5 – 10 Years () 10 years and above ()
4. Education level; Certificate () Diploma () Undergraduate () Masters ()

SECTION B: SPECIFIC INFORMATION

Q1. Effects of idealized influence on teacher performance

In your own opinion do you agree to the following statements on the effect of idealized influence on teacher performance in kaptel Zone, Nandi county ?

(SD: Strongly Disagree =1; D: Disagree=2; UD: Undecided=3; A: Agree=4 and

SA: Strongly Agree=5)

| Statements | SD | D | UD | A | SA |
|---|----|---|----|---|----|
| Teachers look up to the principals as role models who demonstrate high ethical standards | | | | | |
| The leadership style of the principal influences teachers motivation to teach effectively | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| The principal demonstrates behaviours that inspire teachers to perform well | | | | | |
| Good role model influences high quality of service among teachers | | | | | |
| Involvement of top management leads to high performance of teachers | | | | | |

Q2. Effects of Inspirational motivation on teacher performance

In your own opinion do you agree to the following statements on the effect of inspirational motivation on teacher performance in kaptel Nandi County?

(SD: Strongly Disagree =1; D: Disagree =2; UD: Undecided=3; A: Agree=4 and

SA: Strongly Agree=5)

| Statements | SD | D | UD | A | SA |
|---|----|---|----|---|----|
| The encouragement from school principal helps teachers overcome challenges in their teaching duties | | | | | |
| Motivation of teachers articulates a clear vision for the future | | | | | |
| Good leadership ensures clear conveyance of messages | | | | | |
| Teachers feel more committed to their work when the principal sets a compelling vision for the school | | | | | |
| Inspirational motivation from the principals increases the enthusiasm for teaching | | | | | |

Q3. Effects of Intellectual stimulation on teacher performance

To what extent do you agree to the following statements on the effect of intellectual stimulation on teacher performance in kaptel Zone?

(SD: Strongly Disagree =1; D: Disagree =2; UD: Undecided=3; A: Agree=4 and

SA: Strongly Agree=5)

| Statements | SD | D | UD | A | SA |
|--|----|---|----|---|----|
| Creativity and autonomy lead to good quality of service among the teachers | | | | | |
| The principal challenges teachers to find new solutions to teaching challenges | | | | | |
| Good leadership solicits ideas from teachers without criticising | | | | | |
| Intellectual stimulation from school leaders principal motivates teachers to seek professional development opportunities | | | | | |
| The principal encourages innovative teaching methods to improve student learning | | | | | |

Q4. Effects of individualized consideration on teacher performance

To what extent do you agree to the following statements on the effect of individualized consideration on teachers performance in kaptel Nandi county?

(SD: Strongly Disagree =1; D: Disagree =2; UD: Undecided=3; A: Agree=4 and

SA: Strongly Agree=5)

| Statements | SD | D | UD | A | SA |
|---|----|---|----|---|----|
| The principal considers teachers' individual needs and concerns when assigning responsibilities | | | | | |
| Teachers personalized feedback that helps them improve their teaching performance | | | | | |
| Teachers feel valued and recognized as an individual teacher | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| in school | | | | | |
| The attention given to teachers' personal development influences their commitment to teaching | | | | | |
| The support teachers get from their principals is tailored to their professional growth | | | | | |

APPENDIX IV: INTERVIEW SCHEDULE FOR PRINCIPALS

1. To what extent does idealized influence affect teacher performance in public Secondary Schools in Chesumei Sub-county, Nandi County, Kenya?

2. What is the impact of inspirational motivation on teacher performance in public Secondary Schools in Chesumei Sub-county, Nandi County, Kenya?

3. Does Intellectual stimulation affect teacher performance in public Secondary Schools in Chesumei Sub-county, Nandi County, Kenya?

4. Does individualized consideration influence teacher performance in public Secondary Schools in Chesumei Sub-county, Nandi County, Kenya?

APPENDIX VI: ERC CLEARENCE CERTIFICATE



REF: MKU/ISERC/4361
TO: EVERLYNE CHEPKEMBOI KITUR

Date: 11 September 2024

REG: MED/2017/67323

Dear Sir/Madam,

RE: AN EVALUATION OF THE EFFECT OF TRANS-FORMATIONAL LEADERSHIP ON TEACHER PERFORMANCE IN PUBLIC SECONDARY IN CHESUMEI SUB-COUNTY, NANDI COUNTY, KENYA

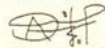
This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3081**. The approval period is **11/09/2024 - 10/09/2025**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,



Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC



APPENDIX VII: MKU INRODUCTION LETTER



DIRECTORATE OF GRADUATE STUDIES

MED/2017/67323

12th September, 2024

*National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki, Upper Kabete
P.O Box 30623- 00100
NAIROBI, KENYA*

Dear Sir/Madam,


RE: EVERLYNE CHEPKEMBOI KITUR - REGISTRATION NO. MED/2017/67323

The purpose of this letter is to introduce the above named student who is pursuing **Master of Education** in the **Department of Educational Management and Curriculum Studies** in the **School of Education**.

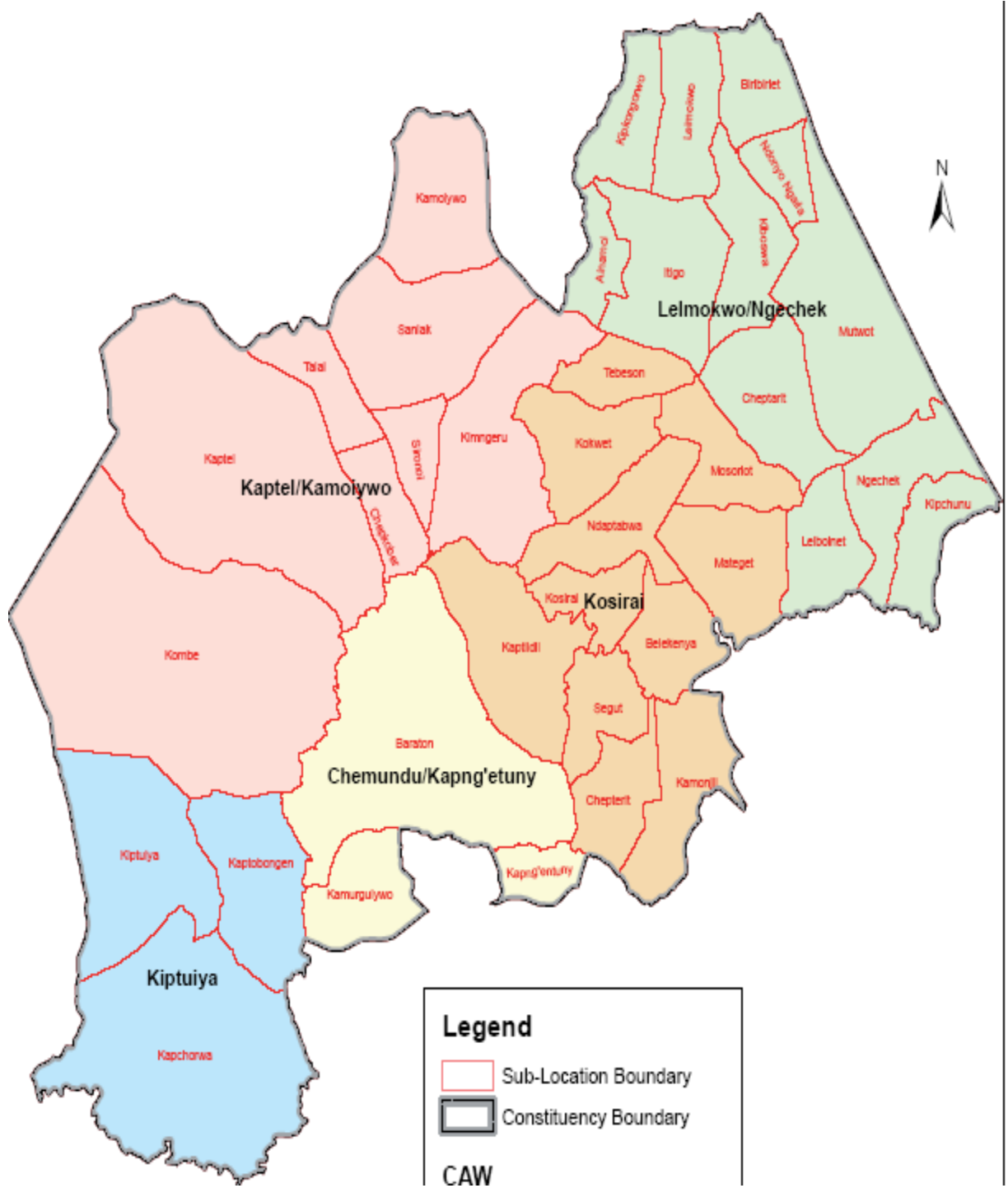
The title of the research is "**An Evaluation of the Effect of Trans-formational Leadership on Teacher Performance in Public Secondary in Chesumei Sub-County, Nandi County, Kenya.**" It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **September, 2024 and November, 2024.**

Any assistance accorded to the student will be highly appreciated.

Thank you.


Dr. Samuel M. Karenga, Ph.D
Director, Graduate Studies
Enc.

APPENDIX VIII: CHESUMEI MAP



APPENDIX IX: TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

Table 1

Source: Krejcie, Robert & Morgan, Darle, “Determining sample for research activities”

| N | S | N | S | N | S | N | S | N | S |
|----|----|-----|-----|-----|-----|------|-----|--------|-----|
| 10 | 10 | 100 | 80 | 280 | 162 | 800 | 260 | 2800 | 338 |
| 15 | 14 | 110 | | 290 | 165 | 850 | 265 | 3000 | 341 |
| 20 | 19 | 120 | 92 | 300 | 169 | 900 | 269 | 3500 | 491 |
| 25 | 24 | 130 | 97 | 320 | 175 | 943 | 274 | 4000 | 351 |
| 30 | 28 | 140 | 103 | 340 | 181 | 1000 | 278 | 4500 | 354 |
| 35 | 32 | 150 | 108 | 360 | 186 | 1100 | 285 | 5000 | 357 |
| 40 | 36 | 160 | 113 | 380 | 191 | 1200 | 291 | 6000 | 361 |
| 45 | 36 | 170 | 118 | 400 | 196 | 1300 | 297 | 7000 | 364 |
| 50 | 44 | 180 | 123 | 420 | 201 | 1400 | 302 | 8000 | 367 |
| 55 | | 190 | 127 | 440 | 205 | 1500 | 306 | 9000 | 368 |
| 60 | 52 | 200 | 132 | 460 | 210 | 1600 | 310 | 10000 | 370 |
| 65 | 56 | 210 | 136 | 480 | 214 | 1700 | 313 | 15000 | 375 |
| 70 | 59 | 220 | 140 | 500 | 217 | 1800 | 317 | 20000 | 377 |
| 75 | 63 | 230 | 144 | 550 | 226 | 1900 | 320 | 30000 | 379 |
| 90 | 73 | 260 | 155 | 700 | 248 | 2400 | 331 | 75000 | 382 |
| 95 | 76 | 270 | 159 | 750 | 254 | 2600 | 335 | 100000 | 384 |

Education and Physiological measurement 1970

NOTE: “N” is the population size

“S” is sample size

APPENDIX IX: SIMILARITY INDEX

AN EVALUATION OF THE EFFECT OF PRINCIPALS' TRANS- FORMATIONAL LEADERSHIP ON TEACHER PERFORMANCE IN PUBLIC SECONDARY IN CHESUMEI SUB-COUNTY, NANDI COUNTY, KENYA

by EVERLYNE KITUR

Submission date: 12-Jun-2025 11:06AM (UTC+0300)

Submission ID: 2697494019

File name: EVERLYNE_KITUR_PROJECT_2025.doc (3.52M)

Word count: 20412

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AN EVALUATION OF THE EFFECT OF PRINCIPALS' TRANS-
 FORMATIONAL LEADERSHIP ON TEACHER PERFORMANCE IN
 PUBLIC SECONDARY IN CHESUMEI SUB-COUNTY, NANDI
 COUNTY, KENYA

ORIGINALITY REPORT



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