

**TEACHERS' SELF-WORTH, LEADERSHIP APPROACHES AND THEIR
INFLUENCE ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL
LEARNERS IN KAKAMEGA COUNTY, KENYA**

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**A Thesis Submitted in Partial Fulfilment for the Requirements for the Degree of Doctor of
Philosophy in Educational Psychology of Masinde Muliro University of Science and
Technology**

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DECLARATION

This thesis is my original work prepared with no other than the indicated sources and support and has not been presented elsewhere for a degree or any other award.

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CERTIFICATION

The undersigned certify that they have read and hereby recommend for the acceptance of Masinde Muliro University of Science and Technology a Thesis entitled “**Teachers' Self-Worth, Leadership Approaches and Their Influence on Academic Performance of Secondary School Learners in Kakamega County, Kenya**”

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DEDICATION

I dedicate this thesis to my dear husband Richard Kubondo and my lovely children; Jude Musyoka, Mercy Melisa and Jephthah Annan. I do not take the support they gave me for granted and may God bless you richly

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ABSTRACT

Teachers play a very important role in making the student think and act in productive ways to enhance their learning and general academic performance. They are also charged with the responsibilities of leadership management and improving learner's performance which requires appropriate leadership approaches. Education standards in Kakamega County have been of low performance compared to the neighbouring counties of Bungoma, Vihiga, Uasin-Gishu, Siaya and Nandi. Appropriate leadership approaches to academic excellence will definitely have an impact of good results which touches on the teacher and his/her self-worth to positively influence good performance in our schools. The purpose of this study is to establish the effect of teacher's self-worth; leadership approaches their influence on academic performance of secondary school learners in Kakamega County, Kenya. The objectives of this study were to ascertain the level to which teacher's self-worth affect learner's academic performance; establish the extent to which transformational leadership approach affects learner's academic performance; determine the degree to which instructional leadership approach influences learner's academic performance and find out the relationship between democratic leadership approaches and learner's academic performance. This study adopted theory of transformational leadership, contingency theory of leadership and self-determination theory. Positivism was used as the research paradigm. The study adopted the non-experimental research design which is the ex-post-facto survey research design and correlation research design. The population sample was 385 secondary schools with 770 class teachers and 23,100 form three students. Out of this population, 30% was used to sample 4 out of 12 sub-counties in the county. Stratified Simple Random Sampling was applied to sample 30% of 385 schools from the 4 sub-counties giving 115 schools. Within the sampled schools, 30% of the class teachers participated in the study. There were 393 learners sampled out through a Fishers' formula at 95% confidence level. Data was collected by use of questionnaires, interview schedules, document analysis and Focus Group Discussion. Pilot study was conducted to develop and test adequacy of research instruments. Construct validity of the instruments were tested. Reliability of the study was done through split-half and was set at 0.7 and above and the alpha level of 0.05 was applied. The reliability result was found to be 0.82. Qualitative data was analysed thematically while quantitative data was analysed descriptively and inferentially. The study established that teacher's self-worth explained, transformational, instructional and democratic leadership approaches affect secondary school learners' academic performance. From the findings, transformational and instructional leadership explained 93.7% and 92.1% variation respectively on school learners' performance. A coefficient of 1.131 indicated that a unit change in transformational leadership leads to 1.131 unit of positive change in school learners' performance. The study recommended that for academic achievement to be realized there should be unity and one language between a leader and his/her colleagues. The study also recommended that school principals should spearhead the mobilization of the resources. In conclusion, the study confirmed that teacher's self-worth, transformational, instructional and democratic leadership approaches affect secondary school learner's academic performance. The findings may help education policy makers to provide adequate resources for the success of learners who have been moulded by effective teachers.

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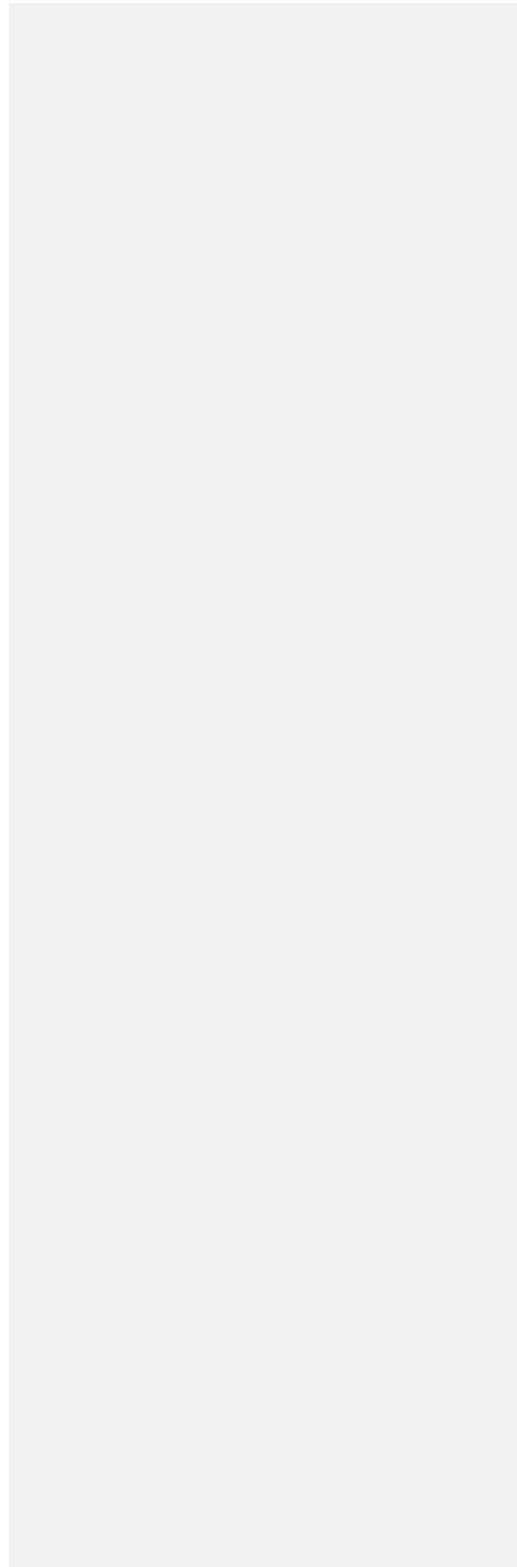
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LIST OF ABBREVIATIONS AND ACRONYMS

BLO	: Breadth of Learning Opportunities
CUE	: Center for Universal Education
FGD	: Focus Group Discussion
ICT	: Information Communication Technology
KCSE	: Kenya Certificate of Secondary School
KEMI	: Kenya Education Management Institute
KNEC	: Kenya National Examination Council
KSG	: Kenya School of Government
LIEP	: Leaders in Educational Program
LMTF	: Metrics Task Force
NBPT	: National Board for Professional Teaching
NGO	: Non-Governmental Organization
SDG	: Sustainable Development Goal
TSC	: Teachers Service Commission
USE	: Universal Secondary Education

CHAPTER ONE

INTRODUCTION

1.0. Chapter Overview

This chapter provides the background to the study, statement of the problem, purpose of the study, research objectives, research hypothesis, and significance of the study, scope and limitation of the study. This chapter provides conceptual framework and an operational definition of terms as used in the study.

1.1. Background of the Study

In most countries, schools are largely or wholly a government responsibility and the factors shaping government priorities are potentially important influences on the perceived necessity for school reform, the resources available for reform and the direction of the reforms. However, self-worth of any individual is key, so that what the government intends is achieved. Self-worth refers to the trust a person has on himself or herself to properly and effectively manage a given tasks or responsibilities. It is an evaluation of the ability to attain a certain behavior in a given circumstance. Students can assess themselves based on their own ability to organize and implement learning behavior to achieve the chosen level of academic achievement. Based on a study conducted in USA by Hallinger and Murphy (2016), academic self-worth makes students to always think about the most effective ways to accomplish each task. It is about the level of confidence and self-belief to complete a task based on their respective capabilities. A study in China proved that Self-worth can give a positive impact on students' academic achievement (Grayson & Alvarez, 2015). According to Barman Shankar & Mohalik Ramakanta (2018), high self-worth enabled teenagers to have good behavior with minimal problematic personality.

In Mexico self-efficacy helps in training workers to improve their skill level to achieve better performance (Deal & Peterson, 2015). According to them, self-worth influences an individual informed decision. In this context, the results of a study conducted by Gyasi and Owusu-Ampomah (2016) in Ghana, regarding self-worth in preaching, showed that the level of appreciation towards Islam is very high among the faithful. It influences their passion and dedication to move the congregations. This means that every preacher has to feel happy with the career choice he or she had made. They always have to show a positive attitude towards the involvement in preaching. This therefore means that any negative attitude from the society may not influence them negatively but they will just continue preaching.

Stone and Patterson (2015) opines that, in academics, there are some programs such as accounting which may improve self-worth of a student. They went further to identify other factors such as work experience, use of some languages to have influence on self-worth. In a study in South-Africa, Hurren (2016) examined self-worth in detail, and they noted that self-efficacy could be a factor to mediate an outcome. He also noted that self-efficacy is a predictor on motivation and performance in carrying out duties. In the context of the learning environment for Egyptian secondary and primary school students, those with high self-worth regard failures as not putting in enough efforts, while those with low efficacy regard failure as their incompetence to achieve some things successfully. Jacob and Cherian (2020) found out that students who learned from teachers who have high self-worth obtained highest test scores than students who had teachers with low efficacy in Uganda. They further found out that the higher the students' achievement in performance, art and other co-curricular activities, the more conservative and cautious these students are in exams. Students who are more pessimistic in their achievement will allocate less time to study. According Kelley (2015) Kenyan students with high level of

Self-worth have a positive and significant relationship with the vocabulary learning strategy and the memorizing strategy compared to students with low Self-worth. These findings demonstrated the importance of nurturing self-confidence in students to ensure the effectiveness of learning and their achievements. Centralization, decentralization, organizational, community involvements are some of the school leadership aspects practiced in different countries. Decentralization is a common approach which has been to localize delivery while centralizing mandated standards. In some countries, notably the United Kingdom and the United States, contracting of school leaders has become part of a movement to create a clearer division between those who specify services and those who deliver them (Yap & Enoki, 2015).

In Korea, the focus of school leadership policy has been shifted from provider-oriented leadership to consumer or learner-oriented education. Austria is aiming to shift from administration to service and to orient management more to outcomes (Van de Grift & Houtveen, 2016). With such changes the administrative role of the school principal has evolved from the practicing teacher, with added technical and administrative duties, to the full time manager and developer of human, financial and physical resources. In the Netherlands, for example, school directors are responsible for the quality of their schools as well as for all personnel matters including hiring and firing, staff appraisals, and union negotiations (Rubin, Munz & Bommer, 2015). In respect to the curriculum a stable model has not yet emerged. In Finland the school leadership is towards far greater school autonomy in curriculum matters, while other countries such as the United Kingdom have opted for a centrally defined model, even though presently they are looking for ways of authorizing and encouraging local diversity (McGregor, 2016).

Leithwood, Jantzi and McElheron-Hopkins (2016) found out that in England, school leadership involves the teacher to provide content delivery and pedagogy.

The South African Department of Basic Education's Action Plan (2019) envisages school principals who ensure that teaching in the school takes place as expected and in accordance to the national curriculum (Avolio & Bass, 2015). The principal is also expected to have insight into his or her role as a leader whose responsibility is to promote harmony, creativity and a sound work ethic within the community and beyond (Bogler, 2015). The National Development Plan (NDP) foresees a schooling system with highly motivated students and teachers by 2030. The NDP also visualizes school heads who are effective in providing administrative and curriculum leadership at school (Cox, 2015). In a nutshell, the principal's task is to ensure a good environment for teaching and learning in the school. Deal and Peterson (2015) argue that incentive systems in education face a principal-agent problem that is prevalent in most sectors and firms.

In Egypt, leadership has been described in two ways; as a set of physiological characteristics of the person exerting influence and a set of behaviours that exert inter personal influence on other people known as functional leadership. Leadership is the process whereby one individual influences other group member towards the attainment of defined or organizational goals (Jacobs, 2016). It is a balancing act between self and other people competing and overlapping perceptions and concerns. Leadership is a process in which a leader changes the actions and attitudes of several group members or subordinates (Leithwood et al., 2016). This can be in terms of teaching and learning, motivations, performance and turnover, communication patterns and their receptivity to change. According to the National Board for professional teaching standard

states that, teachers are responsible for managing and monitoring student learning and this aspect makes a very distinct part in ensuring that academic achievement is realized.

A leader also focuses on changing the actions or attitudes of group members that are related to specific goals. The members are helped to achieve their goals. Leadership also exists in relation to followers for one cannot lead without followers. According to Kelley, Thornton and Daugherty (2015) leadership implies that followers must consent to being influenced. There are trait theories that distinguish leaders from non-leaders and effective leaders from ineffective ones. Leaders have a high need for achievement. The drive represents the inner motivation that leaders possess to pursue their goals and encourage others to pursue theirs. They demonstrate confidence in their leadership skills and ability to achieve team goals. They must be trustworthy for this helps them maintain the loyalty of their followers. Effective leaders have to be emotionally mature to recognize their own strength and weakness. They should be above average and intelligent in order to process enormous amounts of information. They do not need to be the smartest in the group, but they must be smart enough to analyze a variety of complex alternatives and opportunities.

The Ugandan government has improved educational growth and development through implementing mass education. These include free basic education in Uganda that started in 1997 led to a steady increase in primary school enrolment leading to the subsequent introduction of the Universal Secondary Education (USE) programme in 2007 to absorb the primary school graduates (Rena, 2017). However, the quality of this mass educational access has unacceptably remained poor (Grayson, et al., 2015). Primary school classes are unacceptably large posing threats to the delivery systems and the quality of outputs. Even secondary school academic performance, especially in science disciplines, had continuously deteriorated between 2010 and

2014. Effective school leadership is a key factor in upholding excellence in school performance (Saini et al., 2018). They also observed that educational leaders must guide their schools through the challenges posed by an increasingly complex environment. Principals must respond to increasing diversity in learner characteristics, including cultural backgrounds, income disparities, physical and mental disabilities, and variations in learning capacities. Grayson et al. (2015) also argues that proper school leadership demands for the use of the forces available to principals, supervisors and educators in order to influence the events of schooling.

In Tanzania, Educational practitioners and scholars have recognized leadership as important for the survival of educational institutions because enhancing the quality of education requires improved school performance fostered by strong leadership (Bolin, 2016). However, different scholars have interpreted the meaning of leadership in varying ways. Halawah (2015) defines leadership as a practice in which organisational staffs are responsible to a head, who, determines their activities and influences accomplishment through collective institutional responsibility and collegiality to add value to institutional performance. As in Tanzania, Hurren (2016) elaborates that leadership is the springboard to institutional success. Therefore, it must be effective, timely, and results-oriented.

Leadership is also placed within varied contexts. The organisational context creates circumstances in which leaders tend to adopt leadership practices relevant to a particular context. However, the changing nature of the organisation explains variations in leadership traits because such traits emerge depending on the contextual environment of the organisation (Korkmaz, 2016). The school head enlists a leadership trait that is compatible to a certain organisational environment in order to achieve compliance with ease.

Education sector in Kenya take a larger portion of the National Budget. Student's academic achievement in examinations is a vital gauge in any education system. Among other factors, school leadership determines student's academic achievements in Kenya National Examination. Kenya Certificate of Secondary Examination (KCSE) is an examination administered at the end of the fourth year in secondary schools which can show its relationship with school leadership approaches. In Kenya, head teachers are charged with responsibility of ensuring that there is human resources for full productivity. They also focus on the curriculum implementation, instruction and the management of physical, material resources and the school finances (Rena & Tedla, 2017). If such roles were effectively played, it would lead to an effective institution headed by professional heads. This implies that a principal cannot rely on one leadership approach to deliver academic performance given the dynamics in a school setting. He must equally be an all-round person who can handle the various roles in a school if academic performance will ever improve. These types of schools will instil good discipline to pupils/students, who excel in examinations and are well placed to contribute positively to the welfare of the society. The principal is supposed to define the school philosophy, principles, practices, techniques, plans, purpose, organization, creation, input allocation and monitor progress (Kelly & Thornton, 2015).

The principal also needs to plan by working with the supply, demand, and use of resources, adjustment proposals, and evaluation (Hooper & Martin, 2015). On administrative issues, he is supposed to establish goals, objectives, targets, standards, responsibilities and duties, tasks, procedure and action schedules to drive performance (Hallinger, Taraseina & Miller, 2014). The execution of the administrative tasks varies from one principal to another because of influences

of different leadership approaches. The leadership approaches exercised by principals ideally explains their ability to make quality decisions which then leads to students' achievements.

In Kenya, school principal is the chief executive officer and is responsible for the quality of the school achievement. Kakamega as one of the 47 Kenyan Counties and one of the largest counties has more secondary schools and this calls for academic competitions within and outside the county. To compete favourably, the school leader must bear the ultimate responsibility for the overall performance, proficiency and effectiveness of the school. His role therefore promotes higher academic performance in a school. The success of what is done in the school is attributed to the principal. One of the key aspects of the school revolves around academic performance. Schools can make a difference to student achievement and the principal's leadership aspect is one factor determining that success. It is therefore important that the performance of the Kakamega schools is appraised against the performance of the person and the leadership attached to it. Having scanty or no study at all done in Kakamega County on how teacher's self-worth and leadership approaches affect learners' academic performance, this study opted to bridge this gap.

1.2. Statement of the Problem

Leadership is key to the success of any institution and organization where a leader's main responsibility is to ensure performance, proficiency and effectiveness of an institution. This is crucial especially in realising academic performance. Kakamega County's success in many institutions relies on good leadership approaches from the school principals in order to excel and be counted as a county which is above, in terms of excellency.

The county being the second largest among the 47 counties in Kenya, is endowed with many resources including education-based resources such as human resource, infrastructures, print and

digital media curriculum and curriculum support materials. Despite this, the academic performance displayed in a number of schools in the national exams for the last three years is still not to the expected standards. Education standards in Kakamega County have been of low performance compared to the neighbouring counties of Bungoma, Vihiga, Uasin-Gishu, Siaya and Nandi. The county's average performance attained in the years 2017, 2018 and 2019 ranged from 3.652, 3.794 and 3.81 respectively. Kakamega county results is far below what the neighbouring counties of Busia, Bungoma and Vihiga county scored in same year of 2017 – 2019. These are 3.520, 3.658 and 4.084 for Busia county. Bungoma county scored 3.544, 3.894 and 4.084 in the same period while Vihiga county had 3.309, 3.5632 and 4.6155 in the year of 2017, 2018 and 2019. In addition, according to Kakamega Strategic Plan of 2019, most of the schools have experienced challenging situations ranging from a number of students' strikes, high number of school students' drop out cases and teenage pregnancies can partly be attributed to leadership of the institutions.

This low performance is a concern to many educationists, education policy makers, legislators and the society in general. The same report has also cited rape cases, disrupted teaching and learning, incomplete syllabus coverage, and indiscipline among students as a gap in leadership portrayed in the institutions. The key concern is whether teachers have been involved in school leadership because they play an important role in the instructional aspects. Leadership is also key in how these teachers are being handled because this can affect their self-esteem, which is linked to the learner's academic performance. The worth of teachers is also directly linked to leadership of the school heads. This study therefore sought to find out whether leadership approaches can be a solution to the varying challenges facing schools in Kakamega County and the importance of teacher's self-worth in enhancing learner's academic performance in Kakamega County.

1.3. Research Objective.

The general objective was to assess the influence of teacher self-worth and leadership approaches on academic performance of secondary school learners in Kakamega County, Kenya.

1.3.1. Specific objectives

To achieve the above general objective, the following specific objectives were adopted. These were to:

- i) Ascertain the influence of teacher's self-worth on academic performance of secondary school learners.
- ii) Establish the extent to which transformational leadership approach influence academic performance of secondary school learners.
- iii) Determine the degree to which instructional leadership approach influence academic performance of secondary school learners.
- iv) Establish the extent to which democratic leadership approach influence academic performance of secondary school learners.

1.4. Research Hypothesis

The study adopted null hypothesis as stated below.

H₀₁: There is no influence of teacher's self-worth on academic performance of secondary school learners.

H₀₂: There is no influence of transformational leadership approach on academic performance of secondary school learners.

H₀₃: There is no influence of instructional leadership approach on academic performance of secondary school learners.

H₀₄: There is no relationship between democratic leadership approaches on academic performance secondary school learners.

1.5. Significance of the Study

A leader has his or her feelings, beliefs and ideas about himself or herself which guides the way one performs his duties and responsibilities. This is part of self-worth of the teachers whose findings may help in solving academic problems associated with self-esteem issues affecting leadership aspects. Owing that general outlook of the teacher is key to impacting positive values on the learner. The study therefore established the extent to which teacher's self-worth and leadership approaches inside and outside the class affect the learner's academic performance. Information on relationship between teacher's leadership approaches and learner's academic performance is key because of the varying level of performance recorded in Kakamega County. In addition, learning institutions are accountable to the wider community and the government which is responsible for coming up with education policies and even contributes to financial development of schools.

Similarly, information on relationship between teacher's leadership approaches and learner's academic performance is important to parents who are important stakeholders since it is their children who are at the fulcrum of education.

Individuals who practice good leadership approaches are good role model to those who receive his or her services. Teachers being and in structure of knowledge and skills to learners and other teachers of many generations, both other teachers and learners will be able to adopt such a leadership approaches in their future field of work particularly in Kakamega County with varied working opportunities involving tourism such as tourist attraction sites including but not limited to crying stone, bull fighting, Kakamega tropical rain forest and inscription of Isukuti drums which have been listed by UNESCO as intangible cultural heritage (UNESCO). Apart from those working in such places, modern academic skills is required which can enable the locals and non-

locals to maximize their products and potentiality. This calls for good academic achievements which must be aligned with better leaderships in schools. Findings from this study are therefore an eye-opener to all stakeholders to know the extent to which the teacher's self-worth and leadership approaches affect the overall performance of the learners.

1.6. Scope of the Study

The research concentrated on selected secondary schools in Kakamega, county which has 385 public secondary schools of different categories. The number of girls' schools is 134, while boys' schools are 97 and mixed schools are 154. The study focused on teachers self-worth and selected teacher leadership approaches (transformational, instructional and democratic leadership approaches) as depicted in schools and how these eventually affects student's academic performance. 115 Principals, 770 teachers and 23100 form three students were included in the sample study which represents the population of each of the areas. Four (4) out of 12 sub-counties with 115 schools, hence 115 principals and 231 class teachers in Kakamega County participated. Apart from that there were 384 students who took part in the study.

1.7. Limitations of the Study

In non-experimental research design, some results could be subjective due to the possibility of human error particularly from questionnaires. In this case the researcher corroborated the finding from all the tools to make a conclusion. The limitations facing the researcher in the study are that the respondents may be unwilling to participate in the research exercise fully mainly due to poor performance of the school. In this case the respondents were assured of the confidentiality of their responses and were urged not to indicate their particulars. They may give false and misleading answers which may impair the much-needed valid results. For this reason(s) the researcher was only limited to use of questionnaire, interview and focus group discussions where

individuals and school names were not mentioned. The researcher may also experience inability of the school principals to create enough time to participate in the interview schedules. For that reason, the deputy principal or the senior teacher may be allowed to step in on behalf of the principal. Returning all the questionnaires on time was a challenge; therefore, the researcher produces and administered extra tools that enabled her to solve this problem.

1.8. Assumptions of the study

The study was carried out based on the assumptions of teachers' self-worth and leadership approaches that; every person has a positive image of himself or herself and that they value themselves and feel worthwhile. Therefore, everyone is capable of achieving the results they need to achieve especially as a leader. Every person can lead and if leadership is influence, then we all display leadership characteristics as we influence and impact others. Potential leaders may be born, but effective leaders are made. Effective leadership is as a result of opportunity, training and experience. The best way to learn to lead is to lead. The study is assumed to be of great benefit by enhancing academic standards in all schools and especially in Kakamega County.

1.9. Theoretical framework

A theoretical framework is a foundational review of existing theories that serves as a roadmap for developing the arguments you will use in your own work. Theories are developed to explain phenomena, draw connections and make predictions. The framework has explained the existing theories that support the study, showing how the work is grounded in established ideas. The study adopted three leadership theories; transformational leadership theory, contingency theory of leadership and self-determination theory.

1.9.1. Transformational Leadership Theory

Transformational leadership by James MacGregor Burns (1978) is a leadership theory where a leader works with followers to identify the changes needed, create a vision through inspiration, and execute the change with a group of highly committed followers. Transformational leadership is the new leadership paradigm as it focuses on charismatic and affective leadership elements (PSU WC, 2016, L.10). As the name suggests, the leadership theory seeks to create a new approach to leadership. Over time, the leadership model has become popular following its focus on intrinsic motivation as well as follower development which is in line with the needs of most workgroups that may require inspiration and empowerment to succeed in difficult times (Northouse, 2016).

Transformational leadership emerged as a significant leadership approach that linked the roles of leaders and followers. Transformational leaders are believed to tap the potential and motives of followers to make it easier to reach the goals of the team. The approach illustrates that leadership is different from power since it is inseparable from the needs of the followers (Northouse, 2016). It means that the leader does not act because of the power bestowed on him by his leadership position. He acts in the interest of the followers seeking to work with them to attain the set vision. A transformational leader may spend time seeking to influence the followers to understand and accept his vision.

Unlike other leadership approaches where the leader seemed to possess all the power in a team, transformational leadership distributes power amongst all stakeholders. A transformational leader gets into a consensus with the followers intending to work with them in the realization of a certain goal. The consensus starts with the identification of a common vision between the

leader and followers. The leader sells the idea to the followers seeking their support in the execution of a certain plan (Northouse, 2016). The followers may agree with the proposal if it seems to create certain value and it does not contravene their interests. As such, the leadership approach surpasses other approaches where the leader has the overall mandate over the team. Transformational leadership is an improvement of other leadership approaches whose focus was the interests of the leader while ignoring the concerns or ideas of the followers (Lussier & Achua, 2015).

Transformational leadership was started by James Downton in 1973. He was the first to coin the term. This was later added to by James Burns in 1978. This theory focuses on how leaders can create valuable and positive change in their followers. Transactional leaders focus on gaining compliance by giving and withholding rewards and benefits. Transformational leaders focus on transforming others to support each other and the organization as a whole. Lussier et al. (2015). A transformational leader responds by feeling trust, admiration, loyalty, and respect for the leader and are more willing to work harder than originally expected. Fiedler and Chemers (1974) established that transformational leaders demonstrate four factors which include individual consideration, intellectual stimulation, inspirational motivation and idealized influence.

Transformational leadership was the first developed and validated theory to emphasize morals and values in leadership. Regardless, transformational leadership theory is a valuable and widely used approach to studying and teaching leadership. Transformational leadership inspires positive changes in those led and are invested in the success of every single member involved in the process. Transformational leaders are full of energy, passion, and drive. It's not a surprise that these qualities can be the things that can make or break an organization. Transformational leadership approach is

characteristic of leaders who focus on supervision and organizational goals achieved through a system of rewards and punishments; maintenance of the organizational status quo (Bouchetara, Amrani, Zerouti, Bouchenak & Mehddeb (2021).

1.9.2 Contingency Theory of Leadership

The contingency theory of leadership states that effective leadership is contingent upon the situation at hand (Hassan, Nordin & Azamin, 2021). Essentially, it depends on whether an individual's leadership approach befits the situation. According to this theory, someone can be an effective leader in one circumstance and an ineffective leader in another.

This theory of leadership accommodates the reality that success in an undertaking is often a combination of the attributes of the leader and the attributes of the challenge. Good leadership is contingent upon how one responds to the situation. The contingency theory of leadership focuses on leadership approaches. To apply this theory or any of its models, leaders must be aware of their own leadership approach as well as their strengths and weaknesses (Li, An & Liu, 2021). This requires honesty, self-reflection, and vulnerability for a person to identify how they're showing up as a leader. This theory focuses on the circumstances surrounding a situation or a challenge. Different models use different factors to predict what kind of leadership approach would be most effective.

The primary advantages of contingency theory include: It provides a realistic view of management and organization. It discards the universal validity of principles. Managers are situation-oriented and not stereotyped. The contingency theory of leadership can help bring awareness to those areas of opportunity for your leaders (Makhloufi, Sadaoui & Badi, (2021). However, it's important for the leaders to understand that just because they're not seeing the

desired outcome in certain situations doesn't mean they can't build the skills to succeed. Approaching leadership with this lens allows more individuals to explore leadership in their careers and better understand themselves as well as in what situations they may be effective leaders (Rherib, El Amili & Baba El Khourchi, 2021).

Those employees and individuals, who desire to improve their leadership skills, should understand that the contingency leadership theory argues that they must look within, work to understand themselves and develop their strengths, and then approach challenges objectively to determine what and who can lead. To better up, people use the practice of inner work and looking inward makes an individual a better leader. When leaders practice inner work, teams are more engaged, more productive, and gain more clarity (Hassan et al., 2021). There is also better work balance and reduced burnout, which helps support overall employee well-being.

The two theories, that is, transformational leadership theory and contingency theory of leadership cannot be used independently without touching on self-esteem of the teacher which is key in this study. Therefore, the study adopted the self-determination theory to cover the gap.

1.9.3. Self-Determination Theory

Self-determination refers to a person's ability to make choices and manage their own life. Being self-determined means that you feel in greater control, as opposed to being non-self-determined, which can leave you feeling that your life is controlled by others (Fiedler & Garcia, 1987). Self-determination is an important concept in psychology since it plays a role in psychological health and wellbeing. Promoting self-determination is also an emerging best practice when working

with certain populations, such as individuals with intellectual disabilities. Self-determination theory seeks to explain how being self-determined impacts motivation that people feel more motivated to take action when they think that what they do will have an effect on the outcome.

Self-determination theory states that people are motivated to grow and change by three innate and universal psychological needs (Fiedler, 1964). The concept of intrinsic motivation, or engaging in activities for the inherent reward of the behavior itself, plays an important role in this theory. Self-determination theory suggests that people can become self-determined when their needs for competence, connection and autonomy are fulfilled. Self-determination theory makes two key assumptions; the need for growth drives behavior. The first assumption of self-determination theory is that people are actively directed toward growth. The biggest advantage of self-determination theory is the awareness that it provides

Gaining mastery over challenges and taking in new experiences are essential for developing a cohesive. Autonomous motivation is important. While people are often motivated to act by external rewards such as money, prizes and acclaim known as intrinsic motivation (Fiedler, 1967). Self-determination theory focuses primarily on internal sources of motivation such as a need to gain knowledge or independence. The concept of self-determination has been applied to a wide variety of areas including education, work, parenting, exercise, and health.

These three theories greatly help to bridge the gap between leadership and self-esteem, which is meant to ensure that academic performance of the learner is achieved.

1.10 Conceptual Framework

This is an analytical tool with several variations and contexts which the study adopted. The study used it to make conceptual distinctions and organize ideas. It captures both the independent and dependent variables in a way that is easy to remember and apply in this study.

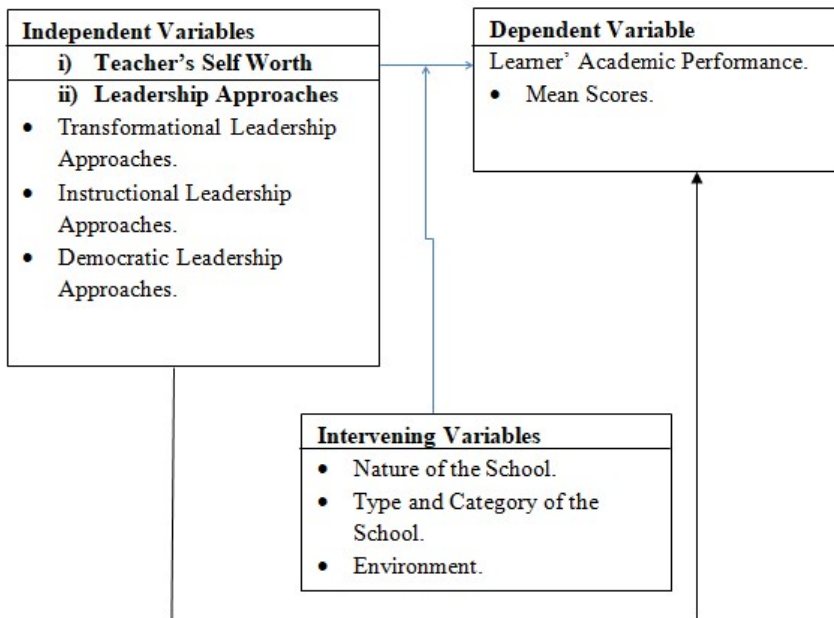


Figure 1.1 Conceptual framework of the study. (Source: Modified from Rena, 2017)

Conceptual framework of how teachers' self-worth and leadership strategies (transformational, instructional and democratic) impact on the learners' academic achievement; these are the independent variable. The dependent variable is student academic performance. This study sought to determine the extent to which both teacher's self-worth and the leadership approaches affect learner's academic performance. Some of the highlighted intervening variables include nature of the school, type and category of the school and environment. When various leadership approaches are practiced, academic achievement is expected to change in the presence of the

intervening variables. It is through the leadership approach which enables appropriate utilization of available resources, good relationship and motivations among staff and non-staff members, in addition to students resulting to academic improvement in performance.

1.11. Operational definitions of significant terms

Academic performance: The extent to which a student, teacher or institution has attained their short- or long-term educational goals. This is measured in terms of ranking, quality grades, student enrolment, and student entry behaviour and school type

Approach: To make an attempt at solving a problem or making a policy. It is the taking of preliminary steps toward a particular purpose, accomplishment, full knowledge or experience.

Democratic Leadership: Is the kind of leadership where the leader allows many people to participate in the decision-making process.

Instructional leadership: Refers to the art of teaching and furnishing the learners with relevant information

Leadership: Is the capacity of a person to lead, one who goes first or having authority to direct. This is the ability of an individual or a group of individuals to influence and guide followers or other members of an organization.

Leadership Approach: Refers to skills demonstrated by teachers who continue to teach students but also have an influence that extends beyond their own classrooms to others within their own school and elsewhere. It entails mobilizing and energizing others with the goal of improving the school's performance of its critical responsibilities related to teaching and learning.

Self-worth: Refers to an individual's overall view and wellbeing of himself or herself. It is a personality trait which involves a variety of beliefs about yourself, such as the appraisal of your own appearance, beliefs, emotions, and behaviors.

Transformational Leadership: Refers to a marked change in appearance or character especially one for the better and to those directly under him. It involves solving challenges by finding experiences which show that old patterns do not fit or work and maximizing their teams' capability and capacity.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

The chapter reviewed relevant and current literature on transformational leadership approaches, instructional leadership approaches, democratic leadership approach and teacher's self-worth. The literature on the three leadership approaches and teacher's self-worth was reviewed in relation to learners' academic performance globally, regionally, nationally and within the study area.

2.1. Effect of Teacher's Self-Worth on Learners' academic Performance.

In this section review relevant and current literature on teacher's self-worth was conducted. In this section Self-worth, self-esteem and self-efficacy are used interchangeably. Self-worth can be termed as self-efficacy and it generally refers to the trust an individual has towards himself, to produce certain tasks or responsibilities properly and effectively (Lee & Young et.al, 2017). Self-worth is an evaluation of the ability to display some behavior in certain circumstances. Academic Self-worth refers to students' assessment towards their own ability to organize and implement learning behavior, to achieve the chosen level of academic achievement which refers to the level of confidence and self-belief of a student to complete a task and to produce something at its best according to their respective capabilities (Bush, 2020). Vilas and Lakhani (2019), on the other hand, argue that academic Self-worth makes students to always think about the most effective ways to accomplish each task. Self-worth is therefore a crucial aspect in achieving any outstanding achievement in all fields explored by students. Many studies have proved that Self-worth and optimism (self-confidence) can have a positive impact in many aspects including students' academic achievement (Gaikar & Sameer (2020).

High Self-worth will cause teenagers to always have good behavior and will not show any problematic personality which can be reflected in academic achievement. People with diverse challenges can overcome them if they have high self-esteem. A good example is on women who suffer from miscarriage will be better if they have high efficacy. Similarly, counselors with high efficacy will be able help their clients more effectively.

Self-worth will also make one able to withstand pain and constantly improve their health, to quit smoking, put out of one's mind about the cancers they are suffering from, leave the habit of drinking alcohol, and reduce their sensitivity to the effects of HIV (Cox, 2015), In other situations, employees who are always optimistic will have powerful expectations on their ability to succeed despite the challenging new work environment. They will constantly feel confident of success. These types of workers have a high sense of responsibility in carrying out any task, by demonstrating an earnest effort. They are always positive in order to achieve high performance goals.

Efficacy is also a critical element that represents a personal assessment of the ability to meet the standards of an organization. It is also important in training workers to improve their skill level to achieve better performance (Deal & Peterson, 2015). An individual's decision in choosing the right career is influenced by ones high level of Self-worth (Yap, et. al, 2015). In the religious aspect, results of a study conducted by Wahab et.al, (2015) regarding Self-worth in preaching, showed that the level of appreciation towards Islam is very high among the movement of Orang Asli community in Negeri Sembilan. In preaching, their passion and dedication to influence the target group did not only depend on the method used, but also on one's extent of Self-worth to deal with these groups. To achieve the target, every preacher should feel happy with his chosen career and always show a positive attitude towards the involvement of their career as a preacher.

The negative attitude of the society will have no impact or even discourage them to continue preaching.

In terms of academic achievement, a study by Stone et. al. (2015) proved that programs or courses such as accounting has an impact in improving one's Self-worth. Other factors such as work experience and the use of English as a native language can influence one's Self-worth in improving the general skills of students. When examined in detail, the Self-worth model that recommends expected self-goals also specify that Self-worth does contribute to one's achievement (Waters et. al, 2015). In addition, efficacy could also be a factor to mediate an outcome. Self-worth has been proven as a reliable predictor that can increase one's motivation and performance in carrying duties and widely applied in fields such as education, human resource management, organizational behavior, sport and health.

In the context of the learning environment for primary and secondary school students, students with high Self-worth regard failures as not putting in enough efforts, while those with low efficacy regard failure as their incompetence to achieve some things successfully (Vilas et. al, (2019) stated that students who learned from teachers with high Self-worth obtained higher test scores than students who had teachers with low efficacy. The higher the students achievement in the CGPA, the more conservative and cautious these students in exams. Students who are more pessimistic in their achievement will allocate less time to study. According to Van et. al. (2016), students with high level of Self-worth have a positive and significant relationship with the vocabulary learning strategy and the memorizing strategy compared to students with low Self-worth. These findings demonstrated the importance of nurturing self-confidence in students to ensure the effectiveness of learning and their achievements. Self-worth is also an important entity that distinguishes between high achievers, intermediate achievers and low achievers

(Tubarik, 2015). A study by Stone et. al. (2015) also proved that there is a positive correlation between homework assignments given by teachers with high self-esteem and the sense of responsibility in students. He stated that the assignments and self-learning skills or self-regulated learning can help improve students' academic performance, and improve on their time management as well as maintain one's focus on learning. Furthermore, students who have high Self-worth (in reading and writing) often adopt strategic and in depth learning strategies, while students with low Self-worth level only practice basic approaches.

They consistently make changes in their learning approach from time to time and feel comfortable to practice more overtime learning. However, students who have low Self-worth showed no change in their learning approach (Spellings et. al, 2015). In fact, students' trust towards their academic ability is greatly influenced by their perceptions towards the assessment task, whether it is compatible with the planned learning system and is based on validity, reliability, and diversity. All of this has a significant positive effect on students' Self-worth and confidence (Saini et. al, 2018). The findings of a study also explained that Self-worth is a determinant factor that affects work performance the most, and can be applied in the local context and public services (Rubin, et. al, 2015).

Self-worth as a factor is identified as a full mediator to the influence of achievement motivation on work performance. It is as an extremely important component to help perform a given task until the desired level of performance is achieved. Regardless of domain, research shows that Self-worth helps to predict motivation and performance, and studies testing causal models highlight the important role played by Self-worth. Students with high level of Self-worth also possess a higher level of academic motivation, hence able to set goals and students who received these goals displayed the highest performance. In other words, Self-worth and motivation are the

important entities in enhancing students' academic excellence. Basically, there are two important components in Self-worth which should be emphasized by every individual to ensure things are done steadily and confidently. Both components mentioned are academic optimism and encouragement of Self-worth. These two constantly emphasized by previous researchers in their writings based on surveys and observations that had been carried out. Thus, in order to generate individual self-confidence against any burdening academic tasks, students need to instill self-confidence and trust towards their own abilities. Without a solid foundation of confidence, students may not be able to face the challenges of education and their envisioned ambitions may go down in the middle of the road.

Academic Self-worth or academic optimism is defined as the ability of students to complete assignments, regulating learning activities, and meet the achievement expectations and goals (Ross & Gray, 2016). Academic optimism is the heart in the model of achievement and school success. This concept is in line with the three essential components of a school's success which are efficacy, confidence and academic optimum (Rena & Tedla, 2017). The concept of Self-worth is also considered to be one of the factors that make a huge impact on the teaching and learning process (Pourrajab et.al, 2016). This academic optimism is also rooted from social cognitive (Ogbonnaya et. al, 2020). Students believed that their academic self-confidence is inculcated through 'verbal' persuasion and achievements. They noted that the psychological state and existing experiences can help them to develop Self-worth from the lowest level (Mutea et. al, 2019). The student is efficacy towards academic progress can increase and improve after attending certain courses (Muchanje et.al, 2021).

According DuBrin (2016), Bandura stated that the confidence of individuals towards their efficacy can affect all actions, choices, initiatives, efforts, persistence, pressure, and their

experiences in dealing with environmental demands and achievements. Therefore, the level of an individual efficacy must be studied as a determinant of educational excellence. Self-confidence determines the way humans think, feel, act, and carry out their respective roles (McGregor, 2016). In another context, students who receive career information more often have a higher level of career decision Self-worth than students who receive less frequent career information. The more information gathered will contribute to the increase of career decision Self-worth (Mengesha, 2019). However, according to Perry (2018), there are many students who have a low level of learning environment control and the outcome of this is that they become. These students are categorized as less responsible, easier to fail academically, and hence decide to give up and stop learning. However, students who have a high level of learning environment control use more effective learning strategies that will guarantee the quality of excellent academic achievement. They are more optimistic about the subjects that challenge their academic ability.

Academic optimism owned by students indeed has a significant impact on their performance (Mayrowetz, 2015). For example, a study conducted by Liao et al., (2016) on students' academic optimism in 35 urban schools' category in a region in Virginia, USA, found that their students can be successful even if hindered by low socioeconomic status. With collective community involvement and integrated cooperation by the local community, students may be able to reach a better chance to achieve academic excellence at a higher level even though they are overwhelmed by poverty. Hence, in order to ensure there is effort in achieving academic excellence, this component of optimism should not be underestimated or trivialized. Students should have a solid foundation of self-confidence so that every challenge and obstacle in the quest of gaining knowledge can be faced successfully. Being optimistic towards self-ability is the basis of success in any field that one wants to endeavor.

Encouragement as an aspect of Self-worth is also an important component that needs to be focused on. In this case, teachers should always give encouragement and advice to students; both in the classroom and in informal situations outside school hours. Teacher's leadership behavior often indicates a positive and significant relationship upon students' creativity. Teachers need to help their students properly, determine their activities and identify the needs and resources required to generate and develop new ideas. In addition, teachers should make an assessment of the students' efforts and encourage their involvement in the learning process. By doing so, students will tend to focus their full energy and time to perform each task. In addition, teachers should allow students to choose activities or programs that they are interested in, or try to provide students with projects that they find interesting and challenging. In other words, it is important to determine the appropriate level for students in order to achieve level of efficiency and creative achievement. Teachers should have skills in solving technical problems to increase students' creativity. Students need a facilitator who has the potential to help them in solving their tasks. Teachers should also take the time to evaluate students' works and provide them with constructive feedback (Afshari, Siraj, Ghani, & Abdul, 2016).

The results of the SEM analysis (Structured Equation Modelling) of a study conducted by Kelley (2015) suggested that support from teachers and parents have a significant relationship towards adolescents cognitive growth through their academic Self-worth and this in turn will support the full mediation model, which also stated that the peer support also has a direct relationship with their cognitive growth.

Teachers play an important role and contribution in providing the academic confidence and motivation to students which will affect their academic performance. A teacher's role can actually be translated into different contexts. The role played by teachers will be able to produce

a feeling of self-efficiency and a sense of security among teenagers in a classroom setting. This allows teenagers to use a strategy that will lead them to their cognitive relationship. Hence, teachers need to be sensitive to the importance of instilling a sense of confidence and high Self-worth among their students. Giving students' motivation and structuring learning properly can encourage students to make progress and create a positive interdependence among other students in the class. Giving rewards is a reinforcement step in the learning structure as a means to motivate students. The teacher's behavior is the application of behaviorism theory that shows encouragement given by teachers as an external motivation for students so that they can cooperate more actively (Joshua, 2017).

In addition, teachers also need to have a high level of understanding about the content of their teaching, being able to apply learning that suits both the content and depth of standards with the curriculum objectives; have effective communication strategies to facilitate students' learning, able to use a variety of assessments, and expert in analyzing effective evaluation methods, can provide meaningful feedback on students' works. In addition, the ability to develop a marking scheme for measuring students' performance, be able to convey the assessment information to students in order to motivate them to learn; and understand the issues of law and ethics related to assessment practices in the classroom is very important (Leithwood, et. al., 2017).

Therefore, school leaders, especially principals should cooperate with teachers to create and reform the school environment that can foster students' interest in learning and improve their academic performance better. Teachers need to maximize the time on the tasks and the opportunity to learn, remove the barriers to students' achievement, and providing tools and support to students in need. Teachers need to give additional practice to meet the demands and needs of all students. For schools that are located in the cities especially, where teaching and

learning are often pressured by various other challenges, it is important for school leaders to put a time limit to provide space for teaching and learning process to be the maximum as possible. Teachers need to be given guidance, specifically in building a serious learning community to create a generation of students who cooperate in meeting the high expectations of academic success (Hurren, 2016). Teachers that adopt effective collective efficacy will continuously monitor students with learning disabilities and try to make every effort to address the students' problem and assist them in resolving it together.

However, for schools that have teachers with low collective efficacy, are more likely to point the finger at the students, parents and the community for the failure. These teachers also give up easily, and rarely seek for students with learning disabilities to. Collective efficacy provides guidance (Hooper et. al, 2015). Based on these findings, it is clear that Self-worth plays an important role in strengthening the students in their studies. Regardless of what course and subjects studied in school, students need to have a strong Self-worth level so that they are more confident in their learning no matter how difficult it is.

In order to enhance students' self-confidence, Self-worth theory plays an important role. Without a solid foundation of self-confidence, students will be easily shaken when they are facing difficult and challenging situations. Students' learning motivation strongly depends on the students' internal strengths. Those who are always optimistic towards challenges or difficulties will always know that it is the first step to succeed. On the other hand, students who are pessimistic about their own ability will easily deterred, keep silent and finally sit back without doing any effort to improve their academic progress In order to strengthen the students efficacy, students' academic optimism and encouragement received from teachers are the critical components that need to be present among students as the building blocks for strong self-

confidence. Academic optimism is born in the students themselves, while the encouragement received from the teacher is an external aid to help in boosting the motivation.

Bush (2020) found out that self-worth is an evaluation of the ability to perform a certain behavior in certain circumstances. Bush did not directly link it to the student's academic achievement. They referred it to students' assessment towards their own ability to organize and implement learning behavior to achieve the chosen level of academic achievement. On the other hand, Vilas and Lakhani (2019) argued that academic Self-worth makes students to always think about the most effective ways to accomplish each task which was not specified. As Gaikar and Sameer (2020) refer self-efficacy to the level of confidence and self-belief of a student to complete a task and to produce something at its best according to their respective capabilities, they failed to identify areas of academic achievements linked to self-efficacy in their findings. . Self-worth is also a crucial aspect in achieving an outstanding achievement in all fields explored by students; including academic. Many studies have proved that Self-worth or optimism (self-confidence) can give a positive impact in many aspects including students' academic achievement (Halawah, 2015).

Studies have self-confidence of the employees and being optimistic in their work places. They have identified some of the efforts and work out-put attained by such a worker. Some of them are having high sense of responsibilities in carrying out most tasks and being more positive to achieve high performance targeted goals. Deal et. al. (2015) for example called for training of workers to boost their self-efficacy. Wehab et. al. (2015) identified appreciation as a way of improving workers' self-efficacy just to mention a few.

Most of these scholars have not directly linked teachers' self-efficacy to the learner's achievement in schools. They have mainly focused on learner's achievement especially in terms of self-confidence of learners meant to distinguish between high achievers and low achievers according to Saini et. al. (2018). According to Ogbonnaya et. al. (2020), academic self-confidence can also be inculcated through verbal persuasion and achievement. Mayrowetz (2015) was of the view that academic optimism owned by learners will assist in enhancing performance. Bush (2020) emphasized self-worth in terms of accomplishing tasks and ability to perform certain behaviour in certain circumstances. However, in this study, self-worth of teachers in enhancing academic performance of learners have not been tackled by the authors above. It's worth noting that Pourrajab et. al. (2016) mentioned that self-worth is a factor that can have great impact on learning and learning process but has not mentioned how self-esteem of the teacher can impact on learner's performance. That is why this study seeks to find out how self-esteem of the teacher can actually enhance academic performance of learners.

2.2. Effects of Transformational Leadership Approach on Learners' Academic

Performance.

Transformational leadership is a kind of leadership that inspires people to attain greater or amazing outcomes. It gives workers self-sufficiency over specific jobs and areas of specialization, as well as allowing people to make informed decisions after they have undergone thorough training. It enables mobilization because leaders can engage people into various groups that can accelerate work to be done quickly and on time, and attain higher self-esteem. This is where transformational leaders raise the well-being and motivation level of a group through excellent rapport (Stone & Patterson, 2015). Leaders practicing this kind of leadership are also good at conflict resolution. These leaders are sometimes known to be quiet and are the ones in

the fore front lead by example. Their leadership style tends to emphasise good relationship, enhance understanding and inspiration to maintain followers. They are courageous, confident and are willing to make sacrifices for better results. They possess a single-minded need to streamline or change things that are already dormant.

The transformational leader tends to motivate other workers and seek to understand how to form them into integral units incorporating them into the system. Transformational leaders act as good examples to other workers in the system and display appealing personality that can manipulate others to develop interest and become more like the leader himself/herself (Waters & Cameron, 2015). Idealized influence can be most expressed through a transformational leader's willingness to take risks and follow a core set of values, convictions and ethical principles in the actions he takes. It is through this concept of idealized influence that the leader builds trust with his followers and the followers, in turn, develop confidence in their leader.

Full-range leadership theory involves the three components of 'transformational leadership', 'transactional leadership' and 'non-leadership'. These three leadership behaviours consist of different dimensions and the all components have been identified in a variety of ways, either through factor analyses, conducting interviews, through observations or by the descriptions of followers' about ideal leaders. Transformational leadership is composed of four behavioural components, which are unique but interrelated. These are idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Blumberg & Greenfield, (2016).

According to Jimerson et al. (2016) the kind of leadership needed to bring change to the organization is transformational leadership. Hurren (2016) on the other hand, holds the view that

leadership occurs when one person in a group stands out and leads the others, who are then referred to as followers or subordinates.

The first two dimensions represent the notion of 'charisma' and are based on a follower's admiration for a leader, especially his vision. The third dimension, which is intellectual stimulation is concerned with providing followers with challenging tasks. Individualized consideration, which is the last transformational dimension describes the degree to which leaders are concerned with the follower's individual needs and wants (Hite et. al, 2016). Since all these four transformational dimensions start with the letter 'I', literature often refers to them as the 'four I's'.

Witziers et. al (2013) in a study in Mexico, found that transformational leaders achieve higher results by employing one or more of the transformational dimensions. Specifically, significant leadership research indicates that subordinates of transformational leaders experience higher overall work satisfaction. Idealized influence; sometimes also referred to as charisma, describes leaders who demonstrate high standards of moral and ethical conduct and who can be counted on to do the right thing. As these leaders see what is particularly important, they establish a vision as well as a sense of mission. Such leaders are determined, persistent, self-confident, highly competent and willing to take risks. Furthermore, these leaders sacrifice their personal interests for the benefit of the group or organization, set a personal example and therewith act as role models. This behaviour results in followers' respect, trust and admiration. The determination and conviction with which these leaders act make followers want to identify with and emulate them (Hooper & Martin, 2015).

In the common leadership literature, idealized influence is sometimes divided into attributed idealized influence and behavioural idealized influence. The first type refers to whether a leader

is perceived as being self-confident and committed to high-order ideals. It is basically a perception in what is commonly known as beholder's eye. Behavioural idealized influence, on the other hand, refers to a leader's charismatic actions, which are based on his or her values, ideals or beliefs. Inspirational motivation, sometimes also called inspirational leadership, is the second transformational dimension. It is highly correlated to idealized influence but conceptually not the same (Gyasi et. al, 2016). This dimension describes a leader's behaviour that provides meaning and sets challenging goals to followers so that they are motivated and inspired. As a result, followers become committed and are more likely to share the organization's vision. Inspirational leadership demonstrates commitment to work. In addition, inspirational leaders increase the optimism and enthusiasm of followers and provide an attractive but achievable vision of the future. With this effort, they help followers to increase their self-confidence and to accomplish more than they initially felt was possible (DuBrin, 2016). With the increased demand for secondary education, there has been a demand by the public that schools produce high academic performance (Münsterberg, 2015). The school principals have been greatly linked with the availability of a conducive environment in which school efficiency can be achieved. Blasé and Blasé (2018) for example, found that the school principal has a direct effect on students' behavioural outcomes.

The third dimension which is intellectual stimulation is descriptive of leaders who stimulate followers to be innovative, creative and to participate intellectually. This leadership behaviour aims at increasing followers' awareness of problems and challenges the followers to look at problems and procedures from new perspectives. It encourages novel approaches for performing work in order to achieve the organization's goals and objectives. These leaders encourage the use of intuition and rationality rather than unsupported opinions. However, they do not criticize

followers' ideas, because they differ from their own. Intellectually stimulating leaders question existing values and beliefs. They also provoke rethinking and re-examination of set assumptions on which capabilities and strategies are based. In other words, they look at old problems in new ways and make their employees do the same. As a result, subordinates under this kind of leadership alter their way of thinking, openly communicate their ideas, become critical and effective in their problem-solving and become adept at responding to different needs and wants (Gyasi et al., 2016).

Individualized consideration is the fourth and last dimension of the transformational ones. It refers to the leader's awareness and appreciation for followers' uniqueness as well as individual needs and concerns. These supervisors pay attention to each subordinate individually and are attentive to the unique concerns of their employees that make each one feel important and valued. Additionally, they consider followers' growth needs and take all necessary actions to foster followers' personal development (Grayson et al., 2015). In this regard, individualized considerate leaders provide socio-emotional support. This involves attentive listening, maintaining frequent contact with followers and encouraging subordinates' self-actualization while empowering employees. Leaders displaying individualized consideration act as coaches or mentors and therewith encourage two-way communication on a one-to-one basis. They practice 'walk around management' and often use delegation to help followers grow through personal challenges. However, as individualized considerate leaders treat each employee individually, they may give a lot of space to some employees and provide others with more structure and specific directions. As a result, subordinates under such a supervisor tend to feel coached, supported and listened to. They respect their leaders and feel more self-confident through the leader's individual support at esteem-building (Drewziecka et. al, 2018).

Some of the foundations of transformational leadership are: Inspirational motivation which refers to the leader's ability to inspire confidence, motivate and develop a sense of purpose in his followers. The transformational leader must articulate a clear vision for the future, communicate expectations of the group and demonstrate a commitment to the goals that have been laid out. This aspect of transformational leadership requires superb communication skills as the leader must convey his messages with precision, power and a sense of authority. Other important behaviors of the leader include his continued optimism, enthusiasm and ability to point out the positive (Barman & Ramakanta, 2018).

The second element of transformational leadership is creativity and autonomy among the leader's followers. The leader supports his followers by involving them in the decision-making process and stimulating their efforts to be as creative and innovative as much as possible to identify solutions. To this end, the transformational leader challenges assumptions and solicits ideas from followers without criticizing (Liao & Chuang, 2016). She helps change the way followers think about and frame problems and obstacles. The vision the leader conveys helps followers see the big picture and success in their efforts. The third element is individualized consideration where 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. The leader must be able to recognize or determine through eavesdropping or observation what motivates each individual. Through one-on-one coaching and mentoring, the transformational leader provides opportunities for customized training sessions for each team member. These activities allow team members to grow and become fulfilled in their positions (Gyasi & Owusu-Ampomah, 2016).

Scholars like Leithwood et al. (2016) in their study from Argentina argue that “concepts of leadership, notions about leadership, and leadership practices” are the topic of much assumed, discussion, writing, and learning which focuses on transformational leader. They believe that true leaders are sought after and cultivated. He goes on to argue that, ironically, the evidence of outstanding leadership manifests itself primarily among the followers and is not always something daily recognized in the leaders themselves. The same sentiment is expressed by Kelly et al. (2015) where leadership is a much desirable and highly respected service and businesses require individuals who have leadership skill, because they believe these individuals provide special assets for their business. Deal et al., (2015) on the other hand attests to the fact that Effective companies do not wait for leaders to come along, they vigorously pursue people with leadership potential and expose them to job skills designed to nurture their potential.

In Singapore, Leaders in Educational Program (LIEP) which was launched in 2001 is a milestone executive program in education within Singapore to prepare leaders to head schools. Currently there are many opportunities for leaders in various sectors that require personnel with skilled leadership styles. The transformative leaders need interactive settings in leadership and strategic management programs to guide them in informed decision making and reforms in their respective organizations (Cox, 2015). In its foundation, the LIEP seeks to improve purposeful, innovative leadership capability with both strong people who must have a good track records, standard potential and performance appraisal. They should have successfully passed several situational tests and interviews conducted by different accredited institution. Through this Singapo has developed outstanding school principals who are fully sponsored with support for induction, mentoring, peer-support and continuing professional education (Leithwood & Jantzi, 2015). The Ministry of Education for example emphasizes a continuous action–reflection loop

and brings to the participants' awareness of the interactive nature of the "roles" and "minds" of school leadership (National Institute of Education, 2015).

Basically, the way a leader thinks will affect their roles and actions. Therefore, it is essential for the school as transformational heads to reflect on their actions, for this will enable them to refine their minds. Chinelo (2019) noted that an effective transformation leader should accommodate the five forces of Leadership linked with the roles, namely; educational, technical, human, symbolic, and cultural. Leithwood et al. (2016). Also identified five minds for the future. These are ethical, respectful, creating, synthesizing, and disciplined minds. The minds can be integrated with innovative five roles mentioned above. This combined integration can nature the roles of the school principals with the mindsets needed to effectively perform, contextualized to suit Singapore's school leadership context. Cherian et al. (2014) argue that in Britain, leadership in education has recently "risen in eminence." His main argument is that the number of texts and papers where leadership is prominent has increased significantly in the last five years. James cited several examples and concluded that leadership features significantly in recent British policy developments. He therefore attests to the fact that this era is the era of educational leadership.

Schools in Cameroon come from a transformational, transactional, and laissez-faire leadership perspective as a foundation for practical application in the future. According to Gavin and Bolin (2019) educational practitioners have recognized leadership as vitally important for education institutions, since it is the engine of survival for the institutions. This recognition has come at a time when the challenges of education development worldwide are more demanding than ever before. The same could be said for Cameroon schools, whereby there is a rapid growth in

educational institutions and increasing enrolment which necessitate good leadership and management of its schools.

Bogler (2015) argued that the influence of school leadership and management on teachers' attitudes to their jobs is that there is a positive relationship between teacher morale, job satisfaction and motivation on the type of leadership in schools (Judge et al., 2014). Indeed, head teachers have the capacity to make teachers' working lives so unpleasant, unfulfilling, problematic, and frustrating such that they become the overriding reason of why some teachers do not perform as expected and some have to exit the profession. She cited one quote from her interview of a teacher who has this to say about her principal: "I do not know what it is about her, but she made you want to do your best and not just for her, but for yourself.

Nigeria which was one of the 3rd fastest growing world economy as at 2021, (now not in the first 15 growing economy in Africa). But then, the doom of today was birthed by boom of yesterday. But today, it is incredible to see how Nigerians are suffering in the midst of plenty. Several opinions are launched; why some believe our problem is lack of true leadership, many believe it's a case of corruption and incompetency. Well, whichever way, Nigeria is critically in need of reengineering, repositioning, re-purposing and rebranding, and leadership aspects demonstrated. Historically, Nigeria is one of the most respected British colonies in the 50s. The country is endowed in both human and material resources. Education was entirely free in the West, business and commerce was at apex in the East and herdsmen in the North were so peaceful and contributing, that we all had share of their honeyed beef-meat. Our currency was strong that it was not second to dollar and our soil was so fertile that even stone could grow on it.

In Kenya, Sustainable Development Goal (SDG) is a commitment by the global community to ensure that every girl and boy complete primary and secondary education by 2030. While achieving this goal is imperative, a pertinent question is “What learning is important for all children and youth?” This was one of the guiding questions for the 30 member organizations that comprised phase one of the Learning Metrics Task Force (LMTF). Seven essential domains of learning were deemed as vital for all children and youth to master in order to succeed in school and life. These domains are: physical well-being; social and emotional; culture and the arts; literacy and communication; learning approaches and cognition; numeracy and mathematics; and science and technology. Unless countries deliberately ensure that these domains are captured in their curriculum and policy documents, education delivered to the children and youth may be narrowly focusing on literacy and numeracy only. For this to be attainable, leadership is key and the most important of all in the transportation leader.

Effectiveness of any school may be determined by the contribution it has made to the improved academic performance and students’ discipline. It is therefore important to establish how the school heads can perform their job effectively. In an attempt to achieve high academic performance and discipline, school principals exhibit various leadership behaviours. Just as societal and school demographics have changed in recent decades, so has the type of leadership needed to successfully lead the rapidly changing schools of this century (Ross & Gray, 2016). It is undisputed that school leadership is the most significant factor in enhancing school performance (Silins, 2017). It is further agreed that although there are many factors that help make schools successful, good curriculum, quality teaching, and a strong professional culture, all these are shaped and developed by leadership characteristics of school heads.

Due to the concerns by the government on the quality of education, it has made an attempt to improve the quality of secondary school management through the Kenya Education Management Institute (KEMI). This program was made mandatory for secondary school heads to attend a one year course, through distance learning. It mainly touches on school leadership, the aim was to equip them with skills on management of secondary schools. The areas proposed by KEMI as essential to school managers included amongst others; human resource management and staff motivation, financial management, procurement and stores, fraud and credit management, integrity and good governance, strategic leadership, curriculum management and ICT integration in Education (Republic of Kenya, 2019). All this was aimed at ensuring quality academic outcomes among learners.

Nielson et. al (2018) in their study carried out a research on intellectual stimulation to the employees and was concerned with providing followers with challenging tasks. Hite et. al (2016) studied individualized consideration, which is the last transformational dimension, describes the degree to which leaders are concerned with the follower's individual needs and wants. Neuman (2016) carried out a study on how a leader help follower to increase their self-confidence and to accomplish more than they initially felt was possible. Marks et. al (2015) also did a study on how leaders respect others and feel more self-confident as they support each other.

The ministry of education in partnership with TSC and the Kenya School of Government (KSG) has Transformative leadership program for school heads throughout the country which is to provide training to teachers on leadership in all counties. Kakamega County spearheaded by the area county director of education launched this program in one of the schools in 2017. This was done after needs assessment that revealed that there is need for head teachers to acquire skill to brand themselves as leaders and sustainably hold their executive positions. The school leaders

need requisite skills to champion those measures that will lead to real impact in service delivery and management of public resources including gender-responsive budgeting, planning, programming, implementation, as well as monitoring and evaluation of County programs (Blumberg & Greenfield, 2016).

The county director stated that good leadership is no longer an option for the daily running of schools; it is indeed a mandatory investment with immeasurable returns for the learners and other stakeholders. The director then informed the teachers present that good leadership shall not happen if the society, governments, professionals and other stakeholders do not create suitable environment for taking up leadership responsibilities. The director further urged the county government to support the Kakamega County education activities and developments through provision of bursaries, donations and employing some teachers to help in the implementation of education curriculum (Judge et al., 2014). This was arrived at when a good number of schools recorded low grades in Kenya National Final examination in the year 2016. Some of the reasons provided include poor leadership styles, inadequate number of teachers, inadequate teaching and learning resources (Kakamega County Needs Assessment Report, 2017). The greatest driver for a transformative Kakamega society, achievement of the academic good grades and realization of the learner's dreams is through quality leadership (Kakamega County Strategic Plan, 2018). For leaders to make significant contribution in the educational development agenda, they must take up leadership responsibilities with making of daily informed decisions. It is against this background, that this solution-based transformative leadership program was developed in Kakamega County. It was a three day training course that sought to inspire positive attitudes towards leadership and offer participants with innovative tools to enhance personal influence, build strong negotiation skills, nurture self-conviction and assertiveness, pitch and build a

personal image and brand, identify new leadership principles, and apply a mix of leadership styles to navigate through power and erratic political landscapes. More than 345 head teachers benefited from the course which was co-funded by World Bank (Kakamega County Strategic Plan, 2018). This transformative leadership curriculum has been a game changer in the school leadership discourse at the county and has prepared majority of school leaders to be more effective service delivery agents. It has also contributed to good academic results particularly at primary schools where schools from Kakamega county have been posting good results compared to other counties. For that reason, this study established the extent to which transformational leadership approach affects learner's academic performance.

Education has been found to play a vital role in social, political, economic and cultural aspects of a given nation (Liao & Chuang, 2016). Therefore, it is important to realize how quality education can be maintained and improved in the most efficient manner. In the United States, there is a policy of "No Child Left Behind" adopted since 2001. This is a policy which has streamlined the good relationship between good management and academic outcomes (Muchanje & Wanyoko 2021). Canada is also committed to the academic success of all of its students. This has been achieved by good leadership practices. Schools have been reporting reported good academics outcomes in core subjects such as mathematics and sciences in their respective provincial standardized exams. For effective academic outcomes, there should be effect school leadership, educational methods, the monitoring of students' progress, as well as operational expectations and requirements for all students.

In Europe improving student achievement has been ranked top for the Government for many years. In their strategic plan they aimed at empowering school principals with enough resources to facilitate inclusive learning. The leadership effect is considered to be indirect, with an impact

stemming from many sources: the staff's motivation, dedication, and working conditions, the distribution of power among all of the actors involved in the school and the school's organization and culture (Beri & Shuaibu, 2018). The impact of transformational leadership on student outcomes was found by (Barman & Ramakanta, 2018) to be three to four times greater than that of transformational leadership. Along the same lines, (Elmore, 2010) demonstrated that the best outcomes in mathematics and language were linked to an instructional leadership, which has been part of the school culture for years. This kind of leadership focuses on providing evaluation and support for students, with particular emphasis on the promotion of academic events in the community.

Halawah (2015) revealed six dimensions pertaining to leadership approach that promotes organizational learning with vision and objectives, culture (the principal is committed to build a nurturing and trusting environment for staff and prompt staff/student respect), structure, intellectual stimulation, individual support (the principal provides moral support, appreciation, and constructive feedback) and the expectation of results.

Among effective leadership approaches, various factors such as success-oriented behaviour, transformational leadership, a preference for education-related tasks, staff principal, and effective time management to good academic performance (Grayson et. al, 2015). School leaders can stimulate student performance daily on several levels such as providing professional development for their teachers, responsibly delegating, encouraging empowerment, acknowledging responsibilities, expressing clear objectives and expectations, facilitating instruction, and effectively welcoming change (Fiedler, 2013) grouped effective leadership practices together into three categories which involves established orientations, staff development and reorganization. They demonstrated five dimensions such as establishing goals

and expectations, strategic resourcing, planning, coordination, and evaluation of teaching and the curriculum, promoting and participating in teacher development, and ensuring order and support can improve academic performance.

Good Leadership can make a difference on student performance with an emphasis on well-defined academic and learning objectives (Heck, 2010). Leaders in effective schools tend to focus more on communicating goals and expectations and informing the community about student achievement. In effective schools, there is also a higher level of consensus among staff members regarding the school's mission, compared to the level observed in less effective schools. In addition, effective principals are more likely to involve their teachers in decision making processes on education issues. In Egypt leadership approach in effective schools is characterized by an active supervision and a well-planned curriculum. To get results, these leaders involve their staff in setting goals and participate actively in discussions with their peers on education related issues. In addition, they strive to establish a system and an environment that is conducive to improving both teaching and learning and welcome the participation of teachers and the school community in the decision-making process. To improve student achievement in a school-based management context, two conditions are necessary, these are empowerment and leadership. The more teachers talk about the active involvement of their superior, most often the school principal in their professional development, the better the student outcomes. Teachers in effective schools often mention the participation of their principals in informal discussions on problem solving issues in teaching. In so doing, these leaders have a key role in the school's communication network, which means that their advice is more likely to have an impact on the coordination of efforts in the school community.

Hite et al. (2016) leadership in effective schools is characterized by an emphasis on establishing a secure and supportive environment that involves clear social expectations and codes of conduct. Here, teachers consider leadership to be successful when it protects them from undue pressure from outside sources such as education officials and parents. The effective leader has the skills to quickly identify and resolve conflicts before they get out of hand by ensuring order and by providing a nurturing environment, where conflicts among the personnel are rapidly and effectively addressed. The effective leader welcomes input from staff members and gets them involved in the goal-making process with proper consensus and clarity (Judge & Piccolo, 2016).

Most studies in this literature analysis have described characteristics of a transformational leader. A good example is Stone et. al (2015) who found out that transformational leaders raise the well-being and motivation level of a group through excellent rapport. Waters et. al (2015) described a transformational leader as a person who tends to motivate other workers and seek to understand how to form them into integral units incorporating others into the system. They further pointed out that such leaders act as role models to other workers in the system and display appealing personality. Witziers et. al, (2013) also found that transformational leaders achieve higher results by employing one or more of the transformational dimensions.

Literature on transformational leadership has focused on transformational dimensions which are four, these are idealized influence, inspirational motivation, and intellectual stimulation and individualised consideration. More have also been touched on elements of transformational leadership. According to Halawah (2015), he mentioned the importance of the principal as the transformational leader in building and maturing and environment for the staff to promote performance. The views of Stone et. al. (2015) has outlined characteristics of the transformational leader as one who motivates other workers and seeks how to in cooperate them

into the system. Egypt as a country has emphasised on supervision and a well-planned curriculum, however none of the above authors has mentioned what the transformational leader will do in our Kenyan context and especially so in Kakamega County and how this leader can mobilise the teachers and students together to enhance performance in our schools. That is why this study was conducted to bridge this gap so that the study can investigate and establish a relationship between transformational leadership and students' academic performance in Kakamega county secondary schools.

2.3. Effect of Instructional Leadership on Learners' Academic Performance.

Instructional leadership is generally defined as the management of curriculum and instruction by school headers and other teachers in a school. The school leader saturates every aspect of school life, this is because he is an educator, an administrator, a coach and a mentor. The school head's role has changed over time; from the top-down lone authority tasked with rescuing vulnerable schools from failure, to an effective leader who encourages those qualities in students and teachers, motivating them to step out beyond classroom boundaries to transform the school from a workplace to a learning place (Van de Grift & Houtveen, 2016).

Instructional Leadership is the process of influencing the activities of a group of individuals by a leader to achieve a common goal. School leadership spearheads the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims. School leadership influences what happens in the core business of the school i.e. teaching and learning. It influences the way students perceive, teachers organize and conduct their instruction and their educational interactions with and expectations for their students (Halinger et. al, 2018). School leadership is offered by principals also referred to as head teachers who play the role of administrators in schools. They are viewed as the chief executive

officers with the role of coordinating the efforts of people in the schools towards the achievement of the schools' educational goals. These goals relate to teaching, learning and the overall growth of children and the youth.

School leadership enhances learners' outcomes through creation of an environment where learning permeates the institution culture. This means that a school leader is able to promote a shared vision, mobilize people, lead curriculum and pedagogical practice, administrate effectively and reflect critically on all practice in the institution. He or she needs to be involved with teachers in seeking to promote quality learning for all learners through good instructions. School leadership involves inspiring and supporting others towards the achievement of the school vision which is based on clear personal and professional value. Essential functions of school leadership involve traditional competencies of integration, coordination, assimilation of details, capacity for multi-perspectives, diplomacy and core-business competency. School principals therefore have to embrace the best practices to be effective and efficient by creating and sustaining a competitive school (Hite et. al, 2016). Principals have to develop and implement strategic school improvement plans and provide instructional guidance to improve learning. Good school leadership demands that both staff and students have a big role to play in decision making as far as school rules, regulations and programs are concerned. This should be done through staff meetings, students' council, clubs, committees and organizations involved in running the school.

According to research, highly successful leaders develop and count on leadership contributions of others in the organization through distributed leadership. Principals count on key teachers for such leadership along with their local administrative colleagues. School leadership should encourage and provide for the professional growth of the teachers. Through planned educational

seminars, conferences and in-service education programs teachers can improve immensely on their performance. All the school decisions and procedures must be consistent with the underlying policies of education and the philosophy of the school. These decisions should aim at achieving the set objectives and goals of the school. The whole spirit and morale of the administration should be optimistic in its effort to make the school goals a reality.

Here, as the leader of the teaching staff, he has the responsibility of promoting effective teaching in the school. This he does by ensuring that the employer appoints qualified and competent teachers in his school. He should also be a highly competent and skilled person in modern techniques of classroom instruction, human relations, delegation of responsibilities and communication (Gavin, 2018). He is responsible for the assignment of tasks and duties to the staff and ensuring that each person performs his or her duties satisfactorily through constant supervision. In Thailand an instructional leadership mind-set includes an intense moral purpose focused on promoting deep student learning, professional inquiry, trusting relationships and seeking evidence in action (Timperley, 2016).

Great leadership requires attention to daily management tasks involved in running an organization; Creating a safe and secure learning environment and effective interventions for students in need, catching great teachers doing things right, and supporting them with genuine appreciation and emotional intelligence. According to Robinson (2017), there are three capabilities that are needed to engage in these meaningful instructional practices. These are capability to apply relevant knowledge within a leader's practice, the capability to solve complex problems and the capability to the type of trust needed for doing the hard work of improving and strengthening teaching and teacher learning process.

Among school-related factors, school leadership is second only to teaching in its potential and the influence on student learning. Instructional leadership is a critical aspect of school leadership. The work of instructional leaders is to ensure that every student receives the highest quality instruction each day. Doing so requires that instructional leaders lead for the improvement of the quality of teaching and for the improvement of student learning. The framework is not the sum total of the work of instructional leaders. rather, it is a description of the most salient aspects of instructional leadership. Four skills have been identified as essential for effective instructional leadership. These are; effective use of resources; It isn't sufficient for school heads to just know their faculty's strengths and weaknesses. If specific resources can benefit the staff, the principal should be ready and prepared to provide them. They should also clearly recognize that teachers thrive on being appreciated and acknowledged for good performance.

The second one is communication skills. Instructional school head should be excellent communicators. Interpersonal or people skills are crucial to the success of a principal. They must be able to communicate their beliefs pertaining to education, including the conviction that every student is capable of learning. These skills inspire trust, spark motivation and empower teachers and students. Serving as an instructional resource; teachers rely on principals and other administrative officials to be sources of information related to effective instructional practices and current trends in education. The third one is instructional leaders should be tuned in to all of the pertinent issues and current events related to curriculum, effective assessment and pedagogical strategies; being visible and accessible. Lastly, good leaders should be positive, vibrant and visible present in the school. Modeling behaviors of learning, focusing on learning objectives, and leading by example are crucial to the success of an instructional principal. In addition to these four qualities, a successful instructional school head should also have excellent

planning and observation skills as well as proficiency in research and evaluation of both staff and student performance.

In Brazil for school leaders to truly thrive in the role of instructional leader, they have to work to liberate themselves from being mired in the bureaucratic aspects of teaching. The ministry of education has decided that they will have to redouble their efforts in improving learning and teaching methods. Needless to say, improvement in instructional methods is a goal worth seeking. When successfully implemented, instructional teaching and learning allows students as well as teachers to create a more meaningful learning environment. Ultimately, it enables them to better control their destiny (Taylor, 2017). Improving public education and student achievement were top priorities for the Canadian government during its 2004 and 2008 mandates. In its plan entitled “Leading Student Achievement”, the objectives were, among others, to provide principals with the necessary means of instructions to help their teaching staff with their less successful students and to conduct studies on effective instructions in schools as in the Canadian context based on the leadership effect on student achievement. In other respects, the Canadian Office for Quality and Responsibility in Education contributes to improving the quality of education through instruction leadership in the country. In addition, the Literacy and Numeracy Secretariat assists school boards to improve student outcomes through embracing quality instructional leadership. In this regard, a team of student achievement agents was designated to meet the required objectives which were the improvement of their students’ learning and performance in literacy and numeracy by means of good leadership among teachers (Halawah, 2015).

In Canada leadership preparation is taken care of as a key element in the institute management in Canada (Bush & Jackson, 2016). Being a school head is not pegged on experience alone but also

qualifications with required leadership skills. Skills required are provided in-service training and are sources of improved school performance (Brundrett & Craford, 2016). There should be a training for the interested school heads before they are appointed as is done in England. This happens due to complexity of head teachers' responsibilities particularly in making informed and life changing decisions (Davies & Burnham, 2018). The training equips them with relevant and updated knowledge and skills for the management of schools. Bush (2015) noted that school heads are key players in laying foundations for school academic improvements. Therefore, they must demonstrate the ability to support his/her fellow staff members, make proper planning and arrange to acquire at least optimum learning resources He/she should ensure that parents and guardians are well motivated through inclusive daily decision makings. Parents and guardians will therefore be encouraged to help in the monitoring of academic progress once they get involved in school activities.

With Canadian education plan entitled "When Kids Come First", New approach was used to lay down specific guidelines to improve student achievement involving all levels concerned by this particular issue. This could only be achieved by good instructional mentorship from both the school principals and the senior teachers in various departments Most of the provinces in Canada continued to refer to the broad lines of this program when the Canadian Council of Ministers of Education published the results of the national assessments, in which New approach came first on the list. Government officials mentioned measures on improving the students' scores in literacy, numeracy, and sciences where the approach is one of them (Grayson, 2015).

In Ghana an instructional leader is more practiced in schools by principals and it protects instructional time, promotes professional development, maintains high visibility, and provides incentives for teachers and for learners (Kelley et. al, 2015). In this country, instructional

leadership is linked to supervision, staff development, and curriculum development. The ministry of education ensures three aspects of effective leadership approaches as; talking with teachers, promoting teachers' professional growth, and fostering teacher reflection. All these are done to promote academic outcomes. The principals act as the professional advisors to the board, leaders of reforms, managers of resources and communicators to the public. School instructional leadership is therefore concerned with pupils, teachers and the rules, regulations and policies that govern the school system.

According to Greenleaf's observations, the servant leader approaches situations and organizations from the perspective of a servant first, looking to lend their presence to answer the needs of the organization and others. They seek to address wants and requirements as their priority, with leadership to be pursued secondarily. This contrasts with the leader-first perspective, wherein a person aims to gain control quickly often driven by the desire and prospects for material gain or influence (Liao & Chuang, 2016). Where the leader-first dynamic is oriented to appease a personal desire for power, the servant leader looks first to how their service benefits others. For example, a servant leader might question how their efforts uplift those who are underrepresented or are from lower economic standing before seeking to attain a position of control. Their progression to a position of leadership comes after their commitment to service. This can be seen in the healthcare world, for instance, as medical practitioners work to benefit their patients and assist their peers and teammates in providing that care. In the business world, this can mean seeing that employees, customers and all other stakeholders can prosper through their service (Leithwood & Jantzi, 2017).

Developing and mentoring the team who follow their instructions or the clients' and customers' needs take precedence to personal elevation. Even upon attaining a position of governance, a

servant leader typically encourages their subordinates to look to serve others as their priority over focusing on personal gains. A servant leader may aim to share power with others and encourage the development and growth of others. This trait can extend to listening to followers carefully to better understand their needs, but it also involves leaders holding themselves and others accountable for their words and actions (Kelley et al., 2015).

According to DiPaola and Tschannen-Moran (2016) teachers perform acts which benefit the organization and others within the institution. Review of the literature suggests a head who demonstrates instructional leadership behaviors which would foster positive behaviors with the faculty and staff. These behaviors could result in an increase in citizenship behavior between teacher-head relationship, teacher-teacher relationship. This open relationship would contribute to better school performance. Performance is a physical and psychological capability to perform a particular task through a specific method that can be evaluated on a scale (e.g excellent, average and low). Performance address the organization, employees and individual (Asma, 2018). Performance is heart of every organization; it may say that performance improvement is a major objective to achieve organizational objectives. School organizational performance in terms of students' achievements was analyzed by Bolin (2016), he examined the relationship between servant leadership and student achievement. He suggests servant leadership behaviors improve teacher effectiveness within the classroom therefore resulting in an increase in student achievement. Bogler (2015) demonstrated the behavioral aspect as first dimension of performance while second was outcome performance aspect. In this study outcome performance aspect was taken and it was based on students' achievements.

In 2016 Kakamega County Prize giving day, Governor H.E Hon. Wycliffe Oparanya has challenged residents to take advantage of government education sponsorship programs and

ensure that qualified learners benefit accordingly. The Governor announced that his government has disbursed Sh120 Million equally, from the 2016/17 financial year's budget, in all the 60 wards to support bright but needy students in acquiring secondary education. The Governor encouraged parents and guardians to help their children access this funding adding that the government would in 2017 sponsor twelve best students from across the twelve sub counties to further their studies outside the country in institutions of their choice. He further told the residents that the funding would help the school head teachers to better their management for good academic results (Daily Nation, 2016). In 2016, the sponsorship program saw ten students leave for China as two chose University of Nairobi and Maseno University. The Governor went on to encourage head teachers from the county to regularly check in with their Sub-County and Ward Administrators as well as visit the county website for information on the scholarships, and bursaries for school fees.

During the price giving ceremony Kakamega County Learning Assessment report, 2015 was released. Some of the key highlights that were put into consideration were leadership styles. One of which instructional leadership. According to Spellings, (2015) education being about the development of learners' minds should be managed with absolute efficiency and enough resources allocated to ensure quality through good leadership style. Based on Kakamega County director of Education Report, huge resources had been poured to manage daily running of schools and examinations that had been masked as a life-and-death issue. Elaborate measures had been taken by the ministries of Education, Interior, school Boards of managements and all other authorities to stop mismanagement of schools public resources. In some schools, head teachers could not meet the needs of learners based on preparedness for their final examinations, provision of quality boarding facilities, good teacher management skills and public relations. The

biggest challenge for teachers and education specialists is that most schools lack resources to conduct up to standard teaching and learning. The report further informed the residents and education stakeholders present that an individual may walk into a school and the number of teachers, size and condition of classrooms show our diminishing quality of academic grades. Consequently, poor academic performance should not be a barrier to improvement but calling for change of attitudes of learners, and this therefore calls for good leadership among teachers, parents and other stakeholders (Rose et. al, 2016). The Ministry of Education should open up the conversation on quality of education, this will enable achievement of the competency-based approach which is on pilot.

Huge financial investments in education have been made by both government and parents. To manage the huge number of learners and the school resources available, the school management should have good and updated management skills with much inclusivity; without dictatorship. By doing so, excellence will follow and learners and parents will be less worried about grades but will be pleased with the quality knowledge acquired. There is so much pressure on students' examinations no longer assess whether the child has actually learnt or acquired any competencies. They only determine where the child is being placed, this university or that or no place. Changing these minds of learners require good leadership skills. Researches have acknowledged that good learning outcomes in most schools does not happen by chance but due to preparedness of school heads (Rubin, Munz & Bommer, 2015).

In Kakamega County, human, financial and infrastructural facilities have been found to be inadequate and also overstretched while some are in pathetic conditions. No meaningful learning can take place in the absence of adequate facilities. Therefore, school heads have responsibilities to plan the best way of using what they have and how to source for more facilities (Avolio et. Al,

2015). Absenteeism from school by both teachers and pupils has been common in some Kakamega County schools; this affects learning process. This calls for heads to move with speed and curb this through human relations skills and by being firm and fair and lead by example Mutea, Ontiri & Gichangi, 2019).

Some school principals do not regularly monitor attendance of lessons by teachers. The role is delegated to class prefects instead of senior teachers. Heads of schools need to have lessons to understand the academic abilities of pupils. They should endeavour to promote team work among staff to improve learning outcomes. Inspection from Quality Assurance Officers has been identified to be irregular in their supervisory roles (Murphy et. al, 2016). Some local education officers have no mechanisms in place to evaluate field work of these officers. This exercise should be taken seriously by national, local officers and head teachers. The weak monitoring and evaluation of teaching and learning in schools indicates that problems would not be identified on time and addressed to improve learning standards in schools. Parental involvement in academic progress of their children and school activities play a very critical role in improving learning outcomes. Head teachers should motivate parents to get interested in school programs to help instil discipline and encourage learning.

Based on the literature, more focus has been made towards role of an instructional leader. Halinger et. al, (2018) noted that school leadership is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims. They further hinted that school leadership influences what happens in the core business of the school such as teaching and learning. The leadership influences the way students perceive, teachers organize and conduct their instruction and their educational interactions with and expectations for their students. Due to this, Hite et. al, (2016) advised that school principals have

to embrace the best practices to be effective and efficient by creating and sustaining a competitive school. Principals have to develop and implement strategic school improvement plans and provide instructional guidance to improve learning.

Instructional leadership is still widely acceptable as the main mode of teaching and learning process. This is supported by Halinger et. al. (2018) who stated that the core business of a school which is teaching and learning, influences the way students perceive and the way teachers organise and conduct their instruction. An enabling environment is also important which greatly will enhance learner's outcome to sustain a competitive school performance according to Hite et. al. (2016). Instructional leadership also affects the mind-set so that there is intense moral purpose which focuses on deep student learning and performance (Timperley, 2016). Important aspects which enhances instructional leadership, is among others, communication, effective use of resources and visibly being present in school for the success of the teaching and learning process. Whereas this study emphasises instructional leadership as one of the key leadership approaches, the authors focus on the learner only. However, the teacher who offers instruction to the learner is left out and more so, the teacher's self-esteem has an influence in line with the student outcome has not been highlighted. Therefore, there is need to study on how the instructional key person's emage is enhanced and this study will fill this gap.

2.4. Effects of Democratic Leadership on Learners' academic Performance.

Effective leadership is widely accepted as being a key constituent in achieving school improvement (Cherian et. al, 2020). Research findings from diverse countries and different school contexts have revealed the powerful impact of leadership in securing school development and change. Fielder highlights the centrality of transformational and instructional leadership practices in achieving school improvement in Schools Facing Challenging Circumstances

(SFCC). However, the literature reveals that head teachers and principals who manage change in schools in difficult circumstances are far from uniform in their leadership styles (Heck, 2019).

Early empirical studies of the kind of leadership practiced by principals in American urban schools found that they differed greatly in the kind of leadership they provided. Similarly, Hooper et. al (2015) reported that a range of leadership styles was most effective in SFCC and that no single leadership approach worked in every situation. In the USA, successive large-scale reform programs have been aimed at low performing and high poverty schools (Neuman, 2018). Hence a great deal of the research evidence concerning improving schools in challenging or urban contexts is derived from the American literature (Silins et. al, 2017). Only in the last few years have researchers in the UK focused their attention upon improving 'failing' or 'ineffective' schools (Tylor, 2017).

The most recent work in this area by Waters et. al (2015) has firstly, synthesized the main research evidence concerning effective improvement interventions and secondly, produced a school improvement guide based upon the most successful school improvement projects and programs. While there is a great deal of contemporary interest in schools in difficulty, few research studies have focused exclusively upon leadership practices and approaches. Although issues of leadership inevitably will feature, there still remains a lack of empirical evidence concerning leadership practices in schools in difficulty. Most recently, Yap et. al (2015) has highlighted the need for richer descriptions of leadership practices within such schools. Consequently, this research project, commissioned by the National College for School Leadership in England, focused upon leadership in schools facing challenging circumstances. Its prime aim was to contribute to the knowledge base about leadership practice within difficult school contexts.

There is an emerging body of literature with regards to democratic schools in South Africa and around the world. Studies on democratic schools reveal that parents' participation in school governing bodies is critical just as that of principals, yet most of the parents are not usually on board, (Van deGift et. al, 2016). Van explanation for this is linked to lack of the necessary skills required for parents' governors to execute duties that they are assigned. In addition, in a different study on school governing bodies, Murphy et. al (2016), and Mncube, Harber and du Plessis (2018) indicate similar findings. The former underpins power relations within this structure as the reason for some parents' exclusion, while the latter emphasizes the absence or neglect of role or function fulfilling of School Governing Body (SGB); rather, the SGB rely on principals to perform their roles and functions. In other words, they depend on teachers and principals for leadership and guidance in decision-making. In light of the above, Botha (2017) contends that the school principal should be seen as a fundamental agent of transformation, creating space for deliberation and dialogue so that all stakeholders are actively involved in SGB.

As a means of minimizing the burden in terms of the role expectations of SGB by principals, Silins (2019) recommend training or capacity building for the stakeholder representatives on the SGB, parents inclusive. Despite this recommendation, the problem is far from being resolved as the SGB does not have much say over curriculum matters, because they have very little knowledge on such matters; and as such are reluctant to contribute in that direction (that is, curriculum issues). On account of this, the notion of shared school governance - an aspect of democratic schools, is questionable because shared school governance requires a combination of leaders who are able to develop decision-making structures and processes, which stimulate meaningful participation and collaboration (McGregor, 2016). For Singh, sharing, openness,

trust and respect for others are the cores of shared school governance which is a characteristic of democratic leadership.

The possession of these attributes among others, by principals is what Singh refer to as the ideal democratic leader emerging. A study carried by Marks et al. (2019) in China underscores that under the umbrella term democratic schools, there are related notions. Some of these include democratic education, equal educational opportunities and democratic aspect touching on human rights. Marks further argue that these terms point to or emphasize different aspects of democratic schooling. Liao et. al (2016) refer to the centrality of schooling to democratic education. Although Leithwood et al. (2016) argue that democratic schooling does not guarantee a democratic society, they however add that a nation cannot uphold for long without some form of democratic schooling.

The researchers concur that democratic schools that promote a democratic way of life will assist learners in participating in a democratic society, which in turn assists in sustaining democracy. Until we can find institutions or other avenues of providing our learners with opportunities to practice democratic principles and values, we need to explore the relationship between democracy and schooling, as democracy may be viewed as the embodiment of principles (Mncube et al., 2015). As such, democratic schools are founded on as well as reflect democratic principles (Kensler, 2017). Thus, towards creating democratic schools, it is necessary to implement and reinforce the principles of democracy, as they guide a democratic way of life. LaPointe et al. (2016) refers to the basic principles of education, which are of significance to democratic society. These basic principles include: human rights, equality to entitlement, openness in the face of knowledge, individual autonomy and empowerment. Besides, Kensler (2020) refers to ten democratic principles within schools and these are: purpose and vision,

dialogue and listening, integrity, accountability, choice, individual and collective bargaining, decentralization, transparency, fairness and dignity.

Expanding on the works of other scholars on democratic principles and schools, Spellings (2019) included inclusive consultation and collaboration, equality of opportunity in representation, freedom for critical reflection and a focus on the common good as important concerns. However, like Kelly (2015), he echoes the idea pertaining to the need for faith in individuals. He points out that, “faith in the potentiality of humankind” underpins all the principles of education. Drawing from Kelly’s assertions, the researchers believe that having faith in the potential of each individual will assist in a school, giving rise to more democratic leaders. In this regard, Noddings (2018) note that there is a need to create schools that will serve as incubators of democracy.

In a study carried out in Brazil, Rothwell (2017) points that democratic leadership style is usually referred to more neutrally “as the participative leadership style.” In advancing democratic leadership, Hurren (2016) highlights instrumental reasons, intrinsic arguments, as well as the need for internal alignment. The intrinsic arguments perceive democratic practices as fundamental to a good society and focus on the educational aims of creativity, inclusion and reintegration of human capacities. The instrumental arguments focus on its influence on learner achievement, self-esteem, school effectiveness and ability to cope more effectively with complexity and work intensification. Finally, the leadership style in a school should not be in conflict with the style of teaching and learning in the school. Heck (2010) also argue that democratic leadership processes are desirable for leading schools effectively in the increasingly culturally diverse communities perhaps the fundamental reason for advocating democratic leadership is its focus on democratic principles and practices. This idea is resonated by Hallinger et al. (2018) who points that democratic leadership involves being committed to fundamental

ideas and values that form the bedrock of democracy. Grayson et al. (2015) carried out a study in Egypt and assert that differing assumptions about the nature of reality influence the democratic conceptions of leadership. However, they refer to four assumptions of a democratic conception of leadership.

The first assumption acknowledges that in an organization, there are individuals with expertise that can contribute to the effective functioning of the organization. This will imply that individuals can actively contribute to the functioning of an organization and that leadership in democratic schools belongs to all members of the organization, instead of it being solely the principal's responsibility. Dunkerley (2018) carried out a study in Morocco and maintains that democratic leadership is not exclusively for one or selected individuals at the upper-most part of the organizational hierarchy. With regard to the second assumption, any situation lends itself to varied courses of action that may still be appropriate. In other words, there are multiple realities or views which should be given due attention. The third assumption involves individuals constructing varied interpretations of what they believe to be suitable means to accomplish those ends (BuBrin, 2016).

The fourth assumption focuses on all members in the organization engaging in dialogue and reflecting on appropriate ways of doing things in the organization. From the above it is evident that a democratic leadership style offers opportunities for good human relations (Prinsloo 2003), shared leadership, communication and involvement of all individuals (stakeholders) in the school community. Cox, (2015) points that democratic leadership accentuates empowerment of individuals in the organization. Basically, democratic leadership values the knowledge and potential of the individuals in the school. Moreover, democratic leadership is rooted in the belief that all individuals can contribute to, and enhance the work of the school. Burch, (2014) maintain

that teacher empowerment cannot be separated from democratic leadership. In addition to the characteristics outlined above, Bookbinder, (2018) findings support the above viewpoints when he found that “democratic leadership style accentuates teamwork, two-way communication, delegation of tasks, as well as a healthy balance between a people-oriented and a task-oriented management style.

The democratic leadership style creates an atmosphere in which, both the teachers and learners, can develop to their full potential. In addition, a study carried in Kenya by Bono et al. (2019) argue that democratic leadership fosters participative governance. Essentially, democratic leadership has aptly been described as a participatory, consultative, negotiating and inclusive style of leadership. Although democratic leadership advances collaboration and the voices of the stakeholders, it has been criticized for the loss of time due to the process of consultation. Blumberg et al. (2016) work entitled: “Democratic Schools: Lessons From The Chalk Face” was the inspirational source of this study. Their work captures the stories of four schools and the attempts by teachers to bring democracy to life in their institutions and classrooms.

Cherian et al. (2020) noted that effective leadership is widely accepted as being a key constituent in achieving school improvement. Some of their findings have revealed the powerful impact of leadership in securing school development and change. Cherian highlights the centrality of transformational and instructional leadership practices in achieving school improvement in schools facing challenging circumstances (SFCC). However, the literature reveals that head teachers and principals who manage change in schools in difficult circumstances are far from uniform in their leadership styles. A study of the kind of leadership practiced by principals in urban schools found that they differed greatly in the kind of leadership they provided. Similarly, Hooper et. al (2015) reported that a range of leadership styles was most

effective in SFCC and that no single leadership approach worked in every situation and hence, the importance of applying the democratic leadership approach which can propagate for academic excellence.

Democratic leadership is a leadership approaches which has been described in the literature to be one which leads to effective improvement interventions particularly the school projects and programs (Yap et. al, 2015). Van deGift et. al (2016) has linked a democratic leaders in school to parents by noting that they normally work together. Botha (2017) hinted that school principal should be seen as a fundamental agent of transformation, creating space for deliberation and dialogue.

According to Taylor, (2017), most failing and effective schools can greatly benefit from democratic type of leadership if practiced in the schools. Silins et. al. (2017) seconded this view and highlighted modality of improving school performance in challenging and urban context. Democratic leadership also tends to support parental participation in schools as a way of improving performance. The main challenge is that most parents are not brought on board (Van de Gift, et. al., (2016). This study will therefore seek to address the gap of how schools facing challenges can be assisted in realizing academic performance through the democratic approach of leadership.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Introduction

This chapter contains the research paradigm, research design, area of study, targets population, sampling design and sample size, pilot study, data collection instruments, data analysis and ethical consideration.

3.1. Research Paradigm

This is an approach or a research model to conducting a research that has been verified by the research community for long and that has been in practice for hundreds of years. The most common paradigm are; positivism, constructivism and pragmatism. However, this study adopted positivism. The study adopted this paradigm because it enabled the researcher to identify a single reality which can be measured and known quantitatively. This paradigm was adopted because it defines how people perceive reality and how they behave within it. It states that everyone is subject to the limitations and distortions produced by their socially conditioned nature. It also helped in defining philosophical orientation and exerts significant implications for every decision made in this research process, including nature of reality, types and sources of knowledge and choice of methodology and methods. In addition, positivism is a paradigm that relies on measurement and reason, that knowledge is revealed from a neutral and measurable or quantifiable observation of activity, action or reaction. Positivism states that if something is not measurable in this way it cannot be known for certain. However, its main disadvantage of positivism is that the researcher is limited to data collection and interpretation in an objective way Chinelo (2019).

3.2 Research Design

The study adopted the non-experimental research design which is the ex-post-facto survey and correlation research design. Non-experimental research is a descriptive or correlational research, where the researcher is either describing a situation or phenomenon simply as it stands, or describing a relationship between two or more variables, all without any interference from the researcher. Ex post facto design is a quasi-experimental study examining how an independent variable, present prior to the study in the participants, affects a dependent variable. Non-experimental research design was chosen because it allowed the researcher to carry out a study from a larger population cannot easily be assigned to groups equal number like students in already in a class while ex-post-facto survey design allows the researcher to analyse a cause on the basis of an effect that is being studied.

This design is relevant for the study because it seeks to find out whether leadership approaches (Transformational and Instructional) and self-worth, have an impact on the learner's academic achievement in schools. An ex post facto research design can enable data collection from respondents which are not randomly assigned but are grouped based on a particular characteristic or trait. Correlational research design can be used to determine prevalence and relationships among variables, and also to forecast events from current data and knowledge. This design helped the researcher to understand the complex relationships between a lot of different variables.

Survey research design is done by selecting and studying samples chosen from the population to determine the relevant incidences, distribution and interrelation of psychological and sociological variables. Through this survey design, the cause-and-effect aspect were established

between the variables to ascertain whether there is any relationship between teacher leadership approaches and self-worth to the success of learners in secondary schools in Kakamega.

3.3. Study Area

The study was conducted in Kakamega County which is part of the larger western Kenya. This is because Kakamega County is the second largest County in terms of population and receives some of the highest national resources in terms of education (Borline, 2019). The county has 12 sub-counties. These are Butere, Ikolomani, Khwisero, Shinyalu, Likuyani, Lugari, Lurambi, Malava, Matungu, Mumias East, Mumias West and Navakholo. The county is bordered with Bungoma county to the West, Uasin Gishu to the North, Nandi County to the East, Vihiga County to the South and Siaya County to the South West as shown in appendix VI. It is approximated to cover an average area of 3,033.8 square kilometres (Kakamega County Strategic Plan, (2018). The topography and climatic conditions ranges from 1250m to 2000m above sea level. The county has two rainy cycles; the longer one in March to June and the shorter one from August to November. The study area was majorly chosen because education standards in county have been of low performance compared to the neighbouring counties of Bungoma, Vihiga, Uasin-Gishu, Siaya and Nandi.

The County's driest months are December to February and the average temperatures range from 28°C to 32°C with about 1971 mm of precipitation falls annually. The county recorded a population of 1,867,539 with 897,133 males and 970,406 female as per the official figures of the Kenya 2019 population census. The main economic activity in this county is agriculture which contributes to about 62% of the total earnings of most households in the county. Other economic sectors include rural self-employment (8%), wage employment (20%) while urban employment has 2%. The rest of the residents are categorized as unemployed (Kakamega County Strategic

Commented [u1]: Compare with other neighbouring counties

Plan, (2018). For these activities and practices to benefit the county economically, socially and politically, education should be strengthened and this call for good leadership in learning institutions such as secondary schools.

3.4. Target Population

The number of secondary schools in Kakamega County is 385 and 385 principals. The number of girls' schools is 134, while boys' schools are 97 and mixed schools are 154. The schools are of the categories of boarding and purely day schools. The number of class teachers is 770 while the number of form three students is 23,100. The researcher opted for form three students because they are deemed to be mature than the lower forms and not soon subjected to the final national exams.

3.5. Sampling Procedure and Sampling Size

A simple random sampling was used to sample 4 out of 12 sub-counties in Kakamega County. Thirty per cent (30%) of the schools was used in the study which was deemed adequate sample size (Joshua, 2017). This percentage was sampled by stratified simple random sampling from the four sub-counties as the main stratus; this made a total of 115 schools with 115 principals. This sampling procedure was adopted because it can guard against unrepresentative sample and can ensure that the researcher obtains sufficient sample points to support a separate analysis of any sub-group. The percentage of the school categories was factored in the stratus. The sample size of class teachers was randomly sampled from the 385 schools; this was 231 (30% of 770) class teachers. All school principals were purposively sampled out by census while students were sampled by use of the following formula:

$$n = \frac{Z^2 pq}{d^2}$$

(Fisher, 20007) where n is desired minimal sample size, Z is standard normal

deviate which is at 95% confidence level of 1.96, p is the proportion of the target population estimated to have a particular characteristic being measured. In this case it is estimated to be 0.5 to minimize N since it is not known at the time of survey.

$q = 1 - p = 0.5$, d is the level of statistical significance set which in this case is 0.05.

This resulted to 384 students.

Table 3.1: Sampling Frame

	Category	Population	Sample Size	%	Sampling Techniques
1.	County Director	1	1	100	Purposive Sampling
2.	Sub-County Directors	12	4	30	Purposive Sampling
3.	Sub Counties	12	4	30	Stratified Simple Random sampling
4.	Schools	385	115	30	Stratified Simple Random sampling
5.	School Principals	385	115	30	Simple Random sampling
6.	Class Teachers	770	231	30	Simple Random sampling
7.	Students	23100	384	By specified formula	Simple Random sampling

3.6. Research Instruments

The researcher used the Questionnaire, document analysis, Interview guides and Focus Group Discussion (FGD). A questioner was administered to both class teachers and students. Interview was conducted to the school principals while FGD was done by the students.

3.6.1. Questionnaire for Teachers

A questionnaire is a research instrument that gives data over a large sample. It can reach a large number of respondents who are able to read and write independently (Bogler, 2012). Each questionnaire had two sections (A and B). Section A captured the personal details of the respondent. Section B had structured closed ended questions where the respondent shall be expected to tick where appropriate. The question items had five rating scale; SA for strongly Agree = 5, A for Agree = 4, U for Undecided = 3, D for Disagree = 2 and SD for Strongly Disagree = 1 . The use of close ended questions shall make it easier to analyze the data, save time in data collection and economically affordable (Avolio et al., 2015). The questionnaire captured demographic information, responses on teachers' self-worth transformational, instructional and demographic leadership.

3.6.2. Interview Guide for Principals

Interview guide was administered on the school heads; it involved asking the respondents same questions by the researcher in the same way as suggested by Binet (2015). The interview contained open ended questions that were to enable the respondents to fully feel part of the study. This allowed probing, more explanations and having clear guide to limit confusions. The interview captured teachers' self-worth transformational, instructional and demographic leadership as the main themes.

3.6.3. Interview Guide for County Director of Education

Interview guide was administered on the county director of education, Kakamega County; it involved asking the respondents same questions by the researcher in the same way as suggested by Binet (2015). The interview contained open ended questions were to enable the respondents

to fully feel part of the study. The interview for the county director captured teachers' self-worth transformational, instructional and demographic leadership as the main themes.

3.6.4. Document Analysis

A checklist was used to confirm the type, nature and quantity of the available resources and their records as recommended by Porter (2012). This was administered both at the sub-county headquarter and at schools to identify the school rules, regulations and academic performance in place. Other information obtained from document content analysis were school and lesson attendance for teachers, marking of learners' assignments, time management for both teachers and students and parental engagement which is meant to enhance academic achievement. The researcher chose this tool because it promotes accuracy, reliability and precision of the research result (Momoh, 2011). The checklist was used to obtain information from the schools. Some of the documents that were analysed by the researcher were form three academic files, teacher's personal and lesson attendance files by teachers of various subjects.

3.6.5. Focus Group Discussion for Students

A Focus Group Discussion involves gathering people from similar backgrounds or experiences together to discuss a specific topic of interest. It is a form of qualitative research where questions are asked about their perceptions, attitudes, beliefs, opinion or ideas. In focus group discussion participants are free to talk with other group members. It is led by a moderator (interviewer) in a loosely structured discussion of various topics of interest. This is chosen because it involves free and open discussion among the respondents' results in generation of new ideas that can be very useful for decision-making. A focus group is not static. The moderator can bring any changes in order to better facilitate the discussion. This dynamism allows better results in terms of information derived by a focus group. Expressions other than those in verbal form such as

gestures and stimulated activities can provide researcher with useful insights (Dunkerley, 2014). FGD was administered to group of 10 sampled form three students. This involved structured questions being moderated by the researcher and research assistants. Each and every student was given an opportunity to explain their responses guided by structured questions asked by the moderator.

3.7. Pilot Study

Pilot study was done to develop and test adequacy of research instruments and assess the feasibility of the study whether the research protocol is realistic and workable. A pilot study is undertaken mainly to establish whether the sampling frame and technique are effective among other verifications. It was also to ascertain the validity and reliability of the research instruments. It was conducted in four schools which were not be used in the main study. The pilot exercise involved application of all study instruments to develop and test adequacy of research instruments, design study protocol and whether it is realistic, establish whether the sampling frame and technique are effective, identify logistical problems which might occur in using proposed methods, and estimate the variability in outcomes to help determine the best sample size.

3.1.1. Validity of the instruments

Validity is the extent to which the instruments measure what it purports to measure (Nachamics, 1990). There are various types of validity namely face, content, construct, internal, external, statistical conclusion and criterion validities. For this study external and content validity were used. External validity was tested by conducting accurate sampling with adequate representations that can enable generalized results from the entire population. Content validity was done to test

the appropriateness of the content of each and every instrument and also allowed the researcher to test the possible items and to show how accurate the research instrument is in data measurement. This ensured that the question items in the tools can gather enough and relevant information for the study. The validity of the instruments was reached at after an extensive review and consultations with supervisors and other experts from the department of educational psychology taking note of their comments and recommendations before being administered. Content validity sought to provide evidence that an instrument is measuring what it purports to measure by examining the degree to which the elements of the instrument are relative to and representative of the targeted construct.

3.7.2. Reliability of the research instruments

This is the degree of consistency of a measure. This means that a test was deemed reliable when it gives the same repeated result under the same conditions. This was done upon the split-half tests (Antonakis et. al, 2014), where the test is divided into two sections, which are checked against each other. The results from both tests were correlated and a correlation confident above 0.7 was deemed reliable. Reliability was conducted to determine the value of psychological test of the study. In this study, reliability test gave a result of 0.82 which was above the correlation confident of 0.7.

3.8. Data Collection Procedures

An approval letter was obtained from Masinde Muliro University of Science and Technology in the Directorate of Post Graduate Studies. Permit for data collection was then sought from the National Council for Science, Technology and Innovation (NACOSTI). Besides, an introduction was done by the researcher through the county director to Area Education Officers who provided

access to the secondary schools in the County. The researcher then made acquaintance with the respondents before making appointment on when to commence the data collection process.

3.9. Data analysis techniques

It involved uncovering underlying structures, extracting important variables, detecting any anomalies and testing any underlying assumptions. Quantitative data from the respondents was coded for analysis using Statistical Package for Social Sciences (SPSS) version 21. Through SPSS, Linear Regression statistical test analysis were used to analyse the data. This enabled the researcher to test different variables and helps in spreading out the variance into diverse sources while Linear Regression enable the researcher to predict the value of the dependent variable based upon the values of one or more independent variables. Linear regression analysis also enabled the researcher to compute scientific calculations for identifying and predicting future outcomes of the dependent variable as a result of independent variable(s).

Qualitative data from interview schedules and Focus Group Discussion was analysed by content analysis to identify emerging theme. The collected raw quantitative data was sorted, edited, coded and tabulated for analysis using SPSS software. This involved descriptive statistics such as mean, percentages and frequencies from descriptive and inferential components.

Table 3.2: Data Analysis Framework

	Objectives	Data Analysis Technique	Measuring the influence or effect
1	Ascertain the level to which teacher’s self-worth affects secondary school learner’s academic performance	Linear Regression	Comparison between P-Value and significance level of .05
2	Establish the extent to which transformational leadership approach affects secondary school learner’s academic performance.	Linear Regression <ul style="list-style-type: none"> • Mean. • Percentage. • Frequencies. 	Comparison between P-Value and significance level of .05
3	Determine the degree to which instructional leadership approach influence secondary school learner’s academic performance.	Linear Regression	Comparison between P-Value and significance level of .05
4	Establish the extent to which democratic leadership approach affects secondary school learner’s academic performance.	Linear Regression	Comparison between P-Value and significance level of .05

Linear regression helped in analysing the strength of the association between the outcome dependent variable and predictor variables.

3.10. Ethical Considerations

The researcher obtained permission from Directorate of Post Graduate Studies of Masinde Muliro University of Science and Technology and the sampled schools. A research permit was obtained from National Commission of Science, Technology and Innovation (NACOSTI). The researcher then reported to the principal in charge of the sampled schools about the intended study and request their permission to conduct the study. The respondents were assured of confidentiality of the information obtained from them and that the data collected would not be revealed to a third party other than for the purpose of this current study. The contents of the proposal and thesis were subjected to plagiarism test. The participants were informed prior about

the purpose of the study. Ethical considerations were considered to protect the rights of research participants, enhance research validity and maintain scientific integrity. The respondents were given consent forms to fill, thereafter they signed. Ethical issues were considered in order to protect the dignity, rights and welfare of research participants

3.11. Chapter Summary

The study adopted the non-experimental research design which is the ex-post-facto research survey design and correlation research design. The study was carried out in Kakamega county where a sample of 115 schools, 231 teachers and 384 students were sampled from a population estimated 385 secondary schools, 770 teachers and 23,100 form three students. Questionnaires, Interview guide, Focus Group Discussions and document analysis were used as the research instruments. Pilot study carried out in four schools which were not used in the main study. Data analysis was carried out through SPSS and Regression statistical analysis. Qualitative data from interview schedules and Focus Group Discussion were analysed by content analysis to identify emerging themes. Ethical issues were taken care of when interacting and collecting data from the respondents.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION

4.0. Introduction

This chapter presents, interprets and discusses findings of the study. Each objective is addressed in relation to variables involved. The findings are presented in tabular form. The interpretation engaged trend as well as statistical interpretation.

4.1. Demographic Information

This section provides data on the participants who took part in the research. The data helps to determine the sample representation of the target population for informed conclusions and generalization purposes. It describes characteristics of the participants in relation to the variables involved in the objectives of this study. The demographic information has addressed gender, age and working experiences of the participants. Other information obtained were school categories in terms of mixed schools, boys schools, girls schools, boarding school, day school, both boarding and day schools. Demographic information provided necessary data regarding the participants which was necessary for the determination of whether the individuals in a particular study were representative sample of the target population for generalization purposes.

4.1.1. Gender of School Principals

Gender refers to characteristics of women, men, girls and boys that are socially constructed. It includes norms, behaviours and roles associated with being a certain gender. According to Witziers et. al (2013), leadership differences between men and women play a significant role in running the affairs of an organization. They further noted that leadership attributes such as taking initiatives, self-development, integrity, honesty, building relationships, championing for change and demonstrating technical expertise is more in female than male. This study therefore gathered

information on gender differences among the sub-county directors, school principals, teachers and students. Figure 4.1 shows the findings on gender of the sub-county directors, school principals, teachers and students who participated in this study.

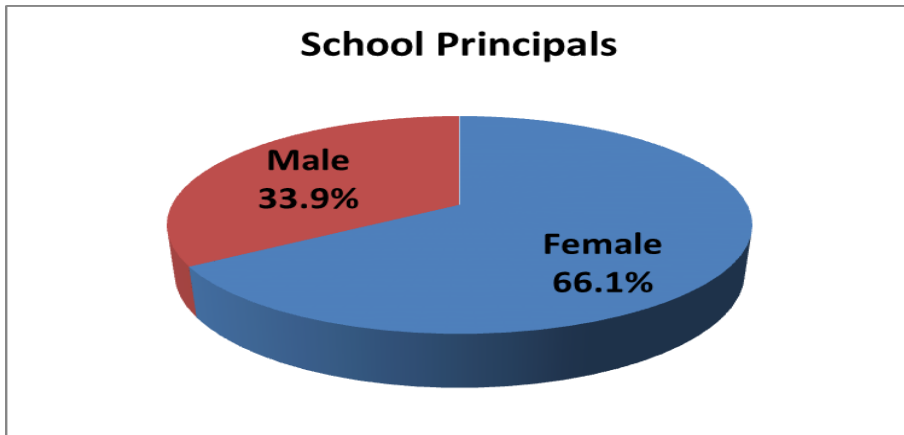


Figure 4. 1 Gender of the School Principals

The school principals were interviewed; this was done face to face that allowed interaction time and probe for more information about leadership approaches. There were 76 (66.1%) female and 39 (33.9%) male school principals as recorded in figure 4.1. The results show that there are more female principals than their male counterparts. This may be due to the fact that there are more mixed sub-county schools in addition to the girl’s schools headed by female principals which outnumber the boys’ schools headed by male principals.

Table 4.1: Gender of teachers and Students

	Male		Female		Total	
	N	%	N	%	N	%
Sub-County Directors	3	75.0	1	25.0	4	100.0
Teachers	166	71.9	65	28.1	231	100.0
Students	209	54.4	175	45.6	384	100.0

Based on Table 4.1, the sub-county directors were represented by a male 3 (75.0%) and 1(25.0%) female officers. Male teachers were 166 (71.9%) while the female teachers were 65 (28.1%). Students had the highest number with 209 (54.4%) being male while 175 (45.6%) being males.

Mayrowetz (2015) on his study to determine effect of teacher’s gender on their self-worth reported that female teachers had higher self-efficacy than male teachers. He later performed a statistical test to determine their level of significance which indicated that there was an influence of gender on teachers' self-efficacy in instructional strategies was significant. On the other hand Ross and Gray (2016) found out that gender is revealed as an essential individual trait that affects leadership style and has a significant impact on employees’ innovative behavior.

4.1.2. School Category

There were 115 schools in total that were sampled from 385 schools in Kakamega County. Schools were majorly categorised into regular and special schools. They were further considered in terms of regular and special schools. In addition, the schools were grouped into boys schools, girls schools, mixed schools, boarding schools, day schools, both boarding and day schools. Table 4.2 shows categories of the schools that participated in this study.

Table 4.2: Types and categories of schools that participated in the study.

		Public Schools			
		Regular		Special	
		N	%	N	%
Boarding Schools	Boys	12	10.4	0	0.0
	Girls	24	20.9	0	0.0
	Mixed	0	0.0	2	1.7
Day Schools	Boys	0	0.0	0	0.0
	Girls	0	0.0	0	0.0
	Mixed	47	40.9	0	0.0
Day/Boarding Schools	Boys	0	0.0	0	0.0
	Girls	0	0.0	0	0.0

	Mixed	7	6.1	0	0.0
Total		90	78.3	2	1.7

According to Table 4.2, 90 (78.3%) public regular schools participated in the study. Out of this number 12 (10.4%) were boarding boys' schools, 24 (20.9%) were boarding girls' schools, 47 (40.9%) were mixed day schools while 7 (6.1%) were mixed day/boarding schools. There were 2 (1.7%) mixed boarding public special schools.

Study by Li, An and Liu (2021) hinted that the principals' leadership style(s) using the transformational leadership and transactional models and the effect on teachers' motivation in terms of achievement, competency, status, personal worth, and self-realization in public secondary schools.

4.1.3. Working experiences

According to Stone et. al (2015), working experience has an influence on the leadership approach. He noted that some leaders with more working experience do not spend much of their time intensively to manage employees; they have more of their time dedicated on other projects. He further noted that this works best when all the team or employees are highly experienced, highly trained and may require minimal oversight. Table 4.2.2 shows the working experiences for the employed participants.

Table 4.3: Work experiences

Employed Participants		Years of Work Experience						Total
		Below 5	5-9	10-14	15-19	20-24	25 and Above	
County Director	N	0	1	0	0	0	0	1
	%	0	100	0	0	0	0	100
Sub-County Directors	N	2	2	0	0	0	0	4
	%	50	50	0	0	0	0	100
School Principals	N	6	25	36	30	14	4	115
	%	5.2	21.7	31.3	26.1	12.2	3.5	100

Teachers	N	25	49	63	51	34	9	231
	%	10.8	21.1	27.3	22.2	14.7	3.9	100

From Table 4.3, the county director had a working experience of between 5-9 years with 2 sub-county directors having work experience of below 5 years and 5-9 years each respectively. There were 6 (5.2%) and 25 (21.7%) of the school principals having below 5 years and 5-9 years working experiences respectively. There were 36 (31.3%) and 30 (26.1%) school principals who had working experiences of 10-14 years and 15-19 years in that order. Others were 14 (12.2%) and 4 (3.5%) school principals who had been working for 20-24 years and 25 and above years in that order. On the other hand, there were 25 (10.8%) teachers having working experience of below 5 years, 49 (21.1%) teachers having worked for 5-9 years, 63 (27.3%) having worked for 10-14 years, 51 (22.2%) teachers having a working experience of 15-19 years, 34 (14.7%) teachers having worked for 20-24 years and 9 (3.9%) teachers who had been working for 25 years and above.

Kelley et. al. (2015) confirmed that someone's past experiences can help him or her navigate the present experiences, and the current experiences may prompt an individual to re-examine past experiences for new lessons. Future experiences may not merely happen to a person but the person can shape them, consciously seeking out opportunities to grow as a leader. On the other hand Joshua (2017) found out that people acquire their self-efficacy beliefs from the four sources; which include past performance, vicarious experiences especially by observing others perform tasks.

4.2. Teachers' Self-Worth and Learners' academic Performance

Self-worth is an individual's subjective evaluation of their own worth. According to Ross et. al. (2016), self-worth means being your own team, giving yourself the same respect, dignity and understanding what one wants for his or her loved ones. The first objective was "to ascertain the influence of teachers self-worth on academic performance of secondary school learners". This was achieved by administering a questionnaire to teachers. They were to provide responses on them always being appreciated for efforts made towards achievement of set academic goals and objectives, who makes the final decision, patience, tolerance, accommodation of all staff members and students form different ethnic backgrounds. They were also to respond on balancing of promotion among themselves in terms of departments, gender, experience, religion, age and disability, balancing of student's admissions, nominations and appointments to the students governing council in terms of class/stream, gender, religion, age and disabilities among others. They were to respond by ticking appropriate choice within the 5 Likert scale with Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD).

Table 4.4: Teachers' self-worth and learners' academic performance

	SA	%	A	%	U	%	D	%	SD	%	Total	%
1 We are always being appreciated for our efforts made towards achievement of set academic goals and objective.	68	29.4	95	41.1	38	16.5	19	8.2	11	4.8	231	100.0
2 In our school, the principal's decision is the final.	46	19.9	60	26.0	34	14.7	51	22.1	40	17.3	231	100.0
3 Our school principal is always patient, tolerant and accommodates all staff members and students from different backgrounds.	95	41.1	85	36.8	23	10.0	13	5.6	15	6.5	231	100.0
4 Our staff consists of members from different ethnic background.	129	55.8	93	40.3	6	2.6	3	1.3	0	0.0	231	100.0
5 Promotion of our staff members is balanced considering departmental balance, gender, experience, religion, age, disability and experiences.	51	22.1	105	45.5	42	18.2	29	12.6	4	1.7	231	100.0
6 Admissions of student governing council members is done by balancing class/stream, gender, religion, age and disability.	64	27.7	114	49.4	20	8.7	20	8.7	13	5.6	231	100.0
7 Election, nomination and appointment of student governing council members is done by balancing class/stream, gender, religion, age and disability	50	21.6	120	51.9	21	9.1	17	7.4	23	10.0	231	100.0
8 The way a teacher presents himself has nothing to do with learners results	18	7.8	28	12.1	17	7.4	88	38.1	80	34.6	231	100.0
9 There is no need to report cases of indiscipline to the school leader, I can deal with them	13	5.6	10	4.3	27	11.7	93	40.3	88	38.1	231	100.0
10 As a teacher I can invest my money and time on my looks than any other project	6	2.6	15	6.5	21	9.1	57	24.7	132	57.1	231	100.0
11 As a teacher, I can exercise substantial influence on school practice in matters of curriculum, Instruction and assessment	61	26.4	133	57.6	23	10.0	6	2.6	8	3.5	231	100.0
12 My image is positive towards learners and I would wish them be like me.	122	52.8	90	39.0	13	5.6	4	1.7	2	0.9	231	100.0

Table 4.4 shows how teachers are always appreciated for their effort made towards achievement of set academic goals and objectives. 68 (29.4%) teachers strongly agreed with the statement while 95 (41.1%) teachers agreed that they were always being appreciated for their efforts made towards achievement of set academic goals and objectives. A different feeling was addressed by 11 (4.8%) teachers who strongly disagreed that they could always be appreciated for their efforts made towards achievement of set academic goals and objectives. This similar response was received from teachers amounting to 19 (8.2%) who disagreed while 38 (16.5%) of teachers remained undecided.

In relation to the second item on table 4.4, it indicated that the principal's decision being final was confirmed in some schools by 46 (19.9%) teachers who strongly agreed that in their schools, once the principal has made a decision. It becomes final and no one can challenge it. This was also reported by 60 (26.0%) teachers who agreed to the above. There were 40 (17.3%) teachers who strongly disagreed and had not experienced such final decisions made by their school principals. Other teachers who denied were 51 (22.1%) as 34 (14.7%) teachers remained undecided.

Some principals were reported to be always patient, tolerant and accommodates all staff members and students from different backgrounds as was strongly supported by 95 (41.1%) teachers. This also was supported from 85 (36.8%) teachers who agreed that their principals are always patient, tolerant and accommodates all staff members and students from different backgrounds. However, this was factual to 15 (6.5%) teachers who strongly disagreed with the statement that their principal could always be patient, tolerant and accommodates all staff members and students from different backgrounds. Others who denied the statement were 13

(5.6%) teachers while 23 (10.0%) teachers had not made up their minds by the time the study was carried out.

Ethnicity is a vice that was not practiced in some schools according to 129 (55.8%) teachers who strongly confirmed that their staff consists of members from different ethnic background and was further confirmed by 93 (40.3%) teachers who also agreed that their staff consists of members from different ethnic background. As they were confirming this, there was a group of teachers who confirmed existence of ethnicity in their schools and could not imagine that different background representation among the staff members. These were 3 (1.3%) teachers as 6 (2.6%) teachers failed to make any comment over the same.

Promotion of staff members could be balanced in consideration of departments, gender, experience, religion, age, disability and experiences. This was a fact in some schools as was confirmed by 51 (22.1%) teachers who strongly agreed supported by 105 (45.5%) teachers who agreed with the same fact. This sounded untrue to 4 (1.7%) teachers who strongly disagreed that promotion of staff members could be balanced in consideration of departments, gender, experience, religion, age, disability and experiences. They were supported by 29 (12.6%) teachers who also denied existence of such kind of promotion in their schools. This left 42 (18.2%) of the teachers undecided.

Admission of students to the governing councils could be balanced in terms of class/stream, gender, religion, age and disability in some schools, as strongly confirmed by 64 (27.7%) teachers supported by 114 (49.4%) teachers who agreed that it is a fact that admission of students to the governing councils is balanced in terms of class/stream, gender, religion, age and disability. This had not been experienced by 13 (5.6%) teachers who strongly denied a fact that

admission of students to the governing councils could be balanced in terms of class/stream, gender, religion, age and disability. This was a similar experience to 20 (8.7%) teachers who also disagreed with a statement that admission of students to the governing councils could be balanced in terms of class/stream, gender, religion, age and disability. As they were confirming their experiences, 20 (8.7%) other teachers did not make any decision.

In some schools, election, nomination and appointment of student governing council members could be done by balancing class/stream, gender, religion, age and disability. This was strongly confirmed by 50 (21.6%) teachers supported by 120 (51.9%) teachers who agreed that election, nomination and appointment of student governing council members could be done by balancing class/stream, gender, religion, age and disability. There were 23 (10.0%) teachers who were of the contrary opinion. They strongly disagreed that election, nomination and appointment of student governing council members could be done by balancing class/stream, gender, religion, age and disability. This was a similar experience for 17 (7.4%) teachers who disagreed with the fact. As this was happening, 21 (9.1%) teachers were undecided.

The way a teacher presents himself has nothing to do with learners results. This happened in some schools as was confirmed by 18 (7.8%) teachers and supported by 28 (12.1%) teachers who strongly agreed and agreed respectively. Others who had contrary opinions were 80 (34.6%) teachers and 88 (38.1%) teachers who strongly disagreed and agreed respectively that they had never seen teachers presenting themselves without linking it to the learners' results.

In some schools 13 (5.6%) teachers strongly agreed that there is no need to report cases of indiscipline to the school leader because they can deal with the victim students. This was supported by 10 (4.3%) teachers who agreed that there is no need to report cases of indiscipline to the school leader because they can deal with the student in question. This was contrary to the

experiences of 88 (38.1%) teachers and 93 (40.3%) teachers who strongly disagreed and disagreed respectively.

The principals participated in this study by giving their responses in an interview. While responding to how they appreciate themselves for attaining set school academic goals, the principals hinted that they have to lead by example such as having a subject to teach and ensure that the students take a lead in the overall performance. From this some of the top awards for good academic performance go to the principal and this puts him in a better position to advise other teachers and students on how to improve in their work. Other principals could allow the board of management or welfare team to make decision on how to reward them. Some principals organized some parties. They also set free time at the end of a given year to bond with their family members. Some principals noted that they reward themselves just the way other staff members are rewarded.

According to Bush (2020) students may benefit more from the teacher with high self-esteem due to the free atmosphere created by the teacher. He noted that when this happens, and the teacher has promoted self-esteems of the students, it may reduce problems like; truancy, absenteeism, drug and substance abuse and teenage pregnancies that are known to cause poor performances. The teacher should build on character building that emanate from self-esteem. Teacher with self-esteem are able to manage and use their leisure time well. This enables them to take time to facilitate learning fully during engaged time. When a teacher has positive self-esteem, he motivates how learners relate with fellow students so that they are able to choose good and reliable friends who can help in boosting their academic performance. Jacob et. al (2020) noted that self-esteem being an emotional evaluation of worth or judgment of one's self attitude, students enjoy good negotiation skills from the teacher with positive self-esteem. They then practice to respect other's

opinion and listen to others' views. They also have many friends for they embrace non-violent behavior in solving conflicts.

School principals were asked to provide information on the gender ratio among their staff members. Table 4.5 shows the responses from the principals over the same.

Table 4.4: Responses from the principals on gender ratio of staff members

Male to Female Ratios	Number of Schools	%
1:1	0	0.0
1:2	7	6.1
1:3	46	40.0
1 : beyond 3	62	53.9
Total	115	100.0

According to table 4.5, there was no single school that had staff gender ratio of male to female as 1:1. There were 7(6.1%) schools which had a staff gender ratio of male to female as 1:2, 46(40.0%) schools had a gender ratio of 1:3 while 62 (53.9%) schools had a staff gender ratio of male to female as 1 to beyond 3. This is a sign of gender imbalance among the staff members in such schools.

Considering regional balance, gender, religion, age, disability and experiences the principals noted that they try their best to ensure they have the balances. Most of the principals hinted out that they have no strong control on regional balance when it comes to employment because only interested teachers apply for the jobs and to some extent, majority of the applicants come from some regions. They noted that most teachers do not want to work very far away from home and even those who are away tend to look for transfer after working for a certain period of time.

The principals noted that it has been a challenge to handle issues of gender and religion because by law, no one should be denied an opportunity to get a job just because of gender or religion. They recognized a section in the Kenyan constitution chapter 4 section 27 sub sections 3 and 4

about gender, (Kenyan Constitution, 2010). However, for the teaching profession the employment is based on merit drawn from the list of applicants. According to the principals, the teachers' employer handles the issues to do with age of the teachers being employed. They noted that age, disability and experiences are key factors during recruitment of teachers where the age and the graduation year of the applicant play an important role in the recruitment. Those who graduated earlier and the older applicants tend to get employed earlier compared to those who graduated later and younger. People living with disabilities are considered more compared to normal applicants when it comes to teachers' recruitment based on the third rule according to the constitution of Kenya. They noted that promotion of teachers is a role played by the employer but hinted out that it is affected by factors like teaching experience and learners' academic achievements and does not depend on regional balance, gender, religion and age. For admission of students, regional balance plays a role on where the primary school is located.

In the focus group discussion, learners gave their responses on how their school principal appreciates other teachers for the achievement of set school academic achievement. They pointed out that the principals normally do this by awarding the teachers whose subjects have performed well, promoting them to lead different departments, provide office space for teachers in school, organising academic tours for teachers and gives certificates to them. These gestures act as extrinsic reinforcement for the teachers which motivate them to work extra hard in their respective subjects. This helps the teachers to be proactive and to improve their performance. These in a way boost their self-esteem and give learners more confidence.

School categories has key role in determining leadership approach as revealed by Hite et. al (2016). He further noted leadership approach in the regular and special schools differ. The study went further to establish working experiences of the county director, sub-county directors, school

principals and teachers. It was established in table 4.3 that both the county directors and sub-county directors had 5-9 years working experience while majority of the school principals had between 10 to 14 years working experience followed by 15 to 19 years and 5 to 9 years working experience. The study also revealed that more teachers had been working for more than 9 years but less than 15 years followed by those who had been working for more than 15 years but less than 20 years. The study noted that few teachers had been working for more than 25 years. This finding is supported by Hallinger et. al (2014) who noted that the data for teachers' working experience shows normally distributed curve where majority of the teachers have average working experience and followed by freshly recruited teachers and senior teachers. They noted that work experience is one of the determinants of the leadership approach adopted in a given institution. Heck (2010) found out that having worked and interacted with leaders for a given period of time can change the approach an individual takes when he or she becomes a leader.

Jacob et al. (2020) confirms that teachers who have positive self-esteem relate well with students and this can assist them make consultations in case of challenges in academic work as well as tackle assignments in good time. This makes students take failure in examinations as a stepping stone to success. This implies that students work harder to improve whenever they do not perform well. When criticized by colleagues and teachers take the criticisms positively. Based on Spellings (2015) findings, students handled by the teacher with positive esteem have good interpersonal relationships. They excel in academic performance and recognize the role played by others on the same. When the students deviate in discipline they are easily corrected.

Hurren (2016) carried out a study on the relationship between intellectual ability and excellence in academic performance. The result shows that there is little or no relationship between intellectual ability and academic excellence. Mutea, Ontiri and Gichangi (2019) point out that the

level of self-efficacy among teachers affects learners' academic performance, in that the higher the efficacy the better the performance. Mengesha and Tessema (2019) state that the higher the efficacy the better the performance of students. This research agrees that positive self-esteem can lead to better academic performance while negative self-esteem may lead to mediocre or dismal performance among learners.

The implication of the study findings on effects of teacher's self-worth on learner's academic performance is that teachers should be motivated to improve their worth which translates to good self-esteem. In this case academic performance of the learners will improve. This is because the study noted that the learners with teachers in the high level of self-esteem category scored higher grades than those learners with teachers who have low level of self-esteem.

4.3. Transformational Leadership Approach and Learners' Academic Performance.

The second objective was to establish the extent to which transformational leadership approach affects secondary school learners' academic performance. A questionnaire was given to the teachers where they responded by agreeing or disagreeing with the observational statements indicated in table 4.6. To some extent, teachers could express their extreme satisfaction or dissatisfaction through strong agreement or disagreement.

The statements comprised of whether their schools give priority to academic achievement before interest of any staff member, whether the school has motto vision, mission and core values; whether their school's academic goals objectives are aligned to the school values, motto, vision and mission. Others were issues to do with whether school principal always take positive risks for the sake of achieving set school academic achievement, whether teachers always leave difficult decisions to the school principal to make and he or she has always done it in line with

achieving set academic achievement; whether their School principal accepts new ideas from other staff members towards achieving set school academic achievement. In addition the study assessed whether in their school, both staff members and students are motivated and inspired for the effort made towards achieving school academic achievement. Obtained results were recorded in table 4.6.

According to table 4.6, 90 (39.0%) of the teachers strongly agreed that their school academic achievements are given priority before interest of any staff member. This was supported by 110 (47.6%) teachers who also agreed with the statement. On the contrary, 10 (4.3%) teachers strongly disagreed that their school academic achievements are given priority before interest of any staff member. Besides there were teachers who had not made up their minds whether or not their school academic achievements are given priority before interest of any staff member. This was confirmed with responses of 15 (6.5%) teachers compared to 6 (2.6%) of the teachers who had a contrary view.

About schools having mottos, mission and values, 183 (79.2%) of the teachers noted that their schools have the mottos, mission and values. They strongly agreed and this was supported by 48 (20.8%) other teachers who also agreed with the statement. This means that all teachers agreed that their schools have mottos, mission and values.

Aligning school academic goals and objectives to values is a task that had been achieved in some schools. This was confirmed by 119 (51.5%) of teachers who strongly agreed that their schools' academic goals objectives are aligned to the school values. Another confirmation was made by 104 (45.0%) of the teachers who also accepted to have realized that their schools' academic goals objectives are aligned to the school values. Some teachers could not imagine that their

schools' academic goals objectives are aligned to the school values; these were 4 (1.7%) learners. A part from those who agreed and disagreed, there were 4 (1.7%) teachers who were unaware of such alignment in their schools.

In table 4.6, some of the school principals could always take positive risks for the sake of achieving set school academic achievement. This is according to 73 (31.6%) of the teachers who strongly acknowledged that the a forgoing statement was also supported by 97 (42.0%) of the teachers who agreed to have seen their school principals always taking positive risks for the sake of achieving set school academic achievement. Contrary to their responses, 14 (6.1%) had not seen their principals taking positive risks for the sake of achieving set school academic achievement, and in line with 4 (1.7%) teachers who extremely disagreed. They had not known their principals as a leader who could always take positive risks for the sake of achieving set school academic achievement. As they were confirming whether the school principal could always take positive risks for the sake of achieving set school academic achievement or not, other 43 (18.6%) teachers did not make a decision to ether agree or disagree with the statement.

Leaving difficult decisions to be made by school principal was supported by 47 (20.3%) teachers who strongly believed that such decisions are made in line with achieving set academic achievement. This was supported by 104 (45.0%) teachers. However, 3 (1.3%) of the teachers had a strong negative thought about school principal having all difficult decisions to make because they have been doing it in line with achieving set academic achievement goals.

Accepting new ideas from other staff members towards achieving set school academic achievement is a leadership character which could be displayed by some school principals as was strongly confirmed by 110 (47.6%) of the teachers. It was further confirmed by 85 (36.8%) of the teachers with 13 (5.6%) of them not giving any comment. As this was being confirmed 14

(6.1%) of the teachers could not imagine that their school principals could accept new ideas from other staff members towards achieving set school academic achievement. They strongly denied the acceptance act, in addition to this 9 (3.9%) of the teachers also had not had any experience about their school principals accepting new ideas from other staff members towards achieving set school academic achievement.

In some schools, both staff members and students are motivated and inspired for the effort made towards achieving school academic achievement while others are not. Motivation and inspiration were frequent in some schools according to 57 (24.7%) and often done in some other schools according to 96 (41.6%) of the teachers. In some schools the motivations and inspirations had not been done totally. This is based on responses from 9 (3.9%) of the teachers who strongly disagreed with the fact that, both staff members and students could be motivated and inspired for the effort made towards achieving school academic achievement. Other teachers could not agree with that fact were 44 (19.0%) teachers leaving 25 (10.8%) teachers undecided.

The finding in this study agrees with that of Hooper and Martin (2015) who noted that periodization of student academic achievement among other activities in school helps the students organized and productive while ensuring they have plenty of time to finish assignments, study, complete household chores, and enjoy social and extracurricular activities and this happens when goals and objectives to achieve them are well aligned.

Table 4.6: Teacher’s Responses on extent to which transformational leadership approach affects secondary school learners’ academic performance

Observation	SA	%	A	%	U	%	D	%	SD	%	Total	%
1 Our school academic achievement is given priority before interest of any staff member.	90	39.0	110	47.6	6	2.6	15	6.5	10	4.3	231	100.0
2 Our school has motto, vision, mission and values	183	79.2	48	20.8	0	0.0	0	0.0	0	0.0	231	100.0
3 Our school’s academic goals objectives are aligned to the school Values.	119	51.5	104	45.0	4	1.7	4	1.7	0	0.0	231	100.0
4 Our school principal always take positive risks for the sake of achieving set school academic achievement.	73	31.6	97	42.0	43	18.6	14	6.1	4	1.7	231	100.0
5 We always leave difficult decisions to our school principal to make and he has always done it in line with achieving set academic achievement.	47	20.3	104	45.0	53	22.9	24	10.4	3	1.3	231	100.0
6 Our School principal accepts new ideas from other staff members towards achieving set school academic achievement.	110	47.6	85	36.8	13	5.6	9	3.9	14	6.1	231	100.0
7 In our school, both staff members and students are motivated and inspired for the effort made towards achieving school academic achievement	57	24.7	96	41.6	25	10.8	44	19.0	9	3.9	231	100.0

Based on the responses from teachers, mean rating and KCSE average mean score for three consecutive years (2017, 2018 and 2019) were analysed through linear regression giving the following SPSS outputs.

The study found out that most teachers always leave difficult decisions to their school principals to make and he has always done it in line with achieving set academic achievement. This was contrary to what some principals revealed during the interview that they normally meet with heads of departments then as a staff to discuss and use consensus method to arrive at the best method of making decision. Such a contradicting feedback had been found by Hurren (2016) when carrying out a study on employee satisfaction where they noted that the feelings of an employee and an employer normally differ. Even though making difficult decisions was left for the principals in most schools, some of the school principals accept new ideas from other staff members towards achieving set school academic achievement which is one of the best practice to achieve goals and objectives of a given institution or organization according to the findings of Leithwood (2015).

Table 4.7: Model Summary of Regression analysis on Transformational Leadership Approach

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.968 ^a	.937	.937	.27479

a. Predictors: (Constant), Mean Rating-Independent Variable
 b. Dependent Variable: KCSE Mean Score

Mean rating from the responses on transformational leadership that teachers gave in the questionnaires was computed and analyzed through SPSS against their recorded school KCSE mean grade of the years 2017, 2018 and 2019. This resulted to strong correlational results of .968 with observable transformational leadership practices and conducts accounting for achievement of 93.7% of the KCSE mean grades of the years 2017, 2018 and 2019 as recorded by the teachers. The low standard error of the estimate (.27479) in table 4.7 indicates that the sample size is closely distributed in the study population, making the finding more accurate. Therefore, the study revealed that transformational leadership approach has influence on learner's academic

performance. To predict the statistical significance of the regression model, ANOVA statistical test was run in SPSS and the output is as shown in table 4.8.

The findings in table 4.7 show a strong positive relationship between transformational leadership and academic performance of learners. As the implementation of the components of transformational leadership are confirmed in schools, academic performance of the schools rises.

Table 4.8: ANOVA output on transformational leadership approach

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	127.268	1	127.268	1685.451	.0005
1	Residual	8.533	113	.076		
	Total	135.800	114			

a. Dependent Variable: KCSE Mean Score

b. Predictors: (Constant), Mean Rating; independent variable

Table 4.8, revealed a statistically significant result between transformational leadership approaches and learners' academic performance as P-value .0005 was found to be below statistically significant level of .05. The study therefore found out that transformational leadership approaches have influence on learners' academic performance.

The findings of the study concur with that of Blumberg and Greenfield (2016) who indicated that transformational leadership positively affects teachers' commitment to their schools, performance, job satisfaction, and other areas that help facilitate overall school success.

To determine whether transformational leadership approach contributes statistically significantly to academic achievement, The Coefficients was run in SPSS and table 4.9 provides necessary information about how transformational leadership predicts the outcome of academic results.

Table 4.9: Regression Coefficients output on Transformational leadership Approach

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta				Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	.008	.086		.095	.924	-.162	.178		
	Mean Rating	1.131	.028	.968	41.054	.0005	1.076	1.185	1.000	1.000

a. Dependent Variable: KCSE Mean Score

Interviews with the county director and their deputies of education, he noted that he normally inspires deputy county directors, principals and teachers towards achieving the school set academic achievement by being a good role model by trying to make sure that his county emerges the best in academic achievements. He ensures that submissions of the right documents such as enrolment, promotion requests, immediate replacements, TPAD and championing for employment of adequate teachers among other documents.

To ensure good interpersonal effectiveness among sub-counties, schools, principals and teachers in your county schools in order to achieve the set academic achievement, the directors mentioned sports and games, in-service trainings such as SMASSE, calling for regular meetings with school heads, sponsoring science fairs as some of the ways they apply to promote such effectiveness. They could assess honesty and intelligence of teachers, principals and sub-county directors in your county towards achieving set academic achievement by following how they handle internal, external and final examinations, how they handle available public resources in schools.

During the study, the school principals were interviewed. They were responding to how they normally handle difficult decisions to be made based on achieving academic achievement. Having meetings with executive board members, education officers, heads of department and other stakeholders, and at departmental levels to discuss and make wise decisions were various

ways revealed by the principals. Departmental meetings could allow the staff members to discuss and use consensus approach to arrive at the best decision that can enable the school to meet the academic goals as quoted below.

‘...we meet as head of departments then as a staff we discuss and use consensus method to arrive at the best method..’

Within the staff meeting, consultations, dialogue and adherence to legal processes could be applied in some schools. Suggestions from the staff members on the best solutions during the meetings could be adopted by some principals. In addition to these, some principals used parental empowerment and engagement through inviting them for a meeting to deliberate on difficult decisions.

Some of the decisions noted were; having strict supervision on learners and motivate learners, and teachers who achieve the target academic goals. Guidance and counselling was another approach to help learners understand and make decisions on how to achieve academic goals.

‘.....We use guiding and counselling sessions and make students understand the importance of passing exams and how to pass exams....’

Other solutions identified by the principals were, adherence to legal process, use of rules governing students on academic issues particularly if the decision is to do with a student that which involves a teacher, some principals could refer to the TSC code of regulations and laws governing education. A principal at times could go on to make decision even if other members are opposed to it but latter encourage them to buy the idea.

‘.....you make the decision even if other members resist, and encourage them to buy the idea.....’

Having benchmarking with other schools in collaboration with the schools, teachers and parents were adopted by some school principals, while others could meditate over the decisions made, weighing on possible outcomes and revisit the past experiences to make such decisions.

To inspire the teachers and students towards achieving the school set academic performance, some principals could organize for motivation to the excelling teachers and students. The principals could try and ensure that the basic resources required to achieve the academic goals are available. They could arrange for evening and morning lessons whereby the teachers could get some extra monetary motivation. The arrangement for such motivation could be discussed by the board of management, including the parents. Some principals could motivate the learners by providing presents to them including what they may require when moving to the next level in learning.

Focus group discussion (FGD) was conducted to the students. During the discussion, students confirmed that their school principals normally inspire them towards attaining the school set academic achievement. This is done by organising life skills programs where their teachers and invited resource persons talk to them about academic matters. The schools could organize for contests in different subjects where they could compete with other excelling schools. Some students could get inspired by the higher academic achievements attained by some of their teachers especially those who had attained masters degrees.

.....he is always in school and he never misses the lessons, although he comes from far he is always in school early, he has masters in education thus inspires us to achieve the same in future....

Efforts by the principals to avail basic learning support materials, construction, repairs and good maintenance of school infrastructure, employing enough teachers and support staff members were some of the motivation factors that students narrated during the FGD. Other students could reflect on how the principals could give monetary presents, being a role model and provide conducive and safe learning environment as motivation factors. In addition, having strict adherence to school rules and regulations were motivating factor to some students. Some school

principals could organize for academic trips to excelling students whom sometimes could hardly be sent home for school fees.

To ensure good interpersonal effectiveness among students in achieving academic achievement, students revealed that they could help one another when not able to understand a concept and seeking assistance from their fellow top performing students. As friendly as they are they could share stationery and knowledge, teamwork and even pray for each other. Being brother's keeper was one way of improving interpersonal relationship among the students.

According to the students, the school management could invite motivational speaker to speak to them on how to ensure good interpersonal effectiveness among them at school in order to achieve the set academic achievement. Some students could follow school rules, become more disciplined, set personal academic goals, forming academic discussion groups and having constant consultations with teachers.

Motivation of teachers was found to be a normal practice in most schools as teachers confirmed that in their schools, both staff members and students are motivated and inspired for the effort made towards achieving school academic achievement. This was in agreement with what the school principals revealed that they do motivate teachers by taking them to academic trips and sometimes they give them monetary awards, particularly teachers who helps students to achieve higher grades. This was also confirmed by the students during FGD. All their views were in agreement with that of Marks et. al (2013) who had found out that both extrinsic motivation from the boss to the employee or a junior can bring change in the efforts towards achieving set standards, goals or objectives. They further revealed that motivation improves both customer and employees' satisfaction levels. Stone and Patterson (2015) hinted that transformational leaders raise the well-being and motivation level of a group through excellent rapport. They went further

and revealed that leaders practicing this kind of leadership are also good at conflict resolution. According to them, these leaders are sometimes known to be quiet leaders. They noted that such are the ones in the fore front and that they lead by example. As much as they praise this kind of leadership, they failed to link it to academic achievement.

Waters and Cameron (2015) also found out that transformational leadership style tends to use good relationship, enhancing understanding and inspiration to maintain followers. They are courageous, confident, and they are willing to make sacrifices for better results. They only gave transformational leaders act as a good example to other workers in the system and display appealing personality that can manipulate others to develop interest and become more like the leader himself/herself leaving a side end product of academic achievement.

Drewziecka and Roczniowska (2018) hinted that transformational leadership involves setting goals, developing people, redesigning the organization, and managing the instructional program represent leadership behaviours that will collectively and individually enhance academic performance. They further revealed that there are three dimensions of academic performance, collective efficacy, academic emphasis, and trust. These are important aspects of a school, the teachers, the structures or programs in any education system. For a teacher, transformational leadership behaviours address and provide support for each of these aspects. Transformational leadership behaviours are linked to the components of academic performance involving collective efficacy, faculty trust, and academic emphasis. Joshu (2017) mentioned that specific leader practices, such as providing colleagues with overall sense of purpose, initiating processes that engage staff in the collective development of a shared vision, expecting teams of teachers and individuals to regularly engage in goal setting and reviewing progress toward those goals, expecting staff to be innovative, hardworking and professional conducts. Muchanje and

Wanyoko (2020) on the other hand confirmed that transformational leadership practices provide coaching for staff members who need it, offer encouragement to individuals for good performance, providing opportunities and resources for collaborative staff work. In addition to this, they noted that it enables using all available opportunities to communicate the school's vision to staff, students, parents, and other members of the school community. Such examples provide support for a school strong in academic performance.

Avolio (2015) hinted out that leadership behaviour enables a school structure to enhance its academic optimism. According to him, school structure is the extent to which the structures and process of the school support and enable teachers' work. He confirmed the idea that principals make a difference in schools by setting up structures and processes that help teachers do their work. Cherian et. al. (2020) in their review of transformational leadership research noted that this type of leadership has positive effects on several mediating variables such as school culture, organizational commitment, job satisfaction, changed teacher practices, planning and strategies for change, pedagogical or instructional quality, organizational learning, and collective teacher efficacy. They made a conclusion that academic performance appears to be a good fit for other organizational characteristics that can be positively related to transformational leadership.

4.4. Instructional Leadership and Learners' Academic Performance

In this kind of leadership, the school head is believed to manage both curriculum and instruction by saturating every aspect of school life. To assess how the leadership affects academic achievements, the study gave teachers questionnaires, interviewed the school principals and carried out a focus group discussion with students. The questionnaire required teachers to respond on degree to which instructional leadership approach affects secondary school learners' academic performance, table 4.10 shows the responses from teachers.

Table 4.10: Teachers responses on degree to which instructional leadership approach effects on secondary school learners' academic performance

		SA	%	A	%	U	%	D	%	SD	%	Total	%
1	We always set goals and objectives of each academic year in our school	109	47.2	115	49.8	3	1.3	3	1.3	1	0.4	231	100.0
2	We always develop the academic related tasks to meet the set academic related goals and objectives in our school	79	34.2	130	56.3	15	6.5	4	1.7	3	1.3	231	100.0
3	In our school we normally determine the resources needed to achieve the set academic achievement at the beginning of the year.	56	24.2	120	51.9	24	10.4	17	7.4	14	6.1	231	100.0
4	To meet the academic achievement we always create time line.	100	43.3	121	52.4	4	1.7	3	1.3	3	1.3	231	100.0
5	We always determine tracking and assessment methods of academic tasks in relation to goals and objectives.	69	29.9	126	54.5	16	6.9	17	7.4	3	1.3	231	100.0
6	Once the academic plan is complete, it is normally distributed to all staff members involved in the academic processes	53	22.9	129	55.8	33	14.3	10	4.3	6	2.6	231	100.0
7	We always set personal targets towards the achievements of school set academic achievement	97	42.0	113	48.9	17	7.4	4	1.7	0	0.0	231	100.0
		SA	%	A	%	U	%	D	%	SD	%	Total	%
8	We are given opportunity to advance our	38	16.5	87	37.7	63	27.3	33	14.3	6	2.6	231	100.0

9	education in our area of specialization We normally go for in-service trainings in our area of specialization.	43	18.6	89	38.5	50	21.6	39	16.9	10	4.3	231	100.0
10	New employed staff members are normally inducted in line with achieving the set school academic achievement.	55	23.8	146	63.2	19	8.2	11	4.8	0	0.0	231	100.0
11	We have other collaborative academic institutions that help us to achieve set school academic achievement	46	19.9	95	41.1	44	19.0	35	15.2	11	4.8	231	100.0
12	Collaborative relationships between our school, other institutions and individuals are always facilitated for the benefit of achieving set academic achievement.	50	21.6	89	38.5	41	17.7	38	16.5	13	5.6	231	100.0
13	In our school, we always create community awareness on the set academic achievement and the plans on how to achieve them	31	13.4	69	29.9	57	24.7	61	26.4	13	5.6	231	100.0

Based on table 4.10, setting goals and objectives of each academic year in schools could frequently be done by 109 (47.2%) of the teachers while 115 (49.8%) teachers could moderately set goals and objectives of each academic year in their schools. In the contrary, 4 teachers could not set any goal and objective of any academic year in their schools. This was also strongly confirmed by 1 (0.4%) teacher and supported by other 3 (1.3%) teachers. Apart from the respondents who either agreed or disagreed that teachers always set goals and objectives of each academic year in their schools, other 3 (1.3%) did not have any idea over the same.

Developing the academic related tasks to meet the set academic related goals and objectives in schools was highly and moderately done in some schools as was confirmed by 79 (34.2%) and 130 (56.3%) teachers respectively. This is an activity that could not be done in some schools as was confirmed by 4 (1.7%) teachers who disagreed and 3 (1.3%) teachers who strongly disagreed that teachers could always develop the academic related tasks to meet the set academic related goals and objectives in our school. This was after 15 (6.5%) of the teachers remained non-committal to make decision about the matter.

Teachers normally determine the resources needed to achieve the set academic achievement at the beginning of the year. This was frequently done in some schools as was ascertained by 56 (24.2%) teachers who strongly agreed with this fact in their responses. Other 120 (51.9%) teachers supported this by agreeing that teachers normally determine the resources needed to achieve the set academic achievement at the beginning of the year. Other teachers did not agree with this, represented by 17 (7.4%) teachers while those who strongly disagreed with it were 14 (6.1%) teachers as 24 (10.4%) teachers did not commit themselves to make any decision.

To meet the academic achievement some always create time lines. This was strongly confirmed by 100 (43.3%) teachers with support from other 121 (52.4%) teachers who also agreed that

teachers we always create time line to meet the academic achievement. As they were doing this, other teachers confirmed that such do not happen in their schools, these were 6 teachers of which 3 (1.3%) strongly disagreed that teachers always create such time lines with support from a similar number of teachers who also disagreed that teachers always create time line to meet the academic achievements.

Determining tracking and assessment methods of academic tasks in relation to goals and objectives is an activity that could always be done in some schools. With 69 (29.9%) teachers strongly agreeing with this, alongside 126 (54.5%) teachers agreed with it. A conflicting response were received from 17 (7.4%) teachers who denied that teachers always determine tracking and assessment methods of academic tasks in relation to goals and objectives. In addition to this other 3 (1.3%) teachers were strongly in denial that teachers always determine tracking and assessment methods of academic tasks in relation to goals and objectives. This left 16 (6.9%) teachers undecided.

Once the academic plan is complete, it is normally distributed to all staff members involved in the academic processes. This could always happen in some schools as was strongly established by 53 (22.9%) teachers with support from other 129 (55.8%) teachers who agreed that sometimes, completed academic plans could be distributed to all staff members involved in the academic processes. A different observation was revealed by 6 (2.6%) teachers that even when the academic plan is complete, distributing it to all staff members is something they had never experienced other teachers who had not experienced this and disagreed that once the academic plan is complete, it is normally distributed to all staff members involved in the academic processes were 10 (4.3%). However, 33 (13.3%) teachers had not made any decision by the time this study was being finalized.

Personal targets towards the achievements of school set academic achievement could always be set by 97 (42.0%) of the teachers. They strongly agreed that they always set personal targets towards the achievements of school set academic achievement. They got support from 113 (48.9%) teachers who agreed that they always set personal targets towards the achievements of school set academic achievement. Conflicting responses were registered by 4 (1.7%) teachers with 17 (7.4%) of the teachers remaining non-committal.

Opportunities to advance education in a given area of specialization could be given to teachers in some schools as was confirmed by 38 (16.5%) of the teachers who strongly agreed that they are given opportunity to advance their education in their area of specialization. Such opportunities could not be given to some teachers. This is true according to 6 (2.6%) of the teachers who strongly disagreed that they are given opportunity to advance our education in our area of specialization. This received support from other 33 (14.3%) teachers who also had not received such opportunities and they disagreed. After all the decisions had been made, 63 (27.3%) teachers had not decided over the same.

Some teachers could be allowed to go for in-service in the area of specialization. Going for such trainings was frequent in some schools where 43 (18.6%) teachers were teaching. This was confirmed by their strong agreement they made that they normally go for in-service trainings in their area of specialization. Other teachers who agreed to have gone for such trainings were 89 (38.5%). This was something strange to 10 (4.3%) teachers who strongly disagreed that such trainings could be attended by teachers in their schools. To confirm this further, other 39 (16.9%) teacher disagreed that they normally go for in-service trainings in their area of specialization as 50 (21.6%) teachers reserved their comments.

New employed staff members are normally inducted in line with achieving the set school academic achievement. This was true in some schools as 55 (23.8%) teachers strongly agreed with the fact that such induction could be done to the new employed teachers. This is a fact that was supported by other 146 (63.2%) or the teachers who acknowledged that new employed staff members are normally inducted in line with achieving the set school academic achievement in their schools. On the other hand, others schools could not organize for such inductions. This was noted by 11 (4.8%) teachers, leaving 19 (8.2%) teachers who had not made any decision yet.

Having other collaborative academic institutions that help their schools to achieve set school academic achievement was strongly confirmed by 46 (19.9%) teachers with a support form 95 (41.1%) more teachers who agreed that they have other collaborative academic institutions that help them to achieve set school academic achievement. As they were confirming the existence of the collaborative institutions, other schools did not have any such institutions, this was according to 11 (4.8%) of the teachers who strongly disagreed that their schools have other collaborative academic institutions that help them to achieve set school academic achievement. Other teachers who disagreed that their schools have other collaborative academic institutions that help them to achieve set school academic achievement were 35 (15.2%). Making a decision was not easy for 44 (19.0%) teachers who could not take any side over the same.

Collaborative relationships between schools, other institutions and individuals are always facilitated for the benefit of achieving set academic achievement in some schools. Such facilitations are common in some schools as was strongly ascertained by 50 (21.6%) teachers supported by 89 (38.5%) teachers who agreed that collaborative relationships between their school, other institutions and individuals are always facilitated for the benefit of achieving set

academic achievement. This was not common among some schools and teachers 13 (5.6%) teachers strongly disagreed with support.

As mentioned during interviews with both county directors and their deputies, Employment of staff members caters for age, gender, experience and disability. They further hinted that promotion of teachers, principals and deputy principals majorly depends on experiences and delivery. In the interview with the school principals, they were to respond on the availability of some of the academic reflective practices that their staff members carry out to achieve set academic achievement. Some principals noted that the teachers are given opportunity to access the required teaching and learning materials. They practice team teaching where the newly employed and the experienced teachers work as a team to teach, organize for learning experiences for students, field trips and play leaderships roles of existing academic clubs. Some school principals noted that they allow the teachers to ask for guidance where they have a challenge in the implementation of the curriculum. Here they share their views on the best academic practices that could improve academic achievements.

Some of the principals could organise for academic reflective trips to all teachers where all teachers could go and have reflections about the best practices observed within a given academic year or terms. This allows them to improve their practises with the goal of achieving set academic goals. Benchmarking with other top performing schools could be organised by the principals to give their teachers an opportunity to interact with other teachers and adopt some of the best practices conducted in such schools that brings difference in academic achievement.

The school principals narrated how they normally inspire their staff members and students towards achieving the school set academic achievement. Some of the motivation practices include, providing gifts to both group of excelling teachers and students. To teachers the

principals could provide monetary gifts for every grade A, B and C attained by learners in their teaching subjects. The principals could also organise for holiday trips to the teachers and also reward the teachers who sacrifices their extra time to teach and involve themselves consultations with students on academic matters. The students could be gifted with note books, monetary gifts and academic trips. Mean rating of the teachers' feedback from the questionnaire and KCSE average mean score for three consecutive years were analysed through linear regression giving the following SPSS outputs.

Table 4.11: Model Summary of Regression analysis on Instructional Leadership Approach

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.867 ^a	.921	.929	.23054

a. Predictors: (Constant), Mean Rating

b. Dependent Variable: KCSE Mean Score

Mean rating from the responses on instructional leadership that teachers gave in the questionnaires was computed and analyzed through SPSS against their recorded school KCSE mean grade. This resulted to strong correlational results of .867 with observable instructional leadership practices and conducts accounting for achievement of 92.1% of the KCSE mean grades as recorded by the teachers. Therefore, the study revealed that instructional leadership approach has influence on learner's academic performance. To predict the statistical significance of the regression model, ANOVA statistical test was run in SPSS and the output is as shown in table 4.12.

Table 4.12: ANOVA output on Instructional leadership approach

Model	ANOVA ^a					
		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	130.156	1	130.156	1502.247	.029
	Residual	7.432	113	.0669		
	Total	153.861	114			

a. Dependent Variable: KCSE Mean Score

b. Predictors: (Constant), Mean Rating

Table 4.12, revealed a statistically significant result between transformational leadership approaches and learners' academic performance as value 0.0005 was found to be below 0.05. The study therefore found out that transformational leadership approaches has influence on learners' academic performance. To determine whether transformational leadership approach contributes statistically significantly to academic achievement.

The principals noted that they normally organize for life skills lessons where some of the teachers, board members and resource persons are being invited to give motivational talks to students on academic achievements where even teachers benefit from such presentations. Organizing for contests in various subjects, ensuring that some of the basic physical, financial and human resources are mobilised to promote academic achievement processes. The principals also hinted that they normally invite parents to chart way forward on how the low and the average performing students can improve their academic achievements and those who are already toping can maintain and do not drop down.

Learners on the other hand had a focus group discussion where they gave their responses on how the school management ensures that they maintain the collaborative relationships between their school, other institutions and individuals for the benefit of achieving set academic achievement. They mentioned carrying out inter school contests where they do same exams, attend to their academic programmes when called upon, borrowing leaning resources, participating in the zonal, regional and even national games, and having benchmarking with other schools. This would help them in setting the set academic goals, objectives and any plan for the school.

The principal follows the work of the teachers, give suggestions for their improvements, takes care of maintaining teacher motivation, and is present during the whole process of adaptation

to working conditions (Vilas & Sameer, 2019) acknowledges the principals who promote a caring culture that encourages trusts allows the teachers and students to achieve more, make decisions, overcome obstacles, develop their individual and collective strengths, learn from one another and assume responsibility. Jacob et. al (2020) highlight the increased importance of school leadership in meeting academic challenges. Jacob argues that the school leaders' task to create conditions so organizational members can reflect their current practice and to facilitate problem solving and innovation is particularly in academic achievement. School leaders should be able to create learning environments in which students, teachers, and parents felt safe to take risks, make mistakes, and learn.

The results of this study are consistent with feedback from other studies in some ways. Korkmaz (2016) noted that principals' overall instructional leadership significantly moderates the relationship between high school entrance scores and college entrance scores for students in both the liberal arts and science, even though the influential demographic variables were controlled in the model. In other words, instructional leadership can influence the growth rate of achievement in high schools. Korkmaz revealed that more competitive instructional leadership facilitates students' achievement growth and significantly positive relationship between instructional leadership and students' academic achievement. He then concluded that improving instructional leadership might improve students' academic achievement

In addition to general overall instructional leadership, important implications were identified by Mengesha and Tessema (2019). In terms of the different dimensions of instructional leadership on students' academic achievement, which align with the findings from another study that used the method of separate regression analyses. First, for an instructional leadership, it is suggested

that defining the school mission and goals has a key role in influencing high school students, specifically with regard to the growth rate of their achievement over some years in high school. Meanwhile, this result is not surprising since a direct effect of goal setting has been suggested based on the findings from the meta-analysis conducted by Mutea, Ontiri and Gichangi (2019). Furthermore, leadership approach indirectly affects students through the degree of emphasis on clear academic and learning goals Rena and Tedla, (2017). Therefore, our study suggests that school leaders need to establish clearly defined missions, goals, and expectations for the improvement and development of their schools, teachers, curriculums, and students. Such efforts to build stronger school missions could establish connections between educational reforms and teaching implementation, thus enabling teachers and students to better understand their teaching and learning behaviours. Moreover, a positive leadership culture can be developed and the motivation for students' learning and teachers' teaching can be enhanced. This is confirmed by Saini et. al, (2019) that clear school missions and goals help principals, other school leaders, and teachers use feedback efficiently to monitor students' progress.

4.5. Democratic Leadership and Learners' academic Performance.

This section provides feedback on the extent to which democratic leadership approach affects secondary school learner's academic performance. Democratic leadership is a leadership approach in which members in an institution or organization takes mores participative role in the decision-making process. To assess its effects on the secondary school learner's academic performance, this study administered a questionnaire to the teachers where they responded on whether departmental and directorate leadership is rotational irrespective of the hierarchy in the decision making, age and work experience, whether all their suggestions, proposals and opinions are considered in decision making towards achieving set academic achievement. Whether there

is fairness in promoting staff members in their school in line with achieving set academic achievement. They also provided their feedback there is no need to have rules in the class as long as the students pass their subject. Table 4.13 show the feedback obtained from teachers' questionnaires.

Table 4.13: Responses on democratic leadership from teachers.

	SA	%	A	%	U	%	D	%	SD	%	Total	%
1 In our school, departmental and directorate leadership is rotational irrespective of the hierarchy in the decision making, age and work experience.	34	14.7	90	39.0	48	20.8	48	20.8	11	4.8	231	100.0
2 In our school, all our suggestions, proposals and opinions are considered in decision making towards achieving set academic achievement.	65	28.1	77	33.3	35	15.2	40	17.3	14	6.1	231	100.0
3 There is fairness in promoting staff members in our school in line with achieving set academic achievement.	43	18.6	91	39.4	46	19.9	34	14.7	17	7.4	231	100.0
4 As a teacher, as long as students pass in my subjects, there is no need to have rules in the class	10	4.3	6	2.6	17	7.4	72	31.2	126	54.5	231	100.0

Based on table 4.13, 34 (14.7%) teachers extremely agreed that departmental and directorate leadership is rotational in their schools irrespective of the hierarchy in the decision making, age and work experience. This was supported by 90 (39.0%) teachers who agreed that departmental and directorate leadership is rotational in their schools irrespective of the hierarchy in the decision making, age and work experience. This was not different from responses obtained from 11 (4.8%) teachers who strongly denied a claim that departmental and directorate leadership

could be rotational in their schools irrespective of the hierarchy in the decision making, age and work experience. They got support from 48 (20.8%) of the teachers who also disowned the allegation that departmental and directorate leadership could be rotational in their schools irrespective of the hierarchy in the decision making, age and work experience.

Having all our suggestions, proposals and opinions considered in decision making towards achieving set academic achievement was practiced in some schools as was strongly confirmed by 65 (28.1%) teachers supported by 77 (33.3%) of the teachers who agreed that all their suggestions, proposals and opinions could be considered in decision making towards achieving set academic achievement. However, 14 (6.1%) teachers who could not strongly imagine that all their suggestions, proposals and opinions could be considered in decision making towards achieving set academic achievement. This was similar to responses provided by 40 (17.3%) teachers who disagreed to the statement that all their suggestions, proposals and opinions being considered in decision making towards achieving set academic achievement.

Fairness in promoting staff members in schools in line with achieving set academic achievement was something common in some schools as was indicated by 43 (18.6%) teachers. This was a similar response given by 91 (39.4%) of the teachers who agreed that there is fairness in promoting staff members in their schools in line with achieving set academic achievement. On contrary, 51 teachers denied that there could be fairness in promoting staff members in their school in line with achieving set academic achievement. Out of the 51 teachers, 17 (7.4%) of them strongly disagreed while 34 (14.7%) teachers disagreed that there could be some fairness in promoting staff members in their school in line with achieving set academic achievement.

There is still need to have rules in the classroom even when the students have passed a given subject. This is a suggestion made by 10 (4.3%) of the teachers who strongly agreed with the fact

that as a teacher, there is still need to have rules in the classroom. This was supported by 6 (2.6%) of the teachers who also agreed with that statement. There were 126 (54.5%) teachers who strongly disagreed that there should be no need to have rules in the class after the students have done well in your subject. In addition to that, 72 (31.2%) teachers disagreed that there should be no need to have rules in the class after the students have done well in your subject. It was noted that 17 (7.4%) of the teachers had not made their decisions.

In the interview with the principals, they gave their responses on how they empower subordinate staff in their schools in line with achievement of set school academic achievement. The principals mentioned that they sometimes create conducive environment for work to them and give them appropriate tools of work. The subordinate staff could be provided with democratic environment to allow them express and share their experiences with both staff members and students on issues that may affect academic work achievement. They are given opportunities to lead in different relevant sectors but with delivery expectations. The principals sometime take time to discover the passions of the subordinate staff members to identify a starting point when being assigned duties and responsibilities. The work load could be shared among the subordinate staff members to minimise complaints among them for effective delivery on time and with passion. Some of the subordinate staff could get opportunity to advance their education especially the finance, matron, school nurse or doctors, security officers among others.

On how to assess honesty and intelligence of both staff members and students in schools towards achieving set academic achievement, the principals gave some tips that honest teachers do the right things, they normally have good will. This means that the honest teacher will always want to do the right thing. According the principals, the honest teachers believe in all his or her learners. He believes that all learners have potential and ability to perform well academically. He

or she knows that each learner's space is unique, they are gifted irrespective of what they physically display, and each learner wants to succeed. A honest teacher also takes responsibility which is a key trait of integrity. The principal further noted that such a teacher accept their mistakes without passing the blames to some other people, as they normally takes the mistakes as an opportunity to learn from the experience for personal growth.

The principals singled out honest students as those willing to admit when they are wrong about something; students who chose not to cheat and say the truth when they have their fair shares when something is being distributed among them. Such students choose not to take more when distribution is on. They speak up especially when something upsets them. They share the truth even if it is harmful to them. They sometimes show their emissions when they experience disappointments, and return something that do not belong to them and always do the right thing. These are some of the characteristics that some of the principals have been using to assess honesty among students.

In the FGD, students gave their views on how their principal assesses honesty of students towards achieving set academic achievement in school. Learners hinted out that their school principals sometimes apply psychology, use of spies or carry out interrogation to find out how honest a given student is. Sometimes the principals get information from the class secretaries and other student council leaders, install CCTV, finding out from exam answer sheets through the teachers, holding a meeting with different group of students and observing students' behaviours. Other ways of assessing student honesty was through holding discussions with students in the student barazas and visiting the suggestion box to get messages from them.

The study found out that departmental and directorate leadership is made rotational irrespective of the hierarchy in the decision making, age and work experience in most schools. Most of their suggestions, proposals and opinions are considered in decision making towards achieving set academic achievement. Most teachers emphasized on school rules and regulations beyond passing of examination as they felt that there is still need to have the rules in the class even after the learners had passed their continuous assessment tests and other examinations. The findings in this study agrees with that of Beri and Shuaibu (2018) whose findings indicate that transformational leadership style has been proved to have significant factor in increasing student's academic achievement of implemented in different participants, places and situations. Thus, it is recommended for school principals and other to implement, maintain transformational leadership styles in returned to the improvement of student's academic achievement as well as improvement of school qualities.

Based on the findings, it can be seen clearly from a study carried out by Barman and Ramakanta (2018) which have the same results of identifying that democratic leadership style was the most prominent styles which influence in positive impact on student's academic achievement. They concluded that democratic leadership style raises student's academic achievement.

Findings of this study concur with some of the scholars; Bolin, (2019) revealed that democratic leadership is defines the power to facilitate, stimulate, and inspire followers through the useful and efficient provision of institutional resources to implement strategies and achieve shared objectives. These kinds of leaders express a strong preference for close collaboration with the subordinates to extend their mutual interest rather than reliance on their authority to influence the subordinates to obey what has been dictated to them. He noted that, in the educational sector, the

pertinence and efficacy of leadership approach rest on the functioning state in which school leaders balance their style with devotees' tasks.

The leadership styles adopted by the principals are diverse and derived from the foundation of locally cultural associations and the context of school settings. Bush (2020) hinted that principal leadership approaches are greatly influenced by various factors, i.e., leader personalities, socioeconomic environment and school culture; thus, approach and practices of leadership vary according to cultural and geographical differences.

Chinelo (2019) argued that most leaders preferably deploy participative and directive styles and endorses the encouragement of democratic leadership style as an alternative to autocratic leadership approach. He found out that leadership, although being administrators or pedagogical leaders, demands the integration and proficient use of numerous approaches, such as behavioral approach, trait approach, and skills approach, and appropriate leadership styles across different situations or occasions. Thus, successful school leaders are those who adopt an appropriate leadership approach or a mixture of various approaches to lead teachers toward the attainment of school goals

According to Drewziecka et. al (2018), the effective performance, work motivation, and contentment level of employees constitute factors of great importance for all institutions, especially educational organizations. Jacob and Cherian (2020) found out that democratic leader has the primary role of guiding the rest of the group in arriving at the collective decisions, thus encouraging delegating, coaching, accepting responsibility and recognition of the ability and potentials of others. In their study, Rohman and Muna (2019) believe that the principal's democratic leadership typology is a crucial virtue. Schools are capable of competing in

educational competitions and are prepared to face any challenge. Nasir et al. (2021) added that the democratic leadership model of madrasah principals is shown by the behavior of principals who are communicative, disciplined, responsible, dare to innovate, honest, open, have good social relations with madrasa residents, and involve subordinates together. Same for making changes. According to Yanti (2021), the democratic leadership style positively and significantly affects teachers' educational, personality, professional and social competencies.

In his study, Joshua, (2017) noted that democratic leadership gives staff and teacher's confidence in carrying out their duties, rewards teachers who make changes and creativity, provides opportunities for staff and teachers who make mistakes to improve themselves. Principal democratic leadership can appear in the form of influencing teachers to want to do something together to achieve educational goals, where teachers will improve their performance in their respective fields.

Democratic leadership of the principal can increase teachers work discipline in schools. Similarly, Mengesha and Tessema (2019) noted that democratic administration of the principal has a substantial impact on improving the performance of the teachers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This chapter addresses the summary of the study in terms of findings from each objective. It involves discussion, conclusion and recommendations. County director of education, sub-county directors, secondary school principals, teachers and students participated in the study. In terms of gender more male than female school principals, teachers and students participated in the interview, questionnaires and focus group discussion respectively. Leithwood et. al (2015) noted that gender is a determinant factor on the leadership approaches to be adopted.

5.1. Summary of Findings

Leadership approaches differ between men and women depending on the roles played in running a given institution. Being honest, having self-confidence, decision making approaches, relationship buildings, integrity, demonstrating expertise and championing for change among other attributes differ among the genders. The participants were drawn from different categories of schools; this was in terms of boys schools, girls schools, mixed schools, boarding schools, day schools, both boarding and day schools. Majority of schools were mixed day, followed by girls' boarding and boys' boarding. Among them there were more public than private secondary schools having more regular than special schools. The study's demographic information agrees with the report. There are more regular than special schools in Kakamega County. The report further revealed that the number of public schools outweigh that of the private schools with mixed and day schools taking the lead ahead of boys boarding and girls boarding.

5.1.1. Teachers Self-Worth and Learners' academic Performance

This is an individual's subjective evaluation of their own worth. It a state of being your own team, giving yourself the same respect, dignity and understanding what you want for your loved ones. The study was to ascertain the influence of teacher's self-worth on secondary school learners' academic performance. To do this, the study administered a questionnaire to teachers. Majority of teachers confirmed that they are always being appreciated for their efforts made towards achievement of set academic goals and objective. They termed their school principals as being patient tolerant and accommodative to all staff members and students from different backgrounds as they confirmed that their staff members consist of members from different ethnic background. Teachers also gave their feedback on their promotion where they noted that promotion of staff members is balanced considering departmental balance, gender, experience, religion, age, disability and experiences. This was contradictory to the feedback from the principals who hinted out that they have no strong control on regional balance when it comes to employment because only interested teachers apply for the jobs and to some extent, majority of the applicants come from some regions. They noted that most teachers do not want to work very far away from home and even those who are away tend to look for transfer after working for a certain period of time.

The principals noted that it has been a challenge to handle issues of gender and religion because by law, no one should be denied an opportunity to get a job just because of gender or religion. They recognized a section in the Kenyan constitution about gender. However, according to the teaching profession, employment is based on merit drawn from the list of applicants. According to the principals, the teachers' employer handles the issues to do with age of the teachers being employed. They noted that age, disability and experiences are factors during recruitment of

teachers where the age and the graduation year of the applicant is key in securing the job. Those who graduated earlier and the older applicants tend to get employed earlier compared to those who graduated later and younger. People living with disabilities are considered more compared to normal applicants when it comes to teachers' recruitment. They noted that promotion of teachers is a role played by the employer but hinted out that it is affected by factors like teaching experience and learners' academic achievements and do not depend on any of regional balance, gender, religion and age. For admission of students, regional balance plays a role but based on where the primary school was.

5.1.2. Transformational Leadership Approach and Learners' Academic Performance.

The study was to establish the extent to which transformational leadership approach affects secondary school learners' academic performance. A questionnaire was given to the teachers, where majority of them agreed that their school academic achievement is given priority before interest of any staff member while confessing that motto, vision, mission and values are existing in their schools and that school's academic goals and objectives are aligned to the school Values. Taking positive risks is something that their school principals can take in order to achieve set school academic achievement.

Most teachers confirmed that they always leave difficult decisions to their school principals to make and he has always done it in line with achieving set academic achievement. This was contrary to what some principals revealed during the interview that they normally meet with heads of departments then as a staff to discuss and use consensus method to arrive at the best method of making decision. Even though making difficult decisions was left for the principals in most schools, some of the school principals accept new ideas from other staff members towards

achieving set school academic achievement which is one of the best practice to achieve goals and objectives of a given institution or organization.

Motivation of teachers was found to be a normal practice in most schools as teachers confirmed that in their schools, both staff members and students are motivated and inspired for the effort made towards achieving school academic achievement. This was in agreement with what the school principals revealed that they do motivate teachers by taking them to academic trips and sometimes they give them monetary awards, particularly teachers who helps students to achieve higher grades. This was also confirmed by the students during FGD. They further revealed that motivation improves both customer and employees' satisfaction levels.

5.1.3. Instructional Leadership on Learners' Academic Performance

In instructional leadership, the leader is believed to manage by saturating every aspect of life. To assess how the leadership affect academic achievements, the study gave teachers questionnaires, interviewed the school principals and carried out a FGD with students. According to teachers, setting goals and objectives of each academic year in our school, developing the academic related tasks to meet the set academic related goals and objectives in our school were some of their roles and obligation in most schools. They could first determine the resources needed to achieve the set academic achievement at the beginning of the year and create time lines to meet the academic achievement. Determining the tracking and assessment methods of academic tasks in relation to goals and objectives, setting personal targets towards the achievements of school set academic goals was their roles. They further revealed that once the academic plan is complete, it is normally distributed the tasks to all staff members involved in the academic processes. Service training could be done in most schools as they strengthen collaborations with other institutions and creation of awareness to the neighboring communities around the schools.

This was in agreement with what the students revealed during FGD where they mentioned carrying out inter school contests where they do same exams, attend to their academic programs when called upon, borrowing leaning resources, participating in the zonal, regional and even national games, and having benchmarking with other schools.

This was in agreement with what the principals noted where life skills lessons were organized by some of the teachers, board members and resource persons being invited to give motivational talks to students on academic achievements. The teachers could also benefit from such presentations. They could also organize for contests in various subjects, ensuring that some of the basic physical, financial and human resources are mobilized to promote academic achievement processes. The principals also hinted that they normally invite parents to chart way forward on how the low and the average performing students can improve their academic achievements and those who are already ahead toping can maintain the same and not to deteriorate. The findings from this study is supported by the feedback from academic report which noted that, it is through teamwork and inclusion that can enable achievement of set goals and objectives of a given institution or organization.

5.1.4. Democratic Leadership and Learners' academic Performance.

A summary of feedback on the extent to which democratic leadership approach affects secondary school learner's academic performance is given in this section. Democratic leadership is a leadership approach in which members in an institution or organization takes more participative role in the decision-making process. To assess its effects on the secondary school learner's academic performance, this study administered a questionnaire to the teachers. They noted that departmental and directorate leadership is rotational irrespective of the hierarchy in the decision making, age and work experience in most schools. Most of their suggestions, proposals and

opinions are considered in decision making towards achieving set academic achievement. For promotions, they had noted some fairness in promotion of the staff members in most of their schools in line with achieving set academic achievement. Most teachers were categorical about the school rules and regulations beyond passing of examination as they felt that there is still need to have the rules in the class even after the learners had passed their continuous assessment tests and other examinations.

Similar and related feedback was obtained from the school principals during the interview where they mentioned that they sometimes create conducive environment for work so that learners achieve their objectives in examinations. According to the school principals, the support staff are also given democratic environment to allow them express themselves and share their experiences with both staff members and students on issues that may affect academic work achievement. Some principals could give opportunities to both teachers and students to lead in different relevant sectors but with delivery expectations. They ensure that work load is shared among the staff members to minimize complaints among them for effective delivery on time. All these are done with passion for the learner to excel in their academic work. Some of the support staff members and teachers could get opportunity to advance their education especially the accounts clerks, matron, school nurse, secretary and security officers. As the principals could practice how to democratically provide leadership, they also had some ways of assessing honesty and intelligence of both staff members and students in schools towards achieving set academic achievement.

5.2. Conclusion

The study finally ascertained that teacher's self-worth has influence on secondary school learners' academic performance hence the null hypothesis one was rejected. Majority of teachers confirmed that they are always being appreciated for their efforts made towards achievement of set academic goals and objectives. They termed their school principals as being patient tolerant and accommodative to all staff members and students from different backgrounds as they confirmed that their staff members consist of members from different ethnic background also. Teachers also gave their feedback on their promotion where they noted that promotion of staff members is balanced considering departments, gender, experience, religion, age, disability and experiences.

The study established that transformational leadership approach affects secondary school learners' academic performance hence the null hypothesis two was rejected. This was confirmed when the teachers noted that their principals could take positive risks in order to achieve set school academic achievements given that a transformational leader inspires people to attain greater or amazing outcomes. The study revealed that some of the school principals accept new ideas from other staff members towards achieving set school academic achievement, since such a leader allows people to make informed decisions after they have undergone thorough training. Motivation of both teachers and students was also realised during the study where teachers and students could be taken to academic trips and sometimes given monetary awards, particularly teachers who helps students to achieve higher grades

The researcher was convinced that instructional leadership approach affects secondary school learners' academic performance hence the null hypothesis three was rejected. This was confirmed when teachers revealed that determination of the resources needed to achieve the set

academic achievement was given priority at the beginning of the year and create time lines to meet them. This could be followed by determination of tracking and assessment methods of academic tasks in relation to goals and objectives towards achieving them. The tasks could further be distributed to all staff members involved in the academic processes which is in agreement with the description of instructional leadership approach where the leader is believed to manage by saturating every aspect of activities in the institution or organization.

The study further established that democratic leadership approach affects secondary school learner's academic performance after noting that departmental and directorate leadership is rotational in most schools irrespective of the hierarchy, age and work experience. The null hypothesis four therefore was rejected. The study further noted that most of the teachers' suggestions, proposals and opinions are considered in decision making towards achieving set academic achievement as was confirmed by learners in FGD. This is the kind of the leadership approach embraced by a democratic leader.

5.3. Recommendations

- i) The study noted disconnect between some secondary school principals when it comes to making decisions where teachers leave difficult decisions to their school principals to make while the principals talk about inclusivity in making decisions therefore for academic achievement to be realized there should be unity and one language between a leader and his/her colleagues. When all teachers are involved in decision making, this can strengthen communication, collaboration and team work for the benefit of the learner.
- ii) Even though teachers begin with determining the resources needed to achieve the set academic achievement at the beginning of the year and create time lines to meet the academic

standards, it is up to discretion of the school principal to spearhead the mobilization of the resources and implement the same. This contradiction can hinder achievement of academic set standards. All the stakeholders; parents, teachers and school management should be involved in resource mobilization to minimize inadequacy of the resources.

iii) Having confirmed that management ensures maintenance of the collaborative relationships between their school, other institutions and individuals for the benefit of achieving set academic achievement. Students needs strengthen their consultation programs with their teachers to improve their academic achievement further.

iv) The study found out that democratic leadership approach has an effect on student's academic performance however departmental and directorate leadership is made rotational irrespective of the hierarchy in the decision making, age and work experience in most schools. This is a practice that should be embraced because it promotes inclusivity.

5.4. Suggestions for Further Studies

- i) Due to limited resources and time, the study could not be carried out in all schools in Kenya as study population; therefore, a similar study can be carried out but in an expanded study area.
- ii) A similar study can be conducted based on teacher achievement and how it impacts academic work.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR TEACHERS

Dear participant,

I am a student conducting research on the *Teacher Leadership Approaches, Self-Worth and Secondary School Learners' Academic Performance in Kakamega County, Kenya*. The purpose of this questionnaire is to collect your views and opinions on the research problem. Kindly respond to it by filling in the blank spaces or ticking [√] where appropriate. All the information will be treated with utmost confidentiality during and after the study. Do not write your name anywhere in the questionnaire.

Gender: M []; F [];

Age: Below 20 [], 20 – 29 Years []; 30 – 39 Years []; 40 – 49 Years [];
50 – 59 Years []

Working Experience: Below 10 Years [], 10-19 Years [], 20 and Above []

Key

SA - Strongly Agree

A - Agree

U - Undecided

D - Disagree

SA - Strongly Disagree

SECTION A: Transformational Leadership

Indicate with a [√] or write in the spaces provided below: LINK ALL THE STATEMENTS TO ACADEMIC PERFORMANCE.

		SA	A	U	D	SD
1.	Our school academic achievement are given priority before interest of any staff member.					
2.	Our school has motto, vision, mission and values					
3.	Our school's academic goals objectives are aligned to the school Values.					
4.	Our school principal always take positive risks for the sake of achieving set school academic achievement.					
5.	We always leave difficult decisions to our school principal to make and he has always done it in line with achieving set academic achievement.					

6.	Our School principal accepts new ideas from other staff members towards achieving set school academic achievement.					
7.	In our school, both staff members and students are motivated and inspired for the effort made towards achieving school academic achievement					

SECTION B: Instructional Leadership

Indicate with a [√] or write in the spaces provided below:

1. a) Do you have yearly academic work plane? Yes [] No []
 b) If yes: Tick the following appropriately

		SA	A	U	D	SD
1.	We always set goals and objectives of each academic year in our school					
2.	We always develop the academic related tasks to meet the set academic related goals and objectives in our school					
3.	In our school we normally determine the resources needed to achieve the set academic achievement at the beginning of the year.					
4.	To meet the academic achievement, we always create time line.					
5.	We always determine tracking and assessment methods of academic tasks in relation to goals and objectives.					
6.	Once the academic plan is complete, it is normally distributed to all staff members involved in the academic processes					
7.	We always set personal targets towards the achievements of school set academic achievement					
8.	We are given opportunity to advance our education in our area of specialization					
9.	We normally go for in-service trainings in our area of specialization.					
10.	New employed staff members are normally inducted in line with					

	achieving the set school academic achievement.					
11.	We have other collaborative academic institutions that help us to achieve set school academic achievement					
12.	Collaborative relationships between our school, other institutions and individuals are always facilitated for the benefit of achieving set academic achievement.					
13.	In our school, we always create community awareness on the set academic achievement and the plans on how to achieve them					

SECTION C: Democratic Leadership

Indicate with a [√] or write in the spaces provided below:

		SA	A	U	D	SD
1.	In our school, departmental and directorate leadership is rotational irrespective of the hierarchy in the decision making, age and work experience.					
2.	In our school, all our suggestions, proposals and opinions are considered in decision making towards achieving set academic achievement.					
3.	There is fairness in promoting staff members in our school in line with achieving set academic achievement.					
4.	As a teacher, as long as students pass in my subjects, there is no need to have rules in the class					

SECTION D: Self Efficacy

Indicate with a [√] or write in the spaces provided below:

		SA	A	U	D	SD
1.	We are always being appreciated for our efforts made towards achievement of set academic goals and objective.					
2.	In our school, the principal's decision is the final.					
3.	Our school principal is always patient, tolerant and accommodates all staff members and students from different					

	backgrounds.					
4.	Our staff consists of members from different ethnic background.					
5.	Promotion of our staff members is balanced considering departmental balance, gender, experience, religion, age, disability and experiences.					
6.	Admissions of student governing council members is done by balancing class/stream, gender, religion, age and disability.					
7.	Election, nomination and appointment of student governing council members is done by balancing class/stream, gender, religion, age and disability					
8.	The way a teacher presents himself has nothing to do with learners results					
9.	There is no need to report cases of indiscipline to the school leader, I can deal with them					
10.	As a teacher I can invest my money and time on my looks than any other project					
11.	As a teacher, I can exercise substantial influence on school practice in matters of curriculum, Instruction and assessment					
12.	My image is positive towards learners and I would desire them be like me.					
13.	Parents should be involved when the student is late for classes.					
14.	Parents should be involved when the student is absent frequently.					

APPENDIX II: INTERVIEW GUIDE FOR COUNTY DIRECTOR OF EDUCATION

Gender: M []; F []

Age: 40 – 49 Years []; 50 – 59 Years []

Working Experience: Below 10 Years [], 10-19 Years [], 20 and Above []

1. How do you inspire deputy county directors, principals and teachers towards achieving the school set academic achievement?

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2. How do you ensure good interpersonal effectiveness among sub-counties, schools, principals and teachers in your county schools in order to achieve the set academic achievement?

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3. How do you assess honesty and intelligence of teachers, principals and sub-county directors in your county towards achieving set academic achievement?

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4. How do you balance the following factors among teachers, principals and schools?

i) Employment of staff members (consider regional balance, gender, religion, age, disability and experiences)

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ii) Promotion of teachers, principals and deputy principals (consider regional balance, gender, religion, age, disability and experiences)

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**APPENDIX III: INTERVIEW GUIDE FOR SUB-COUNTY DIRECTOR OF
EDUCATION**

Gender: M [] ; F []

Age: 30 – 39 Years [] ; 40 – 49 Years [] ; 50 – 59 Years []

Working Experience: Below 10 Years [] , 10-19 Years [] , 20 and Above []

1. How do you inspire principals and teachers towards achieving the school set academic achievement?

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2. How do you ensure good interpersonal effectiveness among schools in your sub-county in order to achieve the set academic achievement?

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3. How do you assess honesty and intelligence of both teachers and principals in the schools in your sub-county towards achieving set academic achievement?

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4. How do you balance the following factors among schools in your sub-county?

i) Employment of staff members (consider regional balance, gender, religion, age, disability and experiences)

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ii) Promotion of teachers, principals and deputy principals (consider regional balance, gender, religion, age, disability and experiences)

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APPENDIX IV: INTERVIEW GUIDE FOR SCHOOL PRINCIPALS

Gender: M [] ; F [] ;

Age: 20 – 29 Years [] ; 30 – 39 Years [] ; 40 – 49 Years [] ; 50 – 59 Years []

Working Experience: Below 10 Years [] , 10-19 Years [] , 20 and Above []

1. How do you handle difficult decision to be made based on achieving academic achievement?

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2. What are some of the academic reflective practices that your staff members carry out to achieve set academic achievement.

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3. How do you empower subordinate staff in your school in line with achievement of set school academic achievement?

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4. How do you appreciate yourself for the achievement of set school academic achievement?

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5. How do you balance the following factors among your staff members and students?

(a) What is the gender ratio of your staff members? 1:1 [] 1:2 [] 1:3 [] 1: Beyond 3 for male:female.

(b) Admission of students (consider regional balance, gender [for mixed school], religion and age)

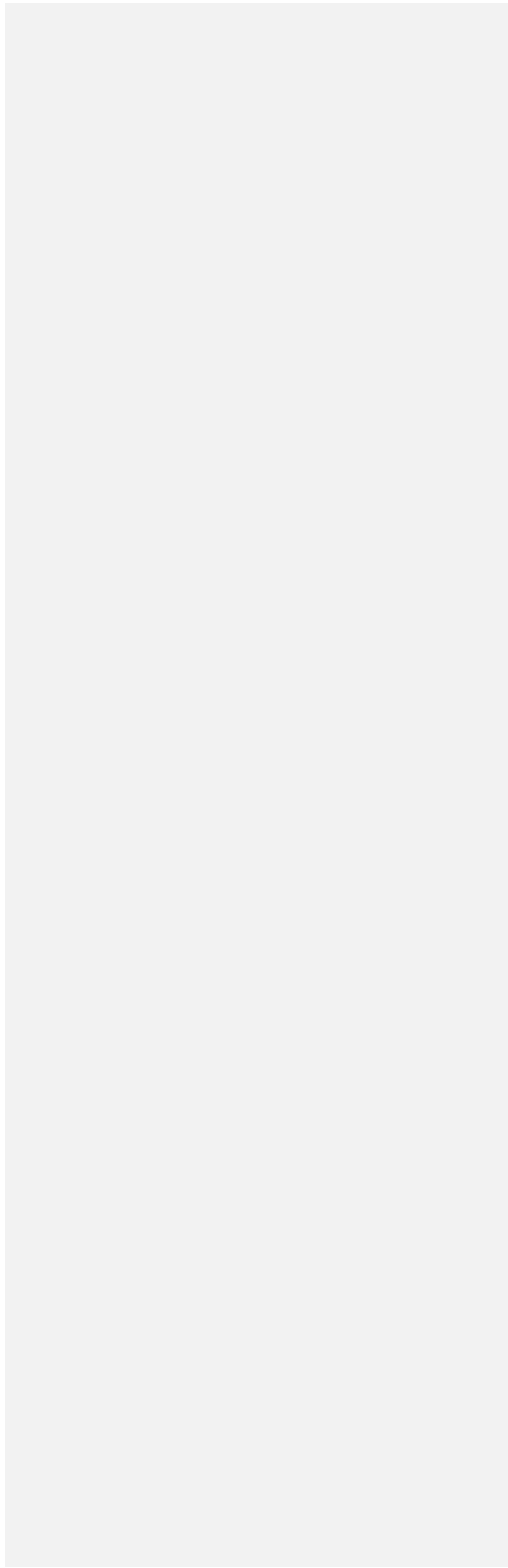
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iv) Appointments, nominations, electing and promoting of students into the student governing council (consider regional balance, gender [for mixed school], religion and age)

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vii) What are some of the common reasons indicated by the teachers for being absent from school?

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ENDIX V: FOCUS GROUP DISCUSSION FOR FORM THREE STUDENTS

Type of School..... School Category.....

Number of Students..... Number of Boys..... Number of Girls.....

Section A: Transformational Leadership

1. How do your principal inspire you towards achieving the school set academic achievement?

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2. (a) Do your principal motivate you for your effort made towards achieving set academic achievement? Yes [] No [].

(b) If yes, how do your principal motivate you for your efforts made towards achieving set academic achievement?

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(c) If No, how do you think your principal should motivate you?

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3. How do you ensure good interpersonal effectiveness among students in your school in order to achieve the set academic achievement?

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4. a) Are you normally introduced to newly employed staff members? Yes [] No []
b) If yes, how do they impact to achievement of your set academic achievement?

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5. (a) Do you have other collaborative academic institutions that help you to achieve set academic achievement? Yes [] No [].

(b) If yes, how do you ensure that you maintain the collaborative relationships between your school, other institutions and individuals for the benefit of achieving set academic achievement?

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6.(a) Do have open/academic days where your parents/guardians are engaged on the set academic goals, objectives and any plan for the school? Yes [] No []

(b) If yes, how are they engaged on the set academic goals, objectives and any plan for the school?

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Section B: Democratic Leadership

1. How do your principal assess honesty of students in your school towards achieving set academic achievement?

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SECTION C: Self Efficacy

1.How do your principal appreciate other teachers for the achievement of set school academic achievement?

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2. Which subject lesson is strictly attended by the teacher according to lesson time table?

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.....

3. Which subject lesson is not strictly attended by the teacher according to lesson time table?

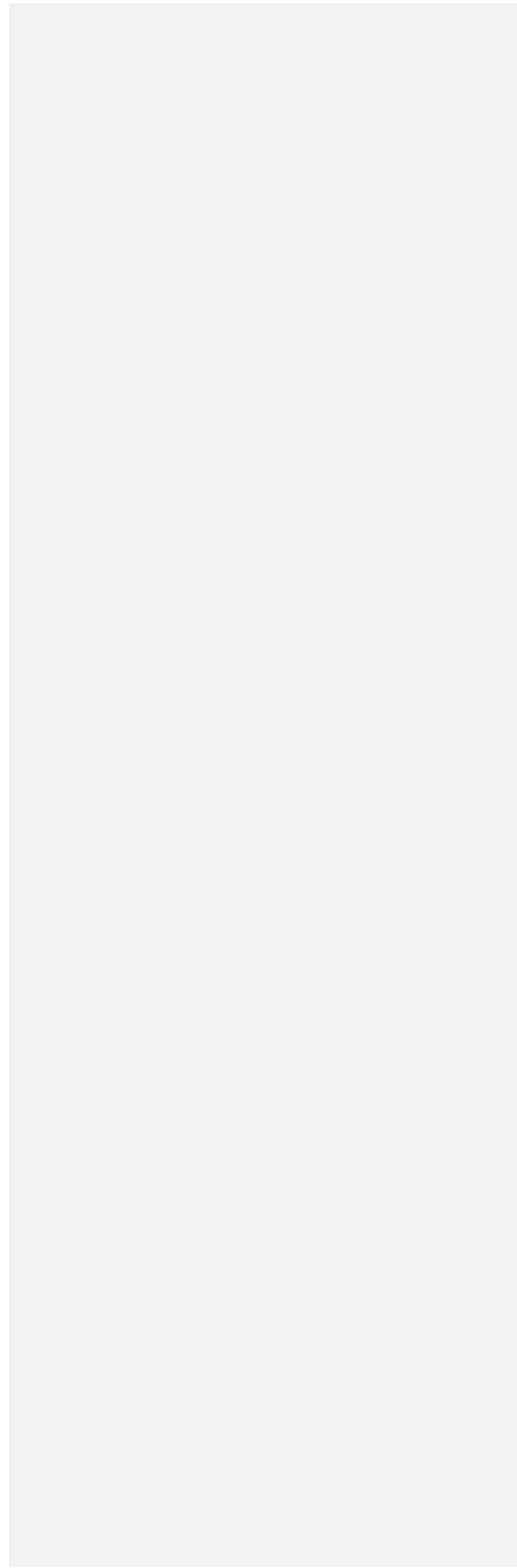
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4. Which subject lesson is attended for compensation in case a lesson was missed during the indicated lesson in the time table?

.....

5. Which subject lesson is not attended for compensation in case a lesson was missed during the indicated lesson in the time table?

.....



APPENDIX VI: CONTENT DOCUMENT CHECKLIST

A: Analysed KCSE Result files.




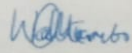

School Type..... School Category.....

SCHOOL S/NO.	KCSE MEAN GRADE FOR THE PAST 3 YEARS		
	2017	2018	2019
001			
002			
003			
004			
005			

B: Lesson Attendance by teachers of various Subjects

	Subjects	Time Tabled Number of Lessons per Week	Number of Lessons attended per Week
1	English		
2	Kiswahili		
3	Mathematics		
4	Chemistry		
5	Biology		
6	Physics		
7	Geography		
8	History and Government		
9	CRE		
10	Business Studies		
11	Agriculture		

APPENDIX VIII: NACOSTI Research Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 121376	Date of Issue: 19/January/2021
RESEARCH LICENSE	
	
<p>This is to Certify that Ms. ESTHER NTHAMBI SILA of Masinde Muliro University of Science and Technology, has been licensed to conduct research in Kakamega on the topic: TEACHER LEADERSHIP APPROACHES, SELF-WORTH AND SECONDARY SCHOOL LEARNERS' ACADEMIC PERFORMANCE IN KAKAMEGA COUNTY, KENYA for the period ending : 19/January/2022.</p>	
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APPENDIX VII: Kakamega County Map

