

**PRINCIPALS' TRANSFORMATIONAL LEADERSHIP STRATEGIES ON
TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN
LOITOKITOK SUB- COUNTY KAJIADO COUNTY, KENYA**

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DECLARATION

This thesis is my original work and has not been presented for a degree at any other university.

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DEDICATION

This thesis is dedicated to my family, the congregation of the Daughters of St Anne, the Tangaza University fraternity, Next Generation leadership Program (NGLP), Shalom OVC home and the Maa community.

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ABSTRACT

The study aimed to examine principals' transformational leadership strategies on teachers' job performance in public secondary schools in Loitokitok Sub-County, Kajiado County, Kenya. Four objectives guided the study: to find out how principals' motivational strategies influence teachers' job performance; to assess the extent to which the principals' role modelling strategy influence teachers' job performance; to examine the extent to which the principals' capacity-building strategy influence teachers' job performance, and to investigate how principals' delegation of duties strategy influence teachers' job performance. The study was anchored on transformational leadership theory. A mixed-method research approach was employed with a concurrent research design to gather qualitative and quantitative data. The study targeted all public secondary schools, school principals, teachers, and the Sub-County Education Director in Loitokitok Sub-County, Kajiado County. Seven public secondary schools and 90 teachers from the sampled schools were selected. Schools were selected using stratified and simple random sampling; principals were selected using purposive sampling; teachers were selected using proportionate stratified sampling and simple random sampling; and the Sub-County Educational Director was selected using purposive sampling. A total of 98 respondents took part in the study. Data was collected through closed-ended questionnaires from the teachers and in-depth interview guides for principals and the Sub-County Director of Education. Research instruments were subjected to face and content validity. The reliability of the teachers' questionnaires was tested using the test-retest technique. Quantitative data was analyzed descriptively with the help of the Statistical Package for Social Science (SPSS) version 27 and reported in frequency distributions, means, and percentages. Data was presented in bar graphs, pie charts, and tables. The qualitative data was organized into themes based on the research questions and reported in narrative form and direct quotations. Ethical considerations were adhered to throughout the process. The findings revealed that motivational strategies had a significant positive impact on teacher job performance, while role modelling moderately influenced teachers' attitudes and behaviours. Capacity-building initiatives improved performance. Delegation of duties increased job satisfaction and empowered teachers. Based on the findings, the study recommended that secondary school principals be trained in transformational leadership skills to inspire and motivate teachers, to improve their performance. Additionally, principals should focus on capacity-building through training, seminars, and benchmarking, as well as involving teachers in management roles to enhance their skills and contribute to school success. These positively impact teachers' job performance and overall school effectiveness.

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ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
CSO	Curriculum Support Officers
KEMI	Kenya Educational Management Institute
LTK	Loitoktok
NACSTI	National Commission for Science, Technology, and Innovation.
NGLP	Next Generation Leadership Program
PGT	Path-Goal Theory
QASO	Quality Assurance and Standards Officers
SMC	School Management Committee
SPSS	Statistical Package for the Social Sciences
SCDE	Sub-County Directorate of Education (SCDE)
SDT	Self-Determination Theory.
TL	Transformational Leader.
TSC	Teachers Service Commission
UNESCO	United Nations Educational Social and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Becoming successful school principal entails more than just executing tasks, it is about the manner in which principals approach their responsibilities to cultivate an enduring high-performing teaching staff in a dynamic educational field (Rahman, 2023). Nevertheless, the focus lies not solely on the actions of principals, although they are undeniably crucial, rather, it centres on the methods through which principals enact change to elevate schools to levels of outstanding performance of teachers in all educational aspects. This implies that school principals must implement a leadership approach that will enhance teachers' job performance (Laura et al., 2018). The current study purports that school leaders who apply transformational leadership strategies are very essential ignitors for teachers' job performance which has been given special attention in this current study without diminishing the importance of other different educational leadership approaches applied within the school context.

Globally, there is an emphasis on the crucial roles played by teachers. As documented by the United Nations Educational Scientific and Cultural Organization (UNESCO, 2021), teachers are the most significant actors in the implementation of educational changes provided the school leaders offer teachers sufficient recognition, preparation support, resources, autonomy, and wide-range opportunities for continued professional development. Besides, many countries around the world including Kenya have stressed the significance of school leadership in executing education policy and improving teacher performance as they adopt changes in education (Ndiga et al., 2017). However, a school filled with low-performing teachers can negatively affect the performance of the students and the school at large (Hoque & Raya, 2023). To address this overarching problem,

relevant interventions must be practiced. In this respect, transformational leadership must be implemented to enhance positive change which is under investigation in the current study.

Fababier and Apostol (2024) concurred with Altheeb (2020) that in an educational context, several influential factors contribute to quality or poor teachers' job performance such as teacher characteristics, learner characteristics, school conditions, teaching experiences, and leadership style employed by the educational leader. Although literature established that there are different types of leadership styles that principals can employ for successful management of schools (Saleem et al., (2024), the current study give priority to transformational leadership style, taking into consideration its substantial emphases on change management for schools to move forward, while embracing new ways of doing things to achieve desired educational outcomes. One of the prominent leadership styles in this context is transformational leadership because of its outstanding outcomes and exceptional changes (Ali, 2022). Transformational leaders have the ability to adapt to new methodologies, technologies, and curricular changes (Kartika et al., 2022). The moment transformational leaders share school vision and mission, they foster a sense of purpose and commitment, leading to higher levels of engagement and dedication for the teachers (Pratama, 2022). Preside et al. (2020) emphasized that exceptional teachers' job performance does not happen by chance but is a result of explicit leaders who put in place strategies that give room to the culture of creativity and innovation. Therefore, this underlines the critical importance of transformational leadership, in education as a catalyst for positive change while fostering an environment that inspires, innovates, and adapts to the educational emerging issues as education evolves, hence, leading to optimal teachers' job performance.

Transformational leadership (TL) is a leadership style that involves inspiring and empowering followers to achieve a common goal or vision through the use of charisma, vision, inspiration, and intellectual stimulation which has been the indicators under different

perspectives in the current study (Aondo et al., 2020). Transformative leaders create a dynamic learning institution through transformative attributes such as being adaptive, innovative, and creative (Misra and Srivastava, 2018). All these attributes entice teachers to maximize their talents as they go beyond their task demands satisfactorily which can be expressed in teachers' commitment to work and their involvement in monitoring students.

Alamri (2023) agreed with Kenneth et al. (2020) that transformational leadership encourages creativity and innovation among followers, and it seeks to initiate a collaborative atmosphere through open communication, participative decision-making, team-building, teachers' involvement, and collective ownership of shared educational goals and vision. However, it is worth noting that no matter the type of leadership style applied by the principals in school, an aspect of transformational leadership must be seen in their day-to-day administrative duties (Mwove et al., 2023). Therefore, this current study views transformative principals as educational leaders who transform schools into places of exceedingly teachers' job performance, because of its indispensable leadership aspects for successful change management. Nonetheless, not only do transformative principals initiative changes but they also ensure successful implementation of educational changes as teachers navigate in the field of education which is constantly evolving (Yuliana, 2024).

Undoubtedly, Ofuase, (2021) supports that teachers have enormous potential. Therefore, principals ought to inspire and drive them to utilize this potential fully, and as a result, they will joyfully remain in their profession, committed to adhering to any reforms in education. In these respects, Wabibah et al. (2024) epitomized that transformational leadership is vital in improving teachers' job performance and unlocking the hidden potential for teachers. This is because, not only do transformational leaders seek to offer solutions to the educational problems experienced by teachers, but also involve teachers in bringing

solutions for the arising problems as they carry out their duties effectively thereby leading to the improvement of the organizational outcome at all levels

Accentuating on the importance of transformative principal in the school, Yuliana (2024) specified that teachers working under transformational leaders tend to demonstrate higher levels of job satisfaction, motivation, commitment, and instructional effectiveness, which positively impact on their job performance. Emphasizing the same, Ndiga et al. (2017) affirmed that teachers become more motivated and work harder when they are involved in decision-making and overall school management. This is in accordance with Musyoki (2022) who maintained that transformational leaders motivate their followers to be more analytical, innovative, initiative, and independent in handling their responsibilities. This is also supported by research conducted in Asia by Firmansyah et al. (2022) which states that a transformational leader defines the need for change, creates a new vision, mobilizes commitment to carry out the ideas, and transforms followers individually and as a team. In their study, Gacicio et al. (2020) discovered that a transformational leader treats followers as collaborators as they share a common vision.

An excellent leadership is required for high-quality education in schools because of the remarkable influence on teachers' job performance (Rehman et al., 2023). With this, the researcher therefore recognizes that transformational leadership lays the groundwork for long-term school success by adopting a participatory form of leadership and a forward-thinking educational institution (Loretta, 2023). This is in line with the findings of Ulum and Mun'im (2023) as they stated that TL is important in responding to the school-changing environment and evolving the needs of educational change. Therefore, a principal employing leadership strategy will enable the schools to be transformed from traditional ways of carrying out educational activities to be more relevant to the changing educational works.

As illustrated by Gunawan (2020) and Parveen (2021), for the benefit of the organization as a whole to be realized, transformational leaders must be able to persuade their staff to perform duties that are beyond those of their job description. A transformational leader provides a supportive environment and spends more time teaching and coaching followers, and developing leaders based on individual needs (Wasonga and Yohannes, 2021). As a result, teachers enjoy their job, and they navigate myriads of challenges as they adopt changes. This assertion corresponds to that of Sek (2023) who observed that a transformative leader has a direct impact on how well a team accomplishes its goals, hence creating a high level of job performance and satisfaction in an organization. Besides, some scholars claim that transformational leaders are more creative and innovative, and they support their followers to achieve their goals and objectives which helps to increase their job performance (Kitur et al., 2020). It is, therefore, necessary that all educational transformational leaders cultivate a healthy relationship as they bring about changes in each teacher, to help them accomplish more than what is expected.

A study that involved academic staff in Iraq public universities was conducted by Al-Husseini et al. (2021) investigating relationships between transformational leadership, knowledge sharing, and innovation in higher education. The study revealed that there was a significant positive relationship between transformational leadership and both knowledge sharing and innovation. The researcher in the current study focused on different strategies such as motivation, delegation of duties, role modeling, and implementation of capacity-building strategies that aimed to understand how they influence teachers' job performance when practiced by the school principals in public secondary schools.

Another study conducted at Takhar High School in Afghanistan by Noori, et al., (2023) explored the relationship between principals' leadership and teachers' emotional intelligence. The findings revealed that there were statistically significant differences in

teachers' levels of emotional intelligence. However, while this study aimed to add knowledge to transformational leadership and teachers' emotional intelligence, the current study aims to add knowledge to transformational leadership and teachers' job performance.

In Indonesia, a study by Normianti, et.al (2019) in Labuan Amas Selatan, identified a significant relationship between principals' transformational leadership and teachers' job performance through teachers' organizational commitment. About 20,000 principals were identified to be using transformational leadership to increase teacher motivation in carrying out their work effectively. This research aimed to investigate how transformational leadership practice among schools in Indonesia influenced teachers' job performance. The study delved into various aspects of transformational leadership such as charisma, intellectual stimulation, individualized consideration, and inspirational motivation. However, the current study embarked on investigating specific principals' strategies that are different from those in the Indonesian context.

In the Philippines, Reyes and Apostol (2024) conducted their study with the aim of determining the mediating role of teamwork on the relationship between transformational leadership of school heads and the self-regulation of teachers in Cateel 1 and 2, Province of Davao Oriental. The study found that there is a very high level of TL, self-regulation, and teamwork skills. Furthermore, the study noted that there is a significant relationship between TL, self-regulation, and teamwork skills, and also a significant relationship between teamwork and self-regulation. The study reviewed aimed at adding knowledge on how self-regulation and teamwork are enhanced through transformational leadership while the current study investigated how transformational leadership strategies such as motivation, role modelling, capacity building and delegation of duties enhance teachers' job performance.

Another study carried out by Shava and Heystek (2021) explicates that in South Africa, transformational leadership is an increasingly popular leadership style practiced in

schools. This is affirmed by Arogyaswami and Tat (2020) in their study that invites school principals to embrace transformational leadership as a means of improving the quality of education, enhancing students' outcomes, and fostering a positive school culture. The principals effectively work with the teachers to develop a shared vision for the schools that efficiently increase the teacher's inspiration and motivation. This created vision helps the teachers to understand their roles in achieving the school's common goal and encourages them to effectively work towards those identified goals with enthusiasm and commitment.

In their research carried out in the Zoba Anseba region of Eritrea, Aondo et al., (2020) showed how principals' leadership abilities affect teachers' motivation in public secondary schools. Further, it was discovered that administrators significantly influenced teachers' job motivation through their interpersonal skills, thereby increasing their job performance. This is because the school principal has the responsibility to develop trust among teachers, create teamwork spirit, and increase enthusiasm among the staff. Besides, the job performance of teachers is firmly associated with job execution and the ability of teachers to consolidate and develop new ideas through intellectual stimulation.

In Kenya, Kariuki (2019) conducted a study to investigate the influence of transformational leadership on teachers' job performance in public secondary schools in Nyandarua County. The results showed that principals play key roles in raising teachers' performance, particularly by encouraging teachers to take risks. The results of this study suggested that principals should hold teachers accountable for their performance. The study focused on the three transformational leadership qualities namely intellectual stimulation, individual consideration, and inspirational motivation which can be effective if teachers perceive that the qualities direct them to enhance performance. However, the study investigated the strategies employed by the principal to accelerate the quality performance of the teachers.

A similar study on leadership styles was done by Muga (2022), who looked at the relationship between principal leadership styles and teachers' job satisfaction in public secondary schools in Siaya, Kisumu, and Kajiado counties. The results demonstrated that principals primarily employed transformational leadership. Further, the study showed that the majority of teachers in Kajiado, Siaya, and Kisumu were happy with their jobs due to the leadership styles employed by their principals in the school. The study focused on laissez-faire, transactional, and transformational leadership styles and did not specifically focus on strategies applied by transformational principals and their influence on teachers' job performance. Also, the study investigated how leadership styles correlate with teachers' job satisfaction. However, the study examined the influence of transformational leadership strategies focusing on motivation, role modelling, delegation of duties, and capacity building on teachers' job performance.

Records according to Sub-County Education Office Kajiado (2021) show that there are complaints of low teachers' job performance in many schools. This has been observed specifically in public secondary schools in Loitokitok Sub-county through teachers' behavioural indicators such as frequent absenteeism, arriving late or leaving early from school, neglecting of individual students' needs, weak enthusiasm for school activities, inconsistency in classroom attendance, lack of lesson preparation, reluctance to embrace technology in teaching and learning, and inadequate classroom management leading to a general decline of educational standard in all levels in school. Therefore, the study examined whether principals' transformational leadership strategies could enhance teachers' job performance by inspiring and motivating them to invest quality time and energy in their responsibilities, such as lesson planning, classroom leadership, establishing a supportive learning environment maintaining discipline, effectively monitoring and evaluating students, and collaborating with the principals to implement educational changes in public schools in LTK Sub- county, Kajiado County.

For every school to optimize teacher productivity, school leaders must formulate, develop and establish motivational strategies that can result in getting the best from every individual teacher so that the school effectively fulfils its educational vision and goal successfully (Addow & Nkomo, 2023). A school principal's mission is not only to get the work done but done effectively by motivated and committed teachers who go beyond their assigned assignments to meet the needs of the organization and facilitate educational reform. Khan, et al. (2020) claim that teacher motivation has been influenced by different aspects such as low morale, less participation in decision-making, poor unattractive working conditions, and limited incentives. Therefore, teachers may leave their profession due to a lack of sufficient motivation strategies. Interestingly as Jonathan (2018) puts it, the relevant skills and knowledge can be attained if teachers are enthusiastically motivated, thus, they develop, love, and show ownership of their work, build loyalty to the institution and always aspire to perform better, produce more and are very often proud of the job. This being the case, school principals need to explore favourable avenues for increasing teachers' job performance because motivation manifests in teachers' sense of enjoyment, unquenched passion and self-worth. As a result, teachers will serve the school with devotion and commitment.

Pham et al. (2021) define motivation as a social, biological, cognitive, emotional and understanding that stimulates conduct. It is the driving force of human behaviour that makes an employee feel as if something is happening and motivates them to act towards the attainment of specific organizational goals and objectives with ease and a sense of worthiness, hence increasing their job performance. As these authors posit, teachers are unique creatures made up of individual characters, teachers as individuals are different by nature. It follows then that, what motivates and inspires one teacher may not motivate and inspire another teacher, and vice versa. Therefore, it is a must for school leaders to be watchful and learn more about their staff members and what motivates them (Marietta, 2022).

Consequently, this urges school leaders to identify the kind of motivational strategies appropriate for motivating teachers to improve performance for the entire learning institution. Sie and Eze (2022) uphold that, teachers need to be motivated by the educational leaders to feel good about their jobs and perform optimally. Therefore, principals' motivational strategies within the workplace have a direct positive impact on teachers' productivity and more so on their ownership of all daily happenings in their schools.

Choge (2020) hypothesizes that any motivational strategies applied by the school principal aim at generating in a teacher the drive to achieve the school's goals. This means that the strategies should aim at making the task more fulfilling and encourage an individual teacher to undertake an activity wholeheartedly with the intention of achieving organizational goals, hence improving job productivity. An example of the motivational strategies, according to this current study assumed to increase teacher job performance include teachers' appreciation and recognition, incentives and rewards, and opportunities for professional training and development. Motivational strategies influence teachers' job performance, thereby influencing the quality of education in any given country. This is because the school principal, as the head of the school, is mandated with the responsibility of implementing education policies, while teachers are expected to be actors in achieving the school goals of the institution and in general educational objectives (Etomes & Molua, 2019). Equally, Matemba (2024) asserted that teachers' job performance was affected by the motivational strategies used by the principals to ensure the achievement of educational goals. This proposes that the principals play an important role in enhancing job performance.

Teachers' appreciation and recognition are an intangible form of motivational strategies that play a crucial role in enhancing teachers' job performance (Amaetule & Ossai, 2023). When school principals use intangible rewards, such as thanking teachers and showing gratitude, as well as delegation of duties, this enhances organizational performance. Moreover, it increases teachers' morale and enthusiasm, thus increasing their job

performance, because they feel appreciated, esteemed, and trusted as they fulfil the school's vision and goals. For teachers' job performance to be consistent, there is a need for the principal to recognize teachers' extra effort in the realization of the school's vision and mission. This brings a sense of value to a teacher because they understand and appreciate their worth within the school system. According to Nzilano and Mwambapa (2022), successful principals have a well-articulated vision of the school. Similarly, school leaders focus on the motivation strategies that motivate the teachers and what is essential in improving job performance, hence achieving the set goals for the school.

Few empirical investigations have been done, therefore, there is limited information available in the public domain on transformational leadership strategies in Kenya, more specifically in public secondary schools in LTK Sub-County of Kajiado County. Therefore, this study will be conducted to get a better understanding of the effectiveness of transformational leadership strategies, especially in public secondary schools, and its implications on teachers' job performance. As a consequence, the goal of this research is to determine how principals' transformational leadership strategies influence teachers' job performance in public secondary schools in LTK Sub-County in Kenya. This study was specifically focused on transformational leadership strategies such as motivational, role modeling, delegation of duties, and capacity-building, as applied by principals in order to influence teachers' job performance.

1.2 Statement of the Problem

Existing researches have shown that transformational leadership can have a significant positive impact on teacher job satisfaction, commitment, and ultimately job performance. Aondo et al. (2020) asserted that TL leadership involves inspiring and motivating attitude toward educational common goal, while Shava and Heystek (2021) recorded that TL is the most increasing type of leadership due to its positive impact on reforming the education sector. Pratama (2022) claimed that educational transformational

leader offers a supportive environment where teachers are engaged and dedicated to adopting changes in education. However, the extent to which these leadership strategies are effectively employed by principals in LTK Sub-County, Kajiado County, in Kenya, and their specific impact on teachers' job performance remains an area that requires in-depth exploration. Despite the unique challenges and opportunities faced by the education system in Loitokitok Sub-County, there is insufficient comprehensive research on the adoption of transformational leadership strategies by secondary school leaders to enhance teachers' job performance. This study aims to address this gap by investigating the prospective influence of TL on these areas of concern.

According to a report from Kajiado County Education Office (2021) in Loitokitok Sub-County, there are complaints of low teachers' job performance displayed through frequent absenteeism, arriving late or leaving early from school, neglect of individual students' needs, weak enthusiasm for school activities, inconsistency classroom attendance, lack of lesson preparation, reluctance to embrace technology in teaching and learning, and inadequate classroom management leading to consistent poor results (Muga, 2022). Huang and Hsin, (2023); Kajiado Education Office (2021); and Muga, (2022), recognized that although the aforementioned complaints can be associated with other factors in learning institutions, the type of leadership applied plays a fundamental role in influencing teachers' job performance.

Research on transformational leadership in schools has shown that for principals to be agents of change in education systems, they need to embrace strategies that are manifested by transformational leaders. The strategies of principals' transformational leadership that this study explored include motivation, delegation of duties, role modelling, and capacity building. School principals who embrace transformational leadership excel in promoting teachers' job performance (Prestaidi et al., 2020).

In the context of secondary education in Kenya, inadequate investigation has been done to examine the influence of principals' transformational leadership strategies on teachers' job performance hence it is a critical aspect that needs investigation to improve teachers' job performance due to the aforementioned concern. Therefore, this study aims to contribute to the existing body of knowledge and suggest remedies on how to solve low teachers' job performance by investigating principals' transformational leadership strategies on teachers' job performance in public secondary schools in LTK Sub-County, Kajiado County, Kenya.

1.3 Objectives of the Study

The study was guided by the following research objectives:

- i. To find out how principals' motivational strategies influence teachers' job performance in Loitokitok Sub-County Kajiado County, Kenya.
- ii. To assess the extent to which the principals' role modelling strategies influence teachers' job performance in Loitokitok Sub-County Kajiado County, Kenya.
- iii. To examine the extent to which the principals' capacity-building strategies influence teachers' job performance' in Loitokitok Sub-County Kajiado County, Kenya.
- iv. To investigate how principals' delegation of duties strategies influence teachers' job performance in Loitokitok Sub-County Kajiado County Kenya.

1.4 Research Questions

The study was guided by the following research questions:

- a) How do principals' motivation strategies influence teacher's job performance in Loitokitok Sub-County, Kajiado County, Kenya?
- b) To what extent do principals' role modelling strategies influence teachers' job performance in Loitokitok Sub-County Kajiado County, Kenya?

- c) How do principals' capacity-building strategies influence teachers' job performance in Loitokitok Sub-County Kajiado County, Kenya?
- d) To what extent do principals' delegation of the duty strategies influence teachers' performance in Loitokitok Sub-County Kajiado County, Kenya?

1.5 Significance of the Study

This study's findings might be of importance to various educational stakeholders involved in education or interested people who are in educational management such as secondary school principals. Ministry of Education (MOE) through Kenya Education of the Management Institute (KEMI) may use the findings of this study to identify relevant measures to undertake in preparing management training programs for school leaders with the basis of enhancing the teachers' job performance and also as a reference point in identifying areas for further training for school managers. The research findings may be used by the County Directors, Sub-County Directors and TSC to gain some insights into the prevailing loopholes in teachers' job performance. Secondary school principals can use the research findings to gauge their leadership and develop methods on how they can enhance their transformational leadership to improve the teachers' job performance in their schools. The study's findings might also be beneficial to teachers, it will make them to be more creative and innovative in the areas they ought to improve to achieve the required job performance as they enhance meaningful changes within the school. Teachers will be able to accept the benefits of transformation efforts employed by the principals as they embrace a culture of innovation. Further, teachers who are inspired to become transformative principals will also benefit from this study by understanding the relevance of applying transformation leadership strategies and knowing when and how to apply each of them. This will enable students to acquire relevant skills, and knowledge needed to meet the demands of society.

The study may also serve as a reference point for other scholars regarding the performance of teachers and the influence of transformational leadership. The findings of this study may also benefit parents and sponsors in identifying a solution that will help in addressing the problems that affect the education system in the LTK Sub-County. The study may benefit the community of scholars and researchers like me who may be interested in conducting similar research to obtain adequate information or advance theoretical understanding on the subject of transformational leadership strategies in public secondary schools.

1.6 Scope and Delimitations of the Study

The study covered the public secondary schools that are situated in LTK Sub-County, Kajiado County, despite other counties having been reported to experience low teachers' job performance. The participants were only from public secondary school principals, LTK Sub-County Director, and secondary school teachers because they are key informants of the study under investigation. The principals play a central role in the schools' management and it is their transformational leadership strategies that are under investigation. Additionally, secondary school teachers were included in the study because they are the main actors in the field of education. Several transformational leadership strategies can be adopted by an educational transformational leader, but the study focused on capacity building, role modelling, motivation and delegation of duties. Similarly, the study was administered through closed -ended questionnaires and interview guides as methods of gathering adequate and in-depth information regarding transformational leadership strategies and its influence on teachers' job performance.

1.7 Theoretical Framework

The study was anchored on transformational leadership theory. This theory is a compass that advocates for success in the school change process, therefore, it is an inclusive

theory for everyone involved in moving their schools forward. Originally, this theory was first introduced by James MacGregor Burns in 1978. Burns proposed that transformational leadership involves leaders who can inspire and motivate their followers to achieve exceptional performance and reach their full potential, by creating a sense of shared vision and purpose (Uzokife & Mbovu, 2023). Bernard Bass, a student of Burns, further developed the concept of transformational leadership theory in the 1980s and 1990s (Kwan, 2020). Accordingly, Bass (1985) perceives that transformational leaders should be able to inspire and motivate their followers by providing them with a captivating school vision, stimulating their intellectual curiosity, and empowering them to take ownership of their job. Therefore, a school principal who practises this theory is an agent of change manifested in the ingredients of change such as ideas, innovation, creativity, influence and consideration for the individual teacher (Amels et al., 2020).

According to Bass (1985), transformational leadership theory comprises four key components that are crucial for understanding this leadership style. The first component is inspirational motivation which involves leaders who inspire and motivate their followers by providing a clear and compelling vision of the future. They create a sense of purpose and excitement around this vision and communicate it effectively to their followers. The second component is intellectual stimulation, where leaders encourage creative thinking and foster a culture of innovation and problem-solving among their followers by challenging them to think outside the box and explore new ideas. They stimulate intellectual curiosity and provide opportunities for continued learning and growth. Individualized consideration is the third component, through which leaders offer personalized support and care for their followers, considering the individual needs of each follower (Chidinma et al., 2023). They provide coaching and mentorship on job performance in order to develop the skills and abilities that promote a sense of belonging, and value among followers. Lastly, through idealized influence, leaders serve as role models by setting a high standard of ethical values and

integrity for their followers. They model the behaviour they expect from others and inspire their followers to be their best selves thereby gaining their trust and respect.

1.7.1 Strengths of Transformational Leadership Theory

Northouse (2022) confirms that transformational leadership theory has several strengths that make it a widely recognized and influential leadership framework. It is known for its ability to inspire and motivate followers to go above and beyond their normal duties, by creating a sense of shared purpose and a compelling vision for the future.

Transformational leaders inspire their followers to be more engaged and invest in their work. This, in turn, creates a strong sense of commitment and enthusiasm among the followers, leading to increased job performance.

Transformational leadership is effective at fostering creativity and innovation by encouraging intellectual curiosity and providing opportunities for learning and growth. Transformational leaders create a culture of forward-thinking perspective where new ideas are valued and explored (Lai et al., 2020). This enables teachers to think outside the box and try out new approaches to their job performance as they interact with the culture of innovation and continuous improvement of their professional competencies. One of the examples of this is the implementation of the Competency-Based Curriculum (CBC) in Kenya. Moreover, Weller et al. (2020) support that a transformational leader develops the leadership skills of his or her followers by providing individualized consideration and mentorship. This can lead to a stronger and more capable team, as well as a legacy of leadership that can continue for long after the transformational leader has been transferred.

Transformational leadership can create a positive organizational culture. By modelling ethical behaviour and inspiring followers to be their best selves, transformational leaders can create a culture of trust, collaboration, and shared values. This can lead to a more

positive, adaptive, and productive work environment as well as improved outcomes for the organization as a whole (Ali et al., 2020).

1.7.2 Weaknesses of Transformational Leadership Theory

The critics of this theory assert that transformational leaders can place too much emphasis on their charisma and presence, which can lead to a cult of personality around the leader. Nonetheless, this can lead to focus on the leader rather than the underlying goals and vision of the organization, which can undermine the effectiveness of the leader and the organization as a whole (Asbari, 2020). The intense focus on achieving goals and vision can lead to burnout and high turnover rates among followers (Sek, 2023). Transformational leaders are often highly driven and passionate, which can be inspiring to followers. However, this can also result in a lack of work-life balance and a culture of overwork and stress. This can lead to high turnover rates as well as negative effects on the mental and physical health of the leader and their followers.

Transformational leaders can be prone to manipulation by their followers. The intense focus on achieving goals and vision can lead to a lack of authenticity and transparency. This can make it difficult for followers to fully trust the leaders and their intentions, which can ultimately undermine the effectiveness of the leaders and their abilities to inspire and motivate their followers (Alamri,2023). Additionally, transformational leadership may not be suitable for all situations or contexts. In some circumstances, such as emergencies or crises, a more directive or transactional leadership style may be more appropriate. This is because in these situations, clear and decisive action is needed, and the intense focus on achieving goals and vision may not be as relevant. As a result, the four components of TL theory correlate strongly with each other hence there are no distinct components. To deal with this weakness, the researcher will adopt appropriate measures by inventing instruments which will be guided by the relevant literature available.

1.7.3 Application of Transformational Leadership Theory

The researcher considered transformational theory because it incorporates extensively the four indicators of this study which include role modelling, capacity building, delegation and motivation strategies. Moreover, transformational theory embraces both the leader and the follower which are the two-basis element of this study. Based on this study, the followers are termed as teachers who embrace any changes and innovation in the teaching and learning process as influenced by the transformational school leader. The principal who implements transformational leadership strategies in public secondary schools can work with the teachers to develop a shared vision for their school. This vision can be centred around a common goal and mission that the teachers are passionate about, such as creating a positive school environment, promoting relevant teaching and learning approaches, or fostering a culture of creativity and innovation in which teachers become interested.

The principal practises the four components of transformational leadership to inspire and motivate the teachers to work towards this vision and to embrace positive changes in their job performance. This helps in creating a sense of urgency and excitement around the shared goal as well as providing professional support, motivating, creating a sense of trust and respect, role modelling, collaboration, and delegation of extra responsibilities to help teachers achieve their goals effectively.

Likewise, educational transformational leaders bring change in attitudes, skills and knowledge among teachers particularly when the school is undergoing crisis or necessary changes in education like embracing new instructional technology. This involves providing mentorship, modelling, coaching, engagement and guidance to help the teachers develop their skills and talents for the sake of development and future success. The principal also creates opportunities for the teachers to take on leadership roles and extra responsibilities, and provide feedback and recognition to help teachers develop their confidence and self-esteem.

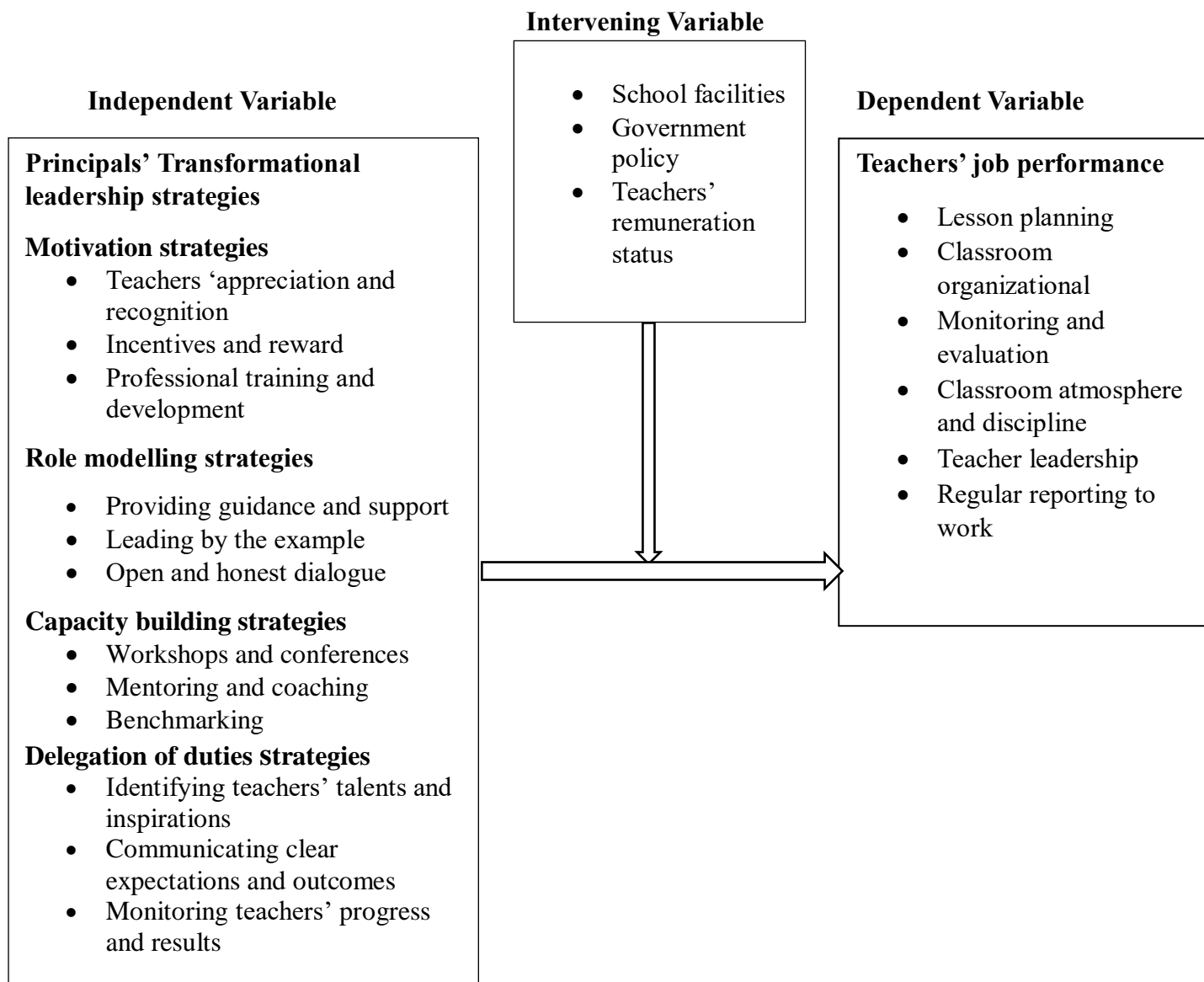
Applying transformational leadership theory to the teachers' job performance, principals can create a powerful dynamic approach to leadership that inspires and supports teachers' performance. By focusing on creating a shared vision and purpose, inspiring and motivating teachers, and supporting their personal growth and development, principals can help teachers achieve their goals and make a positive impact on their school and community.

1.8 Conceptual Framework

Conceptual framework is a coherent structure that helps the researcher to avow how transformational leadership strategies influence teachers' job' performance. In the view of Flick (2020), the role of a conceptual framework is to assist the researcher in developing consciousness and understanding of the subject under investigation. In this case, the conceptual framework highlights the relationship between the transformational leadership strategies exercised by principals and the teachers' job performance.

Figure 1

Conceptual Framework showing the Relationship among Variables



As shown in Figure 1, the independent variable is the transformational leadership strategies and dependent variable is teachers' job performance. The researcher conceptualized that teachers' job performance is influenced by transformational leadership strategies employed by the principals in school management. In the conceptual framework, the researcher assumes that if principals' transformational strategies, especially motivational, role

modelling, delegation of duties, and capacity building, are implemented effectively, they will lead to an improvement in teachers' job performance and overall school outcomes. The moment intervening variables such as government policy, School facilities, and teachers' remuneration status are set aside teachers can perform their roles in a transformative way; enthusiastically, competently, creatively, and innovatively hence fostering excellence in public secondary schools in Loitokitok Sub- County.

Undoubtedly, the dependent variable indicates that, when the school principal employs transformational leadership strategies, it has a direct impact on the performance of the teachers. This is due to its influence in unlocking and discovering teachers' potential as they perform their duties such as preparing and delivering relevant and quality lessons, monitoring and evaluating students regularly, offering constructive feedback, managing the classroom atmosphere, and reporting to school on time. For instance, if principals practice some motivational strategies such as professional development opportunities for teachers, delegating some extra responsibilities, and creating a culture of appreciation and support, they are likely to influence teachers positively. They are likely to boost teachers' morale, trust, creativity, enthusiasm, sense of belonging and self- drive, autonomy, happiness and job satisfaction, ownership, proactive approach to educational challenges, and commitment to embrace educational change and perform their job effectively and efficiently.

Intervening variables were unpredictable conditions that could have impacted the outcomes in education if not controlled. In this study, school facilities, government policies, and teachers' remuneration status served as intervening variables, influencing both transformational leadership strategies and teachers' performance. These variables bridged the gap between the independent and dependent variables. To ensure the effectiveness of principals' transformational leadership strategies on teachers' job performance, these intervening factors were taken into consideration.

1.9 Operational Definition of Key Terms

Capacity-building strategies- according to this study these are approaches employed by transformative principals to influence teachers' job performance in Loitokitok Sub-County through offering workshops, conferences, mentoring, coaching programs, and benchmarking to strengthen teachers to continue learning to enhance effectiveness in their job performance.

Delegations of duties strategies- assignment approaches by transformative principals are linked to identifying teachers' talents and inspirations, communicating clear expectations and outcomes to the individual teachers, monitoring progress and results on the delegated responsibilities, and providing feedback and recognition of progress yield.

Motivational strategies- are principals' powerful motivators practised to increase and maintain teachers' job performance goals which include appreciation and recognition, incentives and rewards, professional training and development which foster a sense of value and belonging within the school community.

Role modelling strategies- are ways utilized by transformative principals to enhance teachers' job performance by serving as exemplars of effective teaching practices of professionalism and leadership, through providing guidance and support to teachers, fostering open and honest dialogue, and leading by example, thereby empowering teachers to excel in their roles.

Teachers' job performance- includes the ability to prepare effective lesson plans and execute engaging lessons, while maintaining a well-organized classroom environment conducive to learning. It also involves continually monitoring and evaluating student progress, providing timely feedback, and employing effective classroom management techniques to foster a positive atmosphere and discipline through demonstrating teacher leadership, punctuality and regular attendance to school overall activities.

Transformational leadership strategies - it is the leadership that is adopted by the transformative principal to enhance efficiency in teachers' job performance; through capacity

building, delegating teachers' extra responsibilities, motivating, and modelling the best practices that can enable teachers to look beyond their personal interest and focus on what is best for the school as teachers embrace educational changes.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter contains a review of the literature as per the guiding research objectives and related theories to the study. The empirical studies reviewed are mainly inclined towards the principals' transformational leadership strategies such as capacity building, motivation, delegation of duties, role modelling, and teachers' job performance. The chapter ends with a summary of the literature review and the identified research gaps.

2.2 Review of Related Theories

This section presents a review of two related theories pointing out the main principles, strengths and weaknesses. These are Path- Goals Theory (PGT) and Self- Determination Theory (SDT). These two theories offer a nuanced understanding of how leadership applied in the schools influences intrinsic motivation and performance outcomes among teachers in connection with transformational leadership strategies such as motivation, role modelling, delegation of duties, and capacity building.

2.2.1 Path-Goal Theory

Path-goal theory is a leadership theory that suggests that a leader's job is to help their followers achieve their goals by providing guidance, support, and resources. The theory emphasizes the importance of the leader's role in defining goals, the path to achieving goals and removing obstacles along the way. It was developed by Robert House in 1971 and is based on the premise that a leader's behaviour should be tailored to the individual needs and goals of their followers to maximize their performance (Farhan, 2017). House originally presented the theory in 1971 in a book "A Path-Goal Theory of Leader Effectiveness" and has continued to refine and develop the theory over the years (Orunbon, et al., 2024).

According to Olowoselu et al. (2019), a leader might employ one of the four leadership behaviour styles described in the path-goal theory; directive, supportive, participative, and achievement-oriented, to lead effectively and enhance teachers' job performance in the educational context. They do so by providing a clear direction, offering support and encouragement, removing barriers to success, and recognizing teachers' contributions to improved job performance, and motivation among teachers. Rana et al. (2019) and Bans-Akutey (2021) disclosed that supportive school principals are friendly, approachable, show empathy through active listening and actionable feedback, provide growth opportunities, act as role models and regard all teachers as equals as this will help to reduce teachers' stresses hence, they will be effective and productive in their work.

Northouse (2022) revealed that participative approach is used when the principal involves teachers in decision-making and problem-solving processes while at the same time seeking to delegate new responsibilities to teachers beyond their assigned duties. The achievement-oriented approach involves setting high goals for followers and encouraging them to achieve those goals, providing them with new opportunities to be creative and innovative in trying new ways of doing their work. The principal must consider the environmental factors that may affect the follower's performance in their roles and adjust their leadership style accordingly keeping in mind the individual needs and characteristics of their followers (Saleem et al., 2021).

The path-goal theory is highly flexible and allows leaders to adapt their leadership style to meet the individual needs and characteristics of their followers and the demands of the situation (Sharpley,2024). This flexibility enables leaders to be more effective in different types of situations and with different types of followers. The path-goal theory places a strong emphasis on motivation, and it can be an effective way for leaders to motivate their followers by setting challenging goals, providing guidance and support, and involving them in the decision-making process. The path-goal theory emphasizes the importance of providing

support and assistance to followers, and this can lead to increased job satisfaction and improved relationships between leaders and followers (Nasser & Al-Taie, 2021). Likewise, the path-goal theory encourages leaders to communicate clearly and effectively with their followers and as a result teachers' ownership and sense of belonging are enhanced.

On the other hand, while the path-goal theory of leadership has several strengths, it also has some potential weaknesses. For example, the path-goal theory can be complex and difficult to apply in practice, especially for leaders who are new to the theory. It requires a deep understanding of the needs and characteristics of individual followers as well as an awareness of the situational factors that may affect their performance (McNeil, 2020). The path-goal theory focuses primarily on the leader's behaviour and its impact on followers, but it does not consider other factors that may influence followers' performance such as the organization's culture or external environmental factors (Dugan, 2024). The theory also places a strong emphasis on goal-setting, which may not be appropriate for all types of followers or situations. Some followers may be more motivated by other factors such as interpersonal relationships or a sense of meaning and purpose. Lastly, the path-goal theory can be vague and lacks clear guidance on how it is applicable. It can be difficult for leaders to know how to adapt their leadership style to meet the individual needs of their followers and the demands of the situation (Pacia & Gueravva, 2023).

The path-goal theory will be relevant to the current study because it emphasizes the leader-follower concept. Further, it demonstrates the role of a school leader which is to give clear directions on how to achieve the intended goals, change, or innovate effectively and efficiently. The Path-goal theory links the school leaders' behaviour with motivation, delegation, role modelling, and creating opportunities for the teacher's skills and competencies development to enable them to be useful with the rapid growth of skills and competencies. The theory emphasizes the importance of the leader's role in pointing the path appropriate in accomplishing the goals intended. Principals enable teachers to perform their

roles beyond the assigned responsibilities by providing an appealing environment conducive to executing their duties. When applied to transformational leadership, path-goal theory can be an effective tool to help principals bring change and innovation as school leaders.

2.2.2 Self-Determination Theory (STD)

Self-Determination Theory (SDT), developed by psychologists Edward L. Deci and Richard M. Ryan in their 1985 book "Self-Determination and Intrinsic Motivation in Human Behaviour," explores human motivation and the factors driving behaviour. SDT posits that individuals have inherent psychological needs for autonomy, competence, and relatedness, and satisfying these needs fosters intrinsic motivation and well-being. According to Guay (2022), SDT differentiates between intrinsic and extrinsic motivation. Ryan (2023) emphasizes that people are naturally inclined towards growth and development, urging leaders to motivate followers not only to achieve organizational goals but also their personal objectives, thereby enhancing job performance.

Reviewing SDT is relevant due to its focus on psychological needs, a key trait of transformational leadership, which involves addressing followers' psychological needs to inspire greater effort and exceed expectations (Bass, 1985). Northouse (2022) Highlights that transformational leaders recognize followers' emotional needs through the four dimensions of transformational leadership. SDT provides insights into how principals' transformational strategies, such as motivation, role modelling, delegation, and capacity building, influence teachers' job performance by fulfilling their needs for autonomy, competence, and relatedness (Mirza et al., 2023).

Autonomy, defined as the freedom to think and act, is crucial for teacher engagement and satisfaction (Malliet & Grouzet, 2023; Pelletier & Rocci, 2016). Transformative principals respect teachers' autonomy, fostering an environment where they can freely make decisions, thus enhancing performance (Ahmadi et al., 2023). Competence, the ability to perform tasks effectively, is enhanced by principals through providing resources and support,

leading to a sense of mastery and improved job performance (Ryan & Vansteenkiste, 2023). Relatedness, the need to feel connected, is fostered by supportive relationships, crucial for emotional and social thriving, which boosts job performance (Ryan, 2023).

Principals can optimize teachers' motivation and performance by creating environments that nurture autonomy, competence, and relatedness (Deci et al., 2017). Strategies include delegation of duties, providing professional development, using motivational strategies, and role modelling. Delegation supports autonomy, allowing teachers to take ownership of their work. Capacity building addresses competence by offering professional growth opportunities. Motivational strategies enhance intrinsic motivation by fulfilling psychological needs. Role modelling fosters relatedness, creating a supportive work environment.

SDT's strengths include its predictive power across different contexts and applicability in various domains like education, work, sports, healthcare, and personal relationships (Ryan & Deci, 2022; Wikaningtyas, 2023). It also accounts for different motivational orientations and has substantial research support. However, SDT has limitations, such as cultural variability, overemphasis on autonomy, and the complexity of balancing its dimensions in practice (Ryan et al., 2023).

2.3 Related Empirical Review

2.3.1 Principals' Motivational Strategies on Teachers' Job Performance

Dian et al. (2022) carried out a study to determine the principals' motivation for teacher performance at Integrated Islamic Elementary School Matahati Bundung in Indonesia. The method used in this research was a quantitative approach with an associative method. The sample size was 30 teachers and the data was collected using a questionnaire. The result of the study was a regression coefficient of 1, which indicated that every 1% of motivation from the principals has a positive effect on teachers' job performance. Further, the

study found that the principal was significantly influential in efforts to improve teacher performance, with a magnitude of influence of 90.6%. The study results imply that the principal's motivation is a factor that can affect teacher performance. The study relied on a quantitative design and did not consider a qualitative design to achieve an in-depth understanding of information on teachers' attitudes and experiences on the principals' motivation and teacher performance. The current study employs both qualitative and quantitative designs, which will complement each other. The findings cannot be generalized because the study analyzed only integrated Islamic Schools with a small sample size hence, the current study targeted public secondary schools with a larger sample size, thereby the findings can be generalized.

Studies in Africa indicate that motivational strategies can boost teachers' motivation to perform effectively in their duties. A descriptive survey research design was conducted by Agu (2021) in Nigeria. The study investigated how principals' motivational strategies improve teacher job performance in public secondary schools in Enugu East Local Government Area of Enugu State (LGA). The population comprised all teachers in the nine public secondary schools in Enugu East Local Government Area of Enugu State which was 225 respondents. The sample size was not indicated in the study. The instrument for data collection was a structured questionnaire. The study found out among others, that principals use principals' leadership behavior, welfare package, and provision of conducive environment as motivational strategies to influence teachers' job performance in Enugu East LGA. The study recommended that principals should be trained on other motivational strategies, provide a variety of welfare packages, and use a conducive environment as motivational strategies to influence teacher job performance in Enugu East LGA.

In Uganda, Aliwaru (2019) conducted a correlation study between motivational practices and the performance of lecturers in tertiary institutions in Arua District. The findings revealed that the overall performance of the lecturers was not good. The findings

further showed that providing financial rewards as a motivational practice is positively related to lecturers' performance, while delegation of duties and performance of lecturers are also positively related. Motivational practices predict 60% of lecturers' performance in tertiary institutions in Arua District. The study concludes that financial rewards, delegation, and training as motivational practices positively correlate with lecturers' job performance. The study reveals a scope gap as it was conducted in Uganda, thereby necessitating a different geographical area from the current scope of the study. Further, a contextual gap is also manifested as the study targeted tertiary institutions while this study focused on public secondary schools in Loitokitok Sub-County, Kajiado County, Kenya.

In another study, Mukumbi and Kabeta (2019) examined the influence of headteachers' motivational practices on teachers' performance in public secondary schools of Chililabombwe District of the Copper Belt in Zambia. The study adopted a mixed methods design which included qualitative and quantitative research methods. Open and closed-ended questionnaires and interviews were employed to collect data from 100 respondents. The study's findings revealed the challenges headteachers face in implementing motivation practices to motivate teachers in public secondary schools. These challenges include low staffing levels in some subjects, inadequate funding from the government, and interference from political offices. The study concluded that principals play a crucial role in motivating teachers and that these motivation practices had positive impact on teachers' performance. The study recommends stronger and timely motivational practices by headteachers to enhance teacher performance. These practices may not necessarily be in monetary terms but can be delegation of duties, capacity building, and recognition of hard work. The study is similar to the current study though the location of the study differs, hence a geographical gap that this study intends to fill.

In Botswana Vocational schools, Sie and Eze (2022) conducted a case study design to assess the influence of motivation on the job performance of lecturers in Serowe Brigade.

The data was collected from 8 lecturers through interviews. The qualitative study found that the lecturers perceived motivation as an important element in job performance. Thus, the study concluded that, motivation is important for increasing lecturers' job performance and it is a driving force for the overall efficiency of an organization. The study therefore recommends that utilizing different motivation techniques is of great value to meet the needs of the lecturers as well as the reform of the working environment. This implies that different measures of the motivation employed in an organization might lead to increased job performance.

A study by Sie and Eze (2022) assessed lecturers from vocation schools only, which are at different levels of education than the current study which assesses secondary school teachers. Their findings cannot be generalized to the target population of the study. Therefore, this gap has been filled by assessing the influence of principals' transformational leadership strategies on teachers' job performance in public secondary schools in Loitokitok Sub-County. In addition, the current study has filled the methodological gap by using mixed methods to answer research questions applied in this study.

To assess principals' teacher motivation plans and its implication on teachers' job performance, a cross-sectional survey research design study was conducted by Okwatsa (2021) in public secondary schools in Mombasa County. The main tool of data collection was questionnaires. The targeted population was heads of schools in Mombasa County and their teachers in public secondary schools. A sample size of 228 respondents was used. The study revealed that 65.7% of the principals often reward their teachers, whereas 66.8% of the teachers indicated that they were rewarded by certification. The study indicated that 57.1 % of the principals felt recognition affected teachers' job performance to a great extent. This was also supported by 83.2% of the teachers who noted that recognition had an effect on their job performance. The findings show that the principals and teachers believed rewarding teachers encouraged their job performance positively and extensively. It also found that

regular recognition of teachers' efforts had a positive impact on teachers' job performance. This was encouraged by positive working environment created by the principals. The cross-sectional survey concluded that principals' supportive reward system, professional development, and recognition had a positive effect on teachers' job performance. The study further recommended that principals should improve the extrinsic motivation factors. The head teacher should also maximum on a more reward- system as opposed to the punitive strategy to facilitate effective teacher job performance. The current study will be of great use as it has filled the methodological gap because Okwatsa's study employed a quantitative research method while the current study employed mixed methods.

To examine the effect of motivational strategies used by principals on teachers, Choge (2020) conducted a study to assess how these in turn impact on academic performance of public secondary schools in Nyandarua County in Kenya. The study employed a descriptive survey research design. The target population was all public secondary schools in the county and data was collected from principals, teachers, and students who made a total of 384 respondents on whom questionnaires were used. The study was anchored on transformational leadership theory. The study found that there was a significant relationship between the academic performance of a school and motivational strategies. A total of 84.4% of the principals agreed that teachers' motivation reinforces teachers' performance and hence student academic outcomes. A significant limitation is that the scholar employed one single method of collecting data which limited in-depth information. The current study employed questionnaires and interview guides for data collection which will supplemented each other. Further, the findings cannot be generalized to Kajiado county due to its geographical differences. While the study focused on the effect of motivational strategies on teachers' performance and how these in turn impact student academic performance, the current study examined the influence of principals' motivational strategies on teachers' job performance.

Another study was conducted in Kenya by Marietta (2021) in Migwani Sub- County, Kitui County, on the influence of principals' motivational strategies on teachers' job satisfaction in public secondary schools. Convergent parallel mixed methods design was utilized. Questionnaires and interview guides were utilized to collect information. The sample size was 109 which comprised principals and teachers. According to the study's findings, principals' motivational strategies such as recognition, staff professional development, incentives and interpersonal relationships were important in influencing teachers' job satisfaction. Based on the findings, the study recommended the recognition and rewarding of every teacher in their different capacity. The study of Marietta made a good attempt to include a variety of participants but left out the educational officer who might have crucial information. The present study focused on teachers' job performance which is influenced by job satisfaction and include the Sub-County education officer as a respondent in the study.

Another correlational investigation was done in Makueni County, Kenya by Kyumbi (2021). The main concern of the study was to determine whether principal motivational strategies and teachers' morale are significantly correlated. The study recorded strategies like proper communication systems, continuous teacher support, participative decision-making, and well-planned implementation of the school vision as having a great influence in promoting and sustaining teachers' morale. While the main purpose of the study was to explore the relationship between principals' motivational strategies and teachers' morale, the major concern of the current study was to investigate the influence of principals' motivational strategies on teachers' job performance. The study employed path goals theory while the current study was guided by transformational theory which its tenets is different from theory employed. Therefore, the current study managed to fill the theoretical gap in Kyumbi's study.

2.3.2 Principals' Role Modelling Strategies on Teachers' Job Performance

Principals' role modeling strategies play a crucial role in setting the tone and creating a supportive healthy school environment that enhances effective teachers' performance. This

is manifested through their leadership style, behavior, and values that serve as a model for the entire school community. Northouse (2022) has shown that principals who are role models encourage teachers to perform their duties industriously and committedly by explaining goals and planning for them clearly to motivate them to remain professionally happy and engaged.

Scholars currently underscore that positive role modelling by transformational principals can boost teachers' morale and motivation. Thus, when teachers observe their leaders' commitment to excellence, it can inspire them to put in extra effort and take pride in their work. This is manifested through transformational leadership qualities such as idealized influence behaviors and effective communication they wish to be lived out in their schools. As a result, principals contribute to a positive work environment that motivates and satisfies teachers and in turn, they improve their job performance. For instance, Scholars like Reza (2019) and Schmit et al. (2023) have extensively studied leadership styles. They affirmed that transformational leadership, which includes elements of role modelling, has been linked to positive organizational outcomes because TL creates a positive and supportive work environment where teachers feel valued and appreciated thereby leading to the highest level of job performance among teachers. Burnett's research highlighted that principals who actively demonstrate positive behaviors and attitudes not only foster a supportive school culture but also inspire their staff to adopt similar practices. The similarities in these findings reinforce the notion that effective leadership is crucial in creating an environment where teachers feel motivated and valued. This alignment further underscores the importance of role modeling as a key strategy in educational leadership. Burnett (2024).

Alamri (2023) accentuated that effective TL models behaviors that are relevant and align with organizational expectations and shared goals. Therefore, in the context of education, these invite principals to embody qualities such as dedication, passion, and commitment to continuous improvement of teachers' productivity. It is worth noting that Mwangangi (2022) highlights the need for principals to display behaviors and qualities that

will inspire admiration, respect, and belief in his/her teachers. This is a strong indicator that principals ought to lead by example rather than by words. Consequently, they are honored, appreciated, and trusted, and the teachers admire and identify with them automatically. Such a school leader, who represents role models to their teacher, does the right things, demonstrating high moral and ethical behavior. Their inspiration is to use their powers to motivate teachers to achieve the defined goals and objectives of the institutions (Tigist et al, 2023).

Putting across more qualities of a TL, Loretta et al. (2023) also asserted that principals as role models ensure that teachers are inspired and motivated to perform their duties so that they may develop ownership of the school activities. This is because, the transformational educational leader makes teachers feel appreciated and cared for, hence, teachers automatically develop trust and confidence in their leaders and as a result, they passionately achieve their goals. However, teachers are expected to maximize their performance in the school without feeling pressured.

A study done in the USA by Galli (2019) argues that principals as role models are mandated with a critical role in implementing reforms to provide quality educational programs that will meet the demands and challenges of the 21st century. The study concluded that school leaders are responsible for giving moral support as well as the needs and facilities required for improving and maintaining learning and teaching for the retention of students and the achievement of the goals of the school. Thus, principals must lead by example in all aspects, especially in punctuality, commitment, industriousness, fairness, firmness, and courage. Students will practically emulate the example set by the principals. While this study investigated the relationship between principals' role modeling strategies and student retention in schools, the current study will investigate the influence of principals' role modelling strategies on teachers' job performance. The study utilized a mixed method approach, and this helped to reach many respondents and also gathered in-depth knowledge

thus capturing participants' life experiences which facilitated understanding phenomenon under investigation. This current study will benefit from the reviewed study because it will employ a mixed method design and correlate one of the variables as proposed by the study. Furthermore, while this study investigated the effect of the principals' role modeling on student retention, the current study will examine the influence of principals' role modeling on teachers' job performance.

In Addis Ababa, Metaferia et al. (2023) conducted a study to examine the practices of transformational leadership and its influence on teachers' job satisfaction in government secondary schools. A narrative research design was used to achieve the objective of the study. Thematic analysis was used to analyze qualitative data that was gathered through principals' interviews. The findings record that the school principals were practicing transformational leadership by consulting their staff members, considering new thoughts, using a variety of technologies, and involving teachers in training to fill any knowledge gap. Further, the study reveals that principals strive to take account of the needs of each teacher and they function as role models in all their activities. This study was able to gather in-depth information due to the use of qualitative research methods from 39 principals. However, the sample size was limited to principals only as teachers were not sampled. Conceivably, teachers could have provided relevant information because their job satisfaction depends highly on how they perceive leadership exercised by principals as they execute their duties. Therefore, the current study will fill the gap by employing both qualitative and quantitative design and will collect data from a larger sample size which will include teachers and educational officers to allow for generalization. Finally, while the study investigated transformational leadership practices on teachers' job satisfaction, the current study will examine the influence of transformational leadership strategies on teachers' job performance.

2.3.3 Principal's 'Delegation of Duties Strategies on Teachers' Job' Performance

No group of people or persons in a school institution can perform all the tasks necessary for the accomplishment of the goals and objectives of the school, nor can one individual implement all the power for making the judgment. This is because the delegation of duties approach brings a sense of responsibility and autonomy to all involved and each feels obliged to renew their commitment to achieving the agenda which would be arrived at as a result of collective consultation.

Defining delegation, Okaforcha et al. (2023) stated that it is a means of assigning specific tasks, responsibilities, or authority to individual teachers within an educational institution. On the same note, Unegbe et al. (2024) aver that delegation of school duties are key element that is not limited to the level of knowledge, skills, confidence, and motivation specific to the assignment they are asked to achieve. In their study, Mutua, (2022) advised that educational leaders need to evaluate prudently all staff members to see who qualifies to take responsibility for the duty in question before they delegate. However, it cannot be overstated that this practice is essential for effective delegation of duties. This is because, it helps principals to distribute workloads, capitalize on individual teacher's strengths, and promote collaboration and a sense of responsibility among staff members, eventually improving teachers' sense of ownership which in turn increases their job performance. This assertion was agreed by Olaifa et al. (2024) they recorded that, when principals delegate authority to teachers properly, the teachers have been given extra sense of belongingness, responsibility, recognition and as such, enhance their professional image as well as job performance

A study conducted by Undiyaundeye (2020) in Nigeria focused on delegatory functions of public secondary institutions' principals in the Ogoja educational zone of Cross River State in Nigeria. The design of this study was descriptive survey research intended to

obtain information from 1809 respondent teachers. The researcher used a structured questionnaire. The findings of this study revealed that principals in Ogoja educational zone delegate supervisory and disciplinary functions. The study recommends that principals should always delegate supervisory functions to staff for the effective running and enhancing the administrative system of the schools. Further, principals should avoid discrimination on the issues of delegating disciplinary functions in schools, and administrative functions should be delegated based on staff competence and capability. The study is of importance to the current study since it included principals' delegation of duties strategies. However, it was conducted in another country whose educational policies and challenges are different from those of Loitokitok Sub-County, Kenya. Further, the study relied on a survey design and did not incorporate any qualitative design to elicit in-depth information from participants. Therefore, the study lacks detailed information about delegatory functions and their implications on efficient secondary school management. The study was able to cover many participants because of the quantitative approach but did not achieve in-depth knowledge and lived experiences due to the lack of a qualitative approach. The current study used a mixed methods paradigm to fill the gaps identified.

In Kenya, Mutua (2022) carried out a study on the effects of principals' administrative practices on teachers' job performance in public secondary schools in Kathiani Sub-County. The target population was teachers and principals. Questionnaires and interviews were used to collect data from 139 respondents. The results revealed that principals' supervisory, motivational, professional development, and delegation practices affected teachers' job performance in public secondary schools in Kathiani Sub-County, Kenya. The study recommends that the County Education Board should allocate an adequate budget to facilitate in-service training for teachers. The study reveals a conceptual gap as the study focused on the management function which includes delegation of duties while this study seeks to

establish the influence of delegation of duties on teachers' job performance. Besides, the study by Mutua collected data from teachers and principals, unlike the current research which collected information from teachers, principals and sub-county educational officers to come up with a deeper understanding of the study objectives.

Ndiso et al. (2023) conducted a study to investigate the influence of principals' mentorship practices on female teachers' progression into management of public secondary schools in Kajiado County, Kenya. Utilizing a descriptive survey approach, the researcher employed questionnaires and interviews as tools to collect data from respondents who were holding management positions. According to the outcomes of the study, practices like delegating administrative roles to female teachers boosted their exposure to management roles which motivated them to take management positions. The study suggested that principals need to employ different ways to expose female teachers to management training and to invite successful resource persons in management to sensitize female teachers on the pathways to management. The study by Ndiso and companions collected data from respondents who only hold management positions missing out on the information and perception of those who do not hold any managerial position. The current study, however, collected data from all who were informants, i.e., principals, teachers, and sub-county education officer. The study investigated principals' mentorship practices on female teachers' progression into management, which is another aspect of teachers' job performance for one gender, whereas the current study included all those who participate in teachers' job performance regardless of gender.

2.3.4 Principals' Capacity-Building Strategies on Teachers' Job Performance

Researchers support the importance of the role of the principal in improving the quality of performance for teachers through capacity-building strategies such as mentoring and coaching (Geletu, 2024). This is because of its benefits to the learning institution at large

and more importantly because it supports the culture of change that is substantial and lasting within the school organization. In their opinion, Ismail et al. (2022) reinforced that capacity-building strategies involve innovating new ways of handling new and existing educational reforms. This is achieved through identifying new ways of doing things, adopting best educational practices and technology, and building a supportive community within and outside the schools, hence improving teachers' job performance. Similarly, Mutua (2022) shared this outlook by affirming that teachers' training and development help to ensure that they possess the knowledge they need to perform their duties effectively and remain updated with the new ways of handling their jobs, taking on new responsibilities as they advance daily, and most importantly adapting to lasting changing conditions in the educational field. Furthermore, it is generally accepted that the effectiveness of any group of people is largely dependent on the quality of the professional competencies of its stakeholders including teachers. However, Bahadur and Rauf (2022) assert that certain constraints may hinder capacity-building programs for teachers such as funding and human resources.

A study was conducted in Asia to examine the principals' capacity-building approaches on students' performance in Kazakhstan by Yakavets et al. (2017). A mixed methods research design was applied and data was gathered from 20 schools. The findings revealed that capacity-building strategies are crucial in schools to promote students' performance. This study differs from the current research in that while it focused on students' performance, the current study focused on teachers' job performance.

In Indonesia, NurEni et al. (2020) investigated the effect of capacity building and leadership of school principals on teachers' job performance in primary schools in Pulau Rimau. According to the results, there is a significant positive correlation between capacity building and teacher performance, as well as the impact of school leaders and the combined influence of capacity building and principals' leadership on teachers' performance. The study by NurEni used quantitative descriptive methods to gather information from the sample of 47

respondents working in 5 schools. This study used questionnaires for data collection, unlike the current study which employed questionnaires and interview schedules. Furthermore, the study of NurEni and other researchers differs from the current study because it focused on primary schools and the participants were teachers only unlike the current study which was conducted in public secondary schools and included principals and educational officers as participants. The sample size of the teachers was also small hence the need to carry out a study with a larger sample size of the teachers to get diverse views. Furthermore, the study used a mixed-method design, the current study employed a concurrent mixed-methods design.

A qualitative study was done in South Africa by Khanyi and Naidoo (2020). They studied the role of the principal in the capacity-building of post-primary school-level teachers. The researchers purposively selected 10 participants from two schools. The results showed that principals' capacity building is very important in promoting teachers' leadership capacity development which is vital for performance in their job. While the study employed one single method of collecting data, the current study employed both qualitative and quantitative methods because by combining the two approaches, the researcher provided a more complete understanding of the research problem. Besides, the reviewed study focused on the role of principals whereas the current study investigated how different capacity-building strategies employed by transformational principals' influence on teachers' job performance.

A study conducted in public senior secondary schools in Rivers State in Nigeria by Koko and Nabie (2019) found that staff training and development enabled teachers to advance in useful educational skills, which impacted on the overall performance of the school. Therefore, this shows that principals and teachers agreed that principals' training and development for the teachers influences their performance. The study recommended that Rivers State government should ensure that secondary school teachers are trained and

retrained to acquire modern teaching skills for the enhancement of teachers' job performance. The reviewed study is important for the current study since it included variables of teachers' job performance. However, the study was done in another country whose educational standards and policy are different from those of Loitokitok Sub -County where the current study was conducted. Further, the study examined the influence of staff management on the job performance of teachers which in the scope is broad while the current study investigated the influence of principals' transformational leadership strategies on teachers' job performance. The current study employed concurrent mixed research methods which will provide comprehensive information as the study solves the limitations of applying a single instrument for data collection by Koko and Nabie's study.

Another study by Ndupuchi (2021), examined the relationship between the principals' capacity-building skills and teachers' job performance in senior secondary schools in Nigeria's plateau state. The main goal of the study was to establish the nature of capacity-building skills by school heads on job performance by teachers. The correlational research designs were employed and the study was done among 487 teachers and 174 principals. The research recorded that principals who practice capacity building on their teachers, boost teachers' performance, which in turn leads to improvement of students' performance. This could conclude that teachers' capacity building enhances teaching skills. The study of Ndupuchi focused on senior secondary schools in Nigeria while the present study focused on public secondary schools in Kenya as a way of filling the gap. Further, the research design applied was correlational research design which differs from the present study. The current researcher believes on concurrent mixed research design yields rich results that facilitates a better understanding of the phenomenon under investigation.

In Kenya, a study by Mutunga (2022) examined the influence of capacity-building for teachers as a determinant of student's academic performance in public secondary schools in Yatta Sub-County, Machakos County. The study employed a descriptive survey research

design. The study was conducted among 247 respondents which was made up of 228 teachers and 19 principals and data was collected using questionnaires. The study indicated a strong positive correlation between the two variables from principals' findings. However, the results on the other hand recorded a weak positive correlation from teachers' findings. The study concluded that principals' capacity building for teachers positively affects the students' academic performance. Further, the study spelled that capacity building in most schools has not been implemented effectively. Unlike the study by Mutunga (2022) which investigated the influence of capacity building for teachers on students' academic performance, the present study specifically examined the influence of capacity building on teachers' job performance which in turn enhances students' academic performance. Another gap manifested in this study is the methodological gap where the study used only one method, limiting the in-depth details of the phenomena, while the current study employed a mixed method to gather comprehensive information on the concern under investigation.

2.4 Summary of the Literature Review and Research Gap

The current study focused on principals' transformational leadership strategies and their impact on teachers' job performance. The rationale behind this study is that although many studies have been conducted in Kenya on leadership styles employed by the principals on teachers, little has been researched in LTK Sub-County, particularly on transformational leadership strategies employed by the school principals on teachers' job performance in public secondary schools. The studies reviewed, emphasize that for schools to be in line with the changes in the educational sector, school leadership also has to change in terms of motivating teachers to promote change and innovations in their way of carrying out their duties.

Studies, also revealed that for every school to optimize teachers' overall job performance, principals must develop and establish a relevant motivational strategy (Addow & Nkomo, 2023). Additionally, Choge (2020) reveals that the result of the motivational

strategies is to drive teachers to achieve the school's goal. Moreover, Adebajo (2018) looked into the role of incentives on the performance of teachers in public secondary schools while Aliwaru (2019), Sie and Eze (2022) conducted a study on motivational practices and the performance of lecturers in tertiary institutions.

Numerous empirical works have also presented that principals' leadership styles, behaviour, and values serve as models for the entire school community. Principals displaying dedication and commitment inspire admiration among teachers, fostering a motivated and satisfied teaching staff. This positive influence enhances job performance and cultivation of sense of ownership and trust in the school. Studies also stress the need for principals to lead by example to motivate teachers in achieving the schools' objectives and goals.

The reviewed studies underscore the significance of principals' delegation strategies in enhancing teachers' job performance. Several scholars support that delegation is a means to distribute workloads, capitalize on teachers' strengths, promote collaboration among staff members, and cultivate a sense of responsibility. Studies by Undiyaundeye (2020), Mutua (2020), and Ndiso et al. (2023) contributed insights from Nigeria and different regions of Kenya, exploring aspects like supervisory functions, administrative practices, and mentorship as strategies that enhance teachers' job performance.

Studies reviewed on principals' capacity-building strategies on teachers' job performance emphasize the crucial role of school leaders in improving teachers' job performance through capacity-building strategies. Studies by Ismail et al. (2022), Mutua (2022), Yakavets et al. (2017), NurEni et al. (2020), Khanyi and Naidoo (2020), Koko and Nabie (2019), Ndupuchi (2021) and Mutunga (2022) explored different aspects of capacity building and its impact on teachers' job performance across various countries.

In brief, most of the reviewed studies manifest research gaps that have been filled by the current study. For instance, most of the researchers have used a single research approach, mainly quantitative or qualitative designs, with only a few using mixed methods. This is

because those studies that employed exclusively a quantitative approach may have fallen short of achieving an in-depth understanding of the phenomena. Likewise, those reviewed studies that used solely the qualitative approach were limited in the sense that their results are not statistically representative, thereby falling short of the capacity to generalize their findings to other areas, despite having an in-depth understanding and the subject's perspective of the variables under consideration. This gap has been filled by the current study that applied a concurrent mixed methods approach enabling the researcher to yield a broader perspective of the phenomenon and obtain generalizable results.

Further, some literature reviewed focused on different geographical locations. The research demonstrated geographical gaps because they were conducted in other countries whose geographical backgrounds are different from those of Kenya. Also, some studies were conducted in different levels of learning such as primary school, vocational training and higher-learning that are different from public secondary school which was under investigation in the current study.

In addition, there are also reviewed studies that expressed theoretical gaps by adopting different theories from the ones used in the current study with others not adopting any theory for their studies. Most of the reviewed studies further revealed knowledge gaps, particularly on the influence of transformational leadership strategies on teachers' job performance. Therefore, the current study aimed to address these gaps by employing a mixed methods paradigm to gather a more nuanced and inclusive understanding of principals' transformational strategies and teachers' job performance in the specific context of Loitokitok Sub-County, Kenya.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter explains the research design and methodology that the researcher employed to accomplish the underlying aims of the study. It is organized in the following sections: research design, location of the study, target population, sample size, and sampling techniques, data collection measures, pilot testing, instruments' validity and reliability, data analysis procedures, and it ends with ethical consideration that were associated with the study.

3.2 Research Design

According to Creswell (2018), research design is a structure or a plan that guides the research process from the onset of developing the research questions and hypotheses to disclosing the findings. Similarly, Takona (2024). it served as a guide for gathering, measuring, and analyzing data. therefore, the researcher integrated qualitative and quantitative approaches in the study because the mixed methods allowed for a more comprehensive understanding of the effectiveness of transformational leadership strategies employed by the school principals on teachers' job performance.

Specifically, this study adopted a concurrent mixed methods design. A concurrent mixed methods design was a one-phase approach in which researchers used both qualitative and quantitative methods simultaneously and with equal emphasis (Hirose & Creswell, 2023). It involved obtaining and analyzing qualitative and quantitative data concurrently but separately, to better understand the research problem. This research design was appropriate for the study due to its many strengths. first, by combining qualitative and quantitative methods, the researcher could overcome the limitations of each approach and capitalize on their strengths (Stahl & Ames king, 2020). Additionally, integrating both types of data

provided substantial supporting evidence for inferences (Asenahabi, 2019). The mixed research design increased the validity of the results through data triangulation from various sources (Toshnazarovna & Alisherovna, 2024). However, employing a concurrent mixed research design required comprehensive planning to achieve optimal results, especially in data collection, where both methods were given equal importance.

3.3 Research Location of the Study

The study was carried out in Loitokitok Sub-County, Kajiado County, Kenya, which is one of the Sub-Counties of the larger Kajiado County. It borders the Republic of Tanzania to the Southwest, Taita Taveta County to the Southeast and Makueni County to the Northeast. It covers an area of approximately 6411 square kilometres. The general topography of the County is characterized by plains and occasional volcanic hills. Therefore, the study location was chosen because of the reported teachers' low performance which is noticeable in public secondary schools in Loitokitok Sub-County in Kajiado County, Kenya (Kajiado Education Office, 2021).

3.4 Target Population

The target population includes individuals who are being studied by researchers (Dehalwar and Sharma, 2023). The study targeted 21 public secondary schools, 21 principals, 300 secondary school teachers, and 1 Sub-County Educational Director in LTK Sub-County, Kajiado County, Kenya. Therefore, the accessible target was 343 in LTK Sub-County, Kajiado County, Kenya.

3.5 Description of Sample and Sampling Procedures

A sample is a small proportion of a population selected for observation and analysis (Rahman, 2023). It is a collection consisting of a part or sub-set of population which is selected for the express purpose of representing the target population (Dehalwar & Sharma, 2023). Sampling procedures are the methods of selecting an individual or items for inclusion

in a sample (Rosenberger, 2021). The main aim of sampling is to obtain a representative sample that accurately reflects the characteristics of the population from which it is drawn. In this study the researcher employed both probability and non-probability sampling methods to make the sample that was representative of 21 public secondary schools in Loitokitok Sub-County, Kajiado County, Kenya, to ensure greater precision and accuracy in the observation and practicability for the study.

3.5.1 Sampling of Schools

Out of the 21 public secondary schools in Loitokitok Sub-County, the researcher selected a sample size of 7 (33%) schools, which comprised 5 mixed secondary schools out of 15 mixed public secondary schools, 1 girl's secondary school, and 1 boy's secondary school out of 3 secondary schools, respectively. A sample size of more than 30 percent of the targeted population was considered adequate because it allowed for generalization and helped in avoiding biases or sampling errors (Hasan & Kumar, 2024). Probability sampling was used to select schools because every school had an equal chance of being included in the sample. Stratified sampling was applied to sample schools from categories of boys' secondary schools, girls' secondary schools, and mixed secondary schools. This sampling technique was preferred over others because it involved the separation of subgroups with unique characteristics and ensured adequate representation of each category. After stratification, the study employed a simple random sampling technique to give each stratum an equal and independent chance of being included in the sample from a stratum of 15 mixed secondary schools, 3 boys' secondary schools, and 3 girls' secondary schools. To sample 5 mixed secondary schools, the researcher listed the 15 mixed schools, labelling each from school 1 to school 15. Then a unique number was assigned to each school in sequence to allow each school an equal chance of being sampled, and the numbers were placed in a container. The schools were randomly selected using 5 numbers from 1 to 15 without replacement, and the

selected numbers were matched to the corresponding schools on the list. The five mixed schools sampled constituted the sample strata for public mixed secondary schools.

To conduct a simple random sampling technique to select one girl's secondary school from a stratum of 3 girls' secondary schools, the researcher first listed all the three girls' secondary schools as school A, school B, and school C. Each school was then assigned a unique number, i.e., school A as 1, school B as 2, and school C as 3. Using drawing lots, the researcher randomly selected one number without replacement from the range of 1 to 3. After the random selection was made, the corresponding school to the chosen number was selected as the sample. This process ensured each school had an equal chance of being picked and that the selection of one school did not affect the selection of another, adhering to the principles of simple random sampling.

To ensure an unbiased, representative, and valid conclusion in sampling 1 boys' public secondary school from a pool of three, the researcher employed a simple random sampling technique. To facilitate the sampling process, the researcher assigned each school a distinct label, such as boys' school Alpha, boys' school Beta, and boys' school Gamma. The researcher then conducted a random selection without replacement by using drawing lots, writing the name of each labelled school on a separate piece of paper, and determining the selected boys' school. This hands-on approach guaranteed that each boys' school had an equal chance of being chosen, thereby allowing the researcher to minimize bias. Subsequently, the boys' school corresponding to the chosen label was selected as the sample for the study, representing the strata of boys' public schools under investigation. Therefore, 7 public secondary schools in Loitokitok Sub-County were selected.

3.5.2 Sampling of Principals

Non-probability sampling technique, particularly purposive sampling, was used to select 7 principals from the selected 7 secondary schools. Purposive sampling was preferred because the sampled principals were in a position to provide in-depth information concerning

the transformational leadership strategies they employed to enhance teachers' job performance.

3.5.3 Sampling of Sub-County Educational Director

The Sub-County Educational Director was selected through purposive sampling. This sampling method was used to ensure that the individual with the most relevant knowledge and experience in overseeing education policies and practices within the Sub-County was included in the study. The County Educational Director was considered an essential informant due to their comprehensive understanding of the educational landscape, the role of school principals, and their influence on teachers' job performance. Their insights contributed significantly to understanding the broader context within which transformational leadership is exercised by principals in public secondary schools in Loitokitok Sub-County.

3.5.4 Sampling of Teachers

The researcher drew the sample size of the teachers guided by the list of teachers in Loitokitok Sub-County as it appeared in the staff attendance register. According to the records from the County Director of Education Office, Kajiado Loitokitok Sub-County statistic section (2023), there were 300 teachers in 21 public secondary schools in the Sub-County. A total of 30% of the teachers in the Sub-County were included in the sample, giving a total of 90 public secondary school teachers out of 300. The researcher employed a proportionate stratified sampling technique to select from each sampling unit a sample that was proportionate to the size of the unit. The reason for applying this method of sampling was to ensure appropriate representativeness with respect to variables used as the basis for classifying categories and increased chances of making comparisons between strata. The researcher ensured that the number of teachers from each selected school was proportionate to the total population of teachers in each homogeneity strata of the population in each school to ensure that no population member was left out. This implied that a sample size of 90

teachers was distributed proportionally among the 7 schools in the sample. Simple random sampling was used to sample teachers from each of the schools. The sample size of 90 teachers was determined by multiplying 30% of the total population of the teachers, as shown: $30/100 \times 300 = 90$ teachers in public secondary schools.

Table 1

Target population, Sampling procedures, sample size

Category of Respondents	Target Population	Sample size	% Proportion	Sample Technique
Principals	21	7	33%	Purposive sampling
Teachers	300	90	30 %	Proportionate stratified and simple random sampling
Sub-County educational director	1	1	100%	Purposive sampling
Total	343	105	31%	

Source: Researcher, 2024

3.6 Description of Research Instruments

Research instruments are tools employed by the researcher to collect, measure, and analyze data in the investigation (Maia and De Azevedo, 2024). Nayak and Singh (2021) accentuated that research instruments are devices used to observe, quantify, and record research data, particularly on a set of topics related to research objectives with a participant's consent. In this study, interview guides and questionnaires were employed. A questionnaire facilitated the collection of plentiful amounts of data, and it was free from the researcher's prejudice; hence, the results were more trustworthy and credible (Pawar, 2020). The researcher utilized closed-ended questionnaires for effective collection of structured data, which enabled the gathering of a wide range of responses on the topic of interest, covering principals' transformational capacity building, motivational, role modelling, and delegation of

duty strategies. Interviews offered a detailed in-depth investigation by facilitating open-ended discussions that uncovered nuanced insights, personal experiences, and professional opinions (Wallace-Spurgin, 2019). Therefore, the researcher employed interview guides to capture the diverse viewpoints of principals' transformational leadership strategies and teachers' job performance.

3.6.1 Questionnaire for Teachers

A survey questionnaire was developed to gather primary data using a semi-structured questionnaire for teachers and captured a 5-point Likert scale. The Likert scale contained an interval scale with 5 anchors: strongly disagree, disagree, neutral, agree, and strongly agree. The Likert scale measured the level of agreement or disagreement and was effective at measuring perception, attitude, value, and behaviour (Sukmawati, 2023). The Likert questionnaire was developed to address specific research questions of the current study, which included five sections. The first section presented demographic information, such as age, gender, teacher's professional qualification, and teaching experience, while the second section inquired about principals' motivational strategies on teachers' job performance. Section three provided information on the principals' role modelling on teachers' job performance, while section four included information about the principals' delegation strategies on teachers' job performance. The fifth section provided information about principals' capacity-building strategies on teachers' job performance.

3.6.2 In-depth Interview Guide for Principals

An interview guide with semi-structured questions was used to gather relevant information from the principals who were part of the sample. This allowed the researcher to collect comprehensive data through direct interaction and further probing. The interview guide comprised five distinct parts: part one focused on demographic information, including years of experience as an educational leader and academic qualifications. Part two covered

principals' motivational strategies on teachers' job performance, while part three focused on principals' role modelling strategies on teachers' job performance. Parts four and five addressed principals' delegation of duties and principals' capacity-building strategies on teachers' job performance, respectively.

3.6.3 Interview Guide for Loitokitok Sub-County Educational Officer

Employing an interview guide assisted the researcher in posing probing questions to the Loitokitok Sub-County Education Officer. Consequently, this method generated more enriching and appropriate data compared to the questionnaire, as reinforced by Bao (2024). Through interaction with the Sub-County Education Officer, the researcher aimed to obtain in-depth information on the transformational leadership strategies employed by transformative school principals to enhance optimal teachers' job performance in line with pedagogical and professional indicators. The interview guide comprised five distinct parts: part one included demographic information, such as age, experience as an education officer, and academic qualifications. Part two covered principals' motivational strategies on teachers' job performance, while part three focused on principals' role modelling strategies on teachers' job performance. Parts four and five addressed principals' delegation of duties and principals' capacity-building strategies on teachers' job performance, respectively. The interview was administered by the researcher in a face-to-face meeting

3.7 Validity of the Research Instruments

The validity of the research instrument in this study was crucial for ensuring that the researcher achieved the desired outcomes. It enabled precise measurement of how transformational leadership strategies employed by school principals influenced teachers' job performance. Subsequently, Walliman (2021) designated that validity is the accuracy, significance of inferences, and soundness of conclusions that are based on study findings. The quantitative research tools were validated by the two supervisors and some experts from

the School of Education at Tangaza University. As posited by Stewart (2023), there are various types of validity, including face, criterion, construct, and content validity. Therefore, in this study, content-related and face validity were utilized to show the appropriateness of the subject matter of the questions before and after piloting. Content-related validity referred to the degree of relevance of a research instrument's item to the variable under study (Pandey & Pandey, 2021). Face validity referred to the ability of the sample of test items to represent what the test was intended to measure (Nayak & Singh, 2021). In this case, face validity was embraced whereby the formulated questions were scrutinized by the two supervisors and experts in the Department of Educational Leadership and Administration at Tangaza University to measure validity and ensure accurate measurement of the two variables under investigation.

3.8 Pilot Testing

Creswell and Plano (2018) highlighted that pilot testing is very crucial to ensure the validity and reliability of the research instruments. In this study, pilot testing was used to determine the language's clarity, duration, structure, and administration method. It also helped to identify practical challenges that were likely to present themselves in the final study, thus providing the researcher an opportunity to seek remedies to the observed challenges. When performing a pilot test, Hernandez, (2024) advises using 10% of the study's sample size. Thus, the pilot study was conducted in two schools that were not included in the sample size. Twenty teachers were served with the questionnaires. The participants were encouraged to comment and make suggestions geared towards improving the various items.

3.9 Reliability of Quantitative Instruments

Reliability is defined as the degree to which a research tool produces consistent data or results after repeated trials without random errors (Peeters & Harpe, 2020). It helped the researcher identify any shortcomings in the items of the research instrument. To measure the

reliability of the teachers' questionnaires, the test-retest technique was used. The questionnaire was administered to the respondents during pilot testing. The data from the two sets of questionnaires were correlated using Cronbach's Alpha, which was generated by Statistical Package for Social Sciences (SPSS) version 27. According to Hirose and Creswell (2023), Cronbach's Alpha quantified how consistently a group of items measured the same underlying construct. Cronbach's Alpha ranged between zero and one, with a value of 1 indicating perfect correlation and a value of 0.7 or above suggesting a higher level of agreement between items. This implied that the measurements were reliable and consistent (Field, A., 2024). A reliability coefficient score of 0.903 was obtained, allowing the researcher to conclude that the questionnaires were reliable and could be used for data collection (See Appendix 6).

3.10 Reliability of Qualitative Instruments

To enhance the trustworthiness of this study, triangulation was employed as the primary methodological strategy. Triangulation involved using multiple data sources, methods, and supervisors to corroborate findings, thereby increasing the credibility and dependability of the research. This was achieved through the utilization of various data collection methods, including questionnaires with both open and closed-ended questions and interview guides, to gather more reliable information and gain deeper insights into principals' transformational leadership strategies and teachers' job performance.

Harrison et al. (2020) accentuated that the validity and reliability of qualitative data depended significantly on the methodological skill, sensitivity, and integrity of the researcher. To ensure accuracy, truthfulness, consistency, and dependability, the researcher incorporated strategies to enhance the reliability of the study during research design and implementation. Therefore, to generate useful and credible qualitative findings, the researcher adhered to relevant research disciplines and demonstrated creativity in their approach.

Reliability of the qualitative items necessitated consistency in data collection and interpretation. This ensured that the researcher followed standardized procedures when administering interviews (Flick, 2020). Consistency in data collection procedures helped minimize variability in responses and enhanced the reliability of the data collected (Frey, 2021). According to Hirose and Creswell (2023), trustworthiness in a study was indicated by credibility, dependability, transferability, and confirmability.

In this study, the researcher employed multiple sources of data and methods to corroborate findings and provided adequate time for responses, thereby enhancing the reliability and robustness of the research results. Additionally, the researcher utilized member checking by seeking validation from their supervisors.

3.11 Description of Data Collection Procedure

As Taherdoost (2021) postulates, data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables the researcher to answer stated research questions, test hypotheses, and evaluate outcomes. To this end, the researcher secured a letter of introduction from Tangaza University, which enabled the researcher to obtain a research permit from the National Commission for Science Technology and Innovation (NACOSTI) and other relevant authorities. To enhance quality assurance for data collection, pilot testing was conducted to ensure the reliability and validity of the data collection instruments. Data collection involved administering questionnaires to teachers and conducting in-depth interviews with principals in selected public secondary schools in LTK Sub-County. Additionally, interviews were conducted with the Sub-County Educational Officer in LTK Sub-County to gain further insights.

The research participants were informed about the purpose of the study, the procedures, and their rights, including voluntary participation. This ensured the protection of participants before and after administering any data collection methods. A debriefing session

followed data collection to address any concerns. Anonymity and confidentiality were strictly maintained, using codes instead of names to protect participants' identities. For instance, schools were labelled as S1, S2, S3, while teachers and principals were coded as T1, T2, and P1, P2 respectively, with data stored securely and the link between codes and identities destroyed after analysis.

The researcher personally administered the data collection. Face-to-face interviews with probing sections were conducted in a private and neutral setting to ensure participants felt safe and comfortable. Before administering the data collection methods, the respondents were requested to read and respond to the contents of the consent form. The interviews were transcribed by the researcher to ensure the accuracy and trustworthiness of both the data collection and analysis phases of the research.

3.12 Description of Data Analysis Procedures

Data analysis is a crucial process of deriving meaningful insights from collected raw data (Bao,2024). Since the proposed study employed concurrent mixed methods, the data analysis procedures encompassed both quantitative and qualitative data. As suggested by Foroudi and Foroudi (2024), the process commenced with careful identification of any errors or omissions in the collected data. Therefore, the researcher ensured data integrity by identifying and addressing any inconsistencies, missing values, and outliers through data cleaning.

Quantitative data from closed-ended questionnaires were keyed into Statistical Package for Social Sciences (SPSS) version 27 software and Microsoft Excel analysis. Descriptive statistics such as frequencies and percentages were used to summarize the data. The findings were presented using tables and the graphs. The qualitative data gathered through open-ended interview schedules from principals and the Educational Sub-County Officer were transcribed, coded, and organized into themes and sub-themes, and presented as narratives and direct quotes. The concurrent data of both quantitative and qualitative data was

explained after analysing to add richness to this by providing detailed descriptions and narratives, which can make your findings more relatable and understandable. for each design separately. The data was also triangulated to cross-verify qualitative data and corroborate findings across different sources to enhance credibility. Consequently, this comprehensive approach to data analysis enhanced robustness, validity, and reliability in drawing insights and conclusions from the mixed methods study.

3.13 Ethical Considerations

As Stewart (2023) emphasizes, to produce valid research work, adherence to ethical guidelines is very crucial as it ensures the protection and confidentiality of participants. Therefore, the current study adhered to ethical guidelines to ensure that all participants were treated with respect and consideration. Informed consent was obtained from all participants, and they were informed about their rights to withdraw from the study at any time through debriefing sessions before and after the data collection process. Every effort was made to ensure the confidentiality and anonymity of the participants, including the removal of names and details from quotes and descriptions that might reveal the identity of an individual or location, and by using unique codes while quoting the participants' statements.

To ensure that ethics were followed, the researcher requested a letter of introduction from Tangaza University, which helped the researcher obtain research permission from the National Commission of Science, Technology, and Innovation (NACOSTI). The researcher also obtained research approval from the County Commissioner and County Director of Education, which enabled the researcher to establish a connection with the sampled schools. During the data collection process, the respondents were guaranteed complete anonymity and secrecy to uphold ethical considerations. A consent form was elaborated by the researcher and filled out by the research participants. The researcher explained the purpose of the study to the participants, the procedures of collecting data, and how the obtained data would be used. Moreover, the researcher ensured that no data was manipulated, and findings were reported

without bias. The raw and coded data were kept in a secure place, and only the researcher had access to the codebook linking participants' identities to their codes. After data analysis was complete, the link between codes and identities was destroyed to ensure confidentiality and maintain anonymity. Guiding principles of research, such as acknowledgment of the sources of published information to avoid plagiarism, were observed. Finally, the researcher followed the American Psychological Association (APA) format.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter presents the findings, interpretations, and discussions on how principals' transformational leadership strategies influence teachers' job performance in public secondary schools in Loitokitok Sub-County, Kajiado County, Kenya. The chapter is structured into several sections. These include an analysis of the study's response rate, a presentation of the participants' demographic data, and the interpretation and discussion of the findings. The findings are presented in alignment with the research questions, ensuring a comprehensive understanding of the influence of transformational leadership on teachers' performance.

4.2 The Response Rate of the Study Participants

The researcher distributed research instruments to different study participants; questionnaires were distributed to the teachers. This was beneficial in the collection of quantitative data, while interview guides were used to collect qualitative data from the sampled principals and Loitokitok Sub County Education Officer in Loitokitok subcounty, Kajiado County, Kenya. Table 2 shows the response rates of the study participants.

Table 2

The Response Rate of the Study Participants

Participants	Sampled participants	Actual Participants	Response Rate
Teachers	90	89	99%
Principals	7	7	100%
Sub County Education Officer	1	1	100%

Source: Researcher, 2024

To collect data from respondents, the researcher distributed 90 questionnaires to teachers in public secondary schools in Loitokitok (LTK) Sub-County, Kajiado County, Kenya. Out of the target sample of 90 teachers, 89 completed and returned the questionnaires, resulting in a response rate of 99%, which is considered excellent for gathering sufficient quantitative data to shed light on the issues under investigation. Additionally, interview guides were used to collect qualitative data from seven sampled principals and one Sub-County Education Officer in LTK Sub-County, achieving a 100% response rate. This was done to gather in-depth insights and a comprehensive understanding of the principals' perspectives on the transformational leadership strategies they employed and their impact on teachers' job performance. The 100% response rate was achieved due to the careful scheduling of interviews at times convenient for the participants, as well as the researcher's effort to build rapport with the respondents, ensuring they felt comfortable sharing detailed information. This high response rate also reflected the importance the participants placed on the study and their willingness to contribute to improving educational leadership in the region.

According to Javali and Javali (2024), a response rate of 50% is considered adequate for analysis and reporting, while a rate between 60%-69% is classified as good, and a rate above 70% is regarded as excellent for the population representation and lead to a generalization of the study results. Based on such assertions, this return rate was considered to be excellent and satisfactory to make the study conclusions. The high return rate indicated that the respondents were interested in the investigation which they may have observed as valuable to them in their teaching profession. Another reason of the high response rates in this study were achieved due to the researcher's rigorous efforts in providing clear explanations on how to complete the questionnaires and assuring respondents of the confidentiality of their responses. Moreover, the researcher's diligent follow-up and effective communication with participants contributed significantly to the excellent response rates. Despite the high-rate

return, one questionnaire was deemed invalid because it was only partially completed, reducing the total number of valid responses. However, the overall response rates were excellent, ensuring that the data collected was robust enough for thorough analysis and reporting.

4.3 Demographic Information of the Participants

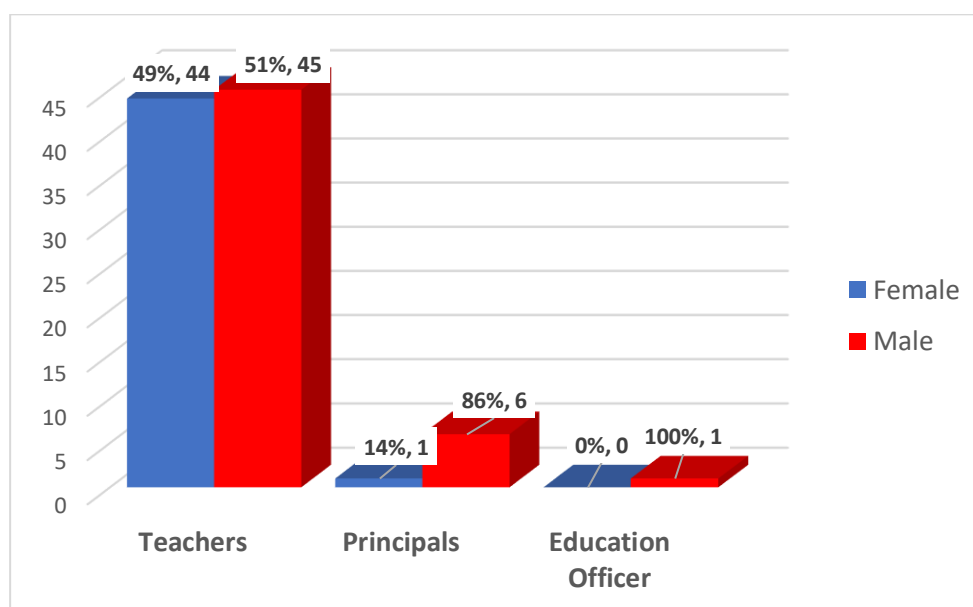
The study sought to establish participants' personal characteristics, such as gender, age, professional qualification levels, and years of experience. In doing this, the researcher sought to find out how the personal characteristics of the participants are related to how principals' transformational leadership influences on teachers' job performance in public secondary schools in Loitokitok Sub- County Kajiado County, Kenya.

4.3.1 Distribution of Gender of the Respondents

The study sought to find out the gender of the participants in order to establish whether there was a difference between male and female participation in rating how principals' transformational leadership influences on teachers' job performance in public secondary schools in Loitokitok Sub- County Kajiado County, Kenya. The findings are presented in Figure 2.

Figure 2

Distribution of Teachers, Principals, and Education Officers by Gender



Source: Researcher, 2024

According to Figure 2, the gender distribution among the 89 teachers in the sample reveals a fairly balanced representation, with female teachers comprising 49% and male teachers making up 51%. This even distribution suggests that both genders are well-represented in the teaching staff, which can contribute to diverse perspectives and teaching approaches within the school environment. In contrast, the distribution among the principals shows a noticeable gender disparity. Out of the 7 principals included in the study, 86% were male, while 14% were female. This significant imbalance indicates that leadership positions are predominantly held by males, which may reflect broader societal trends in educational leadership. The policy mandates male principals for boys' schools and female principals for girls' schools, ensuring gender balance in school leadership roles. In mixed schools, the selection of principals is generally less gender-specific, though male principals tend to be more common

Additionally, the study included one male education officer, further emphasizing the male dominance in the administrative and leadership roles within the educational context. The overall findings highlight the differences in gender representation across teaching and leadership roles, suggesting potential areas for further exploration regarding gender equity and its impact on school dynamics and leadership effectiveness.

4.3 2 Distribution the Respondents by Age

Understanding the age distribution of sampled respondents was crucial for ensuring that the study’s findings were representative and valid. It helped in identifying how different age groups experienced and responded to variables under investigation that is transformative leadership strategies and teachers’ job performance in public secondary schools in Loitokitok Sub- County Kajiado County, Kenya. By including a diverse age range, the researcher enhanced the reliability of the results, avoided bias, and tailored recommendations to address the specific needs of various age groups. This comprehensive approach ensured a more accurate and generalizable understanding of the research topic, reflecting the full spectrum of perspectives within the population. The summary of the data is presented in Table 3.

Table 3

Distribution of Teachers, Principals, and Education Officers by Age

	Teachers		Principals		Education Officer	
	f	%	f	%	f	%
Below 27 years	10	11	0	0	0	0
26 - 30 years	28	31	0	0	0	0
31 - 35 years	27	30	0	0	0	0
36 - 40 years	15	17	0	0	0	0
Over 40 years	9	10	7	100	1	100

Source: Researcher, 2024

The study aimed at knowing the respondents’ age as they were invited to fill the questionnaire indicating their age category. Table 3 shows that the majority of the 97 respondents fell within the age categories of 26–30 and 31–35 years, with 28 (29%) and 27

(28%) of the respondents in these groups, respectively. This was followed by 17 (18%) of the sampled teachers in the age group of over 40 years, while 15 (15%) were in the 36–40 age range. The category with the least number of respondents was below 27 years, with 10 (10%) of teachers.

This age distribution indicates that the majority of the respondents were relatively young, with 65 (67%) being 35 years or younger, compared to the 32 (33%) who were over 35 years old. The representation of older teachers, particularly those over 40 years old, at 18%, was notable and valuable for the study. Their extensive teaching experience provided critical insights, especially in relation to leadership and job performance, which often come with a deeper understanding of school dynamics gained over the years.

Morden (2024) noted that older principals tend to demonstrate strong school management skills due to their vast experience, particularly in handling staff issues, improving teacher performance, and managing school operations effectively. This perspective was crucial for understanding how experienced teachers perceive leadership. On the other hand, a study by Ibezim (2024) highlighted that younger teachers are often more open to change and experimentation with new ideas, making them adaptable to educational trends, diverse student needs, and evolving school environments in new viewpoints, vitality, and enthusiasm. The balance of views from both younger and older teachers in this sample helped provide a comprehensive understanding of how transformational leadership strategies influence job performance across different age groups.

4.3.4 Distribution of Respondents according to Academic Qualifications

In presenting the distribution of respondents' academic qualifications, the researcher provides a concise overview of the participants' educational backgrounds. This overview helps contextualize the study by showcasing the respondents' level of expertise, ensuring that the data is both valid and relevant. Additionally, it facilitates the analysis of potential patterns

between academic qualifications and other study variables, such as job performance or leadership effectiveness. The information is crucial in verifying the credibility and accuracy of the research findings. Data relating to academic qualifications was accessed from 97 participants, and a summary of the collected data is presented in Table 4.

Table 5

Distribution of Teachers, Principals, and Education Officer by Academic Qualifications

Academic Qualification	Teachers		Principals		Education Officer	
	F	%	F	%	F	%
Diploma	13	15	0	0	0	0
Bachelor degree	74	83	0	0	0	0
Master's degree	2	2	6	86	0	0
PhD degree	0	0	1	14	1	100

Source: Researcher, 2024

The majority of the sampled teachers, 74 (83%), had attained a bachelor’s degree qualification, while a smaller number, 13 (15%), held a diploma level education. The large number of teachers with a bachelor’s degree is unsurprising, as this is generally the minimum qualification required for teaching in secondary schools in Kenya. The high prevalence of bachelor’s degree holders in the sample reflects the country’s standards for ensuring that teachers possess the foundational knowledge necessary for effective teaching.

Oxenham (2024) asserted that qualified educators tend to have the requisite knowledge, skills, and pedagogical expertise to perform their roles efficiently. Educators with higher qualifications, such as master's and PhD degrees, often bring deeper insights into subject matter and advanced teaching methodologies, which can contribute to improved learning outcomes. These educators are also more likely to take on leadership roles, mentor younger teachers, and contribute to the broader educational community

It is important to note that qualified educators are skilled in employing diverse strategies to enhance their job performance. They adapt their teaching to accommodate different learning styles, ensuring that all students can engage with the material effectively. Additionally, they use technology as a tool to enhance student engagement and personalize learning experiences.

Moreover, qualified teachers foster positive classroom environments that promote student well-being and motivation. They also collaborate with colleagues to share best practices and solve common challenges, strengthening the overall school environment. Furthermore, qualified educators are committed to ongoing professional development, staying updated on the latest educational trends, pedagogical innovations, and curriculum changes, which enables them to continuously refine their teaching practices and maintain high standards in the classroom.

4.3.5 Distribution of Respondents according to Experience

By inquiring about the respondents' working experience, the researcher assumed that this factor could influence the study's results. Additionally, the researcher sought to determine the respondents' years of teaching experience to understand how varying levels of experience might affect the research outcomes. Teachers with different years of experience contribute diverse perspectives to the study; newer teachers may have different views on leadership and job performance compared to their more experienced counterparts. Analyzing this distribution helps to assess whether the impact of principals' transformational leadership differs based on teachers' experience levels. Table 5 provides a summary of this data.

Table 5***Distribution of Teachers and Principals According to Years of Working Experience***

Working Experience	Teachers		Principals	
	F	%	F	%
0 - 2 years	16	18	0	0
3 - 4 years	22	25	0	0
5 - 6 years	23	26	0	0
Over 6 years	28	31	7	100

Source: Researcher, 2024

The data in Table 5 provides insights into the working experience of teachers and principals. It shows that 31% of teachers had over six years of teaching experience, making them the most experienced group. This is followed by 24% of teachers with five to six years of experience, and 23% of teachers with three to four years of experience. A smaller group of 16% of teachers had been teaching for two or fewer years. In contrast, all seven principals had over six years of working experience, indicating that leadership positions in the schools are held by individuals with considerable experience. Overall, more than three-quarters of the sampled teachers had over three years of experience, suggesting that the majority of the teaching staff are relatively seasoned in their profession. This experience distribution implies that both teachers and principals bring a wealth of knowledge and practical skills to their roles, which could positively influence teaching and leadership within the schools. Further, presenting the current research with teachers and education administrators who had enough experience to shed light on issues under investigation. These findings could suggest that most respondents in public secondary school in LTK have attained sufficient experience to have acquired the skills and expertise on job performance.

4.4 Principals' Motivational Strategies and Teachers' Job Performance

The first objective of the research sought to find out how principals' motivational strategies influence teachers' job performance in LTK Sub-County of Kajiado County, Kenya. The teachers were requested to choose the response that best represented their opinions on a five-point scale: The scores of the scale are strongly disagree (SD) = 1 disagree (D) = 2 Neutral(N) =3 agree (A) =4 and strongly agree (SA) =5, The findings are presented in the Table 6.

Table 6

Influence of principals' Motivational Strategies on Teachers' Job Performance

Statement	SD		D		N		A		SA	
	f	%	f	%	f	%	f	%	f	%
My principal recognizes and appreciates my efforts	0	0%	1	1%	7	8%	32	36%	49	55%
Recognition and rewards are distributed fairly among teachers	0	0%	1	1%	8	9%	42	47%	38	43%
I have access to relevant training programs to enhance my job performance skills.	0	0%	0	0%	15	17%	40	45%	34	38%
I receive positive feedback from my principal for my efforts	0	0%	1	1%	7	8%	38	43%	43	48%
The principals offer adequate incentives for teachers who perform well.	1	1%	1	1%	15	17%	32	36%	40	45%

Source: Researcher, 2024

Table 6 shows that out of the 89 respondents who completed the questionnaire, 55% strongly agreed while 36% agreed with the statement that principals recognize and appreciate their efforts. This indicates a strong level of satisfaction among teachers, with the majority of respondents affirming that their principals acknowledge and value their contributions. Such recognition is crucial for fostering a positive work environment,

boosting teacher morale, and enhancing overall job performance. When teachers feel appreciated, they are more likely to be motivated and committed to their roles. The significance of this feedback in principals' motivational strategies is underscored in a study by Agu (2021) in Nigeria, who revealed that principals play a crucial role in motivating teachers and that these motivation strategies had positive impact on teachers' job performance. A 0% strongly disagree response signify a robust consensus against statement that principals recognize and appreciate their efforts. This complete absence of agreement suggests that respondents collectively reject the option in question, reinforcing the notion that it does not resonate with their views or experience. The lack of support may indicate that the statement is widely considered irrelevant or unapplicable in the public secondary school in LTK Sub County, highlighting a clear divergence in opinion among the participants. Such recognition is crucial for fostering a positive work environment, boosting teacher morale, and enhancing overall job performance. When teachers feel appreciated, they are more likely to be motivated and committed to their roles.

Unquestionably, the data clearly shows that more than half of the sampled teachers 47% agreeing and 43% strongly agreeing to support the idea that principals' motivational strategies, such as providing positive feedback and recognizing and appreciating teachers' efforts, have a positive impact on their overall performance. This strong level of agreement highlights the importance of recognition and feedback in enhancing teacher motivation and job effectiveness. The findings resonate with Loitokitok SCDE response. The Director of the Loitokitok Sub-County Directorate of Education (SCDE) has expressed strong support for the findings of this study. According to the Director, the majority of teachers in the region have reported that the recognition strategy has had a profoundly positive impact on their performance. From the interview with the SCDE, some recognitions mechanisms were congratulatory remarks, verbal commendation and recommendation letters.

The Director of education highlighted that this recognition has also strengthened the relationship between teachers and the principal, fostering a more supportive working environment. This supportive atmosphere has been crucial in enhancing teachers' commitment to the school and improving their overall performance. The Director's insights align with the broader findings of this study, underscoring the importance of recognition in creating a positive and productive educational environment.

In line with these findings, during an interview with Principal 5, it was emphasized that giving teachers positive feedback significantly boosted their morale and overall job performance. The principal stated that, "regularly acknowledging teachers' efforts and providing constructive feedback helps create a supportive environment where teachers feel valued and motivated to improve." The principal noted that this practice not only enhanced individual teacher performance but also fostered a culture of teamwork and collaboration, ultimately benefiting the school as a whole. The principal highlighted that recognizing even small accomplishments encourages teachers to strive for excellence and take initiative in their roles.

Another principal, highlighted the importance of providing timely and specific feedback to teachers as a key motivational strategy. The principal explained that, "it's not just about giving praise, but offering detailed, constructive feedback that helps teachers understand what they are doing well and where they can improve." The principal emphasized that this approach helps teachers refine their skills and feel more confident in their abilities. Furthermore, the principal observed that regular feedback sessions had a positive effect, leading to increased teacher engagement, greater accountability, and a stronger sense of professional growth among staff members. This strategy, according to the principal, cultivated a continuous improvement mindset within the school.

Another principal had this to say:

Providing teachers with positive feedback and recognizing their hard work is essential for maintaining high levels of motivation and job satisfaction. When teachers receive specific and timely praise, it not only boosts their confidence but also reinforces their commitment to their roles. I've observed that when teachers feel appreciated, they are more likely to go above and beyond in their duties, leading to improved student outcomes and a more collaborative school environment. This approach has proven to be an effective tool in enhancing teacher performance and fostering a positive school culture (Principal 6, September 7 2024)

Correspondingly, the teachers were asked whether recognition and rewards were distributed fairly among the staff. The majority, 47% and 43% of teachers agreed and strongly agreed respectively that teachers generally felt the distribution was equitable. Many teachers reported that the recognition system was transparent and based on clear criteria, which helped to ensure fairness. They appreciated that rewards were not only given for exceptional achievements but also for consistent effort and improvement. The questionnaire responses largely affirmed that the distribution of recognition and rewards was perceived as fair and equitable. This perception of fairness is crucial, as it can significantly impact teachers' job satisfaction and overall motivation. Teachers expressed that the recognition system in place acknowledged their efforts and achievements in a balanced manner.

It was evident from the response of the principals that the principal prioritizes equitable recognition and reward distribution to maintain high morale and motivation among the staff. Principal 6 highlighted that the reward system was designed to be transparent and inclusive, ensuring that all teachers, regardless of their role or seniority, had an opportunity to be recognized for their contributions. Additionally, Principal 6 mentioned that feedback from teachers was regularly solicited to ensure the reward system remained effective and fair. This

practice helps address any potential issues or disparities in the recognition process, thereby reinforcing the teachers' trust in the system. However, few teachers expressed concerns about occasional discrepancies, suggesting that there might be room for further refinement in the recognition process to ensure that all contributions are equally valued. Overall, while the system was largely effective, continuous efforts to address any perceived inequities could enhance the sense of fairness and motivation among the teaching staff. Table 6 shows that 38% of teachers strongly agree while 45% agreed with this statement. The difference between those who strongly agreed and those who agreed suggests that while a significant number of teachers felt a high level of confidence in the contribution of these strategies, an even larger group agreed but with slightly less intensity. Both groups emphasized the importance of having access to relevant training programs, which they believed significantly enhanced their job performance and skills. The relatively balanced split between strong agreement and agreement indicates that the majority of teachers recognize the value of motivational strategies, particularly those linked to training and development. These findings were further supported by the qualitative insights gathered from the interviews with the principals and Sub County Education Officer. One of the principals emphasized the importance of recognizing teachers' achievements, noting, "I make sure to acknowledge teachers' efforts during staff meetings and sometimes in front of the students. I also send personalized notes of appreciation". This recognition has a significant impact, as another principal also explained;

When teachers feel appreciated, they are more motivated and show a higher level of dedication, which improves their performance. I offer monetary, certificates of recognition, and opportunities for professional development. In deciding on these incentives, I consider individual preferences and contributions to the schools. I always encourage teachers to attend workshops to improve their skills. Sometimes, I even provide financial support to ensure they can participate without worrying about the cost. I believe this not only helps them grow professionally but also benefits our

students by improving the quality of teaching. Additionally, the school provides various training opportunities, both in-house and external. We have in-house training sessions and also sponsor teachers to attend external seminars (Principal 4, September 6, 2024).

Another principal remarked, "motivation is the key to unlocking a teacher's full potential," aligning with the survey results, where motivation was identified as a critical factor in enhancing job performance. This sentiment was echoed by Sub County Educational Officer in LTK who asserted that when teachers feel supported, they are more likely to go the extra mile. The significance of the principals' motivational strategies plays a critical role in influencing teachers' job performance. By implementing effective motivational techniques, such as recognition, encouragement, and professional development opportunities, principals can enhance teachers' morale, engagement, and overall job satisfaction, which in turn improves their job performance.

4.5 Principals' Role Modelling Strategies and Teachers' Job Performance

The second objective of the study assessed the extent to which the principals' role modelling strategies influence teachers' job performance in public secondary schools in LTK Sub County, Kajiado County, Kenya. The teachers were requested to choose the response that best represented their opinions on a five-point scale. The scale of rating as presented on Table 7 was: Strongly Agree (SA), Agree (A), Neutral(N), Disagree (D), and Strongly Disagree (SD). A numerical descriptive summary of the responses is presented in Table 7.

Table 7***Principals' Role Modelling Strategies and Teachers' Job Performance***

Statement	SD		D		N		A		SA	
	f	%	f	%	f	%	f	%	f	%
Teachers (n = 89)										
My principal provides clear guidance and support when I need it.	0	0%	1	1%	6	7%	40	45%	42	47%
The guidance and support from my principal helped me perform my job better.	0	0%	0	0%	3	3%	38	43%	48	54%
My principal's actions and behaviours serve as a positive example for the staff.	0	0%	0	0%	5	6%	39	44%	45	51%
Seeing my principal lead by example motivates me to improve my performance.	0	0%	0	0%	2	2%	32	36%	55	62%

The summary of descriptive statistics in Table 7 indicates that the role modelling strategies of the principal had a positive impact on teachers' performance, as reported by the majority of the sampled teachers. Notably, from Table 7, the number of respondents who strongly agreed (62%), confirmed that they felt motivated in their job performance due to the principal's strategy of leading by example. Addition, respondents who remained neutral comprise 2%, showing indecision. This overwhelming affirmation suggests that the principal's actions significantly influence the work environment and set a standard for professionalism and dedication. When principals actively demonstrate desirable behaviours such as punctuality, commitment to continuous learning, and ethical decision-making they not only inspire teachers but also create a culture of accountability and high expectations. Northouse (2022) has shown that principals who are role models encourage teachers to perform their duties industriously and committedly by explaining goals and planning for them clearly to motivate them to remain professionally happy and engaged.

Moreover, the principal's visible engagement in classroom activities and willingness to collaborate fosters a sense of support and unity among staff. This alignment of actions with expectations encourages teachers to adopt similar practices, leading to enhanced job satisfaction and improved performance. Such a positive perception of role modelling may also contribute to higher levels of teacher retention, as teachers are more likely to remain in an environment where they feel supported and valued. The findings highlighted several actions and behaviours of principals that were most influential in enhancing their job performance. These included fairness in assigning responsibilities, teamwork, honesty, transparency, accountability, and leadership skills. Other role-modelling strategies mentioned during interview were encouraging younger staff, delegating duties, providing mentorship, supporting attendance at capacity-building seminars, and organizing team-building activities to strengthen employee relationships. Overall, these findings underscore the critical role that effective leadership plays in enhancing teacher job performance and, consequently, overall school outcomes.

To gather more information on the impact of role modelling strategies on teachers' job performance, the researcher conducted face-to-face interviews with the principals. During these interviews, the researcher posed questions focused on how the principals' role modelling strategies influence overall teachers' performance. The discussions aimed to uncover specific examples of behaviours exhibited by the principals that teachers found motivating and supportive. The researcher sought insights into how these strategies foster a positive school culture, enhanced collaboration among staff, and ultimately contributed to improved teaching outcomes. One of the principals had this to say;

I make sure to be punctual, prepared, and approachable in all my interactions.

Demonstrating a high standard of professionalism means maintaining transparency in my decisions and upholding ethical standards, even in difficult situations. I foster an

environment of open dialogue by holding regular staff meetings where everyone has a chance to voice their opinions without fear of judgment (Principal 5, September 7, 2024).

This finding was reinforced by the argument of Sub County Education Officer who contended that;

Principals often demonstrate punctuality, dedication, and a strong work ethic. They participate in school activities and show genuine interest in both academic and extracurricular programs. One principal was known for arriving early every day and attending all school events, setting a standard for commitment and involvement that inspired both teachers and students. (Sub County Educational Officer, September 9, 2024).

In addition, 54% and 43% of the teachers strongly agreed and agreed respectively with the assertion that the principal provide guidance and support to the teachers. It is clear from the data that a majority of teachers recognize the significant role that effective leadership plays in their professional growth. This strong endorsement suggests that when principals provide constructive feedback, offer resources, and create opportunities for professional development, teachers feel more empowered and capable in their roles. These findings are supported by one principal who attested that, "I provide tailored support through one-on-one mentoring sessions and collaborative planning meetings. I also facilitate peer support groups where teachers can learn from each other." Furthermore, the data indicate that this support not only boosts teachers' confidence but also enhances their engagement and commitment to their work. The positive correlation between the principals' guidance and teachers' job performance highlights the importance of fostering an environment where open communication and mentorship are prioritized. As such, the findings emphasize the need for principals to continue investing in strategies that nurture teacher development, ultimately

benefiting the entire school community. The findings resonate with study done by Schmit et al, (2023), which affirmed that transformational leadership, which includes elements of role modelling, has been linked to positive organizational outcomes because TL creates a positive and supportive work environment where teachers feel valued and appreciated hence leading to the highest level of job performance among teachers.

The statement regarding the principal's actions and behaviours which serve as a positive example for the staff, received a predominant response of agreement, with a significant percentage of respondents indicating strong support. Notably, 51% of teachers strongly agreed, while 44% agreed that principals' actions and behaviors serve as a positive example for the staff. This overwhelming consensus underscores the recognition among teachers of the importance of principals leading by example, suggesting that such leadership has a positive impact on staff morale and performance. The high levels of agreement reflect a collective belief in the effectiveness of role modeling as a strategy for fostering a productive and motivating school environment. Overall, this data highlights the critical role that principals play in shaping a positive school culture through their exemplary actions. These findings align with the study by Burnett (2024), which highlighted that principals who actively demonstrate positive behaviors and attitudes not only foster a supportive school culture but also inspire their staff to adopt similar practices. The similarities in these findings reinforce the notion that effective leadership is crucial in creating an environment where teachers feel motivated and valued. This alignment further underscores the importance of role modeling as a key strategy in educational leadership.

In responding to the statement whether principal's actions and behaviours serve as a positive example for the staff, indicates a strong perception among teachers regarding their principals' leadership qualities. Forty-four (44%) of teacher agreed while (51%) strongly agreed that their principal sets a positive example through their actions and behaviours. This

overwhelming majority suggests that teachers view their principals as role models, which is crucial in fostering a positive school culture and motivating staff hence improving overall job performance. Only 6% of teachers remained neutral, while no respondents disagreed or strongly disagreed with the statement. The absence of negative responses further reinforces the notion that the principals' behaviour is generally regarded as commendable and influential. This perception underscores the importance of principals embodying the principles of transformational leadership, which involves inspiring and motivating teachers to achieve institutional goals. When principals demonstrate integrity and commitment, they foster an environment where teachers feel valued and empowered. This shared sense of purpose drives collaboration and excellence among staff, ultimately contributing to the overall success of the school in meeting its objectives. Similar finding was echoed by one of the principals during interview session who avowed that;

I assess the need for guidance and support by being attentive to the emotional well-being of my teachers, often picking up on non-verbal cues or changes in behaviour. My strategies include offering counselling services and ensuring teachers have a healthy work-life balance. I ensure consistency by regularly checking in with my staff and modelling self-care practices, such as taking breaks and managing stress effectively. Professionalism, to me, is about showing empathy and understanding in every interaction (Principal 4, September 6, 2024).

Additionally, another principal shared the following insights;

I promote open dialogue by holding informal gatherings, where teachers can speak freely in a relaxed environment. Teachers feel safe sharing their concerns with me because I prioritize confidentiality and respect. My role modelling has a profound impact on teachers' job performance, as they feel supported and valued as individuals, not just professionals (Principal 7, September 8, 2024).

As stated by Tigist et al. (2023) this agreement reflects a broader acknowledgment among teachers that such a school leader, who represents role models to their teacher, does the right things. Their inspiration is to use their powers to motivate teachers to achieve the defined goals and objectives of the institutions. This perception underscores the importance of principals embodying the principles of transformational leadership, which involves inspiring and motivating teachers to achieve institutional goals. When principals demonstrate integrity and commitment, they foster an environment where teachers feel valued and empowered. This shared sense of purpose drives collaboration and excellence among staff, ultimately contributing to the overall success of the school in meeting its objectives.

4.6 Principals' Capacity Building Strategies and Teachers' Job Performance

The third objective of the study examined the extent to which the principals' capacity-building strategies influence teachers' job performance. A numerical descriptive summary of the responses, on a five-point Likert scale rating is presented in Table 8.

Table 8

Principals' Capacity Building Strategies and Teachers' Job Performance

Statement	SD		D		N		A		SA	
	f	%	f	%	f	%	f	%	f	%
My principal encourages participation in professional workshops and conferences.	0	0%	0	0%	9	10%	42	47%	38	43%
My principals facilitate mentoring and coaching programs	0	0%	1	1%	10	11%	33	37%	45	51%
Benchmarking with other exemplary schools or programs has provided valuable insight into my job performance.	3	3%	2	2%	14	16%	45	51%	25	28%
The benchmarking activities I participate in lead to the adoption of innovative teaching methods.	1	1%	4	4%	18	20%	39	44%	27	30%

My principals 'capacity- building strategies contribute to a positive collaborative work environment.	0	0%	0	0%	12	%	46	%	31	%
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The sampled teachers' views on the relationship between capacity building strategies and teachers' job performance are summarized in Table 8. In general, a significant majority of teachers agree and strongly agree that their principal encourages participation in professional workshops and conferences, reflecting robust support for this practice. This consensus indicates that teachers value the opportunities for professional development that these workshops and conferences provide, recognizing their importance in enhancing their skills and improving job performance. The positive response highlights the effectiveness of the principal's leadership in fostering a culture of continuous learning and professional growth within the school. This score is crucial to the study as it demonstrates that the majority of teachers in LTK subcounty perceive their principals as key agents of transformation and innovation within their schools, thereby validating the principals' role in fostering a positive and progressive educational environment. As one principal explained, "capacity building is not just about skills development; it's about fostering a culture of continuous improvement". These findings agree with Ismail et al. (2022) who reinforced that capacity-building strategies involve innovating new ways of handling new and existing educational reforms. Perhaps, this can be explained by the notion that, transformative principals are committed to challenge teachers' status quo and the old ways of doing things hence improvement of their job performance.

Further, the findings show that less than 5% of teachers disagreed with the effectiveness of principals' capacity-building strategies, indicating a lack of significant negative opinion. This suggests that most teachers view these strategies as beneficial to their job performance, with minimal resistance. The broad consensus highlights the positive

impact of capacity-building efforts, reinforcing their importance in fostering professional growth and improving teachers' effectiveness.

The findings revealed that capacity-building strategies promote teamwork, nurture talent, and keep teachers up-to-date with relevant knowledge, all of which contribute to improved job performance. One of the key strategies encouraging teachers to participate in professional workshops and conferences was strongly supported by 43% of the teachers. This indicates that a significant majority of teachers recognize the value of these opportunities in enhancing their professional development, although slightly fewer strongly agreed with this approach. This finding is reverberated in the words of one principal who stated during the interview that;

By encouraging my teachers to attend workshops and conferences, I have observed significant improvements in their teaching techniques, classroom management, and overall job satisfaction. These opportunities for professional growth not only enhance their skills but also inspire them to contribute more creatively and effectively to the academic progress of our students (Principal 5, September 7, 2024).

Another principal underscored the importance of this strategy by saying;

I make it a point to regularly inform and motivate my teachers to attend professional development sessions because I believe it is crucial for their continuous learning. By participating in these workshops and conferences, they gain new insights, exchange ideas with peers, and return to school more energized and committed to implementing innovative teaching practices. This also fosters a strong sense of community and shared learning among the staff, which is essential for our school's success (Principal 6, September 7, 2024).

This strategy was further reinforced by the LTK Sub-County Education Director, who during the interview remarked;

The principals in this region have shown commendable leadership by actively promoting continuous professional development among their teachers. By encouraging participation in workshops and conferences, they ensure that teachers are not only well-versed in the latest educational trends but also remain motivated and well-equipped to handle the challenges of up-to-date education. This approach contributes significantly to maintaining high educational standards in our schools, as it empowers teachers to deliver better results and enhances their overall job performance (Sub-County Education Officer, September 9, 2024).

The findings manifested that capacity building promotes teamwork, nurtures talent, and keeps them up-to-date with relevant knowledge, all of which contribute to improved job performance. This finding aligns with other studies, such as Mutua (2022), who noted that teachers' training and development ensure they remain knowledgeable and adaptable in the evolving educational field. Similarly, research by Koko and Nabie (2019) in Nigeria demonstrated that staff training enhances teachers' skills, benefiting overall school performance. Ndupuchi (2021) also found that principals who engage in capacity-building activities with teachers improve both teacher and student performance.

The findings further showed that 10% of the teachers remained neutral regarding the principals' strategy of encouraging participation in professional workshops and conferences, while 0% disagreed and strongly disagreed. This lack of negative responses highlights the overall acceptance of the strategy. The majority of teachers agreed and strongly agreed, reflecting the broad recognition of the value of these professional development opportunities in enhancing teachers' job performance. The neutrality expressed by a small portion suggests

some teachers may not have fully experienced the benefits but do not oppose the strategy either.

In examining whether principals facilitate mentoring and coaching programs as a strategy to influence teachers' job performance reveals that a significant majority of teachers (37%) agreed while (51%) strongly agreed with this statement, indicating widespread support for this capacity-building strategy. Only 1% of the respondents disagreed, while 11% remained neutral. The lack of substantial disagreement and the high percentage of agreement suggest that principals' mentoring and coaching programs are highly valued by teachers. These programs likely play a crucial role in supporting teachers' professional growth and development, enhancing their skills and overall job performance. The neutral response from 11% of the teachers may reflect that some individuals have not yet fully experienced the benefits of these programs but do not oppose them. Overall, the findings highlight the effectiveness of mentoring and coaching as key strategies in fostering teachers' success. The noteworthy of mentoring and coaching programs in teachers' job performance is featured by Geetu (2024), who revealed that providing mentorship and coaching specifically tailored to improve individual teachers' performance had a significant positive correlation with improvement of innovation and creativity as teachers execute their duty. This perspective was echoed by one principal who said that;

I firmly believe mentoring and coaching are vital for professional development. At our school, we have a structured mentoring program where experienced teachers guide new staff, fostering quicker adaptation and a culture of collaboration. This guidance greatly improves job performance, and we regularly gather feedback to refine the program. Mentors also feel more fulfilled, as sharing their expertise gives them renewed purpose. This creates a win-win: new teachers grow while experienced ones find greater satisfaction in their roles (Principal 7, September 8, 2024).

This finding was underwired by the argument of one of the interviewed principals who contended that;

While I recognize the value of mentoring, I think it needs to be tailored to individual teacher needs. We offer both formal coaching sessions and informal peer support. By allowing teachers to choose what type of mentorship they prefer, we empower them to take charge of their professional development. This flexibility has resulted in improved performance, as teachers feel more invested in their growth (Principal 1, September 5, 2024).

In relation to this finding, another principal mentioned that;

Our approach to mentoring is somewhat unique. Instead of a one-size-fits-all program, we pair teachers based on specific goals and areas for improvement. I often check in to facilitate these relationships and ensure that mentors provide constructive feedback. The data shows that when teachers engage in these mentoring relationships, they tend to perform better and feel more confident in their roles (Principal 7, September 8, 2024).

In general, a significant majority of teachers 47% agreed while 43% strongly agreed that their principal encourages participation in professional workshops and conferences, reflecting robust support for this practice. In their interviews, two principals further emphasized that these initiatives not only enhanced teachers' professional skills but also strengthened communication, trust, and teamwork among staff. They noted that through collaborative workshops, peer coaching, and shared learning experiences, teachers were able to exchange ideas and support each other in problem-solving. One principal remarked, “our collaborative workshops allow teachers to learn from one another, creating a support network

that benefits everyone.” Another added, “building trust among staff through these initiatives has been transformative; it fosters a sense of community that enhances our school culture.” This collective effort contributed to a more cohesive school culture, which, in turn, positively impacted teachers' job performance and overall school productivity. The findings suggest that the principals' leadership in promoting professional development plays a crucial role in cultivating an environment conducive to collaboration and continuous improvement among teachers.

Additionally, Table 8 shows that 45 out of 86 sampled teachers believe that the principals' capacity-building strategies fostered a positive and collaborative work environment. Two principals further highlighted that these initiatives not only enhanced teachers' professional skills but also strengthened communication, trust, and teamwork among staff. They noted that through collaborative workshops, peer coaching, and shared learning experiences, teachers were able to exchange ideas and support each other in problem-solving. This collective effort contributed to a more cohesive school culture, which in turn positively impacted teachers' job performance and overall school productivity.

According to the findings in Table 8, the findings suggest that while there is a clear acknowledgment of the value of benchmarking in enhancing teachers' insights into their job performance, a portion of respondents remains neutral, indicating potential areas for improvement in communicating the benefits and results of these activities. The analysis of the statement "benchmarking with other exemplary schools or programs has provided valuable insight into my job performance" reveals a generally positive perception among teachers, with over half (51%) agreeing that these activities are beneficial in evaluating and enhancing their professional effectiveness. A small percentage of teachers (3%) strongly disagreed with the statement, and an even smaller proportion (2%) disagreed, indicating that while some

individuals may not find value in benchmarking, the majority view it favourably.

Additionally, 16% of respondents remained neutral, reflecting uncertainty about the extent to which benchmarking has impacted their job performance. Notably, 28% of teachers strongly agreed that these activities offer significant insights, suggesting a solid conviction in their effectiveness. This endorsement highlights the potential of benchmarking as a valuable tool for professional growth, as it allows teachers to learn from exemplary practices and adapt strategies that can enhance their own performance. However, the neutral responses indicate a need for further engagement and support to maximize the benefits of benchmarking initiatives, ensuring that all teachers can fully recognize and leverage the insights gained from these collaborative efforts.

Principals, during the interview, reported that benchmarking activities had led to noticeable improvements in teachers' practices. They noted that teachers had adopted more effective strategies, resulting in better job performance. One of the principals had this to say;

As a result of benchmarking activities, teachers have improved their job performance by adopting more effective methods and innovative teaching strategies, including technology. They are more focused on professional development, collaboration, and achieving school goals, with a heightened sense of accountability, creativity, and innovation particular because it supports the culture of change that is substantial and lasting within the school organization (Principal 4, September 6, 2024).

Nearly half of the respondents (44%) agreed that the benchmarking activities contribute to the adoption of innovative teaching methods, reflecting a belief among many teachers in Loitokitok (LTK) Sub County that these activities play a valuable role in enhancing their teaching practices. Additionally, a substantial number of teachers (30%) strongly agreed with the statement, indicating a solid conviction that the benchmarking activities they participate in lead to the implementation of innovative methods in their

classrooms. Interview responses further support this finding, with several teachers noting that these activities have not only introduced them to new teaching strategies but have also fostered collaboration and idea exchange among peers. This endorsement illustrates a recognition of the positive influence these activities have on their professional development, emphasizing the importance of benchmarking as a mechanism for continual improvement and innovation in their teaching methodologies. Regarding this, Principal 3 consistently highlighted that;

I implement benchmarking by organizing visits to high-performing schools, followed by reflective debrief sessions where teachers discuss how to apply observed best practices. This approach encourages peer observations within our school and sets specific improvement goals. As a result, I have seen teachers adopt more innovative and creative teaching techniques, collaborate more in their today performance of their responsibilities, and become more confident and motivated. These changes have led to enhanced teachers job performance in all fields (Principal 3, September 5, 2024).

Additionally, the Sub-County Education Director recommended that;

In our Sub-County, principals enhance teachers' job performance through capacity-building practices such as professional development workshops, peer learning, and continuous in-house training. They also encourage further education and certifications. Mentoring programs, benchmarking visits to high-performing schools, and exposure to new teaching methods further boost teachers' confidence, motivation, and effectiveness, leading to better educational outcomes (Sub County Education Director, September 8, 2024).

A small percentage of teachers (13%) remained neutral, indicating that while they do not express dissatisfaction, they may not fully recognize the extent of the benefits. However, a significant majority, comprising 52% of teachers, agreed that the capacity building

strategies implemented by their principal actively contribute to a collaborative work environment hence influence job performance positively. Furthermore, 35% of respondents strongly agreed, reflecting a robust belief that these strategies play a critical role in enhancing collaboration among staff. Overall, the findings demonstrate that teachers perceive their principal's capacity-building initiatives as essential for cultivating a positive and collaborative workplace, which is vital for improving job performance and fostering a supportive school culture. In relation to these findings, the education officer asserted:

"In my role as a principal, I recognize that fostering a positive collaborative work environment is crucial for the success of both teachers and students. One of the key strategies I implement is a structured mentorship program, where each teacher is paired with a mentor. This relationship provides ongoing support and personalized feedback, enabling teachers to feel confident in their delegated tasks. I've seen firsthand how this approach not only enhances their skills but also encourages a sense of community among staff. Additionally, I prioritize regular professional development workshops that address the specific needs identified through our evaluations. This ensures that our teachers are continuously learning and can apply new strategies in the classroom. I also advocate for a culture of feedback, where teachers feel comfortable sharing constructive criticism with one another. This exchange of ideas is invaluable and fosters a supportive environment. fields (Principal 6, September 6, 2024).

The Sub County Education Officer also commented that "the principals' capacity-building strategies play a vital role in fostering a positive collaborative work environment." They emphasized that by promoting initiatives such as team-building exercises, collaborative workshops, and regular feedback sessions, principals create a culture where teachers feel valued and supported. The officer noted that when teachers have the opportunity to

collaborate, share resources, and learn from one another, it not only enhances their professional growth but also leads to improved student outcomes.

4.7 Principals’ Delegation of Duties Strategies and Teachers’ Job Performance

The fourth objective of the study sought to investigate how principals’ delegation of duties strategies influence teachers’ job performance. The findings of the investigation are presented in the following subsections. A numerical descriptive summary of the responses, on a five-point Likert scale rating is as shown in Table 9.

Table 9

Principals’ Delegation of Duties Strategies and Teachers’ Job Performance

Statement	SD		D		N		A		SA	
	f	%	f	%	f	%	f	%	f	%
My principal assigns duties that align with my skills and interests.	1	1%	0	0%	4	4%	35	39%	49	55%
My principal provides sufficient information to complete delegated tasks effectively.	0	0%	0	0%	2	2%	46	52%	41	46%
My principal provides support and resources to help me succeed in delegated tasks.	1	1%	0	0%	6	7%	40	45%	42	47%
I receive constructive feedback from my principal on delegated tasks.	1	1%	0	0%	4	4%	42	47%	42	47%
Overall, my principal ‘s delegation of duties improves my job performance	0	0%	0	0%	5	6%	36	40%	48	54%

Similar to the other transformational leadership strategies adopted by principals that have been investigated in the current study, the principals’ delegation of duties strategies was equally found to have an impact on teachers’ job performance by a large number of the

teachers. Table 9 shows that an overwhelming number of teachers, that is, 55% strongly agreed while 39% agreed with this statement, suggesting that the majority feel their principals effectively consider their skills and interests when assigning duties. This alignment is crucial as it can lead to increased job satisfaction, motivation, and overall performance among teachers. This finding is corroborated by the responses from the principals interviewed. For instance, one principal mentioned, "by delegating responsibilities to teachers, I noticed a significant improvement in their confidence and efficiency. They feel more valued and are more proactive in their roles". Another principal echoed this sentiment, stating that, "delegation allows teachers to take ownership of their tasks, which not only enhances their performance but also fosters a sense of teamwork and collaboration within the school".

Further, Table 9 shows that, none of the teachers indicated strong disagreement, suggesting a universal acknowledgment that information provision is not a significant issue, reflecting positively on the principal's communication efforts. Similarly, there were no respondents who disagreed, which reinforces the notion that teachers generally feel adequately informed about their tasks, further supporting the principal's effectiveness in providing necessary guidance. A small percentage of teachers (2%) remained neutral, indicating that while they do not express overt dissatisfaction, they may still have some reservations about the sufficiency of the information provided. This group could represent teachers who occasionally feel unclear about certain aspects of their delegated tasks.

The majority of teachers (52%) agreed that they receive sufficient information, highlighting a strong perception that the principal effectively communicates expectations and details necessary for task completion. This suggests that many teachers feel empowered and confident in executing their responsibilities. Forty six (46%) of teachers strongly agreed with the statement, indicating a high level of satisfaction with the information provided by the principal. This response reflects a deep sense of support and clarity that enhances teachers'

confidence in managing their duties effectively. These results suggest that the majority of teachers feel well-informed and supported by their principals when delegated tasks. The high percentage indicates that principals are clear in their communication, ensuring that teachers have the necessary resources and guidelines to perform their duties effectively. When principals delegate authority to teachers properly, the teachers are given extra sense of belongingness, responsibility, recognition and as such, enhance their professional image as well as job performance (Olaifa et al., 2024). This reflects positively on the principals' transformational leadership approach, as providing sufficient information as a key component of effective delegation, which in turn can enhance teachers' job performance and overall school efficiency.

Regarding whether the principal provides support and resources to help teachers succeed in delegated tasks, most of the teachers, (47%) who strongly agreed indicates a high level of satisfaction with the support and resources provided by the principal. This response demonstrates a strong conviction among teachers that the principal's actions significantly contribute to their ability to succeed in their roles. Almost half of the respondents (45%) agreed that their principal provides sufficient support and resources, highlighting a significant belief that the principal is actively involved in facilitating teachers' success in their tasks. This response reflects a recognition of the principal's role in creating an environment conducive to success. This high level of agreement suggests that the majority of teachers feel adequately supported by their principal when it comes to completing assigned responsibilities. The principal not only delegates tasks but also ensures that teachers have access to the necessary tools, resources, and training to execute these tasks effectively. This includes providing relevant materials, offering guidance, and addressing any challenges that arise during task completion. By fostering a supportive environment, the principal helps build teacher confidence, encourages autonomy, and enhances their ability to meet expectations. A small portion of teachers (7%) remained neutral, indicating that while they do not express

dissatisfaction, they may feel uncertain or indifferent about the level of support and resources provided. The neutral response from a small percentage of teachers could indicate variability in how different teachers perceive or experience the support offered, possibly due to individual needs or varying task complexities. Overall, the data reflects positively on the principal's leadership style, highlighting their role in empowering teachers to perform their duties efficiently and contributing to improved job performance. When commenting on whether the principal provides support and resources to help teachers succeed in delegated task, one of the principals had this to say;

I believe in having a structured approach to delegation. After assigning a task, I provide a detailed outline of the steps involved and the timelines expected for each phase of the task. I also provide examples of similar tasks that were successfully completed in the past, which gives teachers a clear reference point. Furthermore, I emphasize the importance of the task by connecting it to the broader school goals and explaining how it contributes to school improvement. This connection helps teachers see the significance of their role beyond just the immediate task (Principal 4, September 6, 2024).

This finding was reinforced by the argument of the sub county Director of Education who contended that;

I am well aware of the significant effort our principals in Loitokitok Sub-County put into enhancing teacher performance in public secondary schools. They provide regular feedback through both formal evaluations and informal discussions, fostering open communication. Principals hold bi-weekly sessions or monthly bases to monitor the progress of new initiatives, offering praise and constructive suggestions to ensure continuous improvement. They also support teachers by organizing professional development workshops, providing essential resources such as additional staff, and

addressing challenges promptly. This hands-on approach ensures that teachers receive the guidance and support needed to succeed in their roles, ultimately improving their effectiveness in the classroom (Sub-County Education Officer, September 9, 2024)

These findings align with that of a study by Sloan (2024) which found out that teachers who receive regular, constructive feedback are more likely to engage in reflective practices that lead to improved instructional strategies. The importance of feedback in fostering growth and accountability among teachers, additionally, the study shows that timely and specific feedback not only improves job performance but also enhances teachers' job satisfaction and professional development. Furthermore, feedback contributes to creating a supportive school environment where teachers feel valued, motivated, and empowered to take on more responsibilities with confidence. The facts and figures in the Table 9 clearly show that (47%) of teachers strongly agreed with the statement, indicating a high level of satisfaction with the constructive feedback provided by the principal. This response reflects a strong belief that such feedback is not only present but also beneficial in enhancing their effectiveness in completing delegated tasks. Similarly, there were no teachers who disagreed with the statement, suggesting that the majority of teachers do not feel negatively about the feedback they receive from their principal. This absence of disagreement points to a generally favourable perception of the feedback process. This score indicates that public principals in secondary schools in Loitokitok Sub-County exhibit a strong commitment to providing feedback as part of their leadership approach. It suggests that principals actively engage with their teachers to support their growth and performance through clear communication and constructive guidance. One principal underlined;

I make it a priority to sit down with teachers after delegating tasks, discussing not only their successes but also areas for improvement. This kind of feedback helps them feel valued and encourages them to take on more responsibilities with greater

enthusiasm and competence. I believe that regular, constructive feedback is essential for professional growth. When I delegate tasks, I ensure the teachers know that feedback will follow. It allows them to refine their skills and gives them confidence, knowing they are supported in their roles. This way, they are more likely to excel and even take initiative in other areas (Principal 5, September 6, 2024).

However, one principal offered a contrasting perspective, stating that while feedback is important in certain situations, it should not be overused. The principal argued that;

Teachers should be given the freedom to handle delegated tasks without constant feedback or oversight. Excessive feedback can sometimes undermine their autonomy and confidence, as I trust them to deliver results independently. In my experience, when teachers are given too much feedback, it can stifle their creativity and initiative. I prefer to provide feedback only when absolutely necessary, allowing them to learn from their own experiences and grow into the role on their own terms, without feeling pressured or micromanaged (Principal 7, September 8, 2024).

The analysis of the statement, "overall, my principal's delegation of duties improves my job performance" reveals a strong positive perception among teachers regarding the impact of their principal's delegation practices on their effectiveness at work. Notably, none of the teachers expressed strong disagreement or disagreement with the statement, indicating a universal acknowledgment that delegation is viewed favourably. A small percentage (6%) remained neutral, suggesting some ambivalence about the impact on their job performance. However, 40% of respondents agreed that the delegation of duties positively influences their effectiveness, while the highest percentage (54%) strongly agreed, indicating a strong belief that their principal's delegation practices significantly enhance their job performance. Overall, these findings suggest that teachers feel positive about their principal's approach to delegation, recognizing it as a key factor that fosters their productivity and engagement in

their roles. Therefore, this high percentage suggests that principals in Loitokitok Sub-County effectively delegate tasks in ways that enhance teacher performance. Thus, based on the results, principals in Loitokitok Sub-County upheld the role of delegation of duties in schools, recognizing that the task of running a school is too demanding for the principal to manage alone. The workload must be shared among the teachers while the principal oversees and supervises all operations as the chief manager (Kongnyuy, 2020).

During the interviews, principals noted that delegation of duties allows teachers to take on new challenges and grow professionally. When tasks are shared, it not only reduces the workload for the principal but also empowers teachers to develop their skills. One of the principals emphasized the importance of balancing delegation with support, stating; “I make sure to check in regularly with teachers after delegating tasks to ensure they are on track and to provide any assistance they may need. This helps them perform better without feeling overwhelmed”.

Another principal added that;

I delegate tasks based on each teacher’s strengths, which leads to better performance because they feel more confident handling roles suited to their abilities. By aligning the tasks with their expertise and interests, they tend to be more engaged and motivated. I’ve noticed that when teachers feel confident and competent in their roles, they not only perform better individually but also contribute more effectively to the overall team. This approach has created a more collaborative atmosphere in the school, where teachers are willing to support one another and take on additional responsibilities without hesitation (Principal 3, September 5, 2024).

These findings support the assertion of one of the principals who argued that in their school, effective delegation fosters a sense of ownership among teachers. However, another principal shared a slightly different view by stating that, “while I delegate duties, I try not to

intervene too much. I believe that giving teachers autonomy in their roles leads to a stronger sense of responsibility and independence, which ultimately boosts their performance”.

Additionally, the Sub-County Educational Officer remarked;

Effective delegation by principals is key in improving teacher performance and overall school outcomes. When teachers are entrusted with responsibilities, they feel motivated and valued, which positively impacts both their professional growth and student achievement. Moreover, this practice fosters a sense of ownership among teachers; they become more invested in their roles and the success of their students. In my experience, schools where principals delegate effectively often see higher levels of collaboration among staff, leading to innovative teaching practices and improved student engagement. This holistic approach not only benefits the teachers but also creates a vibrant learning environment that supports student success across the board (Sub-County Education Officer, September 8, 2024).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter gives the summary of the findings and the conclusion of the study. The chapter also highlights the recommendations about the principal's transformational leadership strategies and the teachers' job performance. Further, the chapter highlights the suggestions for areas for further study.

5.2 Summary of the Research Findings

A summary of the findings of the research is presented in line with the specific objectives of the research, where the overall objective of the study was to determine the principals' transformational leadership strategies of motivational strategies, role modelling strategies, capacity building strategies, and delegation of duties strategies, on teachers' job performance in public secondary schools in Loitokitok Sub-County of Kajiado County, Kenya.

The findings related to the first objective, which aimed to investigate how principals' motivational strategies influence teachers' job performance, revealed that majority of the teachers agreed that these strategies positively impacted their performance. Teachers acknowledged that principals' motivational strategies, such as providing positive feedback, recognizing and appreciating efforts, distributing rewards fairly, and facilitating access to relevant training programs, contributed to their improved job performance. Further the findings manifest those motivational strategies that they found effective. These included rewards for achieving academic goals, such as monetary bonuses, leisure trips, and verbal compliments. Teachers also emphasized the importance of timely motivation, capacity-building seminars, sponsored training, and opportunities for growth. They noted that delayed

motivation negatively affects performance, and that fair access to workshops and seminars was a key motivational factor.

The findings related to the second objective, which examined the influence of principals' role modelling strategies on teachers' job performance in public secondary schools in Loitokitok County, showed that the majority of teachers found these strategies to have a positive impact. At least 80% of the sampled teachers agreed that the role modelling strategies employed by principals improved their job performance. Key strategies that received strong support included principals leading by example, providing guidance and support, and demonstrating positive behaviors that set an example for staff. The findings highlighted several actions and behaviours of principals that were most influential in enhancing their job performance. These included fairness in assigning responsibilities, teamwork, honesty, transparency, accountability, and leadership skills. Other role-modelling strategies mentioned were encouraging younger staff, delegating duties, providing mentorship, supporting attendance at capacity-building seminars, and organizing team-building activities to strengthen employee relationships.

The findings from the third objective, which aimed to assess how principals' capacity-building strategies influence teachers' job performance, revealed that more than half of the respondents felt that these strategies positively impacted their performance. Key strategies included encouraging participation in professional workshops and conferences, mentoring and coaching programs, fostering a collaborative work environment, and benchmarking with exemplary schools. These practices were viewed as highly beneficial to teachers' job performance. The findings manifested that capacity building promotes teamwork, nurtures talent, and keeps them up-to-date with relevant knowledge, all of which contribute to improved job performance. Teachers emphasized that capacity building promotes teamwork, nurtures talent, and keeps them up-to-date with relevant knowledge, all of which contribute to improved job performance.

The findings related to the fourth and final objective, which investigated how principals' delegation of duties impacts teachers' job performance, were consistent with other transformational leadership strategies studied. Over ninety percent of the sampled teachers agreed that the delegation practices of their principals positively influenced their performance. Key strategies included principals providing sufficient information to complete tasks, assigning duties aligned with teachers' skills and interests, offering constructive feedback, and providing necessary support and resources. These strategies were widely recognized as effective in enhancing teacher performance. Principals who effectively delegated responsibilities to teachers fostered a sense of empowerment and ownership. Teachers felt trusted and valued, which translated into greater accountability, creativity, and enhanced job performance.

5.3 Conclusion

Based on the findings, the study concluded that: transformational leadership strategies are crucial in improving teachers' job performance in public secondary schools. Principals who employ these strategies positively impact not only individual teacher performance but also the overall success of the school. Motivational strategies enhance teacher morale, fostering a positive work environment that leads to improved performance. Role-modelling strategies inspire teachers to adopt professional and ethical standards, further enhancing their job performance. Capacity-building strategies equip teachers with the necessary skills to effectively carry out their duties, thus improving their effectiveness in their job performance. Delegation of duties promotes teacher autonomy, leading to increased accountability and a higher level of job performance. Therefore, the findings demonstrate that principals' transformational leadership strategies that is, motivational, role modelling, capacity building, and delegation of duties, are critical in influencing teachers' job performance in public secondary schools in Loitokitok Sub-County, Kajiado County, Kenya. Principals' delegation

of duties and role modelling strategies had the highest impact, with over 92% of the sampled teachers reporting positive impact on their performance. Motivational strategies followed closely with 90% approval. Capacity building, although ranked fourth, still garnered support from at least 65% of teachers, with over 70% indicating a positive impact overall.

5.4 Recommendations of the Study

5.4.1 Recommendations for Practice

Based on the research findings, it is recommended that secondary school principals be trained and empowered with transformational leadership skills, particularly in developing and sharing a clear, inspiring vision for the future. This will enable them to effectively motivate and guide teachers, fostering a positive impact on teacher performance and overall school success.

Regarding how principals' motivational strategies can be enhanced to improve teachers' job performance, steps such as facilitating access to relevant training programs to enhance performance skills, fair delegation of duties among staff members, and instant recognition rewards to motivate high performing teachers and students, would go a long way in putting the teachers in the right frame of mind to achieve more. Enhancement of a conducive environment and flexibly allowing teachers to grow can also impact positively on teachers' service output.

As regards the principals' role modelling strategies, areas that the principals can focus on in terms of enhancement include checking on teacher performance and providing advice accordingly to improve areas of low performance and more delegation of duties and responsibilities, such as heads of academic departments and club patrons, that can contribute to equipping teachers with necessary skills and exposure to support overall running of the school. Other role modelling steps to focus on will include the principals' constant portrayal of inter-personal character and skills of honesty, transparency and accountability, and

ensuring that these tenets are internalized among teaching and non-teaching staff in the school.

In relation to enhancing principals' strategies in capacity-building for the purpose of improving teachers' job performance, the recommendation from the findings of this research is that more time should be allocated to capacity building aspects such as training, seminars, and team building that can equip teachers with improved skills required to deliver on their mandate and encourage cohesiveness in achieving the institutional objectives, as well as initiating more benchmarking with better performing schools and national schools so as to tap in on best practices that can be used to deliver all-round educational services in school.

The principals' delegation of duties strategies can be enhanced by involving all teachers in planning activities and also exposing teachers to management skills through delegating them positions of management, such as academic departmental heads or club patrons, where they can hone their skills in preparation for providing effective support in running of the school. Organizing more frequent training and seminars to equip teachers with the necessary skills to be all-round supporters of effective service delivery in school is also recommended.

Teachers should embrace the opportunities provided through professional development and actively seek out ways to improve their skills and performance. They should also take ownership of the responsibilities delegated to them and view them as avenues for personal and professional growth.

5.4.2 Recommendations for Policy

The Ministry of Education specifically KEMI and TSC should develop policies that promote and support the continuous professional development of teachers and school leaders.

Specific guidelines should be introduced to ensure that transformational leadership strategies are integrated into school leadership practices.

Institutions that prepare school leaders should include transformational leadership principles in their curriculum. This will equip aspiring principals with the skills needed to foster high teacher performance and overall school success.

5.5 Recommendations for Further Research

Principals' transformational leadership is a very broad area encompassing many strategies that go beyond motivation, role modelling, capacity building, and delegation of duties, and therefore the current research as being limited in that it has focused on only these four aspects of transformational leadership. It would be beneficial in the future to examine more relevant transformational leadership strategies in relation to their influence on student academic performance.

In addition, the current study mainly restricted itself to investigating the influence of transformational leadership strategies on teacher performance within public schools' setup. Looking into private school setup and the investigation of transformational leadership strategies on student performance could yield findings that are uniquely related to this different population.

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APPENDICES

APPENDIX 1: Letter of Introduction

TANGAZA UNIVERSITY
SCHOOL OF EDUCATION
P. O Box 15055-00509
Nairobi, Kenya
TEL: 0717896603

Dear Participant,

RE: COLLECTION OF SURVEY DATA

I am a graduate student pursuing a Master's Degree in Education Leadership and Administration at Tangaza University (School of Education). I am conducting this academic investigation as part of the requirements for graduation. This study aims to investigate the influence of principals' transformational leadership strategies on teacher's job performance in public secondary schools in Loitokitok, Sub-County, Kajiado County

I kindly request you to respond to the research instrument. All information collected during this study will be used exclusively for academic purposes and handled with utmost confidentiality. Your identity and response will remain anonymous, ensuring your privacy is protected.

By agreeing to participate, you will contribute significantly to understanding educational leadership strategies and their effects on teachers' job performance. Your participation is entirely voluntary, and you may withdraw from the study at any time without any repercussions.

Yours Sincerely,

ALICE KIBOI

APPENDIX 11: Informed Consent Form for Participants

My name is Sr. Alice Wairimu Kiboi, a Master's student at Tangaza University, I am inviting you to participate in a research study that aims to investigate the influence of principals' transformational leadership strategies on teachers' job performance in public secondary schools in Loitokitok, Sub- County, Kajiado County. The purpose of this research is to explore how transformational leadership strategies by secondary school principals influence the job performance of teachers. Your insights and experience are invaluable to this study. It is in partial fulfilment of the requirement of a Master's degree in Educational Leadership and Administration at Tangaza University.

Benefits of taking part in the study

By agreeing to participate, you will contribute significantly to the understanding of Educational Leadership Strategies and their influence on teachers' job performance. Your participation is entirely voluntary, and you may withdraw from the study at any time without any repercussions. The success of this study will benefit Kajiado County and specifically Loitokitok Sub-County and the entire Country in realizing the importance of having transformational educational leaders in a dynamic educational landscape. Your participation in this study will therefore not lead to any monetary benefits.

Cost Involved

You will not incur any cost by participating in this investigation. Participation is free and voluntary and you can pull out any time you wish.

Sharing of Study Results

This study is not meant to test your competency in your work. The findings of this study are intended to bridge a gap in the literature and also add to the body of knowledge on principals' transformational leadership and its influence on teachers' job performance. Therefore, the results of this research will not be given to individual participants but will be published and will be available in the journal after publication.

Rights of participants

You have a right to call the researcher for any clarification or any concerns related to filling out the questionnaire.

Contact person

If you have any questions or matters regarding the study, please contact the researcher using the number below.

Sr. Alice Wairimu Kiboi – 0717896603

Consent and signature

I accept to participate in the study under the conditions described.

Signature: Date.....

I thank you advance!

Appendix 111 Questionnaire for Teachers

Dear Teacher,

I am a student currently pursuing a Master's degree in Education Leadership and Administration at Tangaza University (School of Education). This study is aimed at establishing the influence of principals' transformational leadership strategies on teachers' job performance. You are requested to take a few minutes and respond to this questionnaire honestly and accurately. There are five sections A, B, C, D, and E. Respond to questions in all the sections by putting a tick (\checkmark) in the appropriate space. As a teacher, your response and perspective are crucial to this study. Your responses will provide valuable information that can help improve leadership strategies and educational outcomes in our schools. Remember, no response is necessarily correct or wrong. Therefore, feel free to give answers you consider appropriate. Please be assured that all information you provide will be treated with the utmost confidentiality. Your responses will be anonymized, and no personally identifiable information will be disclosed. The data collected will be used exclusively for academic purposes. You need not write your name.

Section A: Demographic Information

Please read the following questions and tick (\checkmark) your appropriate response.

1. Your gender: Male { } Female { }
2. Age Years below 25 years { } 26- 30 years { } 31-35years{ }
36-40 years { } over 40 years { }
3. Highest professional qualification: Diploma { } Bachelor's degree { } Master{ }
PhD { }
4. Teaching experience: 0-2 years { } 3-4 years{ } 5-6 years { } over 6 years { }

SECTION. B: Motivational Strategies on Teachers’ Job Performance

The following statements are on principals’ motivational strategy and teachers' job performance. Give your views on the way your principals reflect the following strategies by putting a tick (✓) in the appropriate box using the following, the scale is arranged in ascending order in terms of scores, with 1 being the least and 5 being the most.

key: 1 =Strong Disagree (SD), 2=Disagree (D) 3= Neutral (N), 4 = Agree(A), 5= strongly Agree (SA)

	Statement	SD	D	N	A	SA
1	My principal recognizes and appreciates my efforts.					
2	Recognition and rewards are distributed fairly among teachers.					
3	I have access to relevant training programs to enhance my job performance skills.					
4	I receive positive feedback from my principal for my efforts.					
5	The principals offer adequate incentives for teachers who perform well.					
6.	Which motivational strategy do you find most effective in improving your job performance					
					
					
					
7.	Please share any other thoughts, ideas, or experiences related to the principal’s motivational strategies and their impact on your job performance					
					
					
					

SECTION C: Principal’s Role Modelling Strategy and Teachers’ Job Performance

The following statements are on principals’ role modelling strategy and teachers' job performance. Kindly give your views on the way your principal reflects the following strategies

by putting a tick (√) in the appropriate box. The scale is arranged in ascending order in terms of scores, with 1 being the least and 5 being the most.

key: 1 =Strong Disagree (SD), 2=Disagree (D) 3= Neutral (N), 4 = Agree(A), 5= strongly Agree (SA

	Statement	SD	D	N	A	SA
1	My principal provides clear guidance and support when I need it.					
2	The guidance and support from my principal helped me perform my job better.					
3	My principal’s actions and behaviours serve as a positive example for the staff.					
4	Seeing my principal lead by example motivates me to improve my performance.					
6. What specific action or behavior of your principals has been most influential in improving your job performance						
.....						
.....						
.....						
7. Kindly share any other thoughts, ideas, or experiences related to the principal’s role modeling strategies and their impact on your job performance						
.....						
.....						
.....						

SECTION D: Capacity Building Strategy on Teachers’ Job Performance

The following statements are on the principal’s capacity-building strategy and teachers' job performance. Kindly give your views on the way your principal reflects the following strategies by putting a tick (√) in the appropriate box below. The scale is arranged in ascending order in terms of scores, with 1 being the least and 5 being the most.

key: 1 =Strong Disagree (SD), 2=Disagree (D) 3= Neutral (N), 4 = Agree(A), 5= strongly Agree (SA

Statement

SD D N A SA

- 1 My principal encourages participation in professional workshops and conferences.
- 2 My principals facilitate mentoring and coaching programs.
- 3 Benchmarking with other exemplary schools or programs has provided valuable insight into my job performance.
- 4 The benchmarking activities I participate in lead to the adoption of innovative teaching methods.
- 5 My principals ‘capacity-building strategies contribute to a positive collaborative work environment.

6. What additional capacity-building strategies could your principals adopt to further your job performance?

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.....

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7. Please share any other thoughts, ideas, or experiences related to the principal’s capacity-building strategies and their influence on your job performance.

.....

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.....

SECTION E: Delegation of Duties Strategy on Teachers’ Job Performance

The following statements are on the principals’ delegation of duties strategy and teachers' job performance. Kindly give your views on the way your principals reflect the following strategies by putting a tick (✓) in the appropriate box below. The scale is arranged in ascending order in terms of scores, with 1 being the least and 5 being the most.

key: 1 =Strong Disagree (SD), 2=Disagree (D) 3= Neutral (NS), 4 = Agree(A), 5= strongly Agree (SA)

Statement

SD D N A SA

- 1 My principal assigns duties that align with my skills and interests.

- 2 My principal provides sufficient information to complete delegated tasks effectively.
- 3 My principal provides support and resources to help me succeed in delegated tasks.
- 4 I receive constructive feedback from my principal on delegated tasks.
- 5 Overall, my principal 's delegation of duties improves my job performance.

6. What specific delegation practices of your principal have been most influential in improving your job performance

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7. Please share any other suggestions related to the principal's capacity-building strategies and their influence on your job performance.

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I thank you advance!

APPENDIX IV: Principals' Interview Guide

Section A: Demographic Information

The aim of this interview is to gather information on the influence of principals' transformational leadership strategies on teachers' job performance. I am a student currently pursuing a Master's degree in Education Leadership and Administration at Tangaza University (School of Education). It is my humble request to you to participate in this research, your participation is voluntary, all information provided during this interview will be treated with confidentiality.

1. Gender.....
2. What is your age?.....
3. What is your highest level of professional qualification?.....
4. How many years have you served as a principal? ...

SECTION B: Principal Motivational Strategies on Teachers' Job Performance

4. How do you identify and recognize the achievement and efforts of your teachers?.....
.....
Probe further

5. In what ways do you think appreciation and recognition impact teachers' morale and performance?
.....
.....

Probe further

6. What types of incentives and rewards do you offer to motivate your teachers?
.....
.....

Probe further

7. How do you decide which incentives or rewards to offer?

.....
.....

Probe further

8. How do you support professional development opportunities?

.....
.....

Probe further

9. What type of training and development opportunities do you provide or encourage?

.....
.....

Probe further

10. In your experience, how do your motivational strategies impact teachers' job satisfaction and motivation.....

.....

Probe further

11. What additional motivational strategies do you plan to implement to further enhance teachers' performance?

.....
.....

Probe further

SECTION C: Principal’s Role Modeling Strategies on Teachers’ Job Performance

13. How do you identify the needs for guidance and support among your teachers?

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.....

Probe further

14. What strategies do you offer to ensure that your support is effective and well received by teachers?

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Probe further

15. How do you ensure consistency in leading by example in your daily interactions and decision-making processes?

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Probe further

16. In what ways do you demonstrate a high standard of professionalism to your teachers?

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Probe further

17 .How do you foster an environment that encourages open and honest dialogue among staff?.....

.....

Probe further

18. What measures do you take to ensure that teachers feel safe and comfortable sharing their thoughts and concerns with you?

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Probe further

19. In your experience, how do your role modelling strategies impact teachers' job satisfaction and motivation?

.....
.....

Probe further

SECTION D: Principal Capacity Building Strategies and Teachers' Job Performance

1. What type of workshops and conferences do you organize or encourage teachers in your school to attend?

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.....

Probe further

2. How do you select the topic for these workshops and conferences?

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Probe further

3. In your opinion, how do workshops and conferences influence job performance?

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Probe further

4. Can you describe the mentoring and coaching programs available for teachers at your school?.....

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Probe further

5. What are the key objectives of your mentoring and coaching programs?

.....
.....

Probe further

6. How has mentoring a coaching program influenced teachers' professional growth and effectiveness in your school

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.....

Probe further

7. How do you implement benching-making as a way of improving teachers' job performance?

.....
.....

Probe further

8. What change have you observed in teachers' practices as a result of benchmarking activities?.....
.....

Probe further

9. Can you describe a successful capacity-building initiative and how it influences teachers' job performance?
.....
.....

Probe further

SECTION E: Principal delegation of duties Strategies and Teachers 'job performance

1. How do you identify the talents and inspirations of your teachers
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2. How do you ensure that teachers are engaged and motivated in the roles you delegate to them?
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3. How do you communicate your expectations and desired outcomes when delegating tasks to teachers?
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4. How do you provide feedback to teachers on their performance in their delegated roles?

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5. How do you ensure teachers have ongoing support as they carry out their delegated tasks?.....

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Probe further

6. Is there anything else you would like to add or emphasize about transformational leadership strategies on teachers' job performance?

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Probe further

I thank you advance!

APPENDIX V: Sub-County Education Officer Interview Guide

The aim of this interview is to gather information on the influence of principals’ transformational leadership strategies on teachers’ job performance. I am a student currently pursuing a Master’s degree in Education Leadership and Administration at Tangaza University (School of Education). It is my humble request you participate in this investigation, your participation is voluntary, all information provided during this interview will be treated with confidentiality.

SECTION A: Demographic Information

- 1.What is your age?.....
- 2.what is your highest level of professional qualification?.....
- 3.How long have you been Sub–County Educational officer Loitokitok Sub County.....

SECTION B: Principals’ Motivational Strategies and Teachers’ Job Performance

- 1. In what ways do principals recognize and reward teachers’ efforts and achievements?
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Probe further

- 2. Can you provide examples of effective recognition and appreciation practices that have positively impacted teachers’ job performance?
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Probe further

- 3. How are professional development initiatives implemented by principals aimed at enhancing teachers’ job performance?
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Probe further

- 4. What types of incentives and rewards do principals offer to enhance job performance?

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Probe further

5. How do principals support teachers' professional training and development to enhance teachers' job performance?

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Probe further

SECTION C: Principals' Role Modelling Strategies and Teachers' Job Performance

1. What strategies do Principals use to provide guidance and support to their teachers for effective job performance?

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.....

Probe further

2. How do principals lead by example in your Sub-County?

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Probe further

3. Do you have examples where principals' actions have inspired teachers to improve their performance?

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Probe further

4. What mechanism are in place to ensure that communication between principals and teachers is open and honest?

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Probe further

5. In your observation, how do principals' role modelling practices affect teachers' job satisfaction and morale?

.....
.....
.....

Probe further

SECTION D: Principals' Capacity-Building Strategies and Teachers' Job Performance

1. Can You provide examples of effective capacity-building practices you have observed among principals in your Sub- County?

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Probe further

2. How do workshops and conferences contribute to teachers' professional development and job performance?

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Probe further

3. How do principals implement mentoring and coaching programs for teachers?

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.....

Probe further

4. What benchmarking activities do principals facilitate to help teachers learn from best practices?

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Probe further

5. In your observation, how do capacity-building practices affect teachers' job performance?

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Probe further

SECTION E: Principals' Delegation of the Duties Strategies and Teachers' Job Performance

1. How would you define delegation of duties in the context of school leadership?

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Probe further

2. What methods or tools are used to assess teachers' strengths and areas of interest?

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Probe further

3. How do principals communicate expectations and outcomes when delegating duties to teachers?

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Probe further

4. What strategies are used to ensure that teachers understand their roles and responsibilities clearly?

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Probe further

5. How do principals provide feedback and support to teachers during the process?

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Probe further ...

APPENDIX VI: Reliability Analysis - Cronbach's Alpha

Reliability Statistics

Cronbach's Alpha	N of Items
.903	19

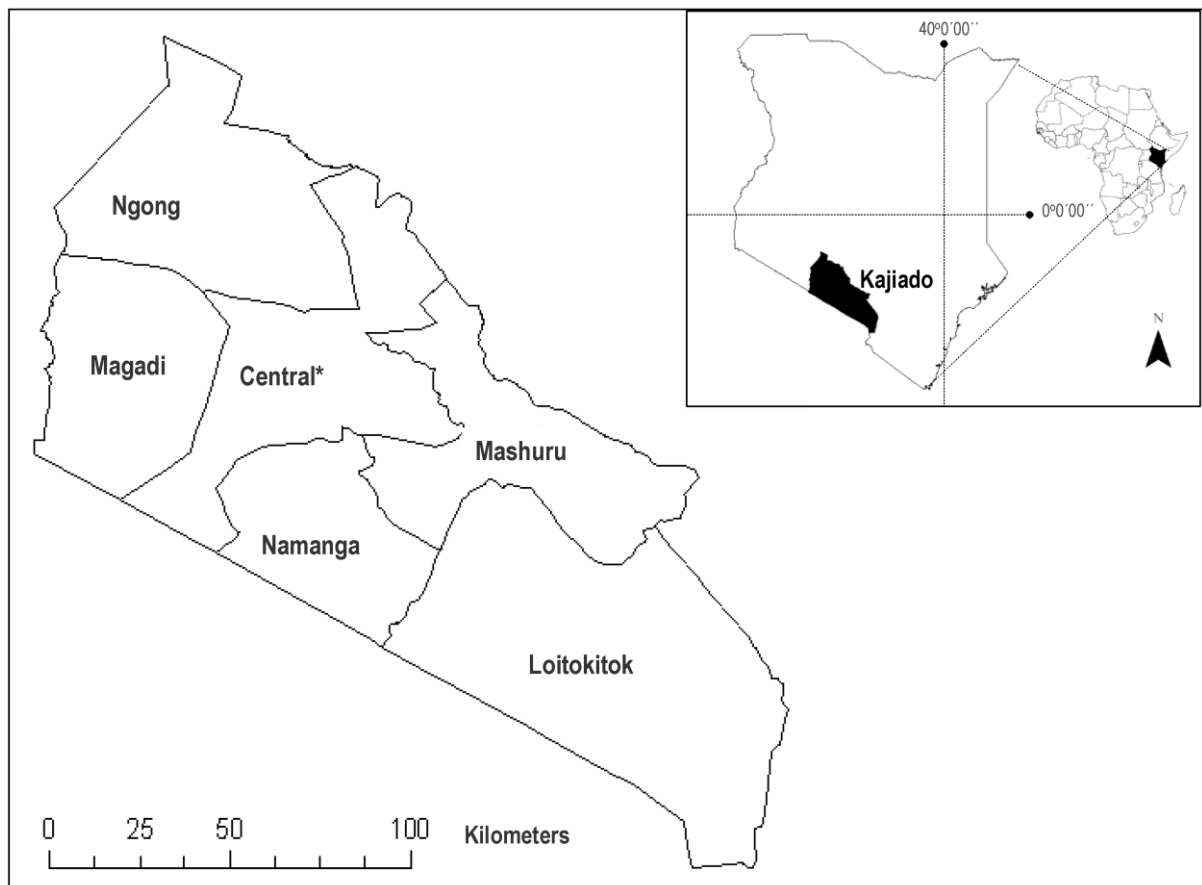
APPENDIX VII: Work Plan for The Study

ACTIVITY	TIME
Developing concept paper	March 2023- May 2023
Concept paper defense	May 2023
Developing research proposal with guidance from my supervisors	May 2023- June 2024
Completion of research proposal and Research proposal defense	June 2024- July 2024
Data collection process	August2024-Sep2024
Data analysis and interpretation with guidance from the supervisors	
Final thesis Defense	

APPENDIX VIII: Expected Budget for The Study

ITEM	COST (KSH)
Writing materials: pens, pencils, notebooks, files	3,000.00
Printing paper	10,300.00
Printing & distribution of research tools	10,000.00
Internet bundles	20,000.00
Transport expenses	20,000.00
Thesis printing & bidding	15,000.00
Published expenses	30,000.00
Grand total	108,300.00

APPENDIX IX: Map of Loitokitok Sub -County



Source: Kenya National Bureau of Statistics

APPENDIX X: Research Permit



REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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APPENDIX XI Turnitin Originality Report

Turnitin Originality Report

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INFLUENCE OF PRINCIPALS' TRANSFORMATIONAL LEADERSHIP STRATEGIES ON TACHERS' JOB PERFORMANCE IN PUBLIC SECONDRY SCHOOLS IN LOITOKITOKY SUB-COUNTY KAJIADO COUNTY, KENYA By Alice Wairimu Kiboi

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 Submitted to The Mwalimi Nyerere Memorial Academy on 2024-04-26
- < 1% match ("Study on the Relationship between Transformational Leadership and Teachers' Job Satisfaction and Turnover Intention", International Journal of New Developments in Education, 2023)
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- < 1% match (Linus Chaula, "Measure for clinical supervision practices as factors of predictive indicators of teachers' professional identity development in Tanzania", Heliyon, 2024)
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