PRINCIPAL'S TRANSFORMATIONAL LEADERSHIP AND TEACHERS' PERFORMANCE AMONG PUBLIC COUNTY SECONDARY SCHOOLS IN NYANDARUA COUNTY, KENYA

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Abstract

Purpose: School performance is a global issue. There is a great need for the quality education all over the world. To achieve this, school leadership and teachers' performance have been put to focus. In this quintessence, the study aimed at establishing the influence of the transformational leadership on the teachers' performance in public county schools in Nyandarua County.

Methodology: The study used both qualitative and quantitative research approaches. The cross-sectional survey and the phenomenology design were used to collect the data. Stratified, simple random sampling was employed to select the schools while stratified and systematic random was used to select the teachers and the students. Academic deans, the principals of selected schools and Education County Director were automatically included. Data was collected using questionnaires, document analysis guide and interview guide. Qualitative and quantitative data were concurrently collected and analysed. Descriptive (frequencies, percentage, mean and standard deviation) and inferential statistics (independent t-test, ANOVA) methods were used to analyse the quantitative data.

Findings: The study upheld the non-maleficence, benefice and truthfulness as the research ethics requires. The study found that principal scored lowest in individualised consideration. The study concluded that teachers' performance was important for the school perfomance and principals play key roles in the enhancement of teachers' performance especially through challenging teachers by their actions.

Unique contribution to the theory, practice and policy: The study recommended that principals should challenge teachers with their performance. The county should have induction training at school level for the newly emplored teachers.

Key Words**: *Transformational Leadership, Inspirational Motivation, Individual Consideration, Intellectual Stimulation, Pedagogical Performance*

Introduction

Education plays a vital role in bringing transformation in the society. It enables positive transformation of an individual, society, economic growth and development of nation. The education reforms aiming at effectiveness and efficiency are top priorities at the global level and Kenya in particular. Since independence, education in Kenya has undergone several major reforms aimed at giving quality education and good performance in schools. School leaders play a great role in implementing these changes. Sentočnik, Sales and Richardson (as cited in Tai, Omar, Mohamad and Khuan 2017) opinioned that effective education changes cannot occur in educational organisations unless the school principals initiate the change process competently. This is in accordance with Mangin, Fernando, Gabriela and Jean-Pierre (2014) who stated that leadership plays a great role in the efficiency and effectiveness of any organization. Principals' leadership plays a central role in the attainment of the teachers', students' performance and implementation of the education policies (David, Wong, & Choy, 2015).

To achieve the aforementioned, countries have proposed the enhancement of the schools, essential cogwheel of education, critically focusing on principals' leadership and teachers' qualification and development. This is due to the reason that, school leadership affects positively teachers' effectiveness and school performance. Leaderships styles like instructional, contingents and transactional have been suggested as styles that principal can use but transformational leadership remain outstanding in influencing and sustaining teachers' performance. This is due to strong and positive relationship transformational leadership has on teachers' performance and commitment as noted by Selamat, Nordin, and Adnan (as cited in Ozmusul, 2015). Ozmusul (2015) futher noted those transformational principals' influences teachers in improving their instructional performance. The transformative leader enables achievement of high performance and quality education (Ndinga, 2017 ;Ozmusul, 2015).

Northouse (as cited in Gitaka, 2014) defines leadership as a process whereby an individual influences a group or other individuals to achieve a common goal. Leadership can also be defined as the art and the process of persuading people to perform apportioned responsibilities freely, efficiently and proficiently (Vernyuy, 2015). Since leadership is an art and process of persuading followers, theorists have always tried to come up with type of leadership, which can influence followers in effective and efficient way. Most of the scholar have stressed the transformational leadership since is able to influence the individual to be dedicated on the wellbeing of the organization and thus do the best for the benefit of the organization (Arifin, 2014; Mangin, Fernando, Gabriela, & Jean-Pierre, 2014).

However, one role remains essential to all principals: the school academic performance. It is only when the school performs well that leadership is said to be effective and efficient. Principals achieve the required school performance through teachers. As the front-line implementers in the transformation process, teachers are the real foundation and the means of school performance (Tai, Omar, Mohammad Sahari, & Khuan 2015). Principal leadership is, therefore, important for teachers' performance and in particular the one which empowers teachers. Transformational leadership is well situated in empowering the followers (Shengnan, Philip, & Daming, 2016). To achieve the required change, school principals must be equipped with the necessary leadership skills. This will enable them to achieve the demanding goals of education amidst the various

challenges like inadequate resources (monetary, human resources, physical facilities). Principals have also to overcome political and globalization interference. In the allocation of the resources, the principal has to ensure that the learner gets optimal excellence in academic (MoED, 2012).

Principal's ability to communicate effectively with teachers, having a good relationship, establishing a feeling of mutual respect and trust enhance teachers' perception of the working environment in a meaningful way (Burkhauser, 2017). The principal has a role to ensure that teachers are developing so that they may improve their services. This concurs with Zapenda (2017) who stated that most important work of supervisor (in this case principal) is to work with teachers in a way that promote lifelong learning skills, inquiry, reflections, collaborations and dedication to professional growth and development. The studies on why students fail in science subjects show that poor instructional methods as the main variable cause (Kamau & Orodho 2014; Nkonke, Mbugua, Komen, & Muthaa, 2012; Omindi, 2013; Otieno, 2012). This can be mitigated by the continuous professional development of the teachers.

Transformational leaders generate an awareness of the mission or vision of the organisation, and have the ability to influence colleagues to a higher level. Transformational leadership has the ability to get people to want change, improvement and be led. It involves assessing associates' motives, satisfying their needs, valuing them, and influencing them to change. According to Moolenaar, Daly and Sleegers (2010) transformational leadership is positively associated with the schools' innovative climate and motivate followers to do more than expected in terms of extra effort and productivity, change teachers practices, organisational learning, commitment and corrective teachers efficacy.

Statement of the Problem

In Nyandarua County there are complains of low teachers' performance. This has been attributed to teachers' absenteeism, teacher being reluctant about the school's programmes and activities, teachers staying in staffroom chatting during the lesson time, teachers lack of the mastery of the subject they teach, principals not supporting teachers (Kimani, Kara, & Njagi, 2013; Mundi, 2012, August 14; National Council for Population and Development [NCPD], 2017). In addition, teachers and students have been involved in Drugs and Substance Abuse (DSA) (NCPD, 2017). NCPD has linked lack of effective school leadership and low motivation of the teachers as causes of teachers' engagement in DSA as well detachment in teaching. This has contributed to poor performance of the schools as the national exam statistics establishes thus leaving the education stakeholders wondering what to do. Poor teachers' performance has been established not only in academics but also in discipline as well. Kimani, Kara, and Njagi (2013) without giving specific type of principal leadership noted that, principal leadership highly influences teachers' performance. It is on this milieu the study focused on the principal's transformational leadership as a way of mitigating the problem due to its effectiveness as Nyenyembe, Maslowski, Nirod, and Lavina, (2016) demonstrated.

Principal's transformational leadership plays a great role in teachers' performance as noted by (Ezeugbor, Ongeli, & Okaye, 2018). Transformational leader achieve teachers' performance by supporting, encouraging and motivating them. In a specific way, transformational leader is able to demonstrate through his or her performance to the teachers that it is possible to achieve the high performance in schools. This make the transformational principal a model of performance

to the teachers. Education psychologist Bandura's social-learning theory has shown how social model greatly influences the behavior of others. Samsudin, Sharamsudin and Arif (2017) contextualize this in mitigate the problem of poor performance. This study, therefore, was not only important but also timely.

The Research Hypothesis

H_{01}: There is no significant difference between the perception of male and female teachers on the principal's individualised consideration aspect.

H_{02} There is no significant difference between the perception of teachers in boys, girls and mixed schools

H_{03} There is no significant difference between the perception of boys, girls and mixed schools on the principal individualized consideration aspect.

Literature Review

Theoretical Review

The Trait Model

Trait leadership model is one of the oldest leadership models (Sethuraman & Suresh, 2014). The model focuses on the basic characters like physical and personal characters along with the competencies the leader should possess. It ignores the question whether the leadership traits are genetic or acquired (Khan, Nawaz, & Khan, 2016). The model holds that traits associated with leadership exist in abundance and remain consistent throughout context. This theory is important to this study since it points out the necessity of principal's leadership traits and competence essential in influencing the teachers' performance. The model, however, falls short since it holds that leadership traits and competence are inherited and cannot be acquired. This makes the traits and competence inaccessible to many unless you are born with them. The transformational model holds that leadership traits and competencies can be acquired. Through training, one can acquire and perfect his or her leadership skills and knowledge. Principals ought to go for refresher courses to gain more skills in leadership rather than being static with the skills and knowledge they have. The current study found that principals are encouraged to attend the In-service Teachers Training, workshops and seminars organised by the county as a way of enhancing their leadership skills.

Contingency Model of Leadership

A contingency model of leadership holds that leadership style is determined by the contingencies. Context determines the leadership style. Thus, there is no precise leadership style since it depended on work being done, followers and environmental factors (Sethuraman & Suresh, 2014). The success of a leader depends upon a number of variables, qualities of followers and situational features (Cherry, 2014). According to the model, effective leadership depends on the degree of fit between a leader's qualities and leadership style and that demanded by a specific situation (Lamb, 2013). The theory was important in the current study since the principal must consider various variables in schools like the entry marks of the students, stakeholders' involvement, qualification of teachers and their background.

The literature on leadership shows that leadership style must fit the situation to bring the maximum performance for individual and for the organisation as elaborated by (Lamb, 2013). However, the theory focused on the contingencies. Since the contingencies determine what kind of leadership, the leader is passive and does not have control of them. Bass (as cited in Khan *et al*., 2016) pinioned that in contingency theory, leadership should be accorded the maturity of the subordinates. For the issue of change in school to be addressed, principals need to turn to a different approach. Transformational model is change oriented. It challenges the status quo.

Transactional Leadership Model

Transaction leadership approaches emphasize the importance of the relationship between the leaders and follower. The leader influences the follower through rewards to followers who on the return become loyal and committed to the leader. The use of incentive in school as a way of motivation is of paramount importance and principal can use some of the incentives like a good letter of recommendation and acknowledgment of the achievement of a teacher. The major setback of this model is that it focuses on the structure and maintenance of the status quo. The principal may use some level of this leadership style where they can offer various forms of rewards and letters of commendation to show approval of teachers' action. Shamil (as cited in Hannah *et al*., 2014, p. 606) noted that leadership does not occur in one isolated episode but rather in series of episodes through which leaders interact with others and through this episode foster relations develop shared history. However, the principal's influence on the teachers through the incentives creates paternalism and it may not be long-lasting. This makes the model that empower teachers to best suited for principals. Transformational leadership empowers the teachers through individual consideration and intellectual stimulation.

Conceptual framework

Independent Variables

PRINCIPAL TRANSFORMATIONAL LEADERSHIP QUALITIES

Intellectual Stimulation:

- ❖ Encourages teachers' creativity
- ❖ Innovation; solicit teachers' ideas
- ❖ Promote teachers career development and growth

Individual Consideration:

- ❖ Attending to teacher individual need
- ❖ Give empathy and support to the teacher
- ❖ Acknowledge and promote individual contribution
- ❖ Involving teaches in decision-making.

Inspiration Motivation:

- ❖ Articulate the vision in clear and inspirational way
- ❖ Challenge teachers with higher standard
- ❖ Communicate optimism.

Dependent Variable

TEACHERS PERFORMANCE

Pedagogical Performance:

- ❖ Ability to make teaching aids
- ❖ Observance and effective use of time in class,
- ❖ Use of Information Technology (IT)
- ❖ Achievement beyond the targeted class grade
- ❖ Student centered teaching
- ❖ Class preparation and class control,
- ❖ Ability to manage the learner and learning process.

Professional Performance:

Developing teachers' career

- ❖ Mastery of the teaching content
- ❖ Use of teacher's professional document
- ❖ Teachers' ability to use different IT

Extraneous Variables

- Education policies
- Entry marks of the students
- Facilities of schools
- Teachers' salary
- Social-economic background of the teachers

RESEARCH METHODOLOGY

The study used both qualitative and quantitative research approaches. The cross-sectional survey and the phenomenology design were used to collect the data. Stratified, simple random sampling was employed to select the schools while stratified and systematic random sampling was used to select teachers and students. 5 schools were randomly selected and included in the study. This study used Fisher formula, that is: $n = \frac{Z^2 pq}{E^2}$, to determine a sample size of 300 students and 70 teachers, where n= the desired sample size, Z = the standard normal deviation, set at 1.96, E = Acceptance range of error (0.05), p = participating rate (assuming equal probability with non-participating it will be 50% = 0.5) and q= non-participating rate (assuming equal probability with participating school it will be 50% =0.5). 5 academic deans, 5 principals and 1 county education officer were automatically included. Questionnaires designed to fit each of the strata was used to collect data. Similarly, structured and semi-structured interview guides were used to extract in-depth information from the County Education Directors and principals. Descriptives (frequencies, percentage, mean and standard deviation) and inferential statistics (independent t-test, ANOVA) methods were used to analyse the quantitative data and results presented in form of tables, charts and graphs. The sampling matrix was as shown in Table 1 below:

Table 1: Sample Matrix

	Total population (N)	Sample size (n)	Sample % of total	Sampling Technique
Schools	9	5	56%	Stratified ; Random
Academic Deans	9	5	56%	Purposive (automatic inclusion)
Principals	9	5	56%	Purposive (automatic inclusion)
County Education director	1	1	100%	Purposive (automatic inclusion)
Teachers	132	70	55%	Stratified; Systematic
Students	1170	300	26%	Stratified; random
Total	**1330**	**386**	**29%**	

Results

Response Rate

The researcher distributed 375 questionnaires in the selected county public secondary schools. 300 were distributed to the students; 70 were distributed to the teachers and five were distributed to the deans of academic. All the questionnaires from the students and the academic deans were returned thus having a 100% return rate. 69 out of 70 targeted teachers returned the questionnaire. This translated to 98.6%. In total 374 (99.733%) of distributed questionnaires were returned. This rate of return is considered successive as attested by Kumar (2014); Vogt, (2007) who stated that return rate above 70% as excellent. The results are as shown in Table 2:

Table 2: Response Rate

Participants	Number of questionnaires distributed	Number of questionnaires returned	Percentage
Academic deans	5	5	100
Teachers	70	69	98.6
Students	300	300	100
Total	**375**	**374**	**99.73**

Demographic Information

All the respondents were deemed to be key members of the school community thus they could provide the needed information on the principal leadership and teachers' performance in the secondary schools. The summary of distribution of respondents is as shown in figure 1 below:
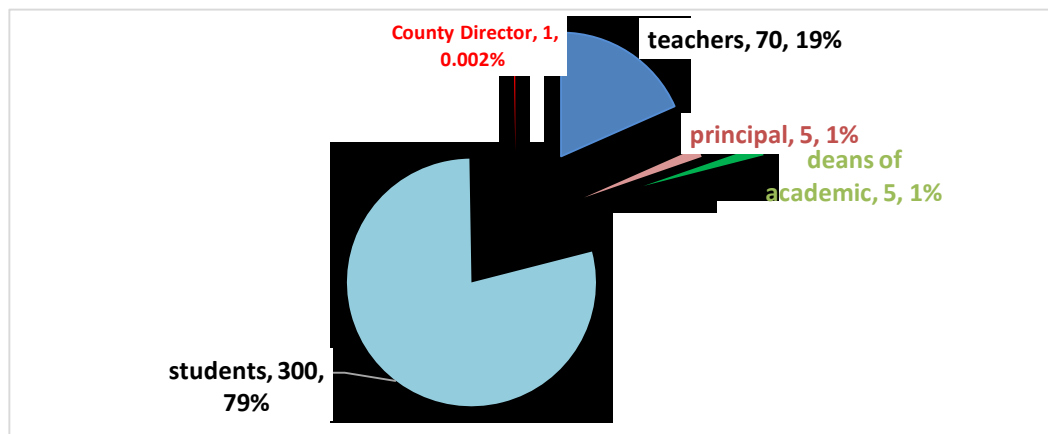
Figure 1: Respondents distribution

Table 3: Students' demographic information

	Category	Frequency	Percent
Age Bracket	up to 16	2	.7
	17-20	289	96.3
	21-24	8	2.7
	above 24	1	.3
Gender	Male	158	52.7
	Female	142	47.3
Student leadership	School Captain	6	2%
	Game Captain	3	1%
	Class Prefect	21	7%
	None	270	90%

Table 4: Demographic information of Teachers, Deans of Academic and Principals

Variable	Category	Teachers		Deans of academic		Principals	
		F	%	f	%	f	%
Age	18-25	9	13				
	26-35	22	31.9				

9

	36-45	9	13	2	40		
	Above 46	29	42.1	3	60	5	100
Gender	Male	34	50.7	3	60	3	60
	Female	35	49.3	2	40	2	40
Academic qualification	Diploma in ED	15	21.7				
	B.ED Arts	36	52.3	2	40	5	100
	B.ED Sci.	10	14.5	1	20		
	BSC.PGDE	7	10.1	1	20		
	M.ED	1	1.4	1	20		

Descriptive Findings and Analysis

Descriptive findings on Principal's Inspiration Motivation Attribute and Teachers' Performance

i.   Teachers Response

Teachers were requested to rate statements regarding Principal Inspirational Motivation Aspect and Teachers Performance on a scale of 1- 5 where; strongly disagree (SD) = 1, disagree (D) = 2, undecided (UD) =3, agree (A) =4 and strongly agree (SA) =5. The results are as shown in Table 5. From the study findings, the attitude inspiration motivation mean ranged from 4.32 to 2.01 with a mean of 3.76 that translated into agree. This shows that principals of county schools on average have an aspect of Inspirational Motivation. The response on whether the principal communicates optimism got the highest score mean of 4.32, std. deviation 0.737. 60 (87.2%) teachers agreed that principal communicate optimism. Teachers agreed that principal's give assurance even when things are tough. This is very recommendable and should be strengthened. Teachers' encounter many challenges in their career. Since principals were teachers before they assumed leadership, they understand well the situations of the teachers. Optimism communication is important in enabling teachers to be resilience in their profession. On whether the actions of the principal demotivate teachers, 60 (87.2%) disagreed that they were demotivated by the principal's action.

The finding shows that 31 (49.3%) of the teachers disagreed that the principal challenges them with the higher standard and 20 (28.9%) agreed. The item scored the mean of 2.01 and standard deviation of 1.26. This translate to disagree. The finding concurs with the finding of the Handford and Leithwood (2013) who found that most of the principals do not translate the inspirational aspect into practice. The performance of principals should set an example for the teachers. The principals may fail to challenge the teachers in various ways. First, it can be through low performance in the subject the principal teach. Secondly, through low academic qualification and lastly, may be both low class performance and academic performance. Table 5 shows that all principals who participated in the study had only a bachelor degree.

This qualification is the same as most of the teachers. Some teachers have higher academic qualification than the principal does. Laura *et al*. (2018) stated that transformational principal's performance ought to challenge the teachers.

Through this principal is able to motivate teachers and demonstrate that the communicated goals are achievable. The findings show that though the principal inspires the teachers to perform well, they do not translate this into the action. Though the teachers' response to the Principal Inspirational Motivation Aspect is above average, principals need to work on them since they have average scores. One of the teachers responded that the "principal should lead by example. They should perform in their subjects to set standards of high performance for the teachers.'' Transformational leadership theory as explained by Bass (1997) hold that transformational leader challenges the follower through his or her performance. This is sure ways of demonstrating you are convinced on what you tell others. Principals ought to lead by example. They need to demonstrate what they advocate for by example.

Table 5: Teachers' Response to the Principal's Individualised Concern Aspect and Pedagogical performance

Statement	1 f	%	2 f	%	3 F	%	4 f	%	5 f	%	N	Mean	SD
The principal has made me feel comfortable in school	1	1.4	0	0	29	42.0	22	31.9	17	24.6	69	3.78	.872
Principal appreciate my achievement in school	0	0	9	13.2	13	19.1	23	33.8	23	33.8	68	3.88	1.030
Principal acknowledge my contribution	1	1.4	4	5.8	13	18.8	28	40.6	23	33.3	69	3.99	.947
Principal treats each teacher uniquely as an individual with unique needs	0	0	6	8.7	13	18.8	36	52.2	14	20.3	68	3.39	1.026
Principal support me to achieve the targeted class grade	2	2.9	5	7.4	22	32.4	22	32.4	17	25.0	69	3.84	.851
Principal ensures school climate is good for teaching	0	0	0	0	13	18.8	30	43.5	26	37.7	69	4.19	.733
School discipline is maintained	0	0	7	10.3	10	14.7	23	33.8	28	41.2	69	4.06	.733
The principal always support me to achieve beyond the school targeted goals	11	15.9	1	1.4	15	21.7	27	39.1	15	21.7	69	4.06	.991
The principal provides the IT resources for teaching	7	10.1	10	14.5	26	37.7	17	24.6	9	13.0	69	3.01	1.302
I always use the lesson plan	1	1.4	0	0	21	30.4	33	47.8	14	20.3	69	3.38	1.16
Teachers use the schemes of work	7	10.1	7	10.1	18	26.1	27	39.1	10	14.5	69	4.24	.750
Principal encourage the use of the student-centered method of teaching	1	1.4	2	2.9	22	31.9	20	29.0	24	34.8	69	3.93	.960
Total Average											69	3.36	.871

Deans of Academic Response

Deans of academic were requested to rate statements regarding Principal Inspirational Motivation Aspect and Teachers Performance on a scale of 1- 5 where; strongly disagree (SD) = 1, disagree (D) = 2, undecided (UD) =3, agree (A) =4 and strongly agree (SA) =5. The results are as shown in Table 6. The findings of the study revealed that the responses of academic deans gave a deeper understanding of the individualised concern aspect of the principals. The total average score is 3.98 and standard deviation is 0.786 that translate to slightly above average. The response is slightly above the teachers' response 3.36 and standard deviation 0.871. Two items that sought to investigate on whether the teachers plan the lessons and the principals encourage the teachers to complete the syllabus in time scored the highest average of 4.80 each, which translate to agree in Likert's scale. However, it was hard to ascertain the preparation of the lessons since in all the documents analysed there was no lesson plan. The response on whether teachers who are low performer are given special attention scored the lowest mean of 2.80 and standard deviation 1.0095. It is only item with 1 (20%) dean strongly disagreeing. The findings show that weak teachers are not given special care for them to improve. This can be explained by the response of one principal when the question of taking care of low performing teacher was probed, the response was: "we receive a lot of pressure from the office to have higher performance and the same pressure we pass it to the teachers. We do not have room for underperformers. Every teacher must perform (principal, interview, May 23, 2018).

Table 6: Deans of Academic Response on the Principal Individualised Aspect and Teachers' Pedagogical Performance

Statement	1 f	%	2 f	%	3 f	%	4 f	%	5 f	%	n	Mean	Standard deviation
Teachers who do not perform well are well supported in a special way by the principal	1	20	0	0	3	60	1	20	0	0	5	2.80	1.095
The principal provides teachers with the necessary resources for teaching	0	0	0	0	1	20	2	40	2	40	5	4.20	.837
Principal supervise teachers during class lesson	0	0	0	0	1	20	3	60	1	20	5	3.40	.894
Teachers seek the guidance of principal when they face difficulties in teaching	0	0	0	0	1	20	1	20	3	60	5	4.00	.707
Principals encourage teachers to use ICT in their teaching	0	0	0	0	0	0	2	40	3	60	5	3.40	.894
Principal encourages teachers to have the lesson plan	0	0	0	0	1	20	0	0	4	80	5	4.40	.548
Most teachers plan their lesson well	0	0	0	0	0	0	1	20	4	80	5	4.80	.447
Teachers who plan their lesson well have higher performance	0	0	0	0	0	0	4	80	1	20	5	4.00	.707
Principal encourage teachers to complete syllabus in time	0	0	0	0	0	0	1	0	4	80	5	4.80	.447
Teachers must be pushed by the principal to complete the syllabus in time	0	0	1	20	0	0	2	40	2	40	5	4.00	1.225
Mean											5	3.98	.786

Students Response

Students were requested to rate statements regarding Principal Inspirational Motivation Aspect and Teachers Performance on a scale of 1- 5 where; strongly disagree (SD) = 1, disagree (D) = 2, undecided (UD) =3, agree (A) =4 and strongly agree (SA) =5. The results are as shown in Table 7. Some of the items sought principal's involvement in the pedagogical performance of the teachers while others sought teachers' pedagogical performance. The item, which scored the lowest 2.36 mean and standard deviation 1.473 sought to investigate whether teachers fear the principal. 136 (46%) of the students disagreed that they finish the syllabus in time. Only 59 (19.7%) students agreed that they finish the syllabus in time. The response is contrary from the information from the document analysis. The scheme of work in all the schools showed that teachers were revising the syllabus since they had covered it. The record of work in all schools also showed form four students were revising since they had covered the syllabus. Response on whether the principal address the needs of the students scored the lowest mean of 3.81 and highest standard deviation of 2.227. 160 (53.4%) students agreed that principal attend to their needs. This shows that there is still big number of the students who feel that principals are not much concerned about their needs. This may result in students being dissatisfied. Principals need to address the issues of the students as one way of creating a conducive climate for teachers.

On teachers class attendance, 239 (79.6%) agreed on the statement. It is necessary for teachers to attend class as scheduled in the timetable. However, observing time in class scored 3.53 and ad 1.251, which translate to average in the Likert's scale. From these two responses, it can be inferred that though teachers attend class they do not effectively manage time scheduled for the lesson. Observing time is one of the indicators of proper planning. Lack of a lesson plan in all schools may explain why teachers do not observe time during the lesson. Analysis of teachers' attendance document indicated that almost all the teachers come to school and are within the school until the stipulated time. The class prefects keep the records of the class teachers' attendance. Teachers who miss class explain in written form to the principal the reason(s) of missing the class and indicate how the lesson missed shall be recovered. Similarly, teachers are expected to explain in written form reason for not being in school if they are absent. Teacher class attendance shows the fidelity of the teacher to his or duty as noted by (Wardoyo, 2015). Howerver, this fidelity was not fully reflected on teachers praparation of leasson plan and scheme of work. On the issue of the principal supervising teachers in class, the mean score is 2.68 and SD 1.380 which disagrees with the Likert's scale. This shows most of the principals do not directly supervise when the teacher is teaching. Even though there are various methods of supervisions, supervising the teacher in class assist in understanding the weakness and strength of the individual teacher. This enables the principal to assist the teacher in the improvement of the pedagogical skills. Further, it enables the principal to support the teacher in reinforcing good pedagogical skills.

Table 7: Students' response to the principal individualised concern and teachers' pedagogical performance

Item	SD		D		UD		A		SA		n	Mean	Std. Deviation
	f	%	f	%	f	%	F	%	f	%			
Principal ensures the school has the necessary books	10	3.4	22	7.4	59	19.9	77	25.9	129	43.3	297	3.99	1.112
principal regularly check the exercise books	26	8.7	35	11.7	75	25.2	115	38.6	47	15.8	298	3.41	1.149
Principal teachers attend class always	5	1.7	17	5.7	39	13.0	91	30.3	148	49.3	300	4.20	.981
Principal ensures teachers observe time in class	28	9.4	39	13.0	51	17.1	108	36.1	73	24.4	299	3.53	1.251
The principal visit class when the teacher is teaching	70	23.8	88	29.9	47	16.0	45	15.3	44	15.0	294	2.68	1.380
Teacher continues to teach normally when the principal visit the class	91	31.0	41	13.9	30	20.2	90	30.6	42	14.3	294	2.83	1.495
Teacher fear the principal	129	43.9	42	14.3	52	17.7	29	9.9	42	14.3	294	2.36	1.473
The principal ensures we finish syllabus in time	92	30.7	46	15.3	103	34.3	33	11.0	26	8.7	300	2.52	1.268
Principal attend to our needs	29	9.7	15	5.0	96	32.0	53	17.7	107	35.7	300	3.81	2.227
Mean												**2.66**	**1.121**

Hypothesis testing

Hypothesis testing on the difference between perception of male and female teachers on the principal's individualised consideration aspect was conducted and results are shown in table 8 below. From the statistic table, the finding shows that the mean of 35 female teachers and 34 male teachers is 4.01 and 4.03 respectively. From the independent t-test table, the statistics show that the p-value (0.647) is greater than 0.05. Thus, Levene's equal variances assumed was accepted. This implies a failure to reject the null hypothesis at at-value of 0.041 and degree of freedom of 67. The p-value (0.967) in the t-test of equality is greater than 0.05 hence non-difference of the mean is significant. Therefore, there is no significant difference between the perception of the male and female teachers in the principal's individualised consideration. To get deeper understanding, hypothesis was tested to find out whether the perception of the teachers and the students were influenced by the type of the school. Three types of the school participated in current study: boys, girls and mix schools. Since the sample sizes were unequal, the Welch ANOVA carried out. Summary presentation of ANOVA is: For teachers' $F_{(2, 66)} =1.176$,

p=0.028. Since p-value is less than alpha (0.05) the null hypothesis is rejected and the alternative hypothesis upheld. Therefore, there is significant difference between the perception of teachers in boys, girls and mixed schools.

The multiple comparison table showed that there was no significant difference between the perception of the teachers in the boys' school and teachers in girls' schools. In the same way, there was no significant difference between the perception of teachers in the boys' schools and teachers in mixed schools. However, there was significant difference between the teachers in the girls' schools and teachers in the mixed schools as shown by the following summary model: For students $F(2, 66)=6.496$, p=0.0001. Since the p-value is less than the alpha, the null hypothesis is rejected and the alternative hypothesis upheld. Therefore, there is significant difference between the perception of students in boys, girls and mixed schools. The multiple comparison table showed that there was no significant difference between the perception of the students in the boys' school and students in the girls' school. However, there was significant difference between the students in boys' school and students in the mixed school. In the same way, there was significant difference between the students in the girl school and the students in the mixed school. The finding concurs with the findings of (Eboka, 2016) who found that the type of school whether mixed or single gender influences the principal leadership style differently. Maribel and Trinidad (2016) study noted that there is slight difference in behavior of the students in mix-gender and the single-gender school with the mixed schools students being slightly balanced.

Table 8: T-Test analysis of H01 Hypothesis

Group statistics	Gender	n	Mean	Std. Deviation	Std. Error mean
Individualised	Male	34	4.03	1.561	.268
Consideration	Female	35	4.01	1.261	.213

The T-test results of the test are displayed in Table 9 below:

		Levene's Test for Equality of Variances		Test for Equality of Mean					95% confidence interval of the difference	
		F	Sig.	t	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	lower	upper
	Equal variances assumed	.211	.647	.041	67	0.967	0.014	0.341	-0.667	0.695
Individualised consideration	Equal variances not assumed			.041	63.37	0.967	0.014	0.342	-0.670	0.698

Descriptive findings on Principal's Intellectual Stimulation and Teachers' Professional Performance

Teachers response

Teachers were requested to rate statements regarding Principal Inspirational Motivation Aspect and Teachers Performance on a scale of 1- 5 where; strongly disagree (SD) = 1, disagree (D) = 2, undecided (UD) =3, agree (A) =4 and strongly agree (SA) =5. The results are as shown in Table 10. The finding shows that 56 (81.1%) teachers agreed that principal encourage to professional in their works. 55 (79.8%) teachers agreed that principal support them to go to workshop in the area of their specialization.

38 (56%) teacher agreed the principal encourage the teachers to grow professionally and 51 (73.5%) teachers agreed that workshops they attend assist them to perform better. From the principals' interview, it was found that the County organises different workshops aimed at the development of teachers. Principal support the teachers with the small amount of allowance and some said they pay even the required fees. One of the training that all the principals agreed they encourage and pay for the teachers to attend was marking the national exams training.

Table 10: Teachers response on Principal's Intellectual Stimulation and Teachers' Professional Performance

Item	1		2		3		4		5			n	Mean	Std. Deviation
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*%*	*f*	*%*			
Principal encourage teachers to grow professionally	5	7.2	9	13.0	17	26.6	20	29.0		18	26.1	69	3.54	1.220
Principal appreciate my achievement	0	0	1	1.4	25	36.2	24	34.8		19	27.5	69	3.88	.832
Principal acknowledge my contribution	1	1.4	1	1.4	22	31.9	24	34.8		21	30.4	69	3.91	.903
Principal solicit teachers' ideas before a major decision	5	7.2	3	4.3	8	11.6	28	40.6		25	36.2	69	3.94	1.149
Principal values teachers contribution during the decision making	0	0	2	2.9	18	26.1	30	43.5		19	27.5	69	3.96	.812
Principal support me to go for workshops in areas of my specialisation	0	0	0	0	14	20.3	37	53.6		18	26.1	69	4.06	.684
The workshops I attend assist me to perform better	0	0	3	4.3	15	21.7	30	43.5		21	30.4	69	4.00	.840
Principal encourage team work	1	1.4	1	1.4	13	18.8	30	43.5		24	34.8	69	4.09	.853
Principal encourage the teachers to be professional in my work	0	0	0	0	13	18.8	29	42.0		27	39.1	69	4.20	.739
Principal encourage hard work for the promotion	0	0	3	4.3	17	24.6	30	43.5		19	27.5	69	3.94	.838
The principal is available for assistance when the need	0	0	3	4.3	17	24.7	30	43.5		19	27.5	69	3.86	.791
Principal regularly check records of work	2	2.9	1	1.5	21	30.9	29	42.6		15	22.1	68	3.79	.907
Mean													**3.91**	**0.892**

Response of the Academic Deans and Students

Academic Deans were requested to rate statements regarding Principal Inspirational Motivation Aspect and Teachers Performance on a scale of 1- 5 where; strongly disagree (SD) = 1, disagree (D) = 2, undecided (UD) =3, agree (A) =4 and strongly agree (SA) =5.

The results are as shown in Table 11. The findings showed that the average mean score from the academic deans was 4.07 and standard deviation of 0.514. This show in general academics deans agreed that principal has intellectual stimulation aspect.

17

The findings show that in average principals scored highly on the two items that were investigating on the encouragement on the development in the area of specialisation and professional growth 4.20 and 4.40 respectively. Owing to the facts that every school has its unique challenges, principals need to develop their teachers to address these challenges in a unique way. This can be achieved by developing teachers in their respective schools as attested by (Balyer, 2012)From the students' response, it was found out that teacher use of the IT in class was below average 2.73. The analysis of the scheme of work found the same; there was no IT as teaching resources. The findings show that teachers were not innovative to use their phones or tablets as teaching aids. The finding is the same as the finding of Moyo and Hadebe (2018) who found that most of the teachers in Zimbabwe do not use the IT in teaching in the classroom.

Table 11: Academic Dean's response on Principal's Intellectual Stimulation and Teachers' Professional Performance

Academic Deans' Response	1		2		3		4		5		n		Std.
	f	%	f	%	f	%	f	%	f	%	Σf	Mean	Deviation
Principal encourage teachers to update themselves in the area of specialisation	0	0	0	0	0	0	4	80	2	20	5	4.20	.447
Principal encourage teachers professional growth	0	0	0	0	0	0	3	60	2	40	5	4.40	.548
Principal plan for workshops for teachers, professional growth	0	0	0	0	2	40	3	60	0	0	5	3.60	.548
Mean												**4.07**	**.514**
Students' Response													
Principal encourage teachers to use IT in class (projector, tablet, and phone).	101	37.9	26	8.7	62	20..8	70	23.5	39	13.1	298	2.73	1.462
Teachers understand well what they are teaching	23	7.8	22	7.4	56	18.9	102	34.5	93	31.4	296	3.74	1.200
Teachers teach with confidence	34	11.3	29	9,7	98	32.7	47	15.7	92	30.7	300	3.45	1.319
Our teachers ensure we understand the topic they are teaching	47	15.7	75	25.0	65	21.7	66	22.0	47	15.7	300	3.00	1.315
Mean												**3.23**	**1.324**

The study sought to establish challenges faced by principals in enhancing teachers' performance. Responses from county director, principals, academic deans, teachers and students are as shown in table 12. According to the findings of the study, the county director revealed challenges such as lack of the BOM support, lack of parental support and teachers leaving teaching career after they attain the higher academic qualification as challenges facing Principals in enhancing teachers' performance. Similarly, the findings of the study revealed Inadequate skills before one become principal, Educational policy, Political interference, Lack of enough teachers, Some teachers lack subject mastery, Unethical behavior of some teachers, Lack of enough resources

(monetary and materials), Negative attitude of some teachers toward students, Lack of BOM support in motivating teachers, The religious affiliation of some teachers and Frequencies changes of syllabus as some of the challenges identified by principals which hinders their enhancement of teachers performance. The challenges identified by principals were subsequently identified by teachers and students.

Table 12: Challenges Faced by the Principals in Enhancing Teachers' Performance

	Challenge by the principals	ƒ	%
County director	Lack of performance-oriented BOM	1	100
	Lack of parents support		
Principals	Inadequate skills before one become principal	4	80
	Educational policy	3	60
	Political interference	2	40
	Lack of enough teachers	2	40
	Some teachers lack subject mastery	5	100
	Lack of parent support	5	100
	Unethical behaviour of some teachers	2	40
	Lack of enough resources (monetary and materials)	1	20
	Turnover of teachers with a higher academic qualification	5	100
	Negative attitude of some teachers toward students	1	20
	Lack of BOM support in motivating teachers	3	60
	The religious affiliation of some teachers	4	80
	Frequencies changes of syllabus	4	80
Academic deans	Lack of enough ICT resources	5	100
	Lack of enough teachers	5	100
	Cold climate	1	20
Teachers	Lack of enough teachers	37	82.2
	Lack of enough resources	42	93.33
	Lack of the parent support	40	88.89
	Cold climate	5	11.11
Students	Lack of enough teachers	100	33.3
	Inadequate resources	150	50
	Lack of enough time	20	6.67
	Some teachers have unethical behaviours	130	43.33
	Teachers inciting students against the principal	120	40
	Some teachers do not understand well the subjects they teach	280	93.33
	Some teachers do not support the principal	150	50
	Some teachers criticize the principal	200	66.67

The study also sought to establish Strategies Principal Can Use to Enhance Teachers' Performance Responses from county director, principals, academic deans, teachers and students are as shown in table 13 below. According to results findings, the main way of enhancing the teachers' performance mentioned by the county director was cooperation between the principal and the teachers. Arifin (2015) stated that cooperation between teachers and the school leadership motivate teachers to perform. On the teachers' views, the study revealed that workshops, provision of the teaching and learning materials, principal listening to the teachers

and teachers giving teachers free hand on some issues were some of the strategies that could be applied in enhancing teachers' performance. The finding concurs with Bass (1985) that transformation leaders enable the followers to seek the higher needs rather than focusing on the personal gain. On Deans of academic, responses, the study findings identified Workshops, Induction of the new teachers, Capacity building, Provision of adequate teaching materials and Principals to visit class during the lesson as some of strategies that would influence teachers' performance. The students' responses concur with that principals, teachers and deans of academic. The study findings concurs with the findings of Ezeugbor *et al*., (2018) who found that teachers appreciated different methods of motivation and those methods which promote their professional growth to be more effective.

Table 13: Strategies Principal Can Use to Enhance Teachers' Performance

	Strategies	*F*	*%*
Teachers Response	Workshops	30	60
	Motivational talks	25	50
	Provision of enough teaching and learning material	20	40
	Principal listening to the teachers	15	30
	Principal giving the teachers free hand in some issues	5	10
	Reinforcement of students' discipline	10	20
	In-service training for teachers (INSET)	5	100
Academics Deans	Workshops	4	80
	Induction of the new teachers	4	80
	Capacity building	3	60
	Provision of adequate teaching materials	1	20
	Principals to visit class during the lesson	150	53. 57
Students	Teachers to be well trained	201	71.78
	Discipline to be maintained in school	222	29.29
	Appreciating teachers who perform well.	169	60.38
	Provision of enough books	100	35.71
	Enough teachers	151	53.93
	Principal to be good teachers	15	5.36
Principals	Proper training of the teachers	5	100
	Enough teachers	3	60
County director	Cooperation between principals and teachers	1	100

Conclusion

The following six conclusions were made based on the findings of the study. First, principal's inspirational motivation aspect is effective when demonstrated through his or her performance. Secondly, the individual teacher needs to be assisted in his or her unique way. This can be made through the supervision of teacher while teaching so that one may be assisted to improve the teaching methodology.

Other ways of improving teachers' performance include the provision of materials and planning seminars for teachers, workshop and team building for teachers. Third, the study concluded that transformational leadership if practiced effectively, it will support teachers' pedagogical and professional performance. The principal should lead with the example. They should walk the talk by actively being involved in the teaching and learning process.

Fourth, the study concluded that there is need to increase the resources especially trained teachers. This will enable teachers to have enough time to focus on the students. Teachers need to be provided with the teaching and learning materials especially the IT materials and be trained to use them. This will enhance the teachers' pedagogical performance and professional performance. Fifth, the study concluded that principals in Nyandarua do not fully practice individualized consideration. The principals do not give care to low performing teachers. Sixth, parents and BOM play a great role in supporting the principal in enhancing teachers' performance. Principals need, therefore, to ingeniously corporate them in process of enhancing teachers' performance. This is due to the fact that, successive school leadership can be regarded as the sole responsibility of the principal.

Recommendations

On the county government, the study recommends that Nyandarua County should have induction training at school for the new teachers. New teachers need to be well prepared to assume the noble duty of education. The professionalism of the teaching career need to be instilled in the teachers who are joining the teaching career. This can be effective if organized in the county level. There is also need to focus on quality teaching. This can be achieved through the preparation of the teachers to be competent in pedagogical and professional areas. The principals should be well prepared at county level to assist teachers to develop in pedagogical and professional competencies. Further, the teacher's professional growth should not aim at only mastering instructional skills also the professional identity in beliefs and practice as attested. On the principals' part, the study recommends that principals should lead by example since action speak louder than words. Their demand for good performance from teachers should start with them. They should be a model of higher performance for the teachers. This will challenge teachers to perform well. They also need to employ different methods that are affordable and available to enhance teachers' growth and development. Methods like the symposium, staff discussion and involving teachers in collaborative teaching method can highly assist teachers to perfect their teaching skills.

On the BOM, the study recommends that the School Board of Management should focus on enabling teachers to perform well. They should prioritise the programmes that enable teachers' maximum production. They should also provide teachers with the necessary requirement, for example, projectors, computer and conducive classroom where projection can be done. Teachers' development programmes should be supported and some organised at school-based. This will enable teachers continues growth and development. On the teachers' part, the study recommends that teachers should uphold the teaching ethics of professionalism and integrity. They should play on the frontline for their own development and growth. This will enable them to perfect their pedagogical skills. They should not wait only on the programmes organised by the county or by the schools. Teachers ought to be active in acquiring new skills and knowledge. On the parents part, the study recommends that parents should support the school with the necessary support. This will enable the school's programmes to run smoothly. The parents should also assist teachers in ensuring the students are complying with what teachers' require them to do especially during the holidays.

The study also recommends that students should cooperate with teachers, respect and obey them. They should realise everything in school is done for their benefit. They should be open to letting teachers know what they have understood and what they have not. They should also be truthful on the responsibility they have been entrusted to them especially by the Ministry, the responsibility of assessing the teachers. On teachers learning institutions, the study recommends that the institutions should aim at quality producing quality teachers. Quality should be emphasised in the entry, during at the end of the training period of student-teacher. They should have a mastery of subject content. Professionalism and competence should be well emphasised. The ministry should closely monitor the process of the teachers training and standardise the process in all the teachers training institutions.

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