

**Principals' Transactional Leadership Style and Teachers' Job Performance in Private
Secondary Schools in Nairobi County, Kenya**

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**A Research Thesis Submitted to School of Education in Partial Fulfillment of the
Requirement for the Award of
Degree of Master of Education in Leadership and Administration**

SCHOOL OF EDUCATION

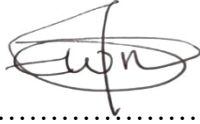
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DECLARATION

I declare that this research thesis is my original work and has not been submitted to any other university for the award of any degree. All sources of information have been acknowledged.



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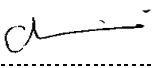
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DEDICATION

I dedicate this work to my beloved parents Mr. Francis Kimani Mbae and Mrs. Ann Wairimu Wakahiu.

ACKNOWLEDGMENTS

I am profoundly grateful to God for granting me the strength, resilience, and wisdom to navigate this research process. I extend my heartfelt appreciation to my academic advisors Dr. Rose Wambui, Lecturer, Tangaza University, and Dr. Celestine Ndanu, HOD, Undergraduate Studies in Education Catholic University of East Africa for their guidance, constructive feedback, and support throughout this research journey. Their expertise and encouragement have been instrumental in shaping this work. I acknowledge the support of my family and friends, who have stood by me with encouragement and patience during this journey. Their belief in my abilities has been a constant source of motivation. To all who have contributed, in ways big and small, I extend my sincere thanks.

ABSTRACT

The purpose of this study was to find out the influence of principals' transactional leadership style on teachers' job performance in private secondary schools in Nairobi County, Kenya. The study was guided by the following objectives: to investigate the influence of principals' contingent reward behaviour on teachers' job performance; to assess the influence of principals' active management by exception behaviour on teachers' job performance; and to find out whether principals' passive management by exception behaviour influences teachers' job performance in private secondary schools in Nairobi County, Kenya. The study was anchored on Transactional Leadership Theory. A convergent Parallel Mixed-Methods Design was used for the study. The target population was 206 schools, 206 principals, and 2099 teachers. The study used systematic sampling to select 20 out of 206 schools, purposive sampling to include all 20 principals from the selected schools, and proportionate stratified and simple random sampling to select 336 out of 2,099 teachers. Data collection tools included questionnaires for teachers and in-depth interview guide for principals. Quantitative data was analyzed using descriptive statistics (frequencies and percentages) which were processed using Statistical Package for Social Science Version 29. Tables were used to present the quantitative data. Qualitative data was analyzed through thematic analysis and presented in the form of narratives and direct quotations. Findings revealed that contingent rewards and proactive supervision under active management by exception, positively influenced teacher motivation, syllabus coverage, and classroom management. In contrast, passive management by exception, where principals intervene only after problems escalate, was associated with reduced morale and inconsistent performance. The study recommends that the government develops frameworks emphasizing clear reward systems and accountability measures. Policies should ensure principals are adequately trained to implement transactional leadership strategies effectively, including setting clear expectations and providing timely feedback. The principals should strengthen structured reward systems, professional development, and timely feedback to enhance teacher effectiveness and improve student outcomes.

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ABBREVIATIONS AND ACRONYMS

CR	Contingent Reward
FFT	Framework for Teaching
HOD	Head of Department
MBE-A	Management by Exception - Active
MBE-P	Management by Exception - Passive
MLQ	Multifactor Leadership Questionnaire
MOE	Ministry of Education
NACOSTI	National Commission for Science, Technology, and Innovation
SPSS	Statistical Package for the Social Sciences
TPAD	Teacher Performance Appraisal and Development
TSC	Teachers Service Commission
TUREC	Tangaza University Research Ethics Committee
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Leadership has been studied widely, and many theories have been developed around it (Yukl, 2013). Smith (2020) defines leadership as a process of influencing and guiding individuals or groups to achieve specific goals or objectives within an organization. Robbins and Judge (2007) also define leadership as the ability to influence a group of people towards the achievement of a vision or a set of goals. Northouse (2021) particularly defines leadership as a process whereby an individual influence a group to achieve a common goal.

As highlighted in the definitions of leadership, the concept of influence is central because it forms the essence of leadership. Ghasabeh, Soosay, and Reaiche (2015) affirms that leadership is fundamentally the ability to influence and guide others toward the achievement of goals. Understanding the practical implications of this influence within organizational or institutional contexts is therefore crucial because, this influence exerted by leaders extends significantly to several aspects of employee experience, and undoubtedly, there exists a correlation between leadership itself and different aspects of subordinates' work experiences.

To put the concept of leadership to a clearer perspective, studies continue to classify leadership styles into categories such as autocratic, democratic, laissez-faire, transformational, and transactional. According to Iqbal, Anwar, and Haider (2015), these styles shape the nature of leader–follower interactions and significantly influence organizational performance. Among these, transactional leadership remains a central focus of this study due to its structured, goal-oriented nature. Northouse (2021) explains that transactional leadership emphasizes exchanges between leaders and followers, where compliance is achieved through a system of rewards and

penalties. Similarly, Wamalwa and James (2020), in their study of public secondary schools in Kenya, found that transactional leadership is widely practiced among school principals and is associated with improved teacher accountability and performance outcomes. Zareen, Razzaq, and Mujtaba (2015) further describe transactional behaviors, ranging from passive management by exception to active monitoring and contingent reward strategies. While transactional leadership is often effective in ensuring task completion and maintaining organizational structure, it may not sufficiently inspire intrinsic motivation or long-term commitment (Dartey-Baah, 2015). However, when applied with clear expectations and consistent feedback, transactional leadership can enhance teacher productivity and institutional performance (Chika & Emerole, 2020).

Given the central role of leadership in shaping follower's behavior and performance outcomes, this study explores the relationship between school principals' transactional leadership style and teachers' job performance in private secondary schools in Kenya. Zopiatis and Constanti (2010) emphasizes that transactional leaders motivate followers by offering valued rewards such as recognition and compensation. Similarly, Saleem et al. (2020) found that principals who employ transactional leadership styles can foster environments where teachers are more likely to meet performance expectations due to clear goal-setting and the use of contingent rewards. In the Kenyan context, Wanjala et al. (2017) investigated the impact of transactional leadership on employee organizational commitment in technical institutions, revealing a significant positive correlation. These findings collectively suggest that transactional leadership may play an important role in enhancing teacher performance through structured incentives and clear expectations.

A transactional leader uses three strategies, contingent reward, active management by exception (MBE-A), and passive management by exception (MBE-P). Contingent reward strategy can be described as an exchange process between leaders and followers (Northouse, 2018). In contingent reward, principals clarify expectations and offer rewards when teachers meet set performance standards. This exchange-based approach has been widely studied in Kenya. For example, Musyoka and Ngugi (2021) found that principals who consistently applied contingent reward strategies such as recognition, promotions, or incentives based on student results fostered a performance-driven culture among teachers in private secondary schools in Nairobi County.

Similarly, Mwangi and Simatwa (2017) observed that contingent reward strategies improved teacher morale and performance in public secondary schools, especially when rewards were transparent and aligned with institutional goals. However, they also noted that over-reliance on extrinsic motivation might limit teachers' long-term commitment. Regarding management by exception, active management (MBE-A) involves principals closely monitoring teacher conduct and academic delivery, addressing issues before they escalate. Kipkosgei and Bett (2019) found that MBE-A was effective in maintaining discipline and academic standards, particularly when leaders set clear expectations and followed up consistently.

In contrast, passive management by exception (MBE-P) is more reactive, where intervention occurs only after problems arise. This approach has been criticized by Wamalwa and James (2020), who observed that delayed corrective action by school heads often led to poor performance and frustration among teaching staff. Despite this, when transactional leadership is implemented with consistency and fairness, it has been shown to enhance teacher accountability and improve performance outcomes in Kenyan schools.

Studies have documented the diverse effects of leadership styles on teacher job effectiveness. In Vietnam, Maheshwari (2021) performed a study to examine the impact of leadership styles on teacher satisfaction and performance in public high schools. Also Shalahudin et al. (2021) in Indonesia assessed the influence of headmasters' transformational and transactional leadership styles on the performance of high school teachers. The research results indicated that the transformational leadership style has a significant impact on teacher performance ($\text{sig.t} = 0.038 < 0.05$), whereas the transactional leadership style does not exert a significant influence on performance ($\text{sig.t} = 0.126 > 0.05$).

Sougui et al. (2015) in Yemen, conducted a study that investigated the impact of various leadership styles on employee performance within telecom engineering companies. Results indicated that non-transactional leadership styles, such as the bureaucratic approach, do not significantly affect organizational performance. However, these styles can be effective when achieving goals requires longer tenures and adherence to specific procedures. This evidence suggests that non-transactional leadership may be appropriate in environments that value routine tasks and stability.

Itoya and Igbokwe (2021) carried out a study to investigate the impact of different leadership styles on employee performance inside the organization In Nigeria. The test findings indicated that the transactional leadership style has a favorable and significant impact on employee performance ($P < 0.05$). These findings demonstrate that transactional leadership has a favorable and significant impact on employee performance within enterprises; however, their study concentrated on a general organizational context, compared to this proposed study focusing on a school environment. Odunlami et al. (2017) conducted a similar study in private universities in Nigeria and determined that the transactional leadership style does not

significantly affect employee performance, with a correlation of -0.159 and a significance level of 0.01.

In Kenya, Anyango (2015) researched on the impact of leadership styles on employee performance at the Bank of Africa. The findings showed that both transactional and transformational leadership positively correlated with employee performance and job satisfaction, with transformational leadership having a stronger correlation compared to transactional leadership. These findings highlight the importance of aligning leadership style with organizational context and employee expectations. While non-transactional leadership may suit structured environments, transactional and transformational leadership styles appear more effective in enhancing performance and satisfaction across diverse sectors.

Akullo and Kamanyire (2023) utilized a cross-sectional descriptive survey research design to examine the impact of head teacher leadership styles on teacher performance in primary schools within the Kaabong District, Uganda. The research encompassed 36 schools within the district. The study sample had 308 participants, including 36 school heads, 36 deputy head teachers, 36 members of the Boards of Management (BOMs), 36 student leaders, and 164 teachers. The study results suggested that transactional leadership exhibited a weak positive correlation with instructors' performance, which lacked statistical significance. This study indicates that transactional leadership was not particularly effective in improving teachers' performance.

Chirchir (2014), examined the impact of head teachers' leadership styles on teachers' commitment in Kenya. A notable positive association exists between Transformational leadership style and normative commitment ($r = 0.403$; $p < 0.01$). The link between transactional leadership style and organizational commitment is low ($r = 0.358$; $p < 0.01$) and statistically

significant. This indicates that the perceived transformational leadership style employed by head teachers in primary schools directly influences normative commitment. Similarly, Kilonzo et al. (2020) conducted a study examining the influence of principals' leadership styles on teachers' performance in public secondary schools in Machakos County, Kenya. The study utilized a quantitative methodology, employing a standardized questionnaire to gather data from educators. The findings demonstrated a significant positive link between transformational leadership and teacher performance ($r = 0.65, p < 0.01$), whereas the correlation between transactional leadership and teacher performance was less robust ($r = 0.45, p < 0.05$). This indicates that although transactional leadership can impact teacher job performance, it is inferior to transformational leadership in terms of effectiveness regarding teacher job performance. This study was conducted in a public school, and the results cannot be generalized to private secondary schools in Kenya.

Mwangi et al. (2021) did further investigation into the influence of leadership styles on teacher effectiveness in Kenya. This research examined the impact of transformational and transactional leadership styles on teachers' job performance in public secondary schools in Nyandarua County, Kenya. The researchers adopted a quantitative methodology, employing a structured questionnaire to collect data from a sample of 150 educators from diverse institutions. The results demonstrated a substantial positive association between transformational leadership and teacher performance ($r = 0.72, p < 0.01$), suggesting that teachers who viewed their principals as transformational leaders indicated elevated levels of work performance and satisfaction. The correlation between transactional leadership and teacher performance was weaker ($r = 0.38, p < 0.05$), indicating that although transactional leadership offers some

structure and accountability, it does not substantially improve teacher performance relative to transformational leadership.

While transactional leadership is acknowledged for its significance in educational and organizational contexts, there is a distinct absence of empirical research focused on its impact on teacher job performance in private schools in Nairobi, Kenya. Most existing studies have focused on its comparison with transformational leadership and were conducted in various educational contexts, such as universities, which may not be directly relevant to the Kenyan private school environment. Theoretically, it has produced both desirable and undesirable outcomes. Understanding its influence on teacher job performance is essential for the development of effective leadership strategies in secondary schools. School principals are highly influential figures, and their role in shaping key aspects of the school is significant. Leaders occupy a critical position within organizations, and their behavior greatly impacts work patterns, productivity, and the overall well-being of employees. This study sought to examine the influence of school principals' transactional leadership style on teachers' job performance in private secondary schools in Nairobi County.

1.2 Statement of the Problem

The performance of teachers in private secondary schools is closely linked to the leadership practices of school principals, who play a central role in motivating staff, setting expectations, and ensuring instructional effectiveness (Winarsih & Purnomo, 2024). Leadership style is widely recognized as a determining factor in employee performance, with ineffective leadership leading to low morale, poor accountability, and reduced productivity, while effective leadership fosters organizational growth, teacher motivation, and improved learning outcomes. Transactional leadership, in particular, is one of the most widely applied leadership approaches

in school settings due to its emphasis on structure, supervision, and performance-based rewards (Hieng et al., 2024).

In Kenya, private secondary schools are increasingly seen as key providers of quality education, yet there have been concerns about inconsistencies in teacher performance. Reports by the Kenya National Examinations Council (2023) have highlighted gaps in syllabus coverage, lesson planning, and learner engagement, particularly in schools where performance appraisal and supervision systems are informal or inconsistently applied. While public schools benefit from standardized measures such as the Teacher Performance Appraisal and Development (TPAD) framework, private institutions often lack formalized systems for teacher appraisal, leading to variations in instructional quality and learner outcomes (Mutua & Wanjala, 2023).

Despite these challenges, transactional leadership remains a dominant style among school principals, especially in institutions that prioritize structure, accountability, and measurable results. However, there is limited empirical evidence on how specific elements of transactional leadership, including contingent reward, active management by exception, and passive management by exception, affect teacher motivation, professional conduct, and overall job performance in private school settings. Previous studies, such as those by Sengendo and Musinguzi (2024), have demonstrated the significant influence of leadership style on teacher performance in other contexts, but research focusing specifically on private secondary schools in Nairobi County remains scarce.

This knowledge gap raises questions about whether transactional leadership, as practiced by school principals, effectively addresses performance-related challenges in private secondary schools. This study therefore sought to examine the influence of principals' transactional leadership style on teachers' job performance in Nairobi County, Kenya.

1.3 Purpose of Study

The purpose of this study was to investigate how the dimensions of transactional leadership contingent reward, active management by exception, and passive management by exception, relate to teachers' job performance in private secondary schools in Nairobi County, Kenya.

1.4 Specific Objectives of the Study

This study was be guided by the following research objectives;

- i. To investigate the influence of principals' contingent reward behaviour on teachers' job performance in private secondary schools in Nairobi County, Kenya.
- ii. To assess the influence of principals' active management by exception behaviour on teachers' job performance in private secondary schools in Nairobi County, Kenya.
- iii. To find out whether principals' passive management by exception behaviour influences teachers' job performance in private secondary schools in Nairobi County, Kenya.

1.5 Research Questions

This study was guided by the following research questions;

- i. How does contingent reward behaviour influence teacher job performance in private secondary schools in Nairobi County Kenya?
- ii. How does active management by exception (MBE-A) behaviour influence teacher job performance in private secondary schools in Nairobi County Kenya?
- iii. How does passive management by exception (MBE-P) behaviour influence teacher job performance in private secondary schools in Nairobi County Kenya?

1.6 Significance of the Study

The study findings may be useful to school principals as they might be able to evaluate their leadership style's impact on the productivity of their teachers in terms of job performance. The students may also benefit since when school principals' effective leadership behavior is highlighted, teachers' job performance is enhanced, which in turn improves the quality of teaching and positively impacts student learning outcomes. The results of this study can be used by the Ministry of Education (MOE) and Teachers Service Commission (TSC) as a basis of their training on effective leadership styles. Also, this research may benefit teachers in the private school by helping them identify which leadership behaviors positively impact their job performance. Additionally, the study may contribute to the body of knowledge on educational leadership and administration in providing a foundation for further research. Furthermore, the outcomes of this research may serve as a basis for policy formulation by organizations like UNESCO and UNICEF that advocate for effective leadership styles in schools.

1.7 Scope and Delimitation of the Study

This study was delimited to private secondary schools within Nairobi County, and findings may not be generalized to public schools. Despite having teachers and principals in public secondary schools, the sample was restricted to private secondary school teachers and principals within Nairobi County. Although Kenya has 47 counties with private secondary schools, this study focused on Nairobi County. Also, the study focused on transactional leadership styles excluding other leadership models such as transformational or instructional leadership. Additionally, the study was delimited to the use of a convergent mixed methods design, where both quantitative and qualitative data were collected concurrently.

The quantitative component relied on structured questionnaires administered to teachers, which may not capture the full complexity of their experiences. The qualitative component on the other hand involved semi-structured interviews conducted only with school principals, thus excluding other stakeholders such as deputy principals or school managers. These delimitations were intentional to ensure the study remains focused, manageable, and aligned with the research objectives.

1.8 Theoretical Framework

The theoretical framework serves as the foundational structure that underpins and sustains a research study's theory. It presents and elucidates the theoretical underpinnings that provide an explanation for the existence of the research problem being investigated (Shepherd, 2019). Consequently, the present study was rooted in Transactional Leadership Theory.

1.8.1 Transactional Leadership Theory

Transactional Leadership Theory was introduced by James MacGregor Burns in 1978 and was built on by Bernard Bass in 1985. This theory describes leadership as an exchange-based relationship where leaders use rewards and corrective actions to maintain employees' performance. The theory emphasizes the role of supervision, structure, and compliance in ensuring efficiency within institutions, including schools. Unlike other leadership styles like transformational leadership, which focuses on vision and long-term motivation, transactional leadership is more task-oriented, ensuring that employees fulfill their duties by offering contingent rewards and management by exception (Arenas, Connelly, & Williams, 2017). Transactional leadership uses three key strategies; contingent reward (CR), active management by exception, and passive management by exception (Susanto, 2018).

A Contingent Reward (CR) is a strategy where leaders establish clear performance expectations and reinforce positive behaviors through rewards. Damanic (2014) describes contingent rewards as active and positive transactions between leaders and subordinates, where employees receive compensation or recognition for meeting specific objectives. In schools, this strategy translates into teachers receiving bonuses, promotions, or other incentives for exemplary performance (Mendez-Keegan, 2019). Research suggests that contingent rewards can significantly increase compliance behavior, leading to higher motivation levels among teachers (Li et al., 2021). Ajila (2004) supports this argument by noting that rewarding teachers is an effective policy that enhances staff performance and contributes to overall institutional success. However, while monetary incentives such as salary increments and allowances have been found to improve teacher motivation in some contexts (Akuoko, 2012), other studies indicate that intrinsic motivators such as growth opportunities and recognition are often more effective than financial rewards alone (Uzonna, 2013).

Beyond rewards, management by exception is a key strategy of transactional leadership. Active Management by Exception (MBE-A) occurs when leaders actively monitor employee performance and intervene whenever deviations from expected standards arise (Lin & Chuang, 2014). In schools, principals employing active supervision ensure that teachers meet performance expectations by providing corrective feedback and guidance (Arenas, Connelly, & Williams, 2017). Hasija et al. (2019) describe this leadership style as highly structured and focused on performance efficiency, where leaders constantly check on teachers' progress, direct them when necessary, and ensure full compliance with institutional policies.

Passive Management by Exception (MBE-P) is another strategy in the transactional leadership style and it represents a more reactive leadership approach, where leaders only

intervene when problems become significant (Hasija et al., 2019). It is also referred to as a "hands-off" leadership style in the sense that leaders allow issues to escalate before taking corrective action (Chebonye, 2021). Van Eeden et al. (2008) argue that leaders who adopt this approach fail to provide proactive guidance, leading to a work environment where errors accumulate before any action is taken. Suleman et al. (2011) note that while passive management by exception allows leaders to focus on high-priority issues, it can also contribute to a culture of disengagement, where teachers for example would feel unsupported in their job.

1.8.1.1 Strengths of Transactional Leadership Theory

One of the key strengths of the transactional leadership theory is its clear structure and well-defined expectations, which provide employees with a sense of direction and ensure efficiency in performance (Arenas, Connelly, & Williams, 2017). This is practical in a school setup where curriculum delivery is already outlined and teachers are only supposed to follow it. Also, transactional leadership enhances motivation through contingent rewards, ensuring that employees are driven by external incentives such as salary bonuses, promotions, and recognition (Damanic, 2014; Njanja et al., 2013). Linking rewards to specific performance outcomes reinforces compliance behavior and fosters a results-oriented work culture (Li et al., 2021). In addition, the emphasis on performance monitoring through active management by exception enables leaders to identify and address inefficiencies, ensuring that corrective actions are taken in a timely manner to maintain high standards of performance (Lin & Chuang, 2014; Hasija et al., 2019).

1.8.1.2 Weaknesses of Transactional Leadership Theory

Transactional leadership is criticized for its dependency on extrinsic motivation, which may lead to short-term compliance rather than long-term commitment to organizational goals

(Uzonna, 2013; Adkins, 2004). The emphasis on external rewards may diminish intrinsic motivation, causing employees to focus solely on receiving incentives rather than enhancing creativity (Dartey-Baah, 2015). Furthermore, passive management by exception, where leaders intervene only when issues escalate, can result in low employee morale and a lack of proactive problem-solving (Chebonye, 2021; Van Eeden et al., 2008). In private secondary schools, this style could restrain innovative teaching methods, as teachers may prioritize meeting standardized performance metrics over experimenting with dynamic instructional approaches.

1.8.1.3 Application of Transactional Leadership Theory

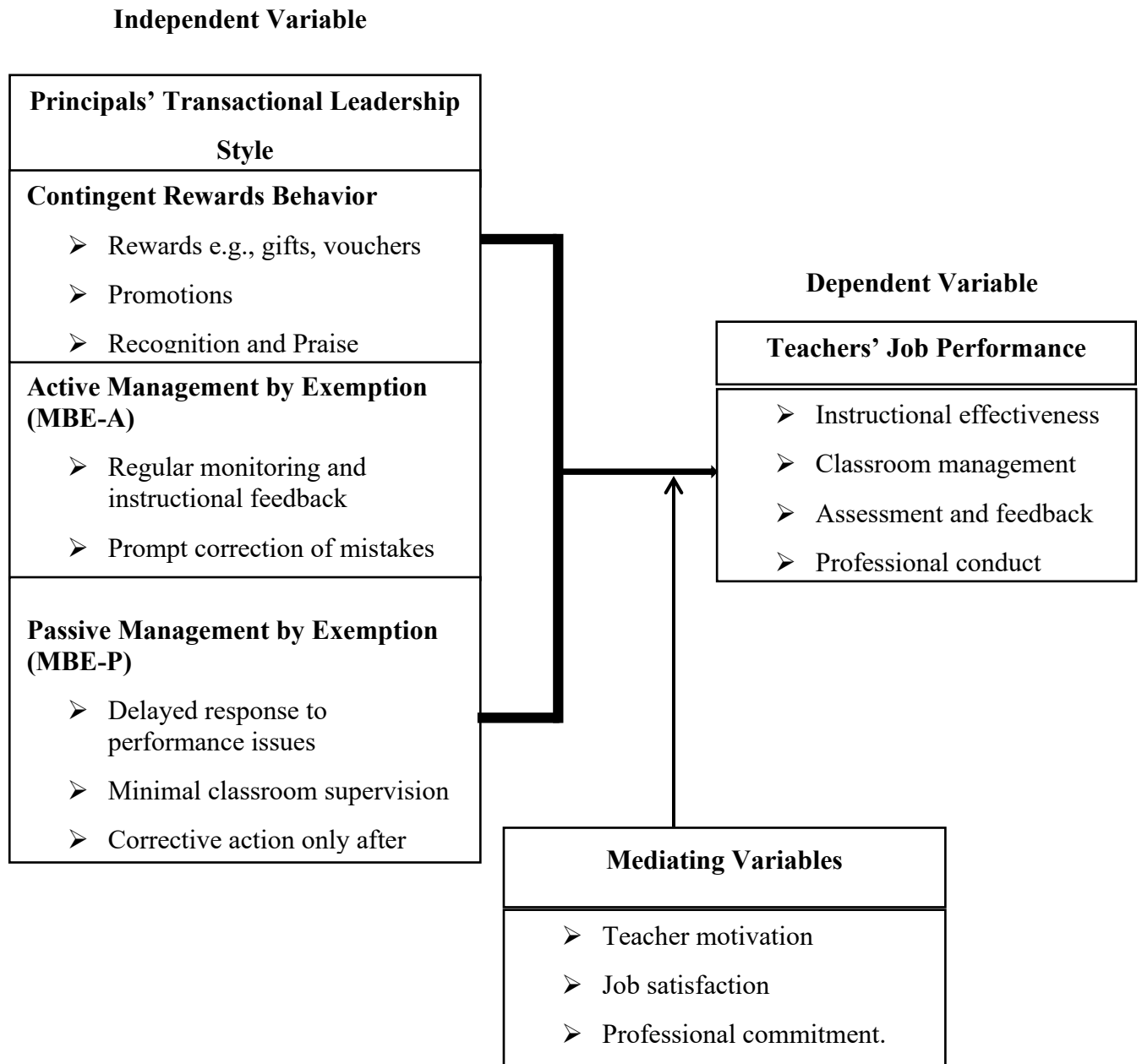
Transactional Leadership Theory emphasizes on a leadership as a system of exchanges between leaders and followers, where compliance and performance are achieved through clear expectations, rewards, and corrective action. In the context of private secondary schools, principals are tasked with delivering measurable academic results, maintaining discipline, and managing staff productivity. Transactional leadership hence becomes applicable in such schools where accountability, performance standards, and results are a priority.

1.9 Conceptual Framework

A conceptual framework is a visual representation of the study showing the relationship between variables of a study. It consists of the study variables: dependent, independent, and at times, intervening or control variables; and the presumed relationships among the variables (Miles et al., 2014).

Figure 1

Conceptual Framework Showing the Relationship between Principals' Transactional Leadership Style and Teachers' Job Performance



The conceptual framework illustrates how principals' transactional leadership style relates to teacher job performance in private secondary schools. The independent variable (principals'

transactional leadership style) is presented in three dimensions: contingent reward, active management by exception, and passive management by exception. These components represent distinct leadership strategies that principals employ. Under contingent reward strategy, principals clarify performance expectations and provide incentives based on achievement. Strategies such as performance-based bonuses, public recognition, promotions, and appraisal-linked rewards are expected to enhance teacher performance. Active Management-by-exception (MBE-A) involves principals closely monitoring teacher activities, providing regular feedback, correcting errors promptly, and proactively addressing teaching challenges before they escalate. This proactive supervision is expected to promote accountability and consistent instructional quality. In contrast, Passive Management-by-exception (MBE-P) is characterized by minimal oversight, delayed intervention, and reactive problem-solving. Here, principals engage only when serious issues arise, which may lead to decreased teacher accountability and inconsistent performance. The framework assumes that each component of transactional leadership has an effect on teacher job performance.

However, the framework includes mediating variables such as teacher motivation, job satisfaction, and professional commitment. These factors help to explain the process through which leadership practices affect teacher performance. For instance, a contingent reward system may not directly boost performance, but by enhancing motivation and satisfaction, it can lead to better outcomes. Similarly, active supervision may increase teachers' sense of professional accountability, which in turn promotes higher job performance.

1.10 Operational Definition of Terms

Active Management-by-Exception (MBE-A): refers to the principal's proactive monitoring of teacher performance, where issues are identified early and corrective actions are taken before

problems escalate. It includes regular classroom observations, timely feedback, and early intervention strategies.

Contingent Rewards: are specific leadership behaviors where school principals provide incentives, such as praise, bonuses, promotions, or positive appraisals, based on teachers' fulfillment of performance expectations.

Passive Management-by-Exception (MBE-P): It is a reactive leadership approach where the principal acts only after performance problems arise or are reported. It includes delayed supervision, minimal oversight, and corrective measures implemented only after issues have become evident.

Teacher Job Performance: refers to the effectiveness with which a teacher carries out their professional duties, including instructional delivery, classroom management, student engagement, task completion, and professional conduct.

Transactional Leadership: refers to a leadership style demonstrated by school principals that is characterized by structured exchanges with teachers, including the use of performance-based rewards and supervision strategies such as active and passive management-by-exception (active or passive).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The impact of leadership style in the educational sector, especially within Private Secondary Schools in Nairobi, Kenya has been studied due to its significant effects on teacher performance and other educational facets. This literature review explores what other researchers have written on principal transactional leadership style purposefully on teacher performance in private secondary schools. Transactional leadership which is characterized by contingent rewards and management-by-exception, offers a structured outline within which school principals work with teachers to set achievable expectations, monitor performance, and provide positive feedback. Acquiring an understanding of the pedagogy of this leadership style in private secondary school contexts is key for augmenting educational practices and enabling a conducive environment for both educators and students alike. This chapter articulates the theoretical reviews suitable for this study. It also presents the empirical literature review in relation to the study objectives and the identification of the study gap.

2.2 Contingent Reward and Teachers' Job Performance

Transactional leadership is a performance driven leadership approach that relies on structured transactions between leaders and followers. Contingent reward (CR) is a central element of this leadership style, where leaders set expectations for their followers and utilize rewards to reinforce positive performance (Arenas, Connelly, & Williams, 2017). Damanic (2014) states that contingent reward is based on active and positive transactions between leaders and followers. This, according to Mendez-Keegan (2019), may include emphasizing tasks that

must be completed to receive a reward while offering supervision. Li et al. (2021) found that contingent rewards increase compliance behavior, whereas contingent punishment decreases it.

Scholars such as Dartey-Baah (2015) argue that rewarding success may enhance extrinsic motivation. As Njanja et al. (2013) indicate that reward management is an essential organizational strategy to improve performance. Liang et al. (2013) assert that leaders should apply both rewards and punishments to shape employees' compliance behavior. In the educational sector, rewards for teachers have been found to be one of the main organizational policies influencing teacher performance and organizational output (Ajila, 2004). Ibbotson (2007) similarly argues that rewards play a powerful role in improving teacher performance when effectively implemented. However, empirical findings on contingent rewards remain inconclusive. For example, Akuoko (2012) found that pay and allowances significantly enhanced teacher performance, while Adkins (2004), in a study on teacher performance pay in Florida, USA, found that teachers generally disagreed that performance-based pay motivated them to work harder. Similarly, Uzonna (2013), in Cyprus, found that growth opportunities, recognition, and non-cash rewards were more effective motivators than monetary incentives such as salary, bonuses, and pensions.

Cemaloğlu, Sezgin, and Kılınç (2012) examined the connection between principals' leadership styles and teachers' organizational commitment in Ankara, Turkey. A total of 237 randomly selected teachers employed in 18 primary schools in Ankara participated in this correlational study. Data was collected using surveys. The study discovered that transformational leadership had a bigger effect on affective commitment than transactional leadership. However, the contingent reward dimension of transactional leadership was a better predictor of teacher

continuance commitment ($\beta = .33, p < .05$). This finding suggests that teachers may work more efficiently when their efforts are appreciated by school principals.

Yamoah (2013) carried out a study on the rewards and job performance of teachers in public schools in Ghana. The objective was to assess the performance of teachers and ascertain if rewards affect their performance significantly. The study targeted teachers employed in public basic and secondary schools in selected districts across Ghana. The target population consisted of teachers in the public education sector and a sample size of 200 teachers drawn using simple random sampling. The result indicated a significant relationship ($P < .05$) between teachers' rewards and job performance. The study then recommended that school management initiate additional reward programs such as free lunches and beneficial loans to increase the performance of teachers. While this study focuses on rewards and being a motivator to teacher job performance, further research is needed to examine whether other principal behaviors, like active management by exemption and passive management by exemption, could influence teacher effectiveness.

Ndimele (2016) also conducted a study to investigate the relationship between school type, principals' leadership styles, and teachers' job performance in selected education zones in Rivers State, Nigeria. The study employed a descriptive survey design, with a sample of 310 students and 60 teachers randomly selected from four schools across the chosen education zones. The findings indicated that while all predictor variables were correlated to teacher performance, only transformational leadership had a significant relative prediction ($\beta = 0.188, t = 3.004, p < 0.05$). Also, the predictor variables all had a positive relationship with teacher performance ($R = 0.215$), but they only explained 3.1% of the variation in teacher performance (adjusted $R^2 = 0.031$), which means that 96.9% of teacher performance could be due to variables that were not

studied. This unexamined gap suggests a significant potential for leadership-related variables to influence teacher performance. This study therefore analyzed the direct effects of contingent rewards and management by exception on teacher performance.

Gaad and Musiimenta (2024) in Uganda, explored the relationship between performance-based rewards and teacher performance in public secondary schools in Mbarara City. The study focused on how both financial and non-financial incentives, as well as teaching experience, influence the effectiveness of teachers in a public school setting. Using regression analysis, they explored whether these factors had a measurable impact on teacher performance outcomes. The findings revealed that teaching experience significantly influenced teacher performance, with a positive coefficient ($\beta = 0.273$, $p < 0.05$), indicating that more experienced teachers tended to perform better. On the other hand, financial performance-based rewards ($\beta = 0.112$, $p > 0.05$) and non-financial performance-based rewards ($\beta = -0.098$, $p > 0.05$) showed insignificant relationships with teacher performance, suggesting that these rewards, as currently structured, do not significantly enhance teacher performance. Similarly, Mugizi, Dafiewhare, Manyange, and Zikanga (2020) reported widespread teacher demotivation in public schools, resulting in neglect of core professional responsibilities such as classroom management, discipline enforcement, and attendance. This reinforces the significance of motivation in influencing teacher performance, particularly in varying school settings and leadership contexts. These findings raise an important question about the structures, policies, and working conditions of public schools, which may differ significantly from those of private schools. Unlike public schools, private institutions often have different performance expectations and reward systems that may make financial and non-financial incentives more or less effective. Therefore, generalizing these results to private

schools may be inappropriate without further research examining how performance-based rewards influence teachers' job performance.

In Tanzania, Zalwango (2014) conducted a study assessing how motivation influences the performance of teachers in private primary schools. Descriptive survey design was employed to collect both quantitative and qualitative data. The sample comprised 50 respondents, including teachers and head teachers from various schools. The study utilized motivation indicators such as opportunities for career development, performance appraisals, and access to training programs. Data were collected through structured questionnaires administered to teachers and school heads, and performance was evaluated based on classroom delivery, punctuality, and student outcomes. The study found that, despite limited motivational incentives, teachers demonstrated high levels of performance, suggesting intrinsic motivation or professional commitment might have played a role. However, the focus areas of motivation in this study career growth and professional development, differ from those of the present research, which assesses motivation through tangible incentives such as rewards, promotions, and recognition. Therefore, while Zalwango's findings provide valuable insights into teacher motivation, they may not directly align with the variables under investigation in this study, particularly within the context of private secondary schools in Nairobi, Kenya.

Chebet (2015) also carried out research to find out if performance-based rewards (monetary and non-monetary) influence the performance of teachers in private primary schools in the Kasarani sub-county, Kenya. Stratified random sampling was used to ensure representation across different private schools in Kasarani Sub-county. The performance-based rewards that were studied were group/individual-based incentives, annual bonuses, gift vouchers, free lunches and coupons, recognition and promotion, supplemental pay, insurance benefits, retirement

benefits, employees' benefits, and sustainability of compensation programs in the schools. The results indicated that both monetary and non-monetary rewards influenced the performance of teachers. This study was geographically confined to a single sub-county and at the primary school level, whereas the current study expands the scope to private secondary schools across Nairobi County.

Chebonye et al. (2021) investigated the influence of transactional leadership style on teacher service delivery in primary schools in Nandi Central sub-county, Nandi County. The target population comprised 1536 teachers drawn from 193 primary schools in Nandi Central Sub-County. Utilizing a descriptive survey research design, the researchers employed both questionnaires and interview schedules to collect data from teachers and head teachers. Stratified random sampling was used to ensure representation across different school zones.

The study specifically focused on the effects of the contingent reward aspect of transactional leadership. It found that while contingent rewards, where teachers are aware that fulfilling specific tasks leads to rewards, are meant to boost motivation, they had a negative and significant effect on service delivery in this context. One interpretation was that assigning overly simplified or easily achievable tasks diminished the perceived value of the reward, thereby lowering overall engagement and professional initiative. The study on transactional leadership style concluded that contingent reward leadership exhibited a negative and significant effect on teachers' service delivery. Under contingent reward leadership, the staff understood their responsibilities to receive rewards for their efforts. However, when head teachers assigned tasks that allowed instructors to easily accomplish, it did not contribute to service delivery. Therefore, there is a need for additional research on this topic, as enhancing teacher motivation leads to improved service delivery.

2.3 Active Management by Exception (MBE-A) and Teachers' Job Performance

Beyond contingent rewards, transactional leadership also incorporates a dimension known as Active Management by Exception (MBE-A). MBE-A refers to a leadership behavior where leaders actively monitor employee performance and intervene whenever deviations from expected standards occur. Bass and Avolio (2002) describe MBE-A leaders as those who focus on identifying errors and addressing complaints or failures by offering corrective actions. Globally, MBE-A has been recognized as a key element of transactional leadership that can influence teacher job performance positively when applied appropriately.

Eyal and Roth (2011) conducted a quantitative study in Israel to explore the relationship between principal leadership styles and teacher motivation, using self-determination theory as the guiding framework. The study involved 122 teachers from 37 schools and employed structured questionnaires to measure how different leadership behaviors influenced teachers' intrinsic and extrinsic motivation. Their findings revealed that transformational leadership was positively associated with autonomous motivation, while transactional leadership, particularly behaviors involving conditional rewards and control, was more strongly linked to controlled motivation. Importantly, the study found that leadership styles perceived as overly directive or reliant on external regulation could undermine teachers' sense of autonomy and intrinsic motivation. Although the study was not conducted in an African context, its insights are relevant for understanding how supervisory leadership, especially when rigid or highly controlling, can affect teachers' engagement, satisfaction, and ultimately, their performance.

Lunenburg (2010), in a U.S.-based conceptual analysis, highlights the central role of principals as instructional leaders responsible for ensuring effective teaching and learning. He argues that principals improve instruction by setting clear expectations, observing classroom

instruction, providing timely feedback, and maintaining a visible presence within the school. These practices are especially effective when principals reinforce academic standards while still respecting teachers' professional autonomy. Lunenburg cautions that principals must strike a balance between supervision and support, emphasizing that instructional leadership should not be equated with micromanagement. Instead, it involves creating a school culture focused on continuous improvement, collaboration, and shared responsibility for student learning. His work underscores the importance of principals being actively involved in the instructional process, not just in administrative oversight, as a means of enhancing overall school effectiveness.

Chepkirui, Kitonga, and Pete (2023) conducted a quantitative study at the Multimedia University of Kenya (MMU), targeting 104 academic staff. The study used the MLQ and job satisfaction survey tools. The researchers found that management-by-exception was frequently used by supervisors, particularly when staff were meeting expectations (TRS3, mode = 5, SD = 1.20), and supervisors felt no need to intervene (TRS4, mode = 5, SD = 1.26). However, the study mostly addressed passive MBE, pointing to a gap in analyzing active intervention practices in educational contexts.

Wanjala et al. (2017) studied 300 employees from technical training institutions across Kenya to explore the effect of transactional leadership on organizational commitment. Their regression analysis revealed that active MBE significantly influenced employee commitment ($\beta = 0.35, p < 0.01$). The study concluded that proactive supervision helped maintain performance standards and fostered accountability.

Njiru (2014) employed a mixed-methods approach involving surveys and academic performance records in public secondary schools in Embu County. The findings indicated that principals who actively monitored teaching and provided feedback contributed to improved

KCSE results and higher teacher satisfaction. The qualitative data reinforced the view that active supervision helped teachers feel supported and focused.

Chebonye et al. (2021), in Nandi County, analyzed 1,536 teachers across 193 primary schools to assess the influence of transactional leadership on service delivery. Although their emphasis was on contingent rewards, their findings indicated that delegation without follow-up supervision limited effectiveness. This indirectly suggests the potential value of a more engaged, active MBE approach in improving teacher output.

While the literature affirms that Active Management by Exception can positively influence teacher performance, several gaps remain. First, most empirical studies focus on public institutions or general employee populations, with limited exploration in private secondary school settings, particularly in Kenya. Second, although MBE-A has been conceptually recognized, few studies have isolated MBE-A as a distinct variable with detailed metrics in educational environments. Third, inconsistencies exist regarding the impact of MBE-A, with some studies showing improvement and others highlighting stress and demotivation, indicating the need for context-specific research. Therefore, this study sought to fill these gaps by studying school principals' Active Management by Exception and teacher job performance in private secondary schools in Kenya.

2.4 Passive Management by Exemption (MBE-P and Teachers' Job Performance

Passive Management by Exception (MBE-P) is a leadership approach where principals only intervene when problems become severe or errors are unavoidable. This style of leadership is reactive rather than proactive and may have implications for teacher job performance, particularly in environments where guidance and accountability structures are essential. Hasija et al. (2019) describe MBE-P as a "reactive approach," where leaders wait for mistakes to occur

before taking corrective action. Van Eeden et al. (2008) further describe passive leaders as unresponsive and disengaged, intervening only after failures have occurred. Theoretically, passive leadership is sometimes seen as a hybrid between MBE-P and laissez-faire leadership (Chebonye, 2021), often resulting in confusion among teachers and diminished performance.

Bass and Avolio (2002) characterize MBE-P as a hands-off approach where leaders avoid specifying performance expectations until significant issues arise. In a comparative study conducted in the United States, Avolio and Bass (2004) noted that schools where principals practiced MBE-P scored lower in teacher motivation and overall instructional quality. Teachers under MBE-P leadership often reported ambiguity in expectations, leading to inconsistent job performance.

In a meta-analysis of 87 studies involving 626 correlations, Judge and Piccolo (2004) found that MBE-P had the weakest relationship with performance outcomes ($r = -0.13$), compared to other leadership styles such as transformational and contingent reward-based transactional leadership. This negative correlation indicates that when leaders fail to provide timely feedback or consistent supervision, employee productivity tends to decline. Although the study was not limited to the education sector, its findings have important implications for school leadership. In the context of teaching, such passive approaches can lead to reduced motivation, lack of accountability, and diminished classroom effectiveness. Teachers operating under principals who delay corrective feedback or neglect consistent monitoring may experience uncertainty in expectations and a lack of professional growth support, ultimately affecting overall school performance.

A U.S. based study conducted in New York City public schools examined the connection between instructional supervision and student achievement, highlighting how absent or minimal

supervision impacts teaching quality (ERIC, 2006). The study revealed that teachers perceived school leaders, particularly principals and their assistants, as largely preoccupied with non-instructional administrative duties, offering little support for classroom teaching. Supervision was often limited to evaluative functions rather than developmental dialogue, and professional development efforts were rarely teacher-driven or sustained. These passive leadership behaviors created a gap in instructional support, leading to reduced teacher engagement and stagnant professional growth. The findings align with critiques of MBE-P, where leadership is reactionary rather than proactive, contributing to diminished instructional quality and lack of motivation among teachers. This evidence reinforces the argument that meaningful supervision is critical to fostering teacher performance and ultimately improving educational outcomes.

In a quantitative study conducted in secondary schools in Malaysia, Hoque et al. (2020) examined how different supervisory practices, including directive, collaborative, and nondirective methods, affected teacher performance. Although the study did not directly label these practices under MBE-P, the nondirective supervision model closely aligns with its characteristics, as it involved minimal leader intervention and decision-making input. The results showed that nondirective supervision had no significant effect on teacher performance ($\beta = -0.101, p \geq .05$), suggesting that passive approaches fail to enhance instructional effectiveness or teacher commitment. This is supported by Eyal and Roth (2011), who found that leadership styles with high control but delayed feedback negatively influenced teachers' intrinsic motivation, further underlining the ineffectiveness of passive leadership. Similarly, Bass and Avolio (1994) describe MBE-P as the least effective leadership behavior due to its reliance on after-the-fact corrections rather than proactive support. Collectively, these studies suggest that

passive supervisory behaviors undermine accountability, clarity, and motivation among teachers' factors that are essential for sustained performance in educational settings.

The negative effects of passive leadership on teacher performance have also been observed in the South Asian context. Farooq, Dilshad, and Qadir (2022) conducted a study in Pakistan examining the influence of various leadership styles, including democratic, autocratic, and laissez-faire, on teacher performance while accounting for demographic variables such as teaching experience and qualification. Their findings revealed that laissez-faire leadership, which closely mirrors Passive Management by Exception (MBE-P) due to its non-interventionist and reactive nature, had a statistically non-significant influence on teacher performance across all demographic groups. This suggests that when school leaders avoid providing timely supervision or feedback, teachers may lack the necessary direction and accountability to maintain high levels of performance. These results reinforce prior findings from broader meta-analyses, such as Judge and Piccolo (2004), who noted that MBE-P had the weakest correlation with employee performance ($r = -0.13$) across multiple sectors. Taken together, these studies underscore the limited effectiveness of passive leadership styles in fostering motivation, professional growth, and instructional quality among teachers.

Hetland, Skogstad, and Mikkelsen (2011), in a large-scale study conducted among employees in the Norwegian public sector, found that passive-avoidant leadership, including Passive Management by Exception (MBE-P), was negatively associated with key elements of a productive learning climate such as structured guidelines, team collaboration, and time management. The study emphasized that supervisors who reduce direct oversight in an attempt to avoid micromanagement may unintentionally foster environments marked by confusion, fragmented instruction, and diminished motivation. In educational settings, this leadership

approach may lead to uncoordinated teaching practices and inconsistent academic outcomes. These findings align with broader research indicating that MBE-P lacks the proactive support and timely feedback necessary to enhance teacher performance. Consequently, while well-intentioned, passive leadership can impair both instructional delivery and the broader educational mission of schools.

The limited effectiveness of leadership styles such as laissez-faire and passive approaches in influencing employee performance is supported by studies beyond the educational context. In Ghana, Malcalm and Tamatey (2017) conducted a mixed-method study to assess the impact of transformational, transactional, and laissez-faire leadership styles on employee performance within the public sector, specifically at the Ghana Atomic Energy Commission. Using descriptive linear regression, the study found that none of the leadership styles examined had a statistically significant impact on employee performance, including laissez-faire leadership ($R^2 = 0.056, p > 0.05$). These findings suggest that leadership styles that lack direct supervision, feedback, and consistent engagement such as laissez-faire and, by extension, Passive Management by Exception (MBE-P) may fail to provide the structure and accountability necessary for improving performance outcomes. Although the study was situated outside the education sector, its implications are relevant for school settings where passive leadership may similarly lead to disengaged staff and diminished instructional effectiveness. This underscored the need for more proactive and responsive leadership models in improving teacher performance.

Chepkirui, Kitonga, and Pete (2023) explored the use of management-by-exception at the Multimedia University of Kenya. Although the study primarily focused on employee satisfaction, it revealed that many supervisors preferred a passive approach when staff were perceived to be meeting performance thresholds (TRS4, mode = 5, SD = 1.26). However, the

study did not assess the long-term impact of this passivity on continuous improvement or innovation in teaching. Also, Chebonye et al. (2021), in their large-scale survey of 1,536 teachers in Nandi County, noted that task delegation without adequate follow-up was common in schools where passive leadership traits were observed. While the study emphasized contingent reward, the data implied that absence of proactive supervision diminished the overall effectiveness of leadership strategies. Njiru (2014) found that some principals, especially in under-resourced public schools, defaulted to passive leadership due to workload and lack of support. His qualitative findings revealed that teachers under such principals often lacked direction and accountability structures, affecting KCSE outcomes and classroom engagement.

Despite the increasing recognition of transactional leadership dimensions, empirical literature addressing Passive Management by Exception and teachers' job performance in private secondary schools in Kenya remains scarce. Most available studies are either situated in public institutions or fail to isolate MBE-P as a standalone factor. Furthermore, while MBE-P is generally seen as a negative leadership approach, context-specific nuances such as cultural expectations, institutional policies, and teacher autonomy are often overlooked. This study addresses this gap by examining how principals' transactional leadership style specifically the dimension of Passive Management by Exception and teacher job performance in private secondary schools in Kenya.

2.5 Summary of Literature Review and Research Gaps

The reviewed literature on the three dimensions of transactional leadership, Contingent Reward, Active Management by Exception (MBE-A), and Passive Management by Exception (MBE-P), reveals distinct impacts on teacher job performance. Contingent Reward has been widely studied and linked to enhanced motivation and performance when applied with clear

criteria. Saleem et al. (2020) and Wanjala et al. (2017) reported that clearly defined reward systems improved teacher commitment and performance. However, Gaad and Musiimenta (2024) and Chebonye et al. (2021) noted that in some cases, contingent rewards lacked impact when not well-aligned with institutional goals or when tasks assigned were too simplistic.

MBE-A contributes positively to teacher accountability and instructional effectiveness. Akhtar (2024) found a significant positive correlation ($r = 0.31, p < 0.01$) between MBE-A and teacher performance. Smith and Andrews (2018) and Leithwood and Sun (2012) highlighted that this form of monitoring fosters clarity and timely support. However, Harris (2008) and Johnson (2019) cautioned against overuse, which may lead to stress and resistance among teachers. On the other hand, MBE-P consistently emerges as detrimental. Study by Judge and Piccolo (2004) found statistically significant negative relationships between MBE-P and performance outcomes. In Kenya, Chebonye et al. (2021) and Njiru (2014) revealed that passive supervision led to poor classroom engagement and lack of instructional oversight.

Despite these findings, gaps persist. Few studies examine these three dimensions of transactional leadership within private secondary schools in Kenya, where leadership dynamics may differ from public school's settings. Additionally, while school heads are often the focus, the teachers' perspectives on how these leadership styles affect their job performance are underexplored. Lastly, minimal research addresses the relationship of all three transactional dimensions, Contingent Reward, MBE-A, and MBE-P on teacher job performance in a comparative, integrated framework.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This section describes the procedures that were followed in conducting the study. It discusses the study research design, study location, target population, sample and sampling techniques, data collection tools, data collection procedures, and data analysis procedures. It also gives the ethical considerations during the study.

3.2 Research Design

Selvam (2017) defined research design as "the overall framework that forms the scope of the study, a larger framework, within which a researcher uses particular method to gather data" (p. 44). This study adopted a mixed-methods approach to examine principals' transactional leadership style and teachers' job performance. The use of a mixed-methods approach allowed the researcher to explore the research questions both comprehensively and in detail, while also supporting the generalization of the study's results and conclusions to a wider population (Enosh, Tzafirir, & Stolovy, 2014).

A Convergent Parallel Mixed-Methods Design was employed, whereby the two types of data sets were collected concurrently. The quantitative part involved administering surveys, while the qualitative part consisted of interviews with principals to gain deeper insight into their leadership practices and to better understand how these practices influenced teacher performance. According to Creswell and Plano Clark (2018), combining the two data sets helps validate findings and provides a more complete picture of the issue being studied. Creswell and Creswell (2018) also noted that research designs for mixed methods are distinct and sufficient on their own.

3.3 Location of the Study

The study on principals' transactional leadership style and teachers' job performance was carried out in Nairobi County, Kenya. Nairobi is the capital city of Kenya. Nairobi covers approximately 696.1 square kilometers, and is located in the south-central region of Kenya. As of the 2019 national census, the county had a population of approximately 4.4 million people, making it the most densely populated county in Kenya (Kenya National Bureau of Statistics, 2019). This population is spread in 17 constituencies. Being the capital city of Kenya, Nairobi, serves as the political, economic, and educational hub of Kenya, hosting numerous international organizations, multinational companies, and many public and private educational institutions. Nthambi (2016) conducted a study in Nairobi which demonstrated that the county's educational environment provides a rich setting for research due to its diverse school distributions and varying performance dynamics. Nairobi was therefore selected as the location for this study, as its educational landscape provides a relevant context for examining school principals' leadership styles and teachers' job performance.

3.4 Target Population

According to Kombo and Tromp (2018), target population is the large group from which a study sample is taken. Nairobi County has 206 private secondary schools with 1,295 female and 804 male teachers employed in the schools (Ministry of Education, 2020). Therefore, the target population for this study comprised of 206 schools with 206 principals and 2099 teachers working in private secondary schools within Nairobi County.

3.5 Description of Sample and Sampling Procedures

Sampling is the process of selecting a small number of elements from a larger, defined target group in such a way that the information gathered from the smaller group allows judgments to be made about the larger population (Elfil & Negida, 2017). This study employed both probability and non-probability sampling techniques for quantitative and qualitative approaches.

3.5.1 Sampling of Schools

This study employed systematic sampling to select 20 schools from a population of 206 private secondary schools. This was done by first getting the list of all 206 schools and having them arranged in alphabetical order. The sampling interval was then determined by dividing the total number of schools (206) by the desired sample size (20), yielding an interval of 10.3, which was rounded to every 10th school. A random starting point between 1 and 10 was selected, and from this starting point, every 10th school on the list was systematically chosen until a total of 20 schools were obtained. This method is advantageous because it ensures that all schools in the population have an equal and unbiased chance of being selected while simplifying the sampling process (Adeoye, 2023).

3.5.2 Sampling of Teachers

The study involved 336 teachers drawn from 20 selected private secondary schools. The number of teachers chosen from each school was proportionate to the total number of teachers in that school. The sample size was determined using Yamane's (1967) formula for calculating sample sizes from finite populations, based on a 95% confidence level and a 5% margin of error.

$$n = \frac{N}{1 + N(e)^2}$$

Whereby:

n= is the sample size

N= is the size of the population (2099)

e= is the desired level of confidence (0.05)

The sample size was computed as follows:

$$n = \frac{2099}{1 + 2099(0.05)^2}$$

$$n = \frac{2099}{6.2475}$$

$$n = 336$$

The sample size of teachers was 336, which was distributed across the 20 selected schools

The study used stratified random sampling for the final selection of 336 teachers to participate.

Thus, the researcher stratified the teachers into male and female strata and then use simple random sampling to select teachers from each stratum. This was done by obtaining the list of teachers in each school and using scorecards labeled “1” and “2,” which was placed in a container. The researcher then randomly selected the scorecards until 336 teachers were selected. Teachers corresponding to scorecards labeled “1” were selected to participate in the study.

3.5.3 Sampling of School Principals

Through purposive sampling, all the principals of the 20 sampled private secondary schools were included in the study. Principals were selected because they are the key decision-makers in their schools and play a central role in shaping leadership practices, influencing teacher performance, and ensuring the achievement of institutional goals. Their inclusion was critical in providing insights into how transactional leadership practices, such as contingent rewards, supervision, and corrective actions, affect teachers' job performance.

Table1

Target Population, Sampling Technique and Sample Size

Category	Target Population	Sampling Technique	Sample Size	Percentage (%)
Schools	206	Systematic sampling	20	10
Principals	206	purposive sampling	20	41
Teachers	2099	Proportionate stratified and simple random sampling	336	16

3.6 Description of Data Collection Instrument

Canals (2017) refer to data collection instruments, as devices used to collect data such as questionnaires and structured interviews. The study used both quantitative and qualitative instruments to collect data. Questionnaires were distributed to teachers and interviews were conducted with school principals.

3.6.1 Questionnaire for Teachers

Questionnaires are known to be effective tool for gathering diverse data from a large number of participants (Rahman, 2022). The questionnaire for teachers included both open and closed ended questions. It was structured to include two main sections. The first section captured demographic information such as gender, age, years of teaching experience, and academic qualifications. The second section contained closed ended questions with items related to the three dimensions of transactional leadership and teacher job performance. The closed-ended items used a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). This section contained three parts; A, B and C. Part A contained information on principals' contingent reward strategy on teachers' job performance. Part B contained information on principals' active management by exception strategy on teachers' job performance while Part C gathered information on principals' passive management by exception strategy on teachers' job performance.

3.6.2 In-depth Interview Guide for School Principals

An interview guide was used to help the researcher collect data from the principals. The guide had semi-structured questions to help the researcher collect comprehensive data through face to face interaction and further probing. The guide had four Parts. A, B, C and D. Part A collected demographic information, gender, years of experience as principal and academic qualification and experience. Part B, C and D collected data according to the research questions. Part B contained information on principals' contingent reward behaviour on teachers' job performance. Part C gathered information on principals' active management by exception strategy on teachers' job performance while Part D collected information on principals' passive management by exception strategy on teachers' job performance.

3.7 Validity of the Study Instruments

Designing and selecting a research instrument is very critical in a research study because any research instrument should measure what it purports to measure. According to Mugenda and Mugenda (2013), the validity of a research instrument is the degree to which the results obtained from the analysis of the data accurately represent the phenomenon under investigation. Face and content validity reviews was used to ensure that the teachers' questionnaire adequately captures the intended content and maintains clarity, relevance, and consistency. This process involved the supervisors, experienced educational researchers, and experts in the field of research. Their feedback was used to assess the appropriateness of the items, the alignment of each question with the study objectives, and the overall coherence of the instrument.

3.7 Pilot Testing of the Research Instruments

The instruments for this study was pilot tested in private secondary schools within Nairobi County which were not part of the final study. The pilot study involved a small sample of 15 teachers from private secondary schools selected randomly from the study area. Pilot testing helped the researcher detect problems that the respondents would encounter as well as correct errors the items had.

3.9 Reliability of the Research Instrument

Reliability refers to the degree of confidence that a given empirical finding can be reproduced when a study is repeated under the same conditions, using the same population and methods (Sahaya, 2017). The internal consistency of the questionnaire items was assessed using Cronbach's alpha coefficient. According to Cohen, Manion, and Morrison (2007), Cronbach's alpha reliability coefficient ranges between 0 and 1, where a value between 0.6 and 0.7 indicates an acceptable level of reliability, and a value of 0.8 or higher indicates a very good level. After

piloting the research instruments, the researcher used SPSS version 29 to compute the reliability coefficients of the Likert-scale items administered to teachers. The analysis produced a Cronbach's alpha of 0.813, which was considered sufficient to confirm the reliability of the tools used in this study.

3.10 Credibility and Trustworthiness of Qualitative Instruments

To ensure the trustworthiness of the data collected, this study adhered to established criteria of credibility, dependability, transferability, and confirmability. Credibility refers to the authenticity of the researcher's representation of participants' thoughts, feelings, and actions. Dependability is the consistency and stability of data over time, while confirmability ensures that findings accurately reflect participants' views without researcher bias. Transferability indicates the extent to which findings can be applied to other contexts, as judged by those conducting similar research. The use of semi-structured interviews and audio recordings also contributed to consistency and transparency in the data collection process.

3.11 Description of Data Collection Procedures

The researcher prepared all the necessary documents including a clearance letter from Tangaza University. A Research Permit was acquired from the National Council for Science, Technology and Innovation (NACOSTI), under the Ministry of Education, Science and Technology. Following this, the researcher sought permission from the county educational authorities to conduct research within the sampled schools in Nairobi County. Upon receiving the necessary approvals, the researcher, with consent from each school's principal distributed the questionnaires to the teachers.

The quantitative data were collected from teachers through structured questionnaires and open ended questions, while qualitative data were obtained from principals through interviews.

This mixed-method approach provided a comprehensive understanding of leadership styles and their influence on teachers' job performance.

3.12 Description of Data Analysis Procedures

The research employed quantitative analysis techniques, using Statistical Package for the Social Sciences (SPSS) Version 25 to analyze the quantitative data collected. The raw scores from the questionnaires were coded, cleaned, and entered into SPSS for descriptive statistical analysis in alignment with the study objectives. Descriptive statistics, specifically frequencies and percentages, were used to analyze quantitative data and presented using distribution tables. Qualitative data obtained from interviews and open-ended questions was transcribed, coded, and analyzed based on the research questions and presented using narratives and direct quotations from participants.

3.13 Ethical Considerations

This study was guided by the following ethical principles. Firstly, to ensure compliance with national and institutional research regulations, the researcher applied for and received ethical clearance from the Tangaza University Research Ethics Committee (TUREC), approval from the National Commission for Science, Technology, and Innovation (NACOSTI), the Ministry of Education (MoE) through the office of the Nairobi County Education Director, and the respective principals of the selected private secondary schools.

To ensure that participation was based on full understanding and not coercion, the researcher provided participants with a written consent form that outlined the study's objectives and participants' rights. The researcher explained the form to the participants to ensure they fully understood its content. Only those who voluntarily signed the form were included in the study. The researcher also ensured that all participants' information remained confidential. Before

quantitative data analysis, all identifying information such as school names was removed and replaced with coded numbers. Additionally, during reporting, no personal or school names were used in any reports, presentations, or publications arising from this study. Data was reported in aggregate form, and any direct quotations were anonymized to remove identifying details.

Quality assurance measures were also observed throughout the handling of research data. Physical data, including questionnaires and consent forms, were stored in secure cabinets, while electronic data were encrypted and saved on password-protected devices. After the study was completed, hard-copy data were shredded and digital files permanently deleted. Lastly, to uphold academic integrity, all sources of information used in the study were properly acknowledged using APA 7th edition referencing. The final document was submitted for plagiarism checking using Turnitin to ensure it met acceptable originality standards and was free from plagiarism.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter presents the findings of the study based on the research questions. It is organized into sections that include the response rate for various participant categories, demographic information such as gender, age, professional qualifications, and years of experience. Additionally, the chapter presents, interprets, and discusses the findings in alignment with the study's research questions.

4.2 Instrument Return Rates

The research instruments were administered to different study participants. These included questionnaires distributed to teachers and interviews that were conducted with principals. Table 2 shows the response rates of the study participants.

Table 2

The Response Rate of the Study Participants

Participants	Sampled Participants	Actual Participants	Return rate (%)
Principals	20	15	75
Teachers	336	327	97.3

As shown in Table 2, out of the 20 principals sampled for the study, 15 were available for interviews, resulting in a response rate of 75%. The principals who were unavailable for interviews cited having had busy schedules and ongoing meetings during the data collection period.

Furthermore, out of the 336 teachers who were given questionnaires, 327 completed and returned them, yielding a response rate of 97.3%. The teachers who did not return their questionnaires reported having misplaced them and were unable to retrieve them when the questionnaires were being collected. The high response rate can be attributed to the researcher’s clear communication of the study’s purpose and significance, as well as timely follow-ups and reminders. According to Mugenda and Mugenda (2019), a response rate of 50% is considered adequate for data analysis and reporting, 60% is regarded as good, and 70% or more is deemed excellent. Therefore, the response rates in this study were adequate and highly suitable for data analysis and reporting.

4.3 Demographic Information of Teachers

Table 3 below provides a summary of the demographic information of 327 teachers who participated in the study, focusing on their gender, age brackets, professional qualifications, and years of teaching experience.

Table 3

Demographic Characteristics of Teachers (n=327)

Item		Frequency	Percent
Gender	Male	186	56.9
	Female	141	43.1
Age Bracket	21-30 year	19	5.8
	31-40 years	248	75.8
	41-50 years	44	13.5
	Above 50 years	16	4.9
Professional Qualification	Diploma	47	14.4
	Bachelor’s Degree	266	81.3
	Master’s Degree	14	4.3
	PhD	0	0
Teaching Experience	Less than 5 years	47	14.4
	5-10 Years	221	67.6
	11-15 years	46	14
	Over 15 year	13	4

As indicated on Table 3, the study found that 56.9% of teachers were male while 43.1% were female, indicating a slightly higher representation of male teachers in private secondary schools in Nairobi County. This gender distribution provides important context for understanding principals' transactional leadership style and its influence on teachers' job performance. A predominantly male workforce may shape perceptions of transactional practices, such as contingent rewards, performance monitoring, and corrective feedback, which are central to this leadership approach. Principals should adopt gender-sensitive strategies to ensure equitable motivation, satisfaction, and performance outcomes.

Majority of respondents 75.8% were aged 31 to 40 years, making this the most represented age group in the study. Teachers aged 41 to 50 years accounted for by 13.5%, while 5.8% were between 21 and 30 years. The least represented group was those above 50 years, with only 4.9%. This distribution suggests that most teachers are in their early to mid-career stage, with relatively few in the youngest and oldest age categories.

The findings indicate that most teachers in private secondary schools in Nairobi County are highly qualified, with 81.3% holding a Bachelor's Degree, 14.4% a Diploma, and 4.3% a Master's Degree. Additionally, 67.6% had 5–10 years of teaching experience, 14.4% had less than 5 years, 14.0% had 11–15 years, and only 4% had over 15 years. This suggests a well-educated and moderately experienced teaching workforce, which is significant for understanding principals' transactional leadership style and its impact on job performance. Transactional leadership practices, such as contingent rewards and structured supervision, may be particularly effective with this qualified, mid-career group, motivating performance, ensuring accountability, and aligning expectations, ultimately enhancing instructional quality and school outcomes.

The findings indicate that the teaching workforce in private secondary schools in Nairobi County is predominantly male, mostly aged 31–40, with the majority holding a Bachelor’s Degree and possessing 5–10 years of teaching experience. This profile reflects a relatively mature, academically qualified, and moderately experienced staff capable of delivering quality instruction and contributing positively to students’ outcomes. In relation to principals’ transactional leadership style, such a workforce is likely receptive to structured leadership practices, including clear expectations, performance monitoring, and contingent rewards. These strategies can enhance accountability, motivation, and overall job performance, as teachers with established experience may value recognition and support for professional growth. Transactional leadership, therefore, aligns well with this workforce’s characteristics, fostering school effectiveness. A study in Kisii Central Sub-County found that teacher qualification and experience both positively and significantly influence students’ academic performance; these “teacher dynamics” accounted for about 33.3% of the variance in performance.

4.4 Demographic Information of Principals

The study also sought to determine the principals’ gender, professional qualifications, and years of experience. This was done to establish whether the principals’ demographics have a bearing on their transactional leadership style and teachers’ job performance. Table 4 presents the summary of the findings.

Table 4***Demographic Characteristics of principals (n=15)***

Item		Frequency	Percent
Gender	Male	9	60
	Female	6	40
Professional Qualification	Bachelor's Degree	8	53
	Master's Degree	7	47
	PhD	00	00
Experience	Less than 5 years	1	6.7
	5-10 Years	6	40
	11-15 years	6	40
	Over 15 year	2	13.3

The findings reveal that 60% of principals in private secondary schools in Nairobi County are male, while 40% are female, indicating that leadership positions are slightly male-dominated but with notable female representation. This gender distribution is significant in understanding principals' transactional leadership style and its influence on teachers' job performance. Transactional leadership relies on clear structures, rewards, and performance monitoring, and its effectiveness may vary based on leadership perspectives shaped by gender diversity. The presence of both male and female principals provides a balanced leadership dynamic, potentially fostering inclusive decision-making and effective teacher motivation. Recognizing this distribution helps in evaluating how leadership styles impact teacher accountability, performance outcomes, and overall school success.

The findings show that 53% of principals in private secondary schools in Nairobi County hold a Bachelor's Degree, while 47% possess a Master's Degree, indicating a highly qualified leadership team. This academic background suggests principals have strong professional knowledge and management capacity, which is essential for effectively applying transactional leadership strategies such as performance monitoring, structured supervision, and contingent rewards. Such qualifications enable principals to set clear expectations, support teacher development, and enhance job performance, ultimately contributing to improved instructional quality and overall school effectiveness.

The findings indicate that most principals in private secondary schools in Nairobi County are highly experienced, with 40% having served 5–10 years and another 40% 11–15 years, while 13.3% have over 15 years' experience. Only 6.7% are relatively new in leadership. This extensive experience suggests principals possess strong leadership and management skills, enabling effective application of transactional leadership practices such as clear communication, performance monitoring, and reward systems. Experienced leadership is crucial for motivating teachers, enhancing accountability, and fostering consistent job performance, ultimately contributing to improved instructional quality and school effectiveness. A recent study by Okot (2025) in Bungoma North Sub-County found that principals' management practices significantly influence teacher professional performance, accounting for 62.1% of variance.

4.5 Principals' Contingent Reward on Teachers' Job Performance

The first research question of this study sought to determine how contingent reward behavior influences teachers' job performance in private secondary schools in Nairobi County, Kenya. Teachers were asked to select the response that best represented their opinions using a

five-point Likert scale. The rating scale included: Strongly Disagree (SD), Disagree (D), Undecided (UD), Agree (A), and Strongly Agree (SA). Table 5 presents the findings.

Table 5

Principals' Contingent Reward Strategy and Teachers' Job Performance (n=327)

Statements	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
My principal clearly communicates performance expectations, which helps me improve my teaching.	186	56.89%	9	2.75%	00	00	84	25.69%	48	14.68%
When I perform well, the principal offers appropriate incentives that encourage me to continue working hard.	214	65.44%	49	14.98%	9	2.75%	34	10.40%	21	6.42%
Being acknowledged by the principal during meetings motivates me to maintain high performance.	187	57.19%	88	26.91%	11	3.36%	28	8.56%	13	3.98%
Constructive feedback from the principal helps me improve my performance.	56	17.13%	56	17.13%	00	00	56	14.98%	166	50.77
The current reward system in my school encourages me to put extra effort into my work.	214	56.44	26	7.95%	00	00	16.82%	26	32	9.79%
When my contributions are fairly rewarded, I am more motivated to meet performance goals.	27	8.26%	38	11.62%	5	1.53%	215	65.75%	42	12.84%

The findings in Table 5 reveal that a majority of teachers (56.89%) strongly disagreed that their principals clearly communicate performance expectations to help them improve their job performance, while only 25.6% agreed. This suggests a gap in effective communication, which is critical for transactional leadership, as the style relies heavily on setting clear expectations, monitoring performance, and offering contingent rewards. During interviews, several principals acknowledged challenges in maintaining consistent communication due to heavy administrative

responsibilities and large teacher workloads, which may hinder effective leadership interactions. One of the principals emphasized that expectations are communicated through staff meetings, notices, and appraisal systems but noted that not all teachers respond positively. These findings indicate that transactional leadership in these schools may lack the clarity and feedback mechanisms needed to fully motivate teachers and improve performance.

The findings indicate that a significant majority of teachers (65.44%) strongly disagreed that principals offer appropriate incentives when teachers perform well, while only 10.40% agreed. This highlights a major gap in contingent reward practices, a core component of transactional leadership, which emphasizes recognition, rewards, and reinforcement to drive job performance. During interviews, several principals admitted challenges in providing tangible rewards, citing “limited school budgets” and a focus on “non-monetary recognition such as verbal praise and staff acknowledgments.” One principal explained, “We recognize good work in meetings, but financial incentives are difficult to sustain.” Another added, “We rely on promotion opportunities rather than frequent rewards.” These insights suggest that while principals may value teacher performance, their reward strategies lack consistency and may not meet teachers’ expectations. This disconnect limits the motivational potential of contingent rewards, emphasizing the need for affordable, meaningful incentives to strengthen teacher morale, accountability, and overall instructional quality.

The findings revealed that recognition and praise from principals are perceived negatively by most teachers, with 57.19% strongly disagreeing that they receive such acknowledgment, while only 8.56% agreed. This demonstrates a gap in the application of contingent reward behavior, which emphasizes positive reinforcement as a key motivator for improving teacher performance. During interviews, principals acknowledged these challenges, with one stating, “We try to

recognize good performance in meetings, but time constraints and workload make it hard to appreciate everyone individually.” Another principal said, “Recognition is often informal, but perhaps teachers expect more structured appreciation.” These statements highlight a disconnect between principals’ intentions and teachers’ perceptions, suggesting that informal or inconsistent recognition may fail to motivate. Effective contingent reward practices require intentional, timely, and visible acknowledgment to boost morale, engagement, and accountability. Strengthening recognition strategies, even though low-cost approaches, could enhance teacher motivation, satisfaction, and overall job performance in private secondary schools. A study by Khaemba and Manini (2022) found a strong, positive, and significant relationship between recognition practices and teacher performance.

The findings reveal that most teachers (57.19%) strongly disagreed and 27.22% disagreed that principals’ praise and encouragement enhance their commitment to quality teaching, highlighting a weakness in contingent reward behavior. Principals’ encouragement, a key motivator in transactional leadership, appears ineffective or inconsistent. During interviews, one principal admitted:

We try to encourage teachers through meetings, motivation talks, and informal recognition of their achievements. However, heavy workloads and limited resources make it difficult to consistently appreciate everyone’s efforts, which might make some teachers feel overlooked or undervalued despite their dedication and hard work (Principal 1, 15/08/2025).

This disconnect indicates that praise and encouragement lack structure and visibility, limiting their motivational impact. Strengthening recognition systems could improve teacher morale, accountability, and performance.

The findings show that 50.77% of teachers agreed that constructive feedback from principals helps improve their performance, while only 1.13% disagreed. This suggests that feedback, a key element of contingent reward behavior, positively influences teacher growth and job performance. Principals' engagement through regular feedback aligns with transactional leadership, reinforcing accountability and motivation. One principal emphasized:

I make it a priority to give teachers timely, constructive feedback after class observations and assessments. I've seen that this builds trust, encourages professional growth, and motivates them to perform better because they feel supported and value (principal 2, 17/08/2025).

The findings reveal that 56.44% of teachers disagreed that the current reward system in their schools motivates them to put in extra effort, while only 9.79% agreed. This highlights a critical weakness in the application of contingent reward behavior, a key element of transactional leadership that emphasizes recognition and rewards to inspire improved performance. The results suggest that existing reward systems may lack structure, meaningful incentives, or alignment with teachers' professional needs, limiting their impact on motivation and job satisfaction. During interviews, principals acknowledged these challenges, with one explaining:

Our schools face financial constraints, so tangible rewards are rare. We focus on verbal praise and recognition in meetings, but I understand many teachers feel this doesn't adequately reflect their effort or motivate them to go beyond expectations (Principal 3, 23/07/2023).

This gap between principals' intentions and teachers' perceptions highlights the need for creative, low-cost recognition strategies, such as awards, certificates, or public acknowledgment,

to supplement limited financial incentives. Strengthening reward systems could significantly enhance teacher morale, commitment, and instructional quality.

The findings reveal that 65.75% of teachers agreed that fair rewards for their contributions significantly motivate them to achieve performance goals, with only 1.53% undecided. This demonstrates the critical role of contingent reward behavior, a key aspect of transactional leadership, in influencing teacher motivation and performance. When teachers perceive rewards as fair and equitable, they are more likely to feel valued, resulting in greater commitment to their roles, higher accountability, and improved instructional quality. This aligns with research emphasizing that recognition and fair compensation enhance morale and job satisfaction, which directly impact student outcomes. During interviews, one principal stated, “We have seen that when teachers’ efforts are fairly recognized, even though small bonuses, certificates, or public praise, they feel motivated to work harder and achieve more because they know their dedication is valued and appreciated.” These findings highlight that transactional leadership practices centered on fairness and consistency in rewards can effectively drive teacher engagement, professional growth, and overall school improvement, particularly in resource-constrained environments like private secondary schools. Mugabi (2022) who conducted a study about performance-based rewards and the performance of teachers in private schools: a case of Mukono District (Uganda) found that when performance-based rewards are transparent, fair, and include recognition programs and bonuses, they significantly enhance teacher performance. The study noted that rewards which are visible, consistent and linked to clear performance criteria motivate teachers to do better.

4.6 Active Management by Exception Behavior and Teacher Job Performance

The second question of this study sought to determine how active management-by-exception (MBE-A) behavior influences teacher job performance in private secondary schools in Nairobi County, Kenya. Teachers were asked to select the response that best represented their opinions using a five-point scale. The rating scale included: Strongly Disagree (SD), Disagree (D), Undecided (UD), Agree (A), and Strongly Agree (SA). Table 4 presents the findings.

Table 6

Active Management by Exception and Teachers' Job Performance (n=327)

Statements	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
My principal monitors teaching and gives feedback regularly to help improve my performance.	17	5.20%	21	6.42%	5	1.53%	176	53.82%	108	33.03%
Leadership ensures that teaching standards are consistently upheld in the school.	27	8.26%	44	13.46%	15	4.59%	230	70.34%	11	3.36%
My principal addresses teaching-related problems before they escalate and affect learning outcomes.	17	5.20%	48	14.68%	7	2.14%	164	50.15%	91	27.83%
The principal is proactive in identifying and solving emerging challenges in my teaching duties.	4	1.22%	31	9.48%	2	0.61%	2	0.61%	288	88.07%
Timely interventions from the principal help me stay on track with professional expectations.	14	4.28%	28	8.56%	3	0.92%	275	84.10%	7	2.14%
My principal consistently follows up on assigned duties to ensure they are completed accurately.	7	2.14%	7	2.14%	2	0.61%	279	85.32%	32	9.79%
Active monitoring by the principal contributes positively to my accountability and job performance.	11	3.36%	15	4.59%	5	1.53%	214	65.44%	82	25.08%

Table 6 shows that a most of the teachers (53.82%) agreed that school principals consistently monitor teaching and provide constructive feedback to enhance performance, while only 5.20% disagreed. This indicates that active management by exception (MBE-A) is widely practiced in private secondary schools in Nairobi County, emphasizing principals' commitment to supervision and accountability. MBE-A involves close monitoring of teachers' work, identifying deviations from expected standards, and intervening promptly to correct issues (Chork et al., 2024). Such consistent oversight promotes professional discipline and helps maintain teaching quality, particularly in institutions with high performance expectations.

Teachers' responses to open-ended questions highlighted that regular feedback improved their instructional strategies and boosted motivation. One teacher noted, "Our principal checks lesson plans weekly, observes classes, and always gives feedback. This pushes us to prepare well and deliver better lessons." Another stated, "Frequent supervision helps us stay on track and meet academic targets." These responses align with studies by Lan et al. (2024), which emphasize that systematic monitoring and constructive evaluation enhance teacher productivity and learner outcomes. Principals corroborated these findings, with one principal stating, "I believe in walking into classrooms, seeing what's happening, and supporting teachers directly. It keeps standards high and builds trust." Such practices demonstrate that principals view MBE-A not only as a corrective tool but also as a means to mentor teachers, encourage professional growth, and maintain accountability.

Previous research reinforces these observations. Hoerng et al. (2024) argue that MBE-A improves performance by ensuring clear expectations and accountability, particularly in private schools where competition drives quality. Similarly, Grove (2011) emphasizes that

leaders who actively monitor tasks and provide immediate corrective action foster a culture of responsibility. These findings suggest that effective use of MBE-A contributes significantly to teacher performance in Nairobi's private schools by combining structured supervision with supportive feedback. When principals engage in continuous monitoring and constructive dialogue, they not only uphold teaching standards but also create an environment conducive to professional growth, motivation, and improved student learning outcomes.

A substantial 70.34% of teachers agreed that school leadership is crucial in maintaining consistent teaching standards, while only 8.26% disagreed, indicating that principals are actively engaged in mentoring teachers, setting expectations, and monitoring instructional delivery, which is essential for enhancing teacher competence. Effective instructional supervision, as noted by Njogu and Wambui (2023), establishes a structured environment where teachers receive necessary guidance to align with national curriculum standards and professional expectations. Teacher feedback emphasized that principals' supervision is perceived as supportive and developmental, with one teacher stating, "Our principal gives detailed lesson feedback weekly, helping us refine our delivery and plan better," while another noted, "He observes lessons regularly, which makes us feel accountable and valued as professionals." A principal articulated, "Supervision is about building teachers' capacity. Teachers need clear guidance, and we ensure they leave here more confident and competent," highlighting the importance of mentorship in the supervisory role.

Supporting research from Onyali and Nwankwo (2021) indicates that active instructional supervision enhances teachers' instructional practices and learner engagement, while Sule et al. (2022) emphasize that consistent supervision fosters professionalism, motivates teachers, and ensures adherence to curriculum standards. Additionally, Okeke and Mtyuda

(2017) point out that mentorship-focused supervision, rather than fault-finding, contributes to a positive school culture and sustained instructional quality. Overall, these findings affirm that principals' active involvement in instructional supervision is pivotal in elevating teaching standards, as they balance evaluation with mentorship to help teachers develop competence, confidence, and accountability, underscoring the critical role of school leadership in fostering an environment of continuous growth and maintaining high instructional quality in private secondary schools in Nairobi County.

The findings further indicate that 50.15% of teachers agreed that principals address teaching-related problems before they escalate and affect learning outcomes, while only 5.20% disagreed. These results reveal that although principals' proactive leadership is acknowledged, nearly half of the teachers were either neutral or unconvinced, suggesting inconsistencies in how transactional leadership, particularly active management-by-exception, is applied. Transactional leadership emphasizes identifying performance issues early, setting clear expectations, and intervening promptly (Grove, 2011). However, this mixed perception highlights that proactive problem-solving practices may not be uniformly implemented across private secondary schools.

Teacher feedback from open-ended questions suggested that while some principals engage actively in resolving instructional issues, others take a more reactive approach. One teacher shared, "Our principal regularly checks lesson delivery and steps in quickly when there are gaps." In contrast, another remarked, "Concerns are sometimes raised but not addressed promptly, so small issues build up." These contrasting experiences underscore the variation in leadership approaches within private schools.

Principals' comments reinforced their intention to adopt a proactive stance. One principal stated, "I prefer solving instructional challenges early because once a gap widens, both teachers

and students suffer. Early action keeps our standards high.” This aligns with Lan et al. (2024), who argue that leaders practicing active management-by-exception foster accountability and help maintain teaching quality. Research supports these findings. Chork et al. (2024) emphasize that principals’ early interventions and performance monitoring promote consistency and minimize disruptions to learning. Similarly, Mutua and Wanjala (2023) highlight that proactive leadership strategies are particularly crucial in private schools where performance expectations are high, but standardized supervision frameworks are lacking.

Thus, while many principals demonstrate effective transactional leadership behaviors by addressing teaching-related problems early, the neutral responses highlight room for improvement. Strengthening structured monitoring, clear feedback channels, and prompt corrective measures can enhance teacher performance, ensure consistent instructional quality, and contribute to better learning outcomes. These findings emphasize the need for deliberate leadership strategies that combine accountability with supportive oversight.

The study revealed that an overwhelming majority of teachers (88.07%) strongly agreed that their principals are proactive in identifying and resolving emerging challenges in teaching, while only 1.22% strongly disagreed. These findings demonstrate that principals in private secondary schools in Nairobi County effectively exercise transactional leadership, particularly through active management-by-exception. This leadership approach emphasizes close monitoring of teachers’ performance and addressing issues before they escalate.

Teachers’ open-ended responses further reinforced this perception, highlighting that timely support and monitoring create a sense of security and accountability. One teacher remarked, “Our principal steps in early when challenges arise, which helps us focus on teaching rather than firefighting.” Another noted, “Knowing that the administration closely monitors our

work motivates us to be thorough in lesson delivery.” These comments suggest that proactive leadership not only mitigates potential disruptions but also enhances teacher motivation and professional growth. Principals themselves emphasized the importance of addressing problems early. One principal explained, “Proactive supervision helps us maintain high teaching standards. If we wait too long to intervene, learners suffer, and teachers become overwhelmed.” This hands-on approach aligns with findings by Lan et al. (2024), who stress that active management-by-exception builds teacher confidence and improves instructional quality.

Scholarly evidence supports this leadership strategy. Ndimele (2016) note that proactive problem-solving in school leadership leads to consistent performance, minimizes disruptions, and creates an environment conducive to learning. In private schools, where competition and performance expectations are high, such leadership practices are particularly valuable. These findings demonstrate that principals’ transactional leadership, characterized by proactive intervention, significantly enhances teacher job performance. By identifying and addressing challenges early, principals foster accountability, maintain teaching standards, and promote a supportive environment for teachers to excel, ultimately improving learner outcomes and reinforcing a culture of excellence.

The findings indicate that a significant majority of teachers (88.07%) strongly agreed that their principals are proactive in identifying and solving emerging challenges in their teaching duties, while only 1.22% strongly disagreed. This highlights the pivotal role principals play in fostering a supportive work environment that enhances teacher job performance in private secondary schools. Proactive leadership is a hallmark of transactional leadership, particularly under active management-by-exception, where principals consistently monitor instructional practices, identify potential issues early, and take corrective action to prevent escalation. Such

behavior aligns with Bass and Riggio's (2006) view that transactional leaders ensure organizational effectiveness by setting clear expectations, monitoring performance, and intervening when deviations occur.

The results suggest that many private school principals in Nairobi County actively prioritize teacher support, leading to improved teaching quality and learner outcomes. Open-ended responses from teachers revealed appreciation for principals who “regularly check lesson plans and provide solutions for classroom challenges before they become major issues,” underscoring that timely feedback and intervention are valued by teachers. Principals themselves echoed this sentiment, with one noting, “We strive to be present and approachable, addressing teachers’ needs immediately to avoid disruptions in learning.” This hands-on leadership approach ensures teachers feel supported and empowered, reducing stress and improving overall performance.

Similar findings are reported by Kiplagat and Kessio (2023), who noted that principals who adopt proactive leadership practices positively influence teacher morale and instructional delivery. Their study emphasized that early identification of instructional challenges fosters a culture of continuous improvement and strengthens teacher-principal relationships. In contrast, schools with leaders who adopt passive management styles often experience delayed problem-solving and diminished staff motivation.

Thus, these findings underscore the importance of proactive leadership in private secondary schools, especially in settings where formalized supervision structures, like those in public schools, are less prevalent. The principals’ transactional leadership style, characterized by active monitoring and intervention, appears effective in addressing teacher needs, enhancing job satisfaction, and ultimately improving academic outcomes. Encouraging more principals to adopt

such practices could help standardize quality teaching and strengthen educational excellence in Nairobi County's private schools.

The findings reveal that a large majority of teachers (85.32%) agreed that their principals consistently follow up on assigned duties to ensure accuracy and completion, while only 2.14% disagreed. This demonstrates that principals in private secondary schools in Nairobi County are actively engaged in monitoring teacher performance, a key element of transactional leadership. Follow-ups on assigned tasks align with active management-by-exception, where leaders closely supervise work, provide corrective feedback, and ensure compliance with set standards (Bass & Riggio, 2006). Such leadership behavior is crucial in private schools, where academic performance and teacher accountability directly impact institutional reputation and competitiveness.

Open-ended responses from teachers emphasized appreciation for principals who maintain high expectations and demonstrate consistent oversight. One teacher wrote, "Our principal checks on lesson plans, teaching records, and marking schedules regularly, which keeps us on our toes and ensures quality work." Principals themselves highlighted that regular follow-ups are not meant to intimidate teachers but to "encourage a culture of excellence and ensure every learner receives quality instruction." These comments reflect a structured leadership approach that not only enforces standards but also motivates teachers to stay organized and committed to their duties.

Literature supports these findings. Akuoko (2023) noted that principals who practice consistent supervision positively influence teacher productivity and job satisfaction. Similarly, Chork et al. (2024) emphasize that transactional leadership's emphasis on performance monitoring helps reduce errors, increase accountability, and ensure effective curriculum delivery.

By setting clear expectations and systematically following up, principals create a professional environment where teachers understand their responsibilities and feel supported in meeting them.

The small percentage of disagreement (2.14%) suggests that while most principals are proactive, a few schools may lack consistent leadership oversight. Addressing this gap could help standardize best practices across private institutions. Therefore, these findings highlight that effective transactional leadership, especially active follow-up, is instrumental in enhancing teacher job performance. Principals' attention to detail and structured leadership style ensures that instructional goals are met, thereby improving educational outcomes and reinforcing a culture of accountability within private secondary schools in Nairobi County.

The findings revealed that most teachers (65.44%) agreed that active monitoring by principals positively contributes to their accountability and job performance, while only 3.36% disagreed. This demonstrates that a majority of teachers in private secondary schools value consistent supervision, seeing it as an effective tool for improving their instructional practices and overall performance. Active monitoring is a key element of transactional leadership, particularly under active management-by-exception, where leaders closely observe performance, identify potential gaps early, and provide immediate corrective action. According to Bass and Riggio (2006), this leadership approach fosters accountability and efficiency, ensuring that organizational objectives are met through structured oversight. Teachers' open-ended responses reinforced this finding, with many expressing appreciation for principals who regularly monitor lesson plans, classroom activities, and curriculum progress. One teacher shared, "Knowing that our principal regularly reviews our work encourages us to plan lessons more thoroughly, stay organized, and uphold high teaching standards. This consistent oversight motivates us to remain

accountable and deliver quality instruction.” Similarly, principals emphasized that active supervision was an intentional strategy to enhance performance, with one noting:

I intentionally observe lessons and review teachers’ records regularly because I believe consistent monitoring establishes a culture of accountability, supports professional development, and ensures teaching standards are upheld, ultimately leading to improved performance and better learning outcomes for students (principal 4, 18/08//2025).

These comments highlight that active monitoring is not perceived as punitive but as a supportive mechanism that strengthens teacher effectiveness. Comparable findings were observed by Muriithi and Waithaka (2023), who found that regular principal supervision significantly improved syllabus coverage and student engagement. Their research suggested that accountability-driven leadership increases teacher commitment, particularly in schools without formal appraisal systems. In private schools, where evaluation structures are often less standardized compared to public institutions, principals’ direct involvement serves as a critical performance management tool.

Therefore, these results underscore the importance of transactional leadership in private secondary schools, showing that active monitoring fosters a culture of responsibility and excellence. When principals provide consistent oversight and feedback, teachers feel supported, motivated, and compelled to maintain high standards, ultimately enhancing job performance and student outcomes. Encouraging this leadership practice across all private schools can help create consistency in instructional quality and strengthen Nairobi County’s education sector.

4.7 Passive Management by Exception and Teacher Job Performance

The third question of the study sought to determine how passive management-by-exception (MBE-P) behavior influences teachers' job performance in private secondary schools in Nairobi County, Kenya. Teachers were asked to select the response that best represented their opinions using a five-point Likert scale. The rating scale included: Strongly Disagree (SD), Disagree (D), Undecided (UD), Agree (A), and Strongly Agree (SA). Table 7 presents the findings.

Table 7

Passive Management by Exception and Teachers' Job Performance (n=327)

Statements	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
Feedback from the principal is often given only after performance issues arise.	278	85.02%	13	3.98%	17	5.20%	8	2.45%	11	3.36%
Delayed intervention from the principal sometimes affects my ability to improve on time.	3	0.92%	10	3.06%	49	14.98%	70	21.41%	195	59.63%
I receive little monitoring from the principal unless there is a noticeable drop in performance.	6	1.83%	22	6.73%	4	1.22%	59	18.04%	236	72.17%
My principal rarely provides proactive guidance before issues develop.	268	81.96%	6	1.83%	30	9.17%	20	6.12%	3	0.92%
I feel unsupported because the principal only reacts when things go wrong.	232	70.95%	66	20.18%	6	1.83%	8	2.45%	15	4.59%
The lack of regular oversight sometimes causes avoidable mistakes in my work.	84	25.69%	21	6.42%	8	2.45%	34	10.40%	180	55.05%

As shown in Table 7, an overwhelming majority of teachers (85.02%) strongly disagreed with the statement that their principals provide feedback only after performance issues have been raised. This suggests that, in practice, most principals do not rely heavily on MBE-P. Instead, they appear to adopt a more proactive approach to supervision, consistent with active management by exception (MBE-A), where performance is continuously monitored and issues are addressed promptly. Such behavior is aligned with the core assumptions of Transactional Leadership Theory, which emphasizes structured oversight, corrective feedback, and performance reinforcement as mechanisms for achieving organizational goals.

Nevertheless, the small proportion of teachers (2.4%) who agreed that feedback is only given after problems arise points to the existence of isolated cases of MBE-P within the sampled schools. In these instances, principals intervene reactively, addressing teacher performance only when shortcomings become visible. Transactional Leadership Theory suggests that while MBE-P is part of the transactional framework, it is the least effective dimension since it neglects opportunities for early intervention and continuous improvement. Teachers exposed to this leadership behavior are likely to experience reduced motivation, inconsistent performance, and missed chances for professional growth.

The perspectives of principals largely corroborated the teachers' majority view. Principals emphasized that they intentionally provide regular feedback and close supervision to enhance teacher performance. Most of them argued that timely intervention helps teachers remain organized, improve lesson planning, and uphold instructional standards. This demonstrates a deliberate avoidance of passive oversight and a preference for active monitoring, which reflects the more effective side of transactional leadership.

Open-ended teacher responses further reinforced the importance of proactive feedback. Teachers highlighted that regular supervision motivated them to prepare thoroughly and remain accountable. They also observed that timely intervention not only corrected weaknesses but also validated effective teaching practices, thereby boosting morale and confidence. One teacher noted that continuous review by principals helped align instructional practices with school objectives, which in turn improved student outcomes.

In sum, the findings illustrate that while MBE-P behavior exists in limited cases, it is not a dominant leadership style in the studied schools. Instead, most principals embrace a more active form of transactional leadership, which positively influences teacher performance. The convergence of quantitative results, principal testimonies, and teacher reflections underscores the importance of minimizing passive intervention and strengthening proactive feedback mechanisms. By doing so, principals can sustain teacher effectiveness, enhance professional growth, and ultimately improve student achievement.

The findings revealed that a majority of teachers (59.63%) strongly agreed that delayed intervention by principals negatively affects their ability to improve performance on time. This suggests that when school leaders adopt a passive management by exception (MBE-P) approach, where action is taken only after problems have escalated, teachers often experience frustration and diminished capacity to make timely instructional adjustments. In transactional leadership theory, MBE-P is generally considered less effective because it weakens proactive support and accountability structures, leaving teachers to navigate challenges with limited guidance until the issue becomes critical.

The 14.98% of teachers who were undecided may reflect a mixed reality in schools, where some principals apply delayed intervention inconsistently. For these teachers, the effects

of MBE-P may not be constant or clearly distinguishable, creating uncertainty in their perceptions of its impact on performance. Nonetheless, the overall trend underscores that passive intervention undermines timely professional growth and compromises instructional quality. Principals' views offered further insight into this dynamic. While most acknowledged the importance of supervision, some admitted that heavy workloads and competing administrative responsibilities occasionally delayed their interventions. One principal explained:

Sometimes, by the time I finally get to review a teacher's work, the issue has already grown bigger than it should have. It is never intentional; however, the overwhelming demands of school management often make it difficult for me to respond immediately (Principal 5, 19/08/2025).

This principal's acknowledgment reflects the structural challenges that can foster passive leadership tendencies. Open-ended responses from teachers reinforced the quantitative findings. Teachers emphasized that lack of timely feedback often left them repeating mistakes or struggling to meet performance expectations. As one teacher put it, "If the principal waits until a problem is visible, it means we lose valuable time that could have been used to correct and improve earlier." Others noted that delayed supervision sometimes lowered morale, as they felt unsupported in addressing classroom challenges. The evidence shows that MBE-P behavior hinders teacher performance by slowing corrective action and creating gaps in accountability. Both teacher and principal perspectives highlight the need for more structured and timely supervision to prevent escalation of problems and ensure consistent instructional improvement.

The study findings revealed that a significant majority of teachers (72.17%) strongly agreed that they receive little monitoring from their principals unless there is a noticeable drop in performance. This indicates that in many private secondary schools in Nairobi County, principals

tend to adopt a passive management by exception (MBE-P) approach, intervening only after problems become evident. Such a reactive stance contrasts with the principles of effective supervision, which emphasize continuous monitoring and timely support. Within the framework of Transactional Leadership Theory, MBE-P is considered the least effective dimension because it neglects proactive engagement and corrective action until after errors have occurred.

The small percentage of teachers who strongly disagreed (1.83%) and those who were undecided (1.22%) suggests that not all schools experience this behavior consistently. However, the overwhelming agreement shows that MBE-P remains a notable feature in some schools' leadership practices. For teachers, delayed intervention can reduce opportunities for professional growth, lower morale, and limit the ability to address performance issues before they escalate. Principals' views provided important insights into why such passive approaches occur. While most acknowledged the value of supervision, several admitted that administrative demands sometimes hinder consistent monitoring. One principal explained:

Sometimes the workload is overwhelming, and by the time I check a teacher's performance, the problem is already visible. It's never intentional, but school management duties often delay timely follow-up (Principal 7, 22/08/2025).

This admission highlights structural challenges that may lead to passive leadership tendencies, even when principals recognize their limitations. Teachers' open-ended responses reinforced the negative consequences of MBE-P. Many noted that waiting for performance to decline before receiving feedback left them feeling unsupported. One teacher wrote, "We are only corrected when results have already dropped. This makes us feel like the principal is more interested in outcomes than in guiding us along the way." Another added that such reactive

supervision sometimes created anxiety and diminished confidence, as they were uncertain about expectations until weaknesses were highlighted.

From the lens of Transactional Leadership Theory, these findings underscore the contrast between active and passive management by exception. Active MBE ensures that principals monitor performance continuously and address issues before they escalate, fostering accountability and supporting improvement. In contrast, passive MBE, as reflected in the teachers' experiences, tends to erode trust and create a perception of neglect. Bass and Avolio (1994) argued that MBE-P is linked to lower levels of employee motivation and inconsistent performance outcomes, a conclusion mirrored in this study's results. Despite these challenges, some principals highlighted that they use follow-up after noticeable declines in performance as a strategy to refocus teachers' efforts. One principal stated:

Whenever I observe a teacher's results beginning to decline, I promptly call them in for a detailed discussion. My belief is that intervening at that stage creates a sense of urgency, clarifies expectations, and ultimately motivates the teacher toward improvement (Principal 9, 19/08/2025).

While this approach may yield short-term corrective results, it lacks the preventive value of ongoing supervision and guidance. Therefore the findings reveal that MBE-P behavior, characterized by limited monitoring until performance visibly declines, negatively affects teachers' job performance. Teachers feel less supported, less motivated, and often uncertain about expectations under such leadership. Although principals cite workload pressures as a constraint, the evidence points to the need for more structured proactive supervision. Anchored in Transactional Leadership Theory, these results affirm that minimizing MBE-P and

strengthening continuous feedback mechanisms are essential for enhancing teacher effectiveness, morale, and ultimately, student outcomes in private secondary schools.

The findings revealed that a large majority of teachers (81.96%) strongly disagreed with the statement that their principals rarely provide proactive guidance before issues develop. This indicates that, in most private secondary schools in Nairobi County, principals are not primarily characterized by passive management by exception (MBE-P). Instead, they appear to adopt a more proactive leadership style, offering continuous monitoring and feedback to prevent challenges from escalating. This aligns more closely with the active management by exception (MBE-A) dimension of Transactional Leadership Theory, where leaders closely supervise performance and intervene early to ensure standards are met. The 9.17% of teachers who were undecided may reflect uncertainty stemming from inconsistent supervisory practices. For instance, while some principals may consistently offer timely guidance, others might do so selectively, depending on workload or perceived urgency. However, the overall trend strongly suggests that proactive feedback mechanisms dominate in these schools, which in turn supports teacher performance. Principals' responses reinforced this interpretation. Many principals emphasized that timely feedback was part of their intentional leadership strategy. One principal noted:

I make it a priority to guide teachers before small mistakes develop into larger challenges. Early correction is always easier, and from experience, teachers genuinely appreciate knowing that I am attentive, supportive, and committed to their professional growth (Principal 11, 20/08/2025).

Such a statement from one of the principals reflect a deliberate avoidance of passivity in supervision, consistent with Transactional Leadership Theory's emphasis on monitoring as a

central component of effective transactional leadership. Teachers' open-ended responses also highlighted the benefits of proactive guidance. Several teachers mentioned that regular monitoring encouraged accountability and motivated them to remain well-prepared. One teacher shared, "When the principal checks our work consistently, it keeps us alert. We don't wait until mistakes are noticed; we try to do it right from the beginning." This shows that teachers perceive proactive intervention as supportive rather than punitive, boosting morale and performance. Still, some teachers expressed concern about lapses that occasionally reflected MBE-P tendencies. For example, a few mentioned that principals sometimes became too occupied with administrative responsibilities, delaying feedback until problems became noticeable. As one teacher explained, "There are times when we only get attention after performance drops, and by then the damage is harder to undo." This perspective illustrates the risks associated with MBE-P, which Bass and Avolio (1994) identified as less effective because it allows problems to escalate before corrective action is taken.

Thus, the evidence suggests that while elements of MBE-P exist in isolated cases, they are not dominant in the majority of private secondary schools in Nairobi County. Instead, proactive supervision and timely feedback appear to define principals' leadership style, helping teachers to improve instructional planning, maintain consistency, and align their work with school goals.

It must therefore be said that study findings, supported by both quantitative and qualitative data, demonstrate that principals generally avoid the pitfalls of MBE-P by adopting a proactive supervisory approach. Grounded in Transactional Leadership Theory, these practices enhance teacher performance, morale, and accountability, while minimizing the risks associated with delayed intervention. Research by Bass and Avolio (1994) and Ng'ethe (2019) supports

these findings, showing that proactive supervision under active management by exception fosters accountability and performance, while passive management by exception often leads to delayed improvement, reduced teacher motivation, and inconsistent instructional outcomes.

The study revealed that most teachers (70.95%) strongly disagreed with the statement that they felt unsupported because their principals only react when things go wrong. This indicates that, in the majority of private secondary schools in Nairobi County, principals are not predominantly characterized by Passive Management by Exception (MBE-P) behavior. Instead, teachers perceive their principals as more engaged, offering proactive guidance and continuous support rather than waiting until problems escalate before taking corrective action. This trend suggests that many principals align more closely with Active Management by Exception (MBE-A), which emphasizes timely intervention and consistent oversight.

The small percentage of teachers who agreed (2.45%) or were undecided (1.83%) demonstrates that while isolated cases of MBE-P exist, they do not represent the dominant leadership practice. These responses may reflect experiences in schools where principals are occasionally overwhelmed by administrative duties, leading to delayed intervention. Such tendencies are consistent with Bass and Avolio's (1994) Transactional Leadership Theory, which recognizes MBE-P as a reactive and less effective dimension that can leave subordinates feeling unsupported or demotivated.

Principals' perspectives provided further clarity on the issue. Many emphasized that they intentionally avoid reactive supervision by offering continuous feedback and guidance. One principal explained:

I believe in walking alongside teachers step by step, rather than waiting until mistakes accumulate. Support should be continuous and intentional, because preventing problems

through early guidance is always easier and more effective than correcting them later (Principal 9, 21/08/2025).

This proactive stance demonstrates an understanding of the importance of early guidance, which aligns with Transactional Leadership Theory's assertion that consistent oversight ensures performance standards are met and prevents errors from escalating. Teachers' open-ended responses supported this interpretation. Several teachers shared that they appreciated regular feedback and monitoring, which reassured them that their efforts were recognized. One teacher noted, "Our principal checks in regularly, and this makes us feel valued and supported. We don't wait for results to fall before getting guidance." Another teacher added, "The support we receive motivates us to prepare better and avoid unnecessary mistakes, which benefits both us and the students." Such comments suggest that proactive supervision fosters a positive work environment where teachers feel encouraged, motivated, and accountable.

Nevertheless, a few teachers highlighted instances where principals became reactive, particularly during busy school terms. As one teacher expressed, "Sometimes feedback only comes after results have dropped, and by then, it feels like we are being blamed instead of guided." This shows that while MBE-P is not the norm, it occasionally surfaces due to competing administrative demands. Therefore, the findings demonstrate that most principals in Nairobi's private secondary schools provide proactive support, minimizing the negative effects of MBE-P on teacher job performance. The convergence of quantitative and qualitative data reveals that while isolated cases of passive intervention exist, proactive supervision dominates. Grounded in Transactional Leadership Theory, the evidence underscores that reducing reliance on MBE-P and strengthening consistent, timely feedback mechanisms enhance teacher morale, performance, and student outcomes.

The study revealed that slightly more than half of the teachers (55.05%) strongly agreed with the statement that the lack of regular oversight from principals sometimes leads to avoidable mistakes in their work. This finding suggests that when principals demonstrate Passive Management by Exception (MBE-P) behavior, intervening only after errors have occurred, teachers may feel insufficiently supported in their daily responsibilities. Within the framework of Transactional Leadership Theory, MBE-P is identified as a reactive and less effective leadership dimension because it allows problems to develop before corrective action is taken. In the school context, this can result in inefficiencies, repeated errors, and missed opportunities for professional growth.

The 6.42% of teachers who disagreed and the 2.45% who were undecided reflect the variability of principals' supervisory practices across schools. Some principals may practice more consistent monitoring, while others might lapse into passivity due to competing administrative duties. This diversity underscores the mixed application of transactional leadership styles in Nairobi's private secondary schools. Principals' perspectives provided important context. While most acknowledged the importance of continuous oversight, they also admitted that heavy workloads sometimes prevented them from offering regular monitoring. One principal observed:

There are times when I am unable to check every detail of a teacher's work until performance results begin to decline. It is not due to lack of concern, but rather the overwhelming administrative demands that restrict how frequently I can supervise (Principal 10, 23/08/2025).

This admission demonstrates how structural pressures may inadvertently push some leaders toward MBE-P tendencies, even when they value proactive guidance. Teachers' open-

ended responses reinforced the consequences of insufficient oversight. Several teachers reported that delayed feedback resulted in errors that could have been avoided through earlier correction. One teacher explained, “Sometimes we only know what went wrong after an issue is highlighted, and by then, it feels like wasted effort that could have been prevented with closer monitoring.” Another remarked that such lapses occasionally lowered morale, as teachers felt their challenges were overlooked until they became more serious. However, not all responses were negative. A number of teachers noted that when principals did engage proactively, it helped them refine their teaching practices and avoid repeated mistakes. This contrast illustrates the difference between MBE-A, where leaders actively monitor performance, and MBE-P, where intervention is delayed. Bass and Avolio (1994) argue that MBE-A fosters accountability and professional growth, while MBE-P often erodes motivation and consistency, an observation strongly echoed in these findings. Some studies, such as Eyal and Roth (2011) and Ng’uni (2020), disagree, showing that principals often rely heavily on reactive supervision. Their findings suggest that MBE-P remains widespread, leaving teachers unsupported, which contrasts with the proactive oversight reported in the current study.

It can therefore be acknowledged that the evidence suggests that while proactive supervision dominates in many schools, lapses in oversight consistent with MBE-P behavior still affect teacher performance in certain contexts. Teachers’ quantitative and qualitative feedback, combined with principals’ admissions, show that delayed intervention contributes to avoidable mistakes, diminished morale, and inconsistent outcomes. Grounded in Transactional Leadership Theory, the findings highlight the need for principals to strengthen consistent oversight mechanisms and minimize reliance on passive supervision. By doing so, they can enhance

teacher effectiveness, sustain motivation, and ultimately improve student achievement in private secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

5.1 Introduction

This section presents the summary, conclusions, and recommendations based on the findings from the data analysis in the previous chapter. It begins with a summary organized according to the study's research questions, followed by the conclusions, recommendations, and suggestions for further research.

5.2 Summary of the Findings

The study sought to determine how principals' use of contingent rewards, active management by exception and passive management by exemption influences teachers' job performance in private secondary schools in Nairobi County.

Findings from the first objective on contingent reward and teachers' job performance revealed that while some principals clearly communicate performance expectations and acknowledge teachers' efforts, many teachers expressed dissatisfaction with the adequacy and tangibility of rewards. Most respondents disagreed that principals provide sufficient incentives for exemplary performance. However, several participants affirmed that recognition and appreciation of teachers' contributions positively influence motivation, commitment, and syllabus coverage. The study highlighted a clear gap between expectations and practice, noting that non-monetary rewards, such as verbal praise or recognition, dominate despite teachers' expressed preference for tangible, performance-based incentives to enhance job satisfaction and productivity.

The second objective explored the influence of active monitoring and feedback on teachers' job performance. Findings revealed that principals who consistently observe classroom instruction, provide constructive feedback, and proactively address challenges greatly enhance teacher

productivity, lesson preparedness, and overall accountability. A majority of teachers affirmed that timely supervision, monitoring, and follow-up positively impact their performance and professional growth. However, some teachers expressed that excessive monitoring can be demoralizing, particularly when feedback is overly critical rather than supportive. These insights underscore the importance of adopting balanced, growth-oriented supervisory approaches that foster motivation while maintaining high professional standards.

The third objective examined the influence of passive management by exception on teachers' job performance. Findings revealed that while most principals provide timely feedback, there are instances where intervention occurs only after performance issues have escalated. Teachers reported that such delays often lower morale, lead to repeated mistakes, and negatively affect classroom outcomes. Although most teachers disagreed that principals consistently delay feedback, some acknowledged that problems in certain schools are addressed too late, reducing overall effectiveness. The study further indicated that teachers demonstrated high levels of professionalism, punctuality, and commitment. A majority reported completing lesson plans and syllabus coverage on time, employing diverse instructional strategies, maintaining discipline, and providing timely feedback to students. However, it was suggested that teacher performance could be further enhanced through stronger leadership support, improved incentives, and more collaborative decision-making.

5.3 Conclusions of the Study

The study made the following conclusions based on the findings of the study.

Regarding the influence of principals' contingent reward behavior on teachers' job performance, the study concluded that there is a significant gap in the use of contingent reward strategies in private secondary schools in Nairobi County. While teachers value recognition,

constructive feedback, and fair incentives, most expressed dissatisfaction with the tangibility and consistency of rewards. The study further concluded that praise and acknowledgment alone are insufficient to sustain motivation, and teachers felt that performance-based rewards are largely absent in their schools. Constructive feedback, however, was rated more positively, highlighting its importance in enhancing teacher performance.

Concerning the influence of principals' active management by exception behavior on teachers' job performance, the study concluded that principals' Active Management by Exception (AME) behavior significantly enhances teacher performance in private secondary schools in Nairobi County. Regular monitoring, timely feedback, and proactive problem-solving were widely acknowledged as key contributors to teacher accountability, professional growth, and classroom effectiveness. Most teachers valued constructive feedback and timely interventions for keeping them aligned with professional standards.

Regarding the final objective on principals' passive management by exception behavior, the study concluded that PME has mixed effects on teacher performance in private secondary schools in Nairobi County. Most teachers reported timely feedback and proactive guidance, but some experienced delayed interventions and reactive leadership, which hindered performance, increased stress, and lowered motivation. While many principals address issues before escalation, inconsistent supervision remains a concern. Strengthening consistent, supportive oversight is vital for enhancing teacher effectiveness, morale, and professional growth.

5.4 Recommendations of the Study

Based on the findings of the study, several recommendations were made including recommendations for policy, recommendations for practice and the recommendations for further research.

5.4.1 Recommendations for Policy

The study recommends that policymakers develop frameworks emphasizing clear reward systems and accountability measures. Policies should ensure principals are adequately trained to implement transactional leadership strategies effectively, including setting clear expectations and providing timely feedback. Additionally, policymakers should prioritize professional development programs to help teachers align their performance with institutional goals. Finally, policies should promote fairness and transparency in reward and recognition systems to ensure teachers feel valued, motivated, and committed to achieving high levels of performance.

5.4.2 Recommendations for Practice

Based on the findings, this study recommends that school principals prioritize providing timely and constructive feedback to support teachers in improving their performance. Principals should also establish clear policies and performance appraisal frameworks that emphasize fairness, transparency, and recognition of teachers' efforts. Furthermore, implementing simple yet meaningful reward systems, such as verbal recognition, certificates, or opportunities for professional growth, can significantly enhance teacher morale, motivation, and overall effectiveness.

5.4.3 Recommendations for Further Research

The current study recommends that a similar study should be conducted on influence of principal's use of transactional leadership style and teacher job performance in private secondary schools across other counties in Kenya to compare findings. This broader scope would provide additional insights that are crucial for informing government policymakers and school principals about the strategies needed to enhance teacher job performance, therefore improving their performance and the performance of school at large.

The study further recommends conducting research to explore how transformational, servant, or distributed leadership styles interact with transactional leadership to influence teacher motivation and performance, as this would provide deeper insights.

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APPENDICES

APPENDIX I: letter of Introduction

Tangaza University
School of Education
P.O. Box 15055 – 00509
Karen, Nairobi, Kenya

May 8th, 2025

Dear Participant,

RE: COLLECTION OF SURVEY DATA

I am a student at Tangaza University, a constituent college of the Catholic University of Eastern Africa (CUEA), currently pursuing a Master's degree in Educational Leadership and Administration. As part of my academic requirements, I am conducting a research study titled: *“School Principals’ Transactional Leadership Style and Teachers’ Job Performance in Private Secondary Schools in Nairobi County, Kenya.”*

I kindly request your participation in responding to the attached research instrument. The purpose of this tool is to collect data that will be used solely for academic purposes related to this study. Your responses will be treated with the utmost confidentiality and will not be used for any other purpose outside this research.

Your cooperation in completing the questionnaire truthfully and accurately will be greatly appreciated.

Yours faithfully,

Everlyne Mbae

Student

M.Ed. - Educational Leadership and Administration

Tangaza University

APPENDIX II: Informed Consent Form for Participants

This study seeks to assess the relationship between principals' transactional leadership style and teachers' job performance in private secondary schools in Nairobi County, Kenya. It is conducted in partial fulfillment of the requirements for the award of a Master's Degree in Educational Leadership and Administration at Tangaza University.

Benefit of Participating in the Study

By participating in this study, you will contribute to research on how principals' leadership practices affect teacher performance in private secondary schools. Although there are no direct monetary benefits, your input will support the improvement of school leadership and teaching standards, both in Nairobi County and across Kenya.

Cost or Payment Involved

There are no costs associated with participating in this study. Participation is entirely voluntary, and you may withdraw at any point without any penalty.

Sharing of Study Results

This study is not intended to evaluate your personal or professional competence. The findings are meant to contribute to academic literature and inform educational leadership practices. Individual results will not be shared with participants. However, the overall findings will be published in academic journals and made available for reference.

Rights of Participants

You have the right to ask questions or seek clarification regarding any aspect of this study. Your participation and responses will be treated with confidentiality and used solely for research purposes.

Contact Information

If you have any questions or concerns regarding this study, please contact:

Everlyne Mbae

Phone: **0715 419 897**

Consent and Signature

I voluntarily agree to participate in this study under the conditions described above.

Signature: **Date:**

APPENDIX III: Teachers Questionnaire

Introduction

You are requested to take a few minutes and respond to this questionnaire as honestly as possible. There are six sections, A, B, C, D, E and F. Respond to questions in all the sections by putting a tick (✓) in the appropriate space. **Remember, no answer is necessarily correct or wrong.** Therefore, feel free to give answers you consider appropriate. The information obtained will be treated with confidence and will not be used for other purposes other than this research. You need not write your name.

Section A: Demographic Information

1. What is your gender?
 - Male
 - Female

2. What is your age bracket?
 - 21–30
 - 31–40
 - 41–50
 - Above 50

3. What is your highest academic qualification
 - Diploma
 - Bachelor's Degree
 - Master's Degree
 - PhD

4. How many years have you been teaching?

Less than 5 years

5–10 years

11–15 years

Over 15 years

5. What is your position in the school

Classroom teacher

Head of Department

Deputy Principal

Section B: Principals' Contingent Reward Strategy and Teachers' Job Performance

The following statements are on the principal's use of contingent reward strategies. Indicate the extent to which you agree or disagree with each statement by putting a tick (√) in the appropriate column.

Use the following key:

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Statement	1	2	2	4	5
1. My principal clearly communicates performance expectations, which helps me improve my teaching.					

2. When I perform well, the principal offers appropriate incentives that encourage me to continue working hard.					
3. Being acknowledged by the principal during meetings motivates me to maintain high performance.					
4. The clear connection between my performance and the rewards I receive pushes me to excel in my duties.					
5. Constructive feedback from the principal helps me improve my performance.					
6. I work more effectively when my principal appreciates my efforts in a timely manner.					
7. The current reward system in my school encourages me to put extra effort into my work.					
8. My principal's praise and encouragement make me more committed to delivering quality teaching.					
9. When my contributions are fairly rewarded, I am more motivated to meet performance goals.					
10. Knowing that my job performance leads to recognition or reward keeps me focused on achieving results.					

11. In your opinion, how does your principal's use of contingent reward strategies and job performance as a teacher?

Section C: Active Management by Exception and Teachers' Job Performance

The following statements are on the principal's use of active management by exception, where leaders monitor performance and take corrective action. Indicate the extent to which you agree or disagree with each statement by putting a tick (✓) in the appropriate column.

Use the following key:

1 = *Strongly Disagree* 2 = *Disagree* 3 = *Neutral* 4 = *Agree* 5 = *Strongly Agree*

Statement	1	2	2	4	5
1. My principal monitors teaching and gives feedback regularly to help improve my performance.					
2. The principal checks for mistakes in my work and corrects them promptly to enhance my effectiveness.					
3. Leadership ensures that teaching standards are consistently upheld in the school.					
4. My principal addresses teaching-related problems before they escalate and affect learning outcomes.					
5. The principal is proactive in identifying and solving emerging challenges in my teaching duties.					
6. I perform better knowing that the principal actively supervises and guides my instructional practices.					
7. Timely interventions from the principal help me stay on track with professional expectations.					
8. My principal consistently follows up on assigned duties to ensure they are completed accurately.					

9. When I deviate from expected performance, the principal immediately engages with corrective actions.					
10. Active monitoring by the principal contributes positively to my accountability and job performance.					

11. From your experience, how would you describe your principal’s regular monitoring and proactive feedback influence on your teaching practices and overall job performance?

Section D: Passive Management by Exception and Teachers’ Job Performance

The following statements are on the principal’s use of passive management by exception, where action is taken only when problems become serious. Indicate the extent to which you agree or disagree with each statement by putting a tick (√) in the appropriate column.

Use the following key

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Statement	1	2	2	4	5
1. My principal usually waits for problems to occur before taking action.					
2. Feedback from the principal is often given only after performance issues arise.					
3. I am corrected by the principal only when a mistake becomes serious.					

4. The principal tends to respond to problems after they have already affected my work.					
5. Delayed intervention from the principal sometimes affects my ability to improve on time.					
6. I receive little monitoring from the principal unless there is a noticeable drop in performance.					
7. My principal rarely provides proactive guidance before issues develop.					
8. I feel unsupported because the principal only reacts when things go wrong.					
9. The principal addresses errors only after they have had negative consequences.					
10. The lack of regular oversight sometimes causes avoidable mistakes in my work.					

11. In your opinion, how does delayed intervention or reactive leadership from your principal influence job your performance and responsibilities?

Section E: Teacher Job Performance in Private Secondary Schools

The following statements relate to your job performance as a teacher, including instructional delivery, classroom management, assessment, professionalism, and student learning outcomes.

Indicate the extent to which you agree or disagree with each statement by putting a tick (√) in the appropriate column.

Use the following key:

1 = *Strongly Disagree* 2 = *Disagree* 3 = *Neutral* 4 = *Agree* 5 = *Strongly Agree*

Statement	1	2	2	4	5
1. I complete lesson plans and syllabus coverage on time.					
2. I use various instructional methods to enhance student learning.					
3. I maintain discipline and manage my classroom effectively.					
4. I participate in school development activities and meetings.					
5. My students show academic improvement and good exam results.					
6. I maintain punctuality and professionalism in my duties.					
7. I provide timely feedback to students.					

8. What recommendations would you make to school leadership for improving teacher performance through leadership practices?

APPENDIX IV: Interview Guide for Principals

Section A: Demographic Data

1. What is your gender?

- Male Female

2. To which age group do you belong?
- Below 25 years 26–35 years 36–45 years Over 46 years
3. What is your highest level of education?
- Diploma
- Bachelor's Degree
- Master's Degree
- Postgraduate Diploma / PhD
- Other (please specify): _____
4. For how long have you served as a principal?
- Below 5 years 5–10 years Above 10 years

Section B: Contingent Reward Strategy and Teachers' Job Performance

5. How do you communicate expectations and reward teachers who meet or exceed them?
- Probe: Are there formal systems of reward? What types of rewards are commonly used?
6. In what ways do rewards (monetary or non-monetary) influence teacher morale and performance in your school?
- Probe: Do teachers feel motivated when rewarded? Are rewards performance-based?

Section C: Active Management by Exception and Teachers' Job Performance

7. How do you monitor teachers' performance to ensure expected standards are met?
- Probe: Do you carry out classroom observations, lesson evaluations, or provide feedback?*
8. How do you handle teaching or professional issues before they escalate?
- Probe: Do you intervene early? Do you give constructive feedback or conduct performance reviews?*

Section D: Passive Management by Exception and Teachers' Job Performance

9. Are there instances where you only intervene after problems occur in teaching or conduct?

Probe: How often do these situations arise, and what are the outcomes?

10. What are your thoughts on the effectiveness of reactive leadership approaches in managing teacher performance?

Probe: What challenges or risks do you associate with delayed intervention?

Section E: General Reflections

11. Based on your experience, which aspects of transactional leadership (reward, supervision, Active management and Passive Management) have the most significant effect on teacher performance?

12. What leadership practices would you recommend for improving teacher performance in private secondary schools?

APPENDIX V: Reliability Statistics

Cronbach's Alpha		N of Items		
0.813		7		
Item-Total Statistics				
Statements	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
My principal clearly communicates performance expectations, which helps me improve my teaching.	55.6950	137.859	.161	.821
When I perform well, the principal offers appropriate incentives that encourage me to continue working hard.	54.6038	135.760	.299	.833

Being acknowledged by the principal during meetings motivates me to maintain high performance.	55.9025	135.640	.204	.703
The clear connection between my performance and the rewards I receive pushes me to excel in my duties.	55.8365	126.232	.493	.807
Constructive feedback from the principal helps me improve my performance.	53.8208	139.845	.021	.839
I work more effectively when my principal appreciates my efforts in a timely manner.	56.1069	131.925	.533	.706
The current reward system in my school encourages me to put extra effort into my work.	54.5440	140.179	.108	.828

APPENDIX VI: Introduction letter from Tangaza University



TANGAZA UNIVERSITY

Teaching Minds / Touching Hearts / Transforming Lives

REF: TU/ISERC2025/01/00095

15th June 2025

To: Mbae Everlyne Wanjiru

Reg. No. **CMLA 2004**

Dear Mbae,

Re: *"Principals' Transactional Leadership Style and Teachers' Job Performance in Private Secondary Schools in Nairobi County, Kenya."*

This is to inform you that TU-ISERC has reviewed and approved your above research proposal. Your application approval number is *TU/ISERC2025/06/00095*. The approval period is **15th June 2025 – 15th June 2026**. This approval is subject to compliance with the following requirements;

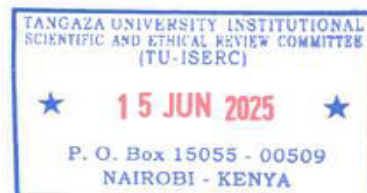
1. Only approved documents including (informed consents, study instruments, MTA) will be used
2. All changes including (amendments, deviations, and violations) are submitted for review and approval by TU-ISERC.
3. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to TU-ISERC within 72 hours of notification.
4. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to TU-ISERC within 72 hours
5. Clearance for export of biological specimens must be obtained from relevant institutions.
6. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
7. Submission of an executive summary report within 90 days upon completion of the study to TU-ISERC.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely

Dr. Daniel M. Kitonga (Ph.D., MBA)

Chair, TU - ISERC



APPENDIX VII: Introduction Letter from Tangaza University



TANGAZA UNIVERSITY

Teaching Minds / Touching Hearts / Transforming Lives

OFFICE OF THE CHAIRMAN

TANGAZA UNIVERSITY

INSTITUTIONAL SCIENTIFIC AND ETHICS REVIEW COMMITTEE

E-mail: iserc@tangaza.ac.ke Website: www.tangaza.ac.ke

OUR Ref: TU/ISERC2025/01/00095

Date: 15th June 2025

The Commission Secretary,
National Commission for Science, Technology and Innovation
P.O. Box 30623,
Nairobi – Kenya.

Dear Sir/Madam,

Re: Recommendation for Research Permit – Mbae Everlyne Wanjiru

This is to confirm that **Mbae Everlyne Wanjiru** is a PI in a researcher protocol which was submitted to TU-ISERC for review. The protocol was reviewed and approved for research permit.

Mbae wishes to carry out research under the title "*Principals' Transactional Leadership Style and Teachers' Job Performance in Private Secondary Schools in Nairobi County, Kenya*".

I strongly recommend **Mbae Everlyne Wanjiru** to the Kenya National Commission for Science, Technology and Innovation (NACOSTI) for the issuance of a research permit. The permit will enable her to proceed to data collection for her study. Thanking you in advance for your cooperation.

Yours sincerely,

Dr. Daniel M. Kitonga (Ph.D., MBA)
Chairperson, TU-ISERC



APPENDIX VIII: Authorisation Letter from the Ministry of Education



Republic of Kenya

MINISTRY OF EDUCATION STATE DEPARTMENT FOR BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi
Telephone; Nairobi 020 2453699
Email: rcenairobi@gmail.com
cdenairobi@gmail.com

REGIONAL DIRECTOR OF EDUCATION
NAIROBI REGION
NYAYO HOUSE
P.O. Box 74629 – 00200
NAIROBI

When replying please quote

Ref: RDE/NRB/RES/1/65 Vol.2 (79)

22ND JULY 2025

Ms. Everlyn mbae wanjiku
TANGAZA UNIVERSITY

RE: RESEARCH AUTHORIZATION

We are in receipt of a letter from National Commission for Science, Technology & Innovation, regarding research authorization in Nairobi County on the topic: "Principals' Transactional Leadership Style and Teachers' Job Performance in Private Secondary Schools in Nairobi City County, Kenya"

For the period ending 12th July, 2026.


This office has no objection and authority is hereby granted on the condition that the exercise will be carried out within the ethical and professional standards as required.

A report on the exercise will be required on completion.

HESBON NYAGAKA
FOR: REGIONAL DIRECTOR OF EDUCATION
NAIROBI.



APPENDIX IX: Authorisation letter from the County Chief Office



NAIROBI CITY COUNTY
www.nairobi.go.ke

TALENT, SKILLS DEVELOPMENT & CARE
Office of the County Chief Officer - ECD and Vocational Training

Ref: GL/NC/141/VOL VII/90

21st July, 2025



Ms. Everlyne Mbae Wanjiru
Tangaza University
P.O. Box 15055-00509
Langata
NAIROBI

RE: RESEARCH AUTHORIZATION

Reference is made to your application to carry out Research and Subsequent approval by National Commission for Science, Technology and Innovation vide letter Ref: NACOSTI/P/25/4176370 dated 12th July, 2025.

I am pleased to inform you that authority has been granted to you to carry out research on "*Principals' Transactional Leadership Styles and Teachers' Job Performance in Private Secondary Schools provision of the Science, Technology and Innovation in Nairobi County – Kenya*" for the period ending 12th July, 2026.

On conclusion of the study, you are expected to submit a copy of the research findings to the undersigned.



RAPHAEL K. KINYUNGU
DEPUTY DIRECTOR - EDUCATION
Copy to: Chief Officer – ECDE & Vocational Training

LET'S MAKE NAIROBI WORK

APPENDIX X: Research license (NACOSTI)

REPUBLIC OF KENYA
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **525829**

RESEARCH LICENSE



This is to Certify that Ms. Everlyne MBAE Wanjiru of Tangaza University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: Principals' Transactional Leadership Style and Teachers' Job Performance in Private Secondary Schools in Nairobi County, Kenya for the period ending : 12/July/2026.

License No: **NACOSTI/P/25/4176370**

Applicant Identification Number: **525829**

Ag. Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

APPENDIX XI: Map of Nairobi County



Source: <https://www.google.com/search?q=Map+of+Nairobi+County>