

# Relationship Between Delocalized Principals' Transformational Leadership Tenets and Institutional Performance Among Public Secondary Schools in the Lower Eastern region, Kenya

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## ABSTRACT

The study aims to determine the relationship between the leadership style of delocalized principals, specifically transformational leadership and the performance of public secondary schools in the lower Eastern Region of Kenya. It was informed by the need to illustrate the extent to which implementation of delocalization policy has contributed to the improvement of institutional performance. The study adopted descriptive cross-sectional survey and correlational research designs. Multistage sampling was used to select 144 principals, 144 senior teachers and 6 educational officials from 1086 respondents. Questionnaires and interview schedules were used to collect data from the sampled respondents. Qualitative data obtained were analyzed thematically, while quantitative data were cleaned, coded and analyzed descriptively and inferentially with the aid of the Statistical Packages for Social Sciences (SPSS) version 26.0 computer software. Frequency and percentages were used to describe the existing relationship between the study variables, while the study hypotheses were tested using regression analysis at 0.05 level of significance. The study established that there is a positive and significant relationship between idealized influence, inspirational motivation, intellectual stimulation as well as individualized considerations and institutional performance. Ultimately, the study illustrated that there exists a positive and significant relationship between the transformational leadership style of the delocalized principals and the performance of their schools. It is therefore recommended that TSC should continue to implement the best practices of delocalization for education stakeholders to reap its inherent benefits. The Ministry of Education (MOE) in Kenya should organize training workshops for principals on how to implement transformational leadership tenets.

**Keywords:** Transformational leadership, Idealized Influence, Inspirational motivation, Intellectual stimulation, Individualized consideration and Institutional performance.

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## INTRODUCTION

Education is widely considered to be important for the survival and success of individuals and communities in emerging economies globally. It has been associated with personal, social, political, economic or cultural development of individuals and communities (Beyene, 2016). As a matter of fact, education touches every aspect of learners' lives paving the way for their logistics development and ultimately that of the society. Consequently, Sustainable Development Goals (SDG) on education emphasizes the need for boys and girls

(UNESCO-GEM 2015) to acquire quality education to better their future career prospects and their lives generally. In an attempt to achieve this important goal and provide quality education for their populace, countries all over the world are increasingly spending a significant proportion of their recurrent budget on financing education (Itegi, 2016). Educational institutions and their managers in various countries of the world are greatly pressurized by stakeholders who are demanding for educational outcome that

**Table 1:** Delocalized principal in the lower Eastern region, Kenya between 2017 and 2021.

| County          | 2017 | 2018 | 2019 | 2020 | 2021 | Total |
|-----------------|------|------|------|------|------|-------|
| <b>Machakos</b> | 24   | 112  | 63   | 44   | 8    | 251   |
| <b>Kitui</b>    | 7    | 152  | 28   | 10   | 5    | 202   |
| <b>Makueni</b>  | 26   | 22   | 20   | 16   | 3    | 87    |
| <b>Total</b>    | 57   | 286  | 111  | 70   | 16   | 540   |

**Source:** RDE Eastern region 2022.

commensurate to the massive investment made in it.

In the United States, Allen et al. (2015) undertook a correlational study to underscore the relationship between transformational leadership, school climate and students' achievements. The study, whose aim was to assess the leadership style adopted in a small sub urban district school in South East Texas, established that the existence of mutual trust between a principal and his teachers and if the principal treats his teachers as professionals would motivate the teachers to perform well in classrooms, and impact their students with exceptional knowledge. The study focused on individualized consideration by insisting that school leaders should interact with their followers in a manner, which will impact students' achievements positively.

In Subang jaya, Malaysia, a comparative study on the relationship between transformational and transactional leadership on teachers' job satisfaction and secondary students' performance concluded that principals' demographic profiles, such as age, work experience, years in service and qualifications had no strong correlation with teachers' work fulfilment (Nazlina Marimuthu 2021). The study established that job satisfaction varies with schools and that there is a strong relationship between leadership style and job satisfaction, with transformational leadership style contributing more significantly to higher job satisfaction than transactional leadership style. The study did not specifically focus on the relationship between leadership styles and institutional performance. Additionally, delocalization policy was not embedded in the study as the current study sought to.

In Africa, Shava (2021) investigated the integration of instructional and transformational models of leadership for sustaining school improvement. The study used qualitative research approach to arrive at an in-depth understanding of integrating instructional and transformational leadership models for enhancing school performance. Data were collected through semi-structured interviews with principals in one educational province. Purposive sampling techniques were used to select the participants for the study. Findings from the study established that integrating the two models has the potential to enhance learners' performance. This study has shown that the integration of instructional and transformational leadership models led to a climate that promotes a culture of teaching and learning, increasing quality learning outcomes. The study was qualitative in nature yielding subjective findings which are not

transferable. Its findings therefore may not be applicable in situations similar to the current study.

Muia (2018) examined the influence of principals' transformational leadership practices (TLP) on academic performance in KCSE in Mbooni West Sub-county, Kenya. The study was guided by six objectives. The dependent variable was academic performance in KCSE, while the independent variables were principals' transformational leadership practices. Study sample included 266 teachers and principals selected using simple random sampling technique. Instruments used were questionnaires, focus groups discussion guide, interview guides, and documentary analyses. Data were analyzed using descriptive and inferential statistics. Findings showed that TLP have positive significant influence on academic performance in KCSE, with Inspirational Motivation (0.194); Intellectual Stimulation (0.198) and Idealized Influence (0.178) at alpha value 0.01 level of significance (2-tailed). The best transformational leadership practice predictor for KCSE examinations was Intellectual Stimulation (IS) (0.198). The findings, though useful, fell short of focusing on institutional performance, which is the focus of this study. Majority of public secondary schools continue to face performance challenges due to poor leadership. For instance, Lokuruka (2017), in his study, reported that head teachers are faced with various challenges in managing Kenya Certificate of Secondary Education performance.

Consequently, the Teachers Service Commission (TSC), in an attempt to enhance institutional management through improved leadership, has proposed and implemented the delocalization policy since 2017. Delocalization policy, known as the act of transferring principals from their native counties to other counties (Munyiri et al., 2019), was adopted by TSC with the aim of ensuring that principals devote maximum time and effort in the management of their institutions to enhance their performance. This was done due to the belief that the leadership qualities of majority of principals were compromised by them staying too long in one station or working closer to their native counties (Joseph, 2022). With the implementation of the delocalization policy, they are sent to new stations away from their home counties. This makes them to have ample time and opportunity to discharge quality leadership, which enhances the performances of their schools (Table 1).

However, since inception, there is minimal data on the

extent to which implementation of the policy predicts principals' leadership qualities and ultimately institutional performance. This study therefore sought to bridge the existing knowledge gap by establishing that there is a relationship between the transformational leadership quality of delocalized principals and the performance of their schools, with a specific focus on delocalized principals in counties in lower Eastern Kenya.

### Research Hypotheses

- i. There is no statistically significant relationship between the idealized influence of delocalized principals and institutional performance among public secondary schools in the Lower Eastern Region of Kenya.
- ii. There is no statistically significant relationship between delocalized principals' inspirational motivation and institutional performance among public secondary schools in the Lower Eastern Region of Kenya
- iii. There is no statistically significant relationship between delocalized principals' intellectual stimulation and institutional performance among public secondary schools in the Lower Eastern Region of Kenya.
- iv. There is no statistically significant relationship between delocalized principals' individualized consideration and institutional performance among public secondary schools in the Lower Eastern Region of Kenya.

### LITERATURE REVIEW

#### Transformational Leadership and Institutional Performance

Transformational leadership is defined as a leadership approach that causes changes in individuals and social systems (Sifat, 2019). In its ideal form, it creates valuable and positive change in followers with the end goal of developing them into leaders. Since change management is a strength of transformational leaders, it has been claimed that transformational leadership is the best form of leadership style for school principals considering significant reform (Bellibaş et al., 2021). Transformational leadership style plays an important role in students' academic achievement in schools. Therefore, it is very necessary for principals to exhibit transformational leadership behaviours to enhance the performance of their schools. In Kenya, principals are held accountable for the discharge of quality education, which is associated with students getting good grades in KCSE examinations. The KCSE examinations play a crucial role in students' life since it determines their progression to higher education, training and job placement. Therefore, it ignites public pressure on school administrators and teachers for them to ensure the academic performance of their schools is

improved. Emphasis on transformational leadership skills would mitigate the pursuit of the ever increasing institutional performance. Hence, there is need to investigate or question the practices of individualized consideration, intellectual stimulation, idealized influence and inspirational motivation transformational leadership style used by secondary school principals in an attempt to gain more insights into how these influence students' academic performance. To achieve this, the current study hypothesized that the transformational leadership style of school principals does not significantly influence the academic performance of students in public high schools. To determine the extent to which transformational leadership influences institutional performance, the data collected were subjected to regression analysis.

Extant empirical evidence suggests that there is a relationship between transformational leadership style and students' academic success in higher education (Jackson, 2016). The results of Jackson (2016)'s study in Lynchburg, Virginia, revealed that there is a statistically significant relationship between transformational leadership style (independent variables idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation and individualized consideration) and students' academic success. It can be induced that these behaviors improve students' academic performance. Chen (2014) reported there was no significant relationship between transformational leadership and students' learning outcomes in California State Assessment. Leveraging on these mixed findings, this current study aimed to contribute to extant school leadership literature by seeking to understand the influence of transformational leadership on institutional performance and the applicability of leadership theories to the context of Kenyan secondary schools.

Ling and Ibrahim (2013) investigated the impact of transformational leadership, such as idealized influence, inspirational motivation, intellectual stimulation and individualized consideration on teachers' commitment towards organization, teaching profession and students' learning in Malaysia, and found that inspirational motivation, individualized consideration, and intellectual stimulation were the factors that influenced teachers' commitment to teaching profession. There was no dominant factor that influenced their commitment to students' learning. They concluded that there is need to develop the leadership skills of school leaders for them to systematically acquire and internalize effective transformational leadership qualities that can change teachers' attitude and improve their commitment towards their profession. Something that needs to be studied and unearthed is to find out whether transformational leadership is linked to enhanced performance in KCSE results in lower Eastern Region, Kenya.

A similar research was undertaken by Osagie and Momor (2016) on principal's leadership, and it is shown

that the five characteristics of transformational leadership and students' performance in the SSCE supported the researchers' hypotheses. According to the report, transformational leadership is a crucial component for reforming schools. A descriptive research approach and the transformational multifactor leadership questionnaire, version 5, were employed in this study. The Multifactor Leadership Questionnaire measures a broad range of types of leadership, from passive leaders to leaders who give contingent rewards to followers, and leaders who transform their followers into becoming leaders themselves. However, de Rooij and Weeda (2020) have shown that the MLQ is not a valid and reliable measure of leadership behaviors with followers. The questionnaire does not provide sufficient distinctions between the leadership factors that are measured. To bridge this inadequacy, the current study assessed the efficacy of transformational leadership in influencing Institutional performance using a 5-point Likert-type scale questionnaire ranging from 1 (not at all) to 5 (frequently used) on the following five dimensions of transformational leadership: idealized influence behavior, inspirational motivation, intellectual stimulation, individualized consideration.

In Kenya, Okoth (2018) explored the relationship between the transformational leadership characteristics of secondary school principals and students' academic performance in KCSE. The study was carried out in Nairobi County, Kenya. Correlational research design was employed. The authors recommended that all practicing school principals should learn and practice transformational leadership for effective learning and teaching in their schools. In contrast, this study used transformational leadership practices instead of the transformational leadership characteristics. The research gap identified in the literature review is that although empirical research supports that the transformational leadership quality of principals influences learners' outcomes, there are limited studies in Kenya with evidence of such studies in the Lower Eastern Region of Kenya. Therefore, this study addressed this paucity. Furthermore, studies on students' achievement in Kenya have primarily focused on teachers' classroom practices, neglecting the potential influence of school leadership. The current study addressed this lacuna too.

## RESEARCH METHODOLOGY

The study adopted a descriptive survey research design and correlational research design. Descriptive survey research design was appropriate since it enabled the researcher to provide detailed summaries on relevant variables for the study. Correlational research design was adopted to determine the prevalence and relationship among variables and to forecast events from the current data and knowledge (Curtiz and Dempsey, 2016). The target population was

1086 participants, including 540 delocalized principals, 540 senior teachers, 3 CQASOs and 3 KESSHA chairpersons. The sample size was 294. Multi-stage sampling was used to select principals and senior teachers, while purposive sampling was applied to select the 540 schools, where the principals were delocalized from. The researcher randomly sampled 144 schools out of the 540 public secondary schools target population. Data were collected using questionnaires and interview guide. Data collection procedure involved presenting the proposal to Chuka University Institutional Review Committee who upon satisfaction with ethical issues wrote a recommendation letter to NACOSTI. NACOSTI then issued a Research Permit. Validity of the instruments was ascertained through face, content and construct validity. Reliability of the research instruments was established through conducting a pilot study in selected schools in Embu County. Quantitative data were analyzed descriptively using frequencies, percentages and standard deviation. It was also analyzed inferentially using simple linear regression equation  $Y(Ux) = \beta_0 + \beta_1x_1 + \varepsilon$  at 0.005 level of significance. Qualitative data were grouped into excerpts and described in relation to research objectives. The findings were presented through a verbatim report analysis, themes and descriptions.

## RESULTS AND DISCUSSIONS

### **There is no statistically significant relationship between delocalized principals' idealized influence and institutional performance among public secondary schools in the lower eastern region, Kenya**

The extent to which delocalized principals employ idealized influence as an attribute of transformational leadership in the management of their schools was assessed based on a set of five Likert scaled statements. Data obtained from the principals sampled are summarized in Table 2.

Data obtained show that almost all the respondents (95.1%) demonstrate impressive management for the general good of their students' success. A similar proportion clearly articulates the important values that promote students' academic performance (95.1%) and slightly less than this proportion constantly emphasizes the need to have a strong sense of purpose (92.3%). Similarly, majority of the respondents (89.6%) indicated that the principals model problem solving techniques to teachers and students that can be easily adopted in school to solve problems wherever they arise. Slightly more than this proportion (95.1%) said they provide an atmosphere for collaborative learning that encourages teachers to share ideas with colleagues and students. The descriptive findings therefore established that a significant proportion of the delocalized principals (93.44%) acknowledged adopting principles of idealized

**Table 2:** Adoption of Idealized Influence (Principal; N=144).

| Statement  | SD | D   | N   | A    | SA   | Total |
|--|----|-----|-----|------|------|-------|
| I demonstrate impressive management for the general good of the students' success  | -  | 0.9 | 4.0 | 55.9 | 39.2 | 100.0 |
| I constantly emphasize the need to have a strong sense of purpose.   | -  | 0.7 | 7.0 | 48.9 | 43.4 | 100.0 |
| I clearly articulate the important values that promote students' academic performance.   | -  | 2.0 | 2.9 | 59.6 | 35.5 | 100.0 |
| I model problem solving techniques to teachers and students that can be easily adopted in school to solve problem wherever they arise. | -  | 4.4 | 6.0 | 45.8 | 44.0 | 100.0 |
| I provide an atmosphere for collaborative learning that encourage teachers to share ideas with colleagues and students.                | -  | 1.4 | 3.5 | 48.0 | 47.1 | 100.0 |

**Table 3:** Relationship between Idealized Influence and Institutional Performance.

|                     | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. | R    | F      | Sig. |
|---------------------|-----------------------------|------------|---------------------------|-------|------|------|--------|------|
|                     | B                           | Std. Error | Beta                      |       |      |      |        |      |
| (Constant)          | .796                        | .559       |                           | 1.423 | .157 |      |        |      |
| Idealized influence | .823                        | .126       | .480                      | 6.518 | .000 | .480 | 42.489 | .000 |

influence as a management practice in their schools. This was confirmed by majority (82.86%) of the senior teachers sampled. Majority of the senior teachers (80.5%) indicated that their principals demonstrate impressive management for the general good of their students' success. Slightly more than this proportion constantly emphasized the need to have a strong sense of purpose (87.4%) and a similar proportion (82.6%) confirmed that their principal clearly articulate the important values that promote students' academic performance. Similarly, majority of the senior teachers (73.5%) indicated that their principals model problem solving techniques to teachers and students that can be easily adopted in school to solve problems wherever they arise; while more than this proportion (90.3%) indicated that their principals provide an atmosphere for collaborative learning that encourages teachers to share ideas with colleagues and students. Inferential findings are presented in Table 3.

a. Dependent Variable: Institutional performance

The study findings imply that 23.0% of the total variance in institutional performance ( $R^2=0.230$ ) could be attributed to idealized influence implemented by delocalized principals. This observation was found to be statistically significant,  $F(1,143)=42;489$ ,  $p<0.001$ . Further, the following regression model was established:

$$\text{Institutional Performance} = 0.796 + 0.823X_1 \quad P=0.000$$

Where  $X_1$  = Idealized influence;  $\beta_0 = 0.796$ ,  $\beta_1=0.823$

The regression constant shows that when the independent variable (idealized influence) is constant at zero, institutional performance would be positive (0.796), but insignificant. This shows that the performance of the schools would be relatively good.

Findings illustrate that institutional performance would increase by 0.823 with every unit increase in idealized influence. This observation is significant ( $t=6.518$ ,  $p<0.001$ ). Findings thus show that there exists a positive and significant relationship between delocalized principals' idealized influence and institutional performance. Therefore, the formulated hypothesis which stated that there is no statistically significant relationship between delocalized principals' idealized influence and institutional performance among public secondary schools in the Lower Eastern Region of Kenya was rejected. It means that there exists a significant positive relationship between idealized influence and institutional performance. This findings contradict that of Datche, (2015), who found that idealized influence negatively affected employees' engagement and performance.

#### **There is no statistically significant relationship between delocalized principals' inspirational motivation and institutional performance among public secondary schools in the Lower Eastern Region of Kenya**

The study also sought to assess the extent to which delocalized principals employ inspirational motivation as an attribute of transformational leadership in the management of their schools. This was assessed based on a set of five Likert scaled statements. Data obtained from the principals sampled are summarized in Table 4.

Information obtained show that almost all the respondents (93.8%) provided their schools' vision that has a lot of influence on syllabus coverage. A similar proportion (93.0%) provided meaning for the tasks at hand focusing on what teachers should be

**Table 5:** Relationship between Inspirational Motivation and Institutional Performance.

|                                 | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. | R    | F      | Sig. |
|---------------------------------|-----------------------------|------------|---------------------------|-------|------|------|--------|------|
|                                 | B                           | Std. Error | Beta                      |       |      |      |        |      |
| <b>(Constant)</b>               | 1.385                       | .647       |                           | 2.142 | .034 |      |        |      |
| <b>Inspirational motivation</b> | .697                        | .148       | .368                      | 4.710 | .000 | .368 | 22.188 | .000 |

doing in performing their tasks. While, slightly less than this proportion (90.3%) indicated they are approachable and engage students in matters relating to their academic performance. At the same time, almost all the respondents (95.8%) confessed their principals encourage and support staff members in order to improve their performance. They also show commitment to the academic goals of the school (95.8%). Collectively, a significant proportion of the delocalized principals (93.74%) indicated adopting inspirational motivation as a management practice in their schools. The descriptive findings thus indicated that a significant proportion of the delocalized principals (93.74%) adopted inspirational motivation as a management practice in their schools. This was confirmed by majority (84.24%) of the senior teachers. Majority of them (86.0%) observed that their principals provide school vision that has a lot of influence on syllabus coverage, a similar proportion (86.8%) indicated that they are approachable and engage students in matters relating to their academic performance and slightly less than this proportion (85.3%) said they provide meaning for the tasks at hand focusing on what teachers should be doing in performing their tasks. Further, majority of the senior teachers (80.5%) confirmed that their principals give encouragement and support to staff members aimed at improving their performance, while slightly more than this proportion (82.6%) said that their principals demonstrate commitment to the academic goals of the school. Regression model used to assess the relationship between intellectual stimulation and institutional performance yielded results as presented in Table 5.

#### **Dependent Variable: Institutional performance**

Results presented in Table 5 illustrate that 13.5% of the total variance in institutional performance ( $R^2=0.135$ ) could be attributed to inspirational motivation implemented by delocalized principals. This observation was found to be statistically significant,  $F(1,143)=22.188$ ,  $p<0.001$ . The following results were obtained from the regression model;

$$\text{Institutional Performance} = 1.385 + 0.697X_1 \quad P=0.000$$

Where  $X_1$  = Inspirational motivation;  $\beta_0 = 1.385$ ,  $\beta_1=0.697$

The regression constant shows that when the

independent variable (inspirational motivation) is constant at zero, institutional performance would be positive (1.385), implying that the performance of the schools is positive. Findings illustrate that institutional performance would increase by 0.697 with every unit increase in inspirational motivation. This observation is significant ( $t=4.710$ ,  $p<0.001$ ). Findings thus show that there exists a positive and significant relationship between delocalized principals' inspirational motivation and institutional performance. Therefore, the formulated hypothesis, which stated that there is no statistically significant relationship between delocalized principals' inspirational motivation and institutional performance among public secondary schools in the Lower Eastern Region of Kenya, was rejected. The findings imply that there is significant positive relationship between inspirational motivation and institutional performance. It corroborates the findings obtained by Ogola and Guantai (2020) that inspirational motivation leadership behaviors of school heads have a significant positive effect on students' academic achievement in a study on the effects of school heads' inspirational motivation leadership practices on students' academic achievements in public high schools in Kumasi Metropolitan Ghana. It also partly supports the findings obtained by Asare (2016), who established that there is a weak and non-significant correlation between inspirational motivation and students' academic performance. Others with similar observation include Musyoki et al. (2021) and Tesu et al. (2013).

#### **There is no statistically significant relationship between delocalized principals' intellectual stimulation and institutional performance among public secondary schools in the Lower Eastern Region of Kenya**

The study further sought to know the extent to which delocalized principals employ intellectual stimulation as an attribute of transformational leadership in the management of their schools. This was assessed based on a set of five Likert scaled statements. Data obtained from the principals sampled are summarized in Table 6.

From the data obtained, it was illustrated that almost all the delocalized principals (95.8%) delegate authority to boost the morale of teachers and students. Slightly less than this proportion (91.7%) encourages consensus building among teachers in tasks and initiatives that require implementation and facilitate teachers in

**Table 6:** Adoption of Intellectual Stimulation (Principal; N=144).

| Statement   | SD | D   | N    | A    | SA   | Total |
|---|----|-----|------|------|------|-------|
| I delegate authority to boost morale of teachers and students.                                      | -  | 0.7 | 3.5  | 61.8 | 34.0 | 100.0 |
| I encourage consensus building among teachers in tasks and initiatives that require implementation. | -  | 1.4 | 6.9  | 52.1 | 39.6 | 100.0 |
| I facilitate teachers in acquiring new teaching techniques and approaches for student's success.    | -  | 1.4 | 11.8 | 54.2 | 32.6 | 100.0 |
| I encourage teachers' participation on decision making to enhance team achievement.                 | -  | 2.1 | 7.6  | 49.3 | 41.0 | 100.0 |
| I have created rapport between myself and teachers  | -  | 0.7 | 4.9  | 59.0 | 35.4 | 100.0 |

acquiring new teaching techniques and approaches for students' success (86.8%). Similarly, majority of the delocalized principals (90.3%) indicated that they encourage teachers' participation in decision making to enhance team achievement, while more than this proportion (94.4%) said they create rapport between themselves and teachers. Data obtained showed that 91.8% of the delocalized principals were using intellectual stimulation principles in the management of their schools. This was confirmed by 82.8% of the senior teachers. Majority of them (83.9%) confirmed that the delocalized principals delegate authority to boost the morale of teachers and students; almost a similar proportion (81.2%) encourages consensus building among teachers in tasks and initiatives that require implementation as well as facilitate teachers in acquiring new teaching techniques and approaches for students' success (81.8%). Similarly, majority of the senior teachers (83.9%) indicated that delocalized principals encourage teachers' participation in decision making to enhance team achievement as well as create rapport between themselves and their teachers (83.2%). The findings mean that a significant proportion of the senior teachers sampled (82.8%) confirmed that their delocalized principals were using intellectual stimulation principles in the management of their schools. Inferential results are presented in Table 7.

#### **Dependent Variable: Institutional performance**

The findings on the correlation between the observed and predicted values of institutional performance (dependent variable) imply that 5.1% of the total variance in institutional performance ( $R^2=0.051$ ) could be attributed to intellectual stimulation implemented by the delocalized principals. This observation was found to be statistically significant  $F(1,143)=7.572$ ,  $p=0.007$ . The following results are obtained from the regression model.

$$\text{Institutional Performance} = 2.504 + 0.447X_1 \quad P=0.000$$

Where  $X_1$  = Intellectual stimulation  
 $\beta_0 = 2.504$ ,  $\beta_1 = 0.447$

The regression constant shows that when the independent variable (intellectual stimulation) is

constant at zero, institutional performance would be positive (2.504), implying that the performance of the schools is positive. The findings illustrate that institutional performance would increase by 0.447 with every unit increase in intellectual stimulation. This observation is significant ( $t=2.752$ ,  $p=0.007$ ). The findings thus show that there exists a positive and significant relationship between the delocalized principals' intellectual stimulation and institutional performance. Therefore, the formulated hypothesis, which stated that there is no statistically significant relationship between delocalized principals' intellectual stimulation and institutional performance among public secondary schools in the Lower Eastern Region of Kenya, was rejected. The findings imply there is a significant positive relationship between intellectual stimulation and institutional performance. It contradicts the findings of Ahmed, Ngah and Mohammed (2022) that intellectual stimulation has an insignificant negative relationship with career development in a study on the linkage between transformational leadership styles and succession planning programs in Malaysian public universities.

#### **There is no statistically significant relationship between delocalized principals' individualized consideration and institutional performance among public secondary schools in the Lower Eastern Region of Kenya**

The study also sought to determine the relationship between delocalized principals' individualized consideration and institutional performance among public secondary schools in the Lower Eastern Region of Kenya. It began by assessing the extent to which the delocalized principals employ individualized consideration as an attribute of transformational leadership in the management of their schools using a set of five Likert scaled statements. Data obtained from the principals sampled are summarized in Table 8.

The information obtained show that majority of the delocalized principals (92.3%) mentor their teachers to promote their personal and professional growth. Slightly less than this proportion (90.3%) acknowledged being aware of their teachers' unique expertise as professionals towards students' success and support teachers' creativity and initiatives aimed at enhancing

**Table 7:** Relationship between Intellectual Stimulation and Institutional Performance.

|                                 | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. | R    | F     | Sig. |
|---------------------------------|-----------------------------|------------|---------------------------|-------|------|------|-------|------|
|                                 | B                           | Std. Error | Beta                      |       |      |      |       |      |
| <b>(Constant)</b>               | 2.504                       | .698       |                           | 3.587 | .000 |      |       |      |
| <b>Intellectual stimulation</b> | .447                        | .163       | .225                      | 2.752 | .007 | .225 | 7.572 | .007 |

**Table 8:** Adoption of Individualized Consideration (Principal; N=144).

| Statement   | SD  | D   | N   | A    | SA   | Total |
|---|-----|-----|-----|------|------|-------|
| <b>I mentor teachers to promote their personal and professional growth.</b>                         | -   | 2.8 | 4.9 | 38.9 | 53.4 | 100.0 |
| <b>I am aware of the teachers' unique expertise as professionals towards students' success.</b>     | -   | 2.1 | 7.6 | 41.7 | 48.6 | 100.0 |
| <b>I support teachers' creativity and initiatives aimed at enhancing students' achievement.</b>     | 0.7 | 1.4 | 8.3 | 32.7 | 56.9 | 100.0 |
| <b>I frequently consult with teachers and students on their opinion for the good of the school.</b> | -   | 0.7 | 9.7 | 33.3 | 56.3 | 100.0 |
| <b>I treat teachers and students as individual and not as members of a group.</b>                   | 0.7 | 1.4 | 4.1 | 30.6 | 63.2 | 100.0 |

**Table 9:** Relationship between Individualized Consideration and Institutional Performance.

|                                     | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. | R    | F      | Sig. |
|-------------------------------------|-----------------------------|------------|---------------------------|-------|------|------|--------|------|
|                                     | B                           | Std. Error | Beta                      |       |      |      |        |      |
| <b>(Constant)</b>                   | 2.561                       | .556       |                           | 4.609 | .000 |      |        |      |
| <b>Individualized consideration</b> | .417                        | .124       | .272                      | 3.363 | .001 | .272 | 11.308 | .001 |

students' achievement (89.6%). Further, majority of the delocalized principals (89.6%) indicated that they frequently seek the opinion of their teachers and students for the good of the school and slightly more than this proportion (93.8%) said they attend to their teachers and students individually and not in group. The findings illustrated that 91.12% of the delocalized principals were using individualized consideration principles in the management of their schools. This was confirmed by 80.78% of the senior teachers. Similarly, majority of the senior teachers (81.2%) indicated that their principals frequently seek the opinion of their teachers and students for the good of the school, while slightly more than this proportion (88.9%) said their principals attend to their teachers and students individually and not in group. The findings showed that 80.78% of the senior teachers confirmed that the delocalized principals were using individualized consideration principles in the management of their schools. Inferential results are presented in Table 9.

#### **Dependent Variable: Institutional performance**

The findings on the correlation between the observed and predicted values of institutional performance (dependent variable) imply that 7.4% of the total

variance in institutional performance ( $R^2=0.074$ ) could be attributed to individualized consideration implemented by the delocalized principals. This observation was found to be statistically significant,  $F(1,143)=11.308$ ,  $p=0.001$ . The regression model used was:

$$\text{Institutional Performance} = 2.561 + 0.417X_1 \quad P=0.000$$

Where  $X_1$  = Individualized consideration;  $\beta_0 = 2.561$ ,  $\beta_1 = 0.417$

The regression constant shows that when the independent variable (individualized consideration) is constant at zero, institutional performance would be positive (2.561), implying that the performance of the schools is positive. The findings illustrate that institutional performance would increase by 0.417 with every unit increase in individualized consideration. This observation is significant ( $t=3.363$ ,  $p=0.001$ ). There exists a positive and significant relationship between delocalized principals' individualized consideration and institutional performance. Therefore, the formulated hypothesis, which stated that there is no statistically significant relationship between delocalized principals' individualized consideration and institutional performance among public secondary schools in the Lower Eastern Region of Kenya, was rejected. The



**Table 10:** Relationship between Transformational Leadership and Institutional Performance.

|                                    | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. | R    | F      | Sig. |
|------------------------------------|-----------------------------|------------|---------------------------|-------|------|------|--------|------|
|                                    | B                           | Std. Error | Beta                      |       |      |      |        |      |
| <b>(Constant)</b>                  | .949                        | .691       |                           | 1.372 | .172 |      |        |      |
| <b>Transformational leadership</b> | .794                        | .158       | .389                      | 5.038 | .000 | .389 | 25.375 | .000 |

findings imply there is a significant positive relationship between individualized consideration and institutional performance. It corroborates the findings obtained by Ogola, (2017) that there is a strong positive and significant relationship between individualized consideration leadership behavior and employees' performance in SMEs in Kenya in a study on the influence of individualized consideration behavior of employees' performance on small and medium enterprises in Kenya. The study observed that high performance is obtained when leaders recognize their employees' efforts, create confidence, and encourage self-development.

Ultimately, information was sought on the adoption of transformational leadership traits by the delocalized principals and its relationship with their institutional performance. The descriptive statistics established that the delocalized principals highly exhibit transformational leadership attributes, including idealized influence, inspirational motivation, intellectual stimulation and individualized considerations. Specifically, a significant proportion of the delocalized principals acknowledged adopting idealized influence (93.44%), inspirational motivation (93.74%), intellectual stimulation (91.8%) and individualized considerations (91.12%) in their day-to-day management of their institutions. Their observation was confirmed by the senior teachers who work with them. A significant proportion of the senior teachers acknowledged that their principals adopt idealized influence (82.86%), inspirational motivation (84.24%), intellectual stimulation (82.8%) and individualized considerations (80.78%) in the course of their leadership. Inferential result obtained through regression analysis is presented in Table 10.

#### **Dependent Variable: Institutional performance**

An independent model used to assess the relationship between transformational leadership as a variable and institutional performance ( $t=5.038$ ,  $p<0.001$ ) illustrated there is a positive and significant relationship between transformational leadership implemented by the delocalized principals and the performance of their schools. The model, which was also significant  $F(1,143)=25.375$ , ( $p<0.001$ ), illustrated that transformational leadership accounted for 15.2% ( $R^2=0.152$ ) of the total variance in institutional performance. The findings imply that transformational

leadership implemented by the delocalized principals in the management of their schools has a positive and significant relationship with institutional performance. The finding of this study is consistent with that of Jackson (2016), who in a study in Lynchburg, Virginia, found that there is a statistically significant relationship between transformational leadership style and students' academic success. However, it contradicts that of Chen (2014), who reported there was no significant relationship between transformational leadership and students' learning outcomes in California State Assessment.

Information was sought from the CQASO officers in the three study counties as well as respective county KSSHA chairmen through key informant interviews. They were asked of their opinion regarding the implementation of the different attributes of transformational leadership by the delocalized principals and its attendant outcomes on the performance of their institutions. Regarding the quality of leadership offered by the delocalized principals, the interviewees concurred that they were *doing better* in the management of their institutions. According to interviewee U;

*Majority of the delocalized principals are more keen, careful, cautious and therefore are hands on, more strategic and quite idealized. At the same time, they are averagely inspirationally motivating, are good in intellectual stimulation and excel in addressing the needs of their staff and students.*

This was supported by interviewee P who insisted that;

*Most delocalized principals display high levels of commitment, they are highly collaborative even in the office and inspire their staff and students to perform well. Consequently, their institutions are continuously improving.*

Others in support of these observations were interviewee Q, S and R who concluded that;

*The delocalized principals are quite transformative in their leadership and therefore are good in inspiring both their staff and students to perform well for the good of their institutions.*

The study findings therefore means that the

interviewees confirmed the commitment of the delocalized principals in adopting transformational leadership attributes, including idealized influence, inspirational motivation, intellectual stimulation and individualized considerations for the good of their schools.

## CONCLUSION

The study sought to determine the relationship between delocalized principals' transformational leadership and institutional performance. The study's objective sought to establish there is a relationship between delocalized principals' transformational leadership and institutional performance among public secondary schools in Kenya. Descriptive statistics established that the delocalized principals highly adopted transformational leadership attributes, including idealized influence, inspirational motivation, intellectual stimulation and individualized considerations. Qualitative data confirmed that the delocalized principals adopt transformational leadership attributes, including idealized influence, inspirational motivation, intellectual stimulation and individualized considerations for the good of their schools. Inferential analysis illustrated there is a significant and positive relationship between idealized influence, inspirational motivation, intellectual stimulation as well as individualized consideration and institutional performance. It also illustrated that there exists a positive and significant relationship between transformational leadership implemented by the delocalized principals and institutional performance of their schools. It can therefore be concluded that institutional performance is positively and significantly related with idealized influence, inspirational motivation, intellectual stimulation and individualized consideration as well as transformational leadership.

## RECOMMENDATION

- i. The Ministry of Education through Kenya Educational Management Institute should organize training workshops for principals on best practices for the implementation of transformational leadership strategies, especially inspirational motivation, intellectual stimulation and individualized consideration to achieve the desired outcomes.
- ii. The Teachers Service Commission should formulate and implement best practices for the implementation of delocalization to enable stakeholders in the education sector and the country as a whole to reap its inherent benefits.

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