

**Leadership Styles and Competency
Development in Junior School Learning
Institutions in Kenya.**

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Abstract

The purpose of the study was to examine the influence of leadership styles on competency development in Junior School learning Institutions in Kenya. The study was guided by the following specific objectives: To establish the influence of transformational, transactional, laissez-faire, and servant leadership on competency development in Junior School learning Institutions in Kenya. The study was anchored to the trait theory of leadership, path-goal leadership theory, behavioral leadership theory, leadership-member exchange theory and institutional leadership theory. A conceptual framework was developed, which was used in the study and depicts the interrelationship between the study variables. The independent variables were transactional leadership style, transformational leadership style, servant leadership style, and laissez-faire leadership style. The dependent variable was competency development in the Junior School learning Institutions in Kenya. The study adopted a descriptive, exploratory, and correlational research design. The study population was 750 respondents made up of two Heads of

Institutions and two senior teachers at Junior School in all the 47 Counties in Kenya. The study population was justified because the Heads of Institutions and Senior Teachers were the ones mandated to carry out leadership and decision-making in the school governance system in Kenya. The study used primary data, which was collected using questionnaires. The study used questionnaires that were both open and closed-ended. Descriptive statistics involved computation of mean scores, standard deviation, percentages, cross tabulation, and frequency distribution, which described the demographic characteristics of the organization and the respondents. To draw conclusions on the relationship among the variables, the study tested the hypotheses by use of regression models at the 0.05 level of significance. The results indicated that leadership styles (transactional, transformational, servant, and laissez-faire) variables explain 65.9% of the variations in competency development in the junior schools' institutions. Overall, the study concluded that leadership styles (transactional, transformational, servant, and laissez-faire) had a positive contribution to competency development in Junior School learning Institutions in Kenya. Specifically, the study established that the transformational leadership style made the most positive contribution among the independent variables

investigated. This study addresses the existing knowledge gap by determining the relationship between leadership styles and competency development in Junior School learning Institutions in Kenya, which is not direct but rather through the adopted leadership styles of transactional, transformational, servant, and laissez-faire leadership styles. The findings of this study, therefore, have implications for theory, practice, and policy.

Introduction

The exponential growth of large-scale Learning Assessments in the last decade is the result of concerns by countries to ensure their education remains relevant, globally competitive and responsive to today's challenges (Smith, 2014; Kamens and Benavot, 2011; Kamens, 2017; UNESCO, 2019; Volante et al., 2020). At the same time, there is a recognition that education needs to address quality and equity in line with the Sustainable Development Agenda (UNESCO, 2019). The implementation of the Millennium Development Goals (MDGs) greatly expanded education coverage and resulted in the re-entry of millions of formerly out-of-school children. With the shift to the Sustainable Development Goals (SDGs) in 2015, greater attention is now paid to education for sustainable development, quality, equity in learning outcomes, the relevance of the required skills and

competencies, and assessment of these competencies (Greiff and Kyllonen, 2016; PAL, 2020; González-Salamanca, Agudelo and Salinas, 2020).

Leadership is the lifeblood of any organization, and its importance cannot be underestimated. According to Bratton's (2020) definition, leadership is the interaction process that occurs between the leader and other workers and the goal of which is to reach the determined aims of management. Leadership is among the fundamental and most important needs of every organization. It's frequently regarded as the solution to most organizational problems (Pavlova & Huang, 2013; Zakaria et al., 2012). It can direct human assets toward the proper objectives of the organization and ensure that the organization's functions are aligned using the external atmosphere (Anindo, Mugambi & Matula, 2016; Omwenga, Nyabero & Okioma, 2015). Furthermore, effective leaders can predict the long-run odds and style choice methods to fulfil uncertainties (Kopish, 2017). As communities become more science-oriented today, people with quality leadership abilities become the convincing force of making people in the environment reach the determined aim (Bonzet & Frick, 2019; Bratton, 2020).

The new imperative for contemporary education is, therefore, to prepare learners for life in the 21st Century, with skills and

competencies that will be essential for young people to navigate a rapidly changing, competitive, and technology-driven environment of work, social, and economic spaces. Hence, the expectation is for today's learners to "leave school with an accomplished and well-sorted set of 21st Century skills in their backpack in order to succeed in life" (Greiff and Kyllonen, 2016:243).

The relationships between the leader and employee, as well as the quality of employees' performance, are significantly influenced by the leadership style adopted by the leader (Murimi & Omondi, 2014; Njenga & Kidombo, 2017). Leaders' ought to realize their full potential in achieving a value-added shared vision, with passion and integrity. The nature of this influence is such that the members of the team cooperate voluntarily with each other to achieve the objectives which the leader has set.

Leadership style in an organization, including schools, is one of the factors that play a significant role in enhancing or retarding the interest and commitment of the individuals in the organization (Amran *et al.*, 2020; Rohanai *et al.*, 2020). The leadership styles which most leaders practice consists of autocratic, laissez-faire, democratic and bureaucratic (Ehrhart, 2015; Anand, 2020). Macharia, Chui and Edabu (2020) focused on the leadership style of an organization by

which one can obtain the desired goals and objectives of the organization (Gandolfi & Stone, 2018) through creating the vision for the organization according to the setup of the organization, aligning the staff for the achievement of the goals of the firm rather than personal goals, providing assistance which requires use of intellect in resolving complicated things and clarifying expectations of the organization from the team (Murgor, 2017; Okoye & Ukwuoma, 2020).

The issue of leadership and leadership development in Kenyan Junior Schools arises from the fact that there is a series of changes that are rapidly and significantly altering the educational and economic environment in which institutions exist (Murimi & Omondi, 2014; Murgor, 2017; Njoroge, 2015). The nature of work is changing; technology keeps changing rapidly; there is increased public demand to ensure schools produce individuals with more opportunities for present and future prospects in multiple industries and offer individuals with enough skills for personal development and success in the changing society (Bonzet & Frick, 2019; Rohanai *et al.*, 2020).

Kenya's education system is undergoing a significant shift from the traditional knowledge-based curriculum to a Competency-Based Curriculum (CBC) so as to have learners acquire talents and

abilities. The curriculum has been reformed to ensure future generations are patriotic and global, equipped with knowledge, skills, attitudes, and values to thrive in the modern world, and are confident and proud of their rich cultural heritage to make the world a better place for everyone. The mission of the curriculum is to nurture every learner's potential with emphasis on the acquisition of core competencies and values.

The Kenya Institute of Curriculum Development (KICD) emphasizes the importance of nurturing every learner's potential as a core principle in the educational process. These include recognizing that every learner has unique abilities, interests, and learning paces; fostering cognitive, emotional, social, and physical development; supporting inclusive education that addresses the needs of learners with disabilities, special needs, and those from marginalized groups; ensuring learners are motivated and confident, and they contribute to the nation's socio-economic growth. This transformation demands an agile and adaptive approach to assessment, which Kenya has anchored it in the Competency-Based Assessment Framework (CBAF). The framework encourages the use of various assessment types, methods, and tools to evaluate learners' progress and mastery of competencies to meet Kenya's context of Vision 2030, global trends, and 21st Century skills.

1.2 Statement of the Problem

Competency development has proven to be one of the drivers towards the achievement of sustainable development goals linked to the targets of the United Nations Sustainable Development Goals 4 and 8. Clause 4.3. The implementation of the CBC demands that teachers adopt creative and innovative approaches to facilitate learning (KICD, 2020). Unlike the earlier curriculum that was content-based, the competency-based curriculum (CBC) focuses on skills rather than abstract theoretical concepts (Ruth, Cheptoo, & Ramadas, 2019). This curriculum is also expected to use improvised resources, low-cost, no-cost materials, recycled materials, and assess the impact of materials they use on the environment ([Erik Hersman](#), 2013). The system allows a teacher, with the participation of learners, to improvise on any locally available learning materials for use in class (KICD, 2020).

While the Competency-Based Education (CBE) system holds promise for transforming education in Kenya by focusing on developing learners' competencies, its successful implementation is becoming a challenge. A significant number of teachers report feeling inadequately trained to implement the CBE system effectively, and many express a lack of understanding regarding continuous assessment methods and the new grading systems introduced under

CBE despite the multi-agency approach used by the Ministry of Education in capacity building them. The question now remains: “Are the appropriate leadership styles the actual missing factor, especially for improving competency development among learners in Junior Schools in Kenya?”

1.3 Objectives of the Study

The purpose of the study was to examine the influence of leadership styles on competency development in Junior School learning Institutions in Kenya. The study was guided by the following specific objectives:

1. To establish the influence of transactional leadership on competency development in Junior School learning Institutions in Kenya.
2. To examine the influence of transformational leadership on competency development in Junior School learning Institutions in Kenya.
3. To examine the influence of servant leadership on competency development in Junior School learning Institutions in Kenya.
4. To assess the influence of laissez-faire leadership on competency development in

Junior School learning Institutions in Kenya.

5. To recommend the leadership style to be adopted by Junior School learning Institutions in Kenya.

1.4 Research Hypotheses

The study was guided by the following research hypotheses:

H_{a1}: There is a positive and significant relationship between transactional leadership and competency development in Junior School learning Institutions in Kenya.

H_{a2}: There is a positive and significant relationship between transformational leadership and competency development in Junior School learning Institutions in Kenya.

H_{a3}: There is a positive and significant relationship between servant leadership and competency development in Junior School learning Institutions in Kenya.

H_{a4}: There is a positive and significant relationship between laissez-faire

leadership and competency development in Junior School learning Institutions in Kenya.

2.0 LITERATURE REVIEW

The study reviewed the theoretical literature review of leadership styles and competency development in the Junior School learning Institutions from the formulated research objectives. This study was built on the underpinning theories of leadership, which include trait theory, path goal theory, stewardship theory, internal control theory, leader-member theory, and institutional theory of Meyer and Rowan (1977). The conceptual framework that was used in this study depicted the interrelationship between the study variables. The independent variables are transactional leadership style, transformational leadership style, servant leadership style, and laissez-faire leadership style. The dependent variable is the competency development.

The study reviewed various leadership constructs, which included transactional, transformational, servant, and laissez-faire leadership styles. The study also reviewed competency development literature. The locus of the relationship is on an exchange. Each party to the exchange recognizes the value of the exchange as well as the value of the relationship, but these bargainers have no reason to remain together after the

exchange. Nothing is enduring about their relationship; no actual engagement has occurred. Transactional leaders expect certain work behaviors from their subordinates, who are compensated for these behaviors by both monetary and non-monetary rewards (Chagi, 2020). Transactional leadership involves determining the tasks, rewarding goal achievement, and punishing failure in attaining goals (Rahman & Rashid, 2018).

The transformational style of Leadership comprises the components of idealized influence, inspiration, intellectual stimulation, and individualized consideration, as has been widely suggested as the optimum style for managing change. The goal of transformational leadership is to “transform” people and organizations in a literal sense to change them in mind and heart; enlarge vision, insight, and understanding; clarify purposes; make behavior congruent with beliefs, principles, or values; and bring about changes that are permanent, self-perpetuating, and momentum building (Chagi, 2020). According to Djangone and El-Gayayore (2020), regarding the emphasis of leadership, transformational leaders influence followers for the instrumental purpose of enhancing performance and accomplishing organizational objectives.

Servant leadership is centered on the core

values of “caring” and “serving others,” and focuses on the values of trust, appreciation of others, and empowerment (Kgatlé, 2016). The main responsibility of the servant leaders is to work for the provision of necessities and desires to the employees by taking personal interests (Osman & Kamis, 2019). Servant leadership has the advantage of building effective teams, galvanizing support around causes, and creating a culture of unity Triraharjo et al., 2019). Servant leadership naturally fosters continuous growth both in skills building and people relations and cultivates and nurtures continuity and smooth transitioning in teams, causes, and organizations (Smothers & Lawton, 2017).

Laissez-faire leadership is also known as delegative leadership. It's a leadership style in which leaders are hands-off and allow group members to make the decisions. The laissez-faire leadership is the extreme loose principle, which includes a non-interference policy that allows complete freedom to all employees and has no way of attaining goals (Mesfin & Van Niekerk, 2019). Laissez-faire can also be considered as destructive leadership behavior because in the absence of a leader's control, some individuals can dominate group decisions and bully other members in the group (Ekpo & Onweh, 2018). Laissez-faire leadership can be effective in situations

where group members are highly skilled, motivated, and capable of working on their own (Kgatlé, 2016).

On competency development, McLachlan, Yeomans, and Lim (2017) conducted a study on a competency development approach to learning for employment. The study established that there was little evidence in the literature of the use of Assessment Centers for enhancing undergraduate employability. Muchira's (2018) study's objective was to determine factors influencing competency-based curriculum reforms in Kenya. Findings indicated a positive relationship existed between youth unemployment, life skills education, national development goals, and adoption of competency-based curriculum reforms in Kenya. Umo-Udofia and Andera's (2018) study examined the English language learners' attitude towards competence in English Grammar in selected Secondary Schools in Ngong Sub-County of Kajiado County, Kenya. The study found that most students had a positive attitude towards learning English Grammar.

The research gaps in the study upon literature reviewed included Mwithi (2016) conducted a study on the influence of self-awareness leadership competencies on the transformation of public service reform initiatives. There exists an objective gap since their study

did not address leadership style variables such as transformational leadership, transactional leadership, laissez-faire leadership, and servant leadership. Most studies have limited their investigation of competency development to training and formal education, thereby ignoring other leadership styles that might stimulate competency development (Zelew, 2014).

3.0 RESEARCH METHODOLOGY

This study used a non-experimental hypothesis testing design since it was the most appropriate. The study sought personal views, opinions, attitudes, and perceptions about the influence of leadership styles on competency development in Junior School learning Institutions in Kenya. The research design adopted in this study was both descriptive and exploratory. This study was anchored on the positive philosophy of science to achieve its objectives. The study sought to verify the propositions through empirical tests by operationalizing variables in the conceptual framework to allow for measurement. The study adopted a descriptive, exploratory, and correlational research design.

The study population was 750 respondents made up of two Heads of Institutions (HoI) and two senior teachers at Junior School in all the 47 Counties in Kenya. The study population was justified because the HoI and Senior Teachers were the ones

mandated to carry out leadership and decision-making in the school governance system in Kenya. The study used primary data, which was collected using questionnaires. The study used questionnaires which were both open and closed-ended. Descriptive statistics involved the computation of mean scores, standard deviation, percentages, cross tabulation, and frequency distribution, which described the demographic characteristics of the organization and the respondents.

Reliability in qualitative research depends on the quality of recording, documenting data, and the ability of the researcher to interpret it (Yin, 2017). To check for reliability, Cronbach's alpha coefficients were calculated for each group of indicators to determine how the items correlate among themselves. This study adopted the Yang (2015) suggestion of 0.70 and above as the criterion of acceptable levels of alpha. To determine the validity of results obtained from the analysis of the data, the two ways of assessing content validity were to seek the opinions of by asking the Heads of Institutions (HoI) and two Senior Teachers at Junior School a number of questions on leadership styles and competency development using a structured open-ended questionnaire. This study used both descriptive and inferential statistics to analyze the quantitative data. On data presentation, descriptive statistics

were used to describe and summarize the data in a meaningful way using charts, tables, and bars, while inferential statistics were used to draw conclusions. Predictions based on the results of the analysis were made, and the results were generalized to the population of the study, given that the test sample is part of the population.

4.0 FINDINGS OF THE STUDY

The study findings provide a detailed analysis of descriptive and inferential statistics showing how each hypothesis was tested and linking the findings with the reviewed literature to enable interpretation of the data, draw implications, and make recommendations. The study targeted a sample size of 750 respondents made up of two Heads of Institutions (HoI) and two senior teachers at Junior School in all the 47 Counties in Kenya. A total of 630 respondents filled in and returned the questionnaires, making a response rate of 84.0%. In this study, the reliability of the instrument (questionnaire) was tested using Cronbach's alpha (α), and a figure of more than 0.7 in all the variables was derived, which shows that the data collection instrument was sufficient.

Descriptive analysis helps to summarize

data in a meaningful way and does not allow making conclusions beyond the analyzed data to reach conclusions regarding any hypotheses made. Thus, the data is presented in a more meaningful way, which allows simpler interpretation of the data as stated by Lewis (2015). Each of the dependent and the independent variables was analyzed. The dependent variable (competency development in Junior Schools) was measured using communication and collaboration, critical thinking and problem solving; imagination and creativity; citizenship; learning to learn; self-efficacy and digital literacy. Respondents were asked to indicate the extent to which they measured competency development in their Junior School institution. Five-point Likert scale, comprising not at all, once in a while, sometimes, fairly often, and always, was used, and findings were presented for each indicator. The findings are shown in Table 1 below.

Table 1: Competency Development Descriptive Analysis

Statement	N	O	S	F	A	Mean	Std.
	A	W		O			

The students do analyze effectively and draw sound	4	14	2	2	3	3.762	1.1924
The students is able to communicate effectively and collaborate with other learners when in class	2	24	1	3	2	3.676	1.5432
	3	28	2	3	1	3.543	1.2341
			-	-	-		
The student adopts a flexible approach to learning and are	4	18	1	4	2	3.548	1.2431
			6	2	0	2	

1= Not at all (NA), 2 = Once in a while (OW), 3 = Sometimes (S), 4 = Fairly Often (FO) and 5 = Always (A)

The first objective of the study sought to determine how transactional leadership influences competency development in Junior School Institutions in Kenya. To assess this, the respondents were presented with various statements and were asked to

rate the extent to which they agreed or disagreed with the listed statements. A five-point Likert Scale comprising Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA) was used, and the findings are presented in Table 2 below.

Table 2: Transactional Leadership Descriptive Analysis

Statement	S	D	N	A	SA	Mean	Std
	D	%	%	%	%		
The teaching staff are punished for being non-compliant with school	1.	0.	3.	29	66.	3.543	.9729
There is close monitoring for mistakes and errors, and then taking corrective action as quickly as needed through consultations.	0.	2.	5	51	40	3.212	.4321
	2.	2.	16	52	26.	3.543	.5455
	2	9	.3	.0	6		
The teaching staff has the students' expectations in	5.	12	16	32	33.	3.121	.4322
	4	.0	.8	.0	8		

SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA= Strongly Agree

To assess whether transformational leadership influences competency development in Junior School Institutions in Kenya, the respondents were presented with various statements and were asked to rate the extent to which they agreed or disagreed with them. Five-point Likert

scale comprising of strongly agree, agree, neutral, disagree, and strongly disagree was used and the findings were as presented in Table 3 below.

Table 3: Transformational Leadership Descriptive Statistics

Statement	S	D	N	A	SA	Mean	Std
	D	%	%	%	%		
	1.	1.	5.	21	70.	3.786	.4562
Teaching staff motivates							
Teaching staff have articulated a							
clear vision for students to be							
able to solve							
	3.	7.	17	41	30.	2.897	.5278
problems on their own.	-	-	-	.	.		
The students were involved in	5.4	12.	16.	32.	33.8	3.121	.4322
decision-making process and		0	8	0			
were allowed to be critical							

SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA= Strongly Agree

To assess whether laissez-faire leadership influences competency development in Junior School Institutions in Kenya, the respondents

were presented with various statements and were asked to rate the extent to which they agreed or disagreed with the listed statements. Five-point Likert scale

comprising strongly agree, agree, neutral, disagree, and strongly disagree was used, and the findings are presented in Table 4 below.

Table 4: Laissez-Faire Leadership Descriptive Analysis

Statement	SD %	D %	N %	A %	SA %	Mean	Std
The students have freedom of action to solve or solve problems without staff and management	6.	7.	15	44	25.	3.562	.4321
The students' words and decisions cannot be challenged by teaching staff and school management.	3.	7.	13	51	23.	3.231	.5429
	11	13	17	38	18.	3.543	.2312
	.8	.5	.7	.6	4		
The students are given little supervision or support thus allowed to	14	18	22	27	17.	3.562	.5237
	.9	.0	.1	.9	1		

SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA= Strongly Agree

To assess whether servant leadership affects competency development in Junior School Institutions in Kenya, the respondents were presented with various statements and were asked to rate the extent to which they agreed or disagreed with the listed statements. Five-point Likert scale comprising

strongly agree, agree, neutral, disagree, and strongly disagree was used, and the findings are presented in Table 5 below.

Table 5: Servant Leadership Descriptive Analysis

Statement	SD %	D %	N %	A %	SA %	Mean	Std
Teaching staff commit extra effort whenever necessary to	21	23	20	25	9.0	3.52	.3421

Teaching staff take immediate actions to help students to gain and inspire confidence in their own work.	5.	6.	12	44	31.	3.78	.5327
	1.	2.	2.	37	57.	3.78	.6235
	1	2	6	.0	1	9	
Students learn from their mistakes, as teachers provide appropriate guidance when	1.	1.	14	47	35.	3.78	.5625
	8	5	.5	.1	1	6	

SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA= Strongly Agree

Correlation analysis was used to measure the strength of linear association between the two variables and the direction of the relationship. Pearson product-moment correlation was used to determine the relationship between independent variables (transactional leadership, transformational leadership, laissez-faire leadership, servant leadership) and the dependent variable competency development, in which their value of the correlation coefficient varies between +1 (positive one) and -1 (negative one).

The correlation between each of the independent variables and the dependent variable demonstrated a p value which was above 0.5 ($p < 0.5$), implying that there was a significant positive linear relationship.

This study applied a multiple regression model to identify the influence of transactional leadership, transformational leadership, laissez-faire leadership, and servant leadership, and their impact on competency development in Junior School Institutions in Kenya. Table 6 below shows the regression statistics for all the leadership styles and the respective competency development model summary.

Table 6: Regression Model Summary Statistics for the Leadership Styles and Competency Development

Leadership Style	R	R Square	Adjusted R Square	Std. Error of the Estimate

Transactional	630	.143	.129	.453
Transformation	640	.193	.184	.654
laissez-faire	638	.172	.079	.853
Servant	626	.151	.135	.038

The study results of Table 6 upon testing the hypothesis revealed that there was a positive and significant relationship between each of the leadership styles and competency development in Junior School Institutions in Kenya.

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The results showed that competency development in Junior School Institutions in Kenya highly depended on objectivity in role definition, leader-stakeholder relations, contingent reward, and management, by-exception, and thus improved competency development. Therefore, the first alternative hypothesis (H_{01}) was accepted, and this indicated that there was a significant relationship between transactional leadership and competency development in Junior

School Institutions in Kenya. Transactional leadership style can explain 14.3% of the competency development in the in-Junior School Institutions in Kenya, while the remaining 85.70% can be explained by other factors excluded from the model.

The descriptive results showed that the majority of the respondents agreed that transformational leadership aspects significantly influenced competency development in Junior School Institutions in Kenya. Transformational leadership style can explain 19.3% of the competency development in the in-Junior School Institutions in Kenya, while the remaining 80.7% can be explained by other factors excluded from the model. The inferential statistics provided enough evidence to justify the rejection of the second null hypothesis (H_{02}) because there was a relationship between transformational leadership and competency development, in that there was a strong positive correlation between idealized

influence, inspirational motivation, intellectual stimulation, and individualized consideration and competency development in Junior School Institutions in Kenya.

The third objective of the study sought to determine the influence of laissez-faire leadership on competency development in Junior School Institutions in Kenya. The indicators that were considered for laissez-faire leadership were the elements of hands-off management, participative decision making, delegative responsibility, and continuance commitment. The laissez-faire leadership style can explain 17.2% of the competency development in the in-Junior School Institutions in Kenya, while the remaining 82.8% can be explained by other factors excluded from the model. From the inferential statistics, there was enough evidence to justify the acceptance of the third alternative hypothesis (H_{03}), indicating that laissez-faire leadership does significantly influence competency development in Junior School Institutions in Kenya.

The fourth objective findings showed that the school leadership allowed staff and students to make decisions, given freedom in decision making; listened to and acted on the staff and students' grievances, and were considerate of staff and students' issues,

which touched on their wellness and growth. Servant leadership style can explain 15.1% of the competency development in the in-Junior School Institutions in Kenya, while the remaining 84.9% can be explained by other factors excluded from the model. The alternative hypothesis (H_{04}) was accepted, and this indicated that there was a significant relationship between servant leadership and competency development in Junior School Institutions in Kenya.

Multiple regression analysis was used to determine whether independent variables, Transactional Leadership (H_{a1}), Transformational Leadership (H_{a2}), Laissez-faire leadership (H_{a3}), and Servant leadership (H_{a4}) simultaneously influence the dependent variable, which is competency development in Junior School Institutions in Kenya. The results of the regression model shown in Table 6 show that 0.659. This means that combined leadership styles can explain 65.9% of the competency development in the Junior School Institutions in Kenya. The remaining percentage (34.1%) can be explained by other factors excluded from the model. Leadership then is the most determining factor that influences the nurturing of every learner's potential and thus embraces the development of the competencies.

5.2 Recommendations

From the conclusion drawn from the findings, the most preferred and dominant leadership style to enhance competency development, which was measured using communication and collaboration; critical thinking and problem solving; imagination and creativity; citizenship; learning to learn; self-efficacy and digital literacy development in the Junior School Institutions in Kenya was transformational leadership style. This leadership style combines charisma, inspiration and intellectual stimulation in leading their schools. The study also recommends use of servant leadership style whose attributes included leaders being endowed with vision, humility to service, empowers the subordinates, behaving ethically, creating value for those outside the institutions are key tenets of nurturing every learner's potential so as to achieve the core competencies of the competency-based education in Kenya schools. The study recommended that Leadership and governance scholars to establish the remaining percentage of 34.1% factors excluded from this study to establish what's contributing to the competency development in the Junior School Institutions in Kenya.

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