



Article History
Received: 2025.12.11
Accepted: 2026.01.05
Published: 2026.02.09

Issue no: 01 | Vol no: 07 | February 2026: 01-17

The Relationship Between Transformational Leadership Practices and KCSE Academic Performance in High and Low Achieving Secondary Schools in Bureti Sub-County, Kenya

John Kiptonui Kitur ⁽¹⁾ 
Betty Jeruto Tikoko ⁽²⁾ 
Jackson Mutuku Kavoi ⁽³⁾ 

(1,2,3) Kabarak University, Kenya.
Main author's email: johnkitur2017@gmail.com

Cite this article in APA

Kitur, J. K., Tikoko, B. J., & Kavoi, J. M. (2026). The relationship between transformational leadership practices and KCSE academic performance in high and low achieving secondary schools in Bureti Sub-County, Kenya. *Editon consortium journal of curriculum and educational studies*, 7(1), 1-17. <https://doi.org/10.51317/ecjces.v7i1.652>

Abstract

This study examines whether the level of inspirational motivation exhibited by school principals influences KCSE academic performance in secondary schools. By applying a correlational research design and a mixed-method approach, the study aims to address current gaps in the scholarly literature on the correlation between the behaviour of leaders and academic achievement. Data were gathered through structured questionnaires, semi-structured interviews, and open-ended questions, and then analysed using SPSS version 3.0 employing descriptive statistics and logistic regression. The sample consisted of ten principals and 214 teachers of ten secondary schools chosen according to their KCSE performance. Even though the teachers and principals rated Inspirational Motivation as moderate, there was no statistically significant relationship between Inspirational Motivation and KCSE performance ($p = 0.828$). The implication of these findings is that although Inspirational Motivation is relevant in the school culture and teacher engagement, it has no direct impact on academic performance in this context. The paper suggests that Bureti Sub- County principals should apply a more integrative approach of transformational leadership, intercalating Inspirational Motivation and other leadership behaviours in terms of idealised influence and intellectual stimulation. The development of leadership competencies in school administrators should also be given priority by the policy makers in the education sector, and they should consider the context in allocating resources to maximise leadership in the school.

Keywords: Idealised influence, individual consideration, inspirational motivation, Intellectual stimulation, and transformational leadership.



This article is distributed under the license of a [Creative Commons Attribution-Non Commercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/). It is permitted to be used, reproduced and distributed in line with Editon Consortium Publishing guidelines.

INTRODUCTION

School leadership has been generally recognised as an essential in-school factor in learning and academic achievement that conditions favourable pedagogy, school climate, and long-term improvement (Nicholas & Nancy, 2024; Leithwood & Jantzi, 2006). In both global and Sub-Saharan African settings, it is becoming clear that leadership impacts on the student outcomes are often indirect and mediated by such aspects as teacher motivation, the quality of instruction, and the strategic distribution of resources (Asim et al., 2024; Cruickshank, 2017). Transformational leadership has often been identified in this discussion as it focuses on vision, dedication, and shared cause -the elements that are linked to stronger professional cultures and improved schooling experiences (Alzoraiki et al., 2024; Leithwood & Jantzi, 2006). In this context, Inspirational Motivation means the ability of the principal to express an attractive vision, to communicate high expectations and to motivate teachers to work together towards common goals (Bass & Avolio, 1997).

Despite having a strong theoretical background and positive organisational performance associated with it, empirical studies have found that the effectiveness of Leadership impacts can depend on situational factors, such as resource limitation, and systemic factors, such as contextual variables (Asim et al., 2024; Bush et al., 2021; Cruickshank, 2017). Recent research is highlighting that in Sub-Saharan Africa, local considerations tend to

influence leadership practices, including access to capacity building, conflicting administrative needs, and uneven support structures, in such a way that leadership practices might not have the same level of connection with their resulting impact on educational outcomes among students (Bush et al., 2021; Lopez, 2021). Transformational leadership in Kenya has also been researched in terms of school outcomes, but the studies are still unsatisfactory, which is why additional localised studies are needed, with a focus on linking leadership behaviours with tangible performance metrics (Ayiro, 2014). This gap in knowledge is especially acute due to the fact that KCSE results indicate consistent differences between high- and low-performing secondary schools and, therefore, school-level dissimilarities, such as leadership, might be one of the factors in the performance difference (Ayiro, 2014; Bush et al., 2024).

In Bureti Sub-county, the academic achievement difference among the secondary institutions is pronounced, as shown by the difference in Kenya Certificate of Secondary Education scores. The best schools, such as Litein Boys and AIC Litein Girls, are always able to obtain better results with a mean of 7.99 and 7.63, respectively. These schools have a history of success, which can be seen in the high academic results over a period of years. On the other hand, the performance of such institutions as St. Paul Charera SP and Sosit Mixed Day is significantly worse, with the mean scores of 2.44 and 2.20, respectively (see Table 1).

Table 1. KCSE Mean Scores of Secondary Schools in Bureti Sub-County (2018–2022) by School Category

Rank	School Name	Category	Year 1 (2022)	Year 2 (2021)	Year 3 (2020)	Year 4 (2019)	Year 5 (2018)	Average
1	Litein Boys	Extra County	7.97	8.34	8.92	7.45	7.29	7.99
2	AIC Litein Girls	Extra County	7.38	7.36	8.11	7.88	7.41	7.63
3	Tengecha Boys	Extra County	6.23	7.73	8.06	7.90	7.66	7.52
4	Cheborge Boys	Extra County	9.45	8.08	7.55	6.70	5.49	7.45
39	St. Paul Charera SP	Sub County	0.00	2.00	1.98	4.25	3.96	2.44
40	Kiptororgo Sec	Sub County	2.16	2.17	2.34	2.45	–	2.28
41	Sosit Mixed Day	Sub County	2.50	1.79	2.62	2.20	–	2.20

Such extreme instances help to shed light on the difficulties experienced by schools with lower performance, which can include limited resources, high teacher-to-student ratios, and a lack of sufficient professional development among the staff. These schools often face problems in achieving the same academic success as their counterparts in higher performance.

With such inequities in mind, there is a need to study the effects of leadership practices, especially Inspirational Motivation, on academic performance in high and low-performing schools. Breaking down the degree to which the leadership styles of principals determine the school climate, teacher motivation and consequently student performance is crucial in improving the educational outcomes across the sub-county. Further, it is imperative to recognise that there are possibilities that some schools might not meet the above averages, with their performances being below or above those mentioned herein. This observation also highlights the importance of context-specific leadership approaches that are specific to the unique needs of a particular institution.

It is against this backdrop that the academic achievement of secondary schools in Kenya, in the form of KCSE results, still displays a significant disparity between high-performing and low-performing schools. The principal leadership style is one of the hypothesised contributors to these differences, especially transformational leadership practices that affect teacher commitment and school-wide concentration on academic goals (Bass & Avolio, 1997; Leithwood & Jantzi, 2006). However, even though there are good theoretical speculations about the Inspirational Motivation, there is little empirical evidence that specifically looks at the relationship between it and KCSE performance in schools in the Bureti Sub-county. This study seeks to address that gap by evaluating the effect of Inspirational Motivation practice by principals on academic performance in high and low performing secondary schools in Bureti Sub-County, Kenya, with an aim of reinforcing the local evidence base and the practical knowledge of how leadership practices can or cannot be linked to KCSE performance (Bush, 2024; Lopez, 2021).

The academic achievement of the secondary schools in Kenya through the Kenya Certificate of Secondary Education shows a significant degree of variation and significant differences between the achievements of high-performing schools and low-performing schools. One of the hypothesised causes of these differences is the school

principal's leadership or transformational leadership in particular. The aspect of Inspirational Motivation, in this paradigm, is often mentioned to play the key role in inducing motivation on both the side of the teacher and students towards the objectives of the institution. Empirical studies have suggested that principals who can clearly define a strong vision and encourage others to be committed to the school mission are more likely to create a climate conducive to academic success. However, even with strong theoretical support as to the role played by Inspirational Motivation in academic performance, there is a lack of empirical support, especially in Bureti Sub-County, Kenya.

It is the heterogeneity measured by the results of KCSE among schools that presents a suitable empirical environment upon which to test the question of whether and to what extent Inspirational Motivation, as exerted by school principals, is a source of heterogeneity. Even though Inspirational Motivation is often integrated into the leadership style, the specific association of this behavioural dimension and academic achievement has not been studied in the context of Kenyan secondary schools. Building on this, the study attempts to bridge the gap by examining the role of Inspirational Motivation in shaping academic performance in secondary schools within Bureti Sub-County. The expected findings of the study are supposed to complement the theoretical understanding of the role of the school leadership, namely Inspirational Motivation, on the academic performance and provide evidence-based suggestions on the improvement of the educational practice in Kenyan high schools.

The purpose of this research is to assess the relationship between the principal's inspirational motivation practices and academic performance in high-performing and low-performing secondary schools in Bureti sub-county, Kenya.

LITERATURE REVIEW

Transformational Leadership and Academic Achievement

Leadership has been shown to significantly affect the attainment of educational goals; strong leaders have a significant impact on student performance, especially when leadership behaviours create a supportive environment for growth, involvement, and long-term performance. School leadership in the Kenyan context is often discussed as a possible cause of differences in KCSE performance, partly due to the fact that in

resource-scarce settings, it is the leaders who determine goal-setting and instructional focus, as well as staff motivation (Ayiro, 2014; Mulongo & Jemutai, 2024).

Inspirational Motivation and Teacher/Student Outcomes

Transformational leadership may be outlined into a number of aspects, and one of the major dimensions of building commitment to the vision of the school and its long-term goals among teachers and students is Inspirational Motivation. Bass and Avolio (1997) describe Inspirational Motivation as the ability of a leader to state a convincing vision, express great expectations, create enthusiasm and build commitment. However, modern research warns that the influence of leadership on success is often indirect and situational, meaning that identical leadership behaviours may produce varying outcomes depending on school type, staff stability, and local conditions (Hallinger & Heck, 2011).

Leadership Practices and Academic Performance in Sub-Saharan Africa

The studies that have been carried out in the area of school leadership and its impact on scholastic achievement in Sub-Saharan Africa give mixed results, which highlight the complexity of interactions that exist among leadership behaviours, contextual factors, and the availability of resources. In Uganda, for example, Owor and Atuhaire (2025) studied West Budama Secondary School in Tororo District and found that the positive impact of transformational leadership and especially the Inspirational Motivation component, on academic performance was moderate. They employed a cross-sectional and quantitative design that used 92 teachers in their data analysis. The findings showed that performance-based incentives had the greatest positive influence, followed by the professional development initiatives and clear expectations. However, Idealised Influence and Individualised Consideration were more salient than Inspirational Motivation, and this suggests that motivational approaches cannot work without structural support and clear aims. The Pearson correlations and multiple linear regressions provided strong statistical support, but the research also recognised the limitations posed by a lack of qualitative perspectives that could provide deeper insight into the affective and relational aspects of leadership.

Nzoputa and Chibuike (2025) investigated how motivational leadership can enhance teachers'

performance in public secondary schools in the Aguata Local Government Area of Nigeria. Using a descriptive survey design with mean statistics to analyse the data, the study established that those principals who implemented strategies such as the ability to recognise outstanding performance in teacher performance, provision of professional development opportunities, and integrating teachers in the decision-making process contributed to increased teacher morale and improved student academic achievement. The results revealed that motivational leadership was associated with a high level of morale and commitment of teachers, which subsequently promoted student engagement and academic achievement. Inspirational Motivation was, however, not the major driver of academic achievement, but recognition and professional development turned out to be more important, implying that although Inspirational Motivation is required, it should be part of a wider network of leadership behaviours.

Using a mixed-method design based on quantitative regression models and thematic qualitative analysis, Kayombo et al. (2026) investigated how transformational leadership affects the achievement performance of pupils in the primary schools in Tanzania. Their results were especially relevant to the elements of Individualised Consideration and Intellectual Stimulation, both of which were strongly related to better academic results. On the other hand, the paper found no direct correlation between Inspirational Motivation and academic performance. This reduced effect can be explained by the primary-school setting, where intellectual stimulation may make a stronger contribution towards learning, particularly in settings where the importance of creativity and critical thinking takes precedence.

Chansa et al. (2024) investigated how leadership styles affect educational quality and academic performance in Zambia. With the help of a descriptive and mixed-methods design that involved qualitative interview methods and quantitative surveys, the study explained that schools with transformational leaders recorded improved rates of teacher commitment, student engagement, and overall academic performance. These leaders propagated a common vision, supported professional development and created a positive climate. Conversely, schools run under the autocratic or laissez-faire leadership styles had lower morale among their staff, lower levels of innovation, and worse results in students. The research highlighted the idea that the relationship between inclusive leadership practices and

improvements in educational quality was found to be very strong, thus justifying the need for a holistic approach to leadership, which incorporates Inspirational Motivation, along with collaboration, team-building, and empowering teachers.

Taken together, the research of Sub-Saharan Africa indicates that Inspirational Motivation has become a central dimension of transformational leadership, but the direct effectiveness of the dimension on academic performance is often overshadowed by other leadership behaviours. Idealised Influence, Individualised Consideration and Intellectual Stimulation show a greater consistent relationship with better academic results, at least in the context of adequate support systems. The studies differ methodologically, as some use quantitative surveys (e.g., Owor & Atuhaire, 2025; Chansa et al., 2024), and others use mixed-method designs (e.g., Kayombo et al., 2026), and it is possible to have a more subtle approach to how leadership practices impact the academic outcomes. The effects of leadership are repeatedly mediated by contextual factors, including the availability of resources, teacher-to-student ratios, and socio-economic factors, and this suggests that highly differentiated context-specific interventions are needed to address local issues and educational realities, which is evident in the variability in results between these studies.

Studies in Kenya

Empirical research on inspirational motivation in Kenya has so far been integrated into teacher and student performance evaluation through self-report and qualitative instruments mainly. The assumption that a principal can create a high-performance school culture by collaborative motivation using a shared vision and evoking emotion remains, but the empirical findings depend on the research design and choice of measurement. Kitur et al. (2020) employed a descriptive survey design in Bomet County, utilising questionnaires, interviews, and document analysis, and chi-square tests to examine relationships between transformational leadership aspects and KCSE performance. Their results showed that not every component had similar effects: idealised influence was found to have a strong relationship, but inspirational motivation was not found to be statistically significant. These findings are methodologically relevant because they demonstrate that the integration of transformational leadership into a unitary composite measure can hide dimension-specific relationships and may be indicative of differences in the way studies define what is meant by leadership (e.g.,

source of ratings) and performance (e.g., mean score, grade distribution, subject outcomes).

The research of Davis and Thilagaraj (2022) can be used to improve the school climate and the performance of the staff; nevertheless, the study is a conceptual analysis that is not related to the education industry, which limits the contextual adaptation of the study to KCSE performance without precise contextualisation.

Additional literature based on Kenyan schooling settings provides more directly relevant evidence, although with inconclusive results. Findings from a descriptive survey and correlational analysis carried out in Machakos County by Mwove et al. (2023) indicated a weak but significant positive link between transformational leadership and academic performance, thus indicating that the leadership may have a role to play but is not a strong enough explanatory variable on its own. Miano et al. (2023) used a concurrent triangulation mixed-methods design in the Tharaka Nithi County in another study and emphasised that the practices connected to leadership (e.g., role modelling) interplay with material ones (e.g., the availability of supportive learning materials), meaning that motivational intentions could be converted to achievement more regularly when the enabling resources were present. All these studies suggest the possibility that the empirical nexus between Inspirational Motivation and student success is contingent on the presence of complementary structural and instructional conditions that support motivational practices.

Critical Gaps

Burns (1978), one of the pioneer theorists of transformational leadership, argues that the concept of Inspirational Motivation goes beyond setting high expectations to building emotional commitment, which leads to the internalisation of mutual goals by the followers. Within educational organisations, this dynamic is likely to be enacted through the following mechanisms: teacher commitment, professional effort, and a shared sense of efficacy. However, leadership researchers are increasingly stressing the importance of researching such mechanisms in context, because the same behaviour may not produce the same staff reactions or student results in communities with dissimilar socio-economic conditions or school capacity (Lopez et al., 2024). The latter consideration can be especially relevant to the Kenyan sub-county context, where the inequality in resource allocation, staff numbers, and student

readiness might moderate the motivational leadership implementation and acceptance.

It is clear that theoretical connections between Inspirational Motivation and academic achievement are indeed well-established; however, the empirical proofs are still rather ambiguous, and the factors of discrepancies are becoming more and more well-documented. In a meta-analysis study, Robinson et al. (2008) found that instructional leadership, in comparison with transformational leadership, could have a greater impact on student outcomes, indicating that motivational vision would not be effective unless closely coupled with teaching-and-learning practices. Similarly, the systematic review of research on transformational school leadership by Li and Karanxha (2022) indicated mixed results across studies and suggested that differences in models, methodology, and contexts contribute to the presence of the inconsistencies; more integrated frameworks that consider leadership effects as indirect and complex are recommended. The methodology of many studies in the area is based on cross-sectional designs and self-report measurements, which, on the one hand, provide information on the perception, and on the other hand, have a constrained ability to make causal inferences and to differentiate between leadership effects and other confounding factors such as teacher quality, student intake, and resource levels. As a result, when different research studies seem to disagree with each other, these differences tend to reflect measurement (e.g., teacher-rated vs. principal self-rated leadership), outcome (e.g., KCSE mean score vs. subject performance) differences, and missing contextual variables that might suppress or exaggerate motivational effects.

Although a significant amount of research has been done on transformational leadership on an international level, African and Kenyan research, in particular, has traditionally been underrepresented and skewed in terms of methodological richness. The systematic review of the educational leadership and management research literature offered by Hallinger (2017) across Africa reveals both development and gaps in the research that include uneven national coverage and the urgent necessity of more solid theorisation of the way in which local context influences the leadership practices and outcomes. Studies conducted in Kenya that question the performance of the KCSE also reinforce the importance of context and dimension-specific interpretation. As an example, Oyugi and Gogo (2019) studied the leadership styles of principals in Awendo Sub-county and correlated

them with the existing leadership patterns with the results of the academic performance, showing how leadership typologies and school-specific realities should be studied simultaneously instead of assuming a universal route through which leadership approaches can lead to academic achievement. Likewise, Ngunyi and Ndurumo (2019) have explicitly considered potential confounders (e.g., teacher characteristics and school type) into the process of assessing transformational leadership in Kiambu County, the methodological necessity to model leadership impacts, as well as the background factors that would otherwise confound the association. Such Kenyan-based studies have a greater local significance and provide a more empirical basis to comprehend why Inspirational Motivation can be effective in some circumstances but not in others.

This paper thus builds on the theory of transformational leadership, separating Inspirational Motivation as the key dimension and examining its ability to distinguish between high and low performance of secondary schools in Bureti Sub-county. In theory, the study is consistent with the hypothesis that transformational leadership behaviour, which is Inspirational Motivation, mediates between intermediate factors, including staff commitment, school climate, and shared purpose, which, in turn, support learning environments that can, under certain conditions, lead to improved KCSE results (Bass & Avolio, 1997; Hallinger, 2017). At the same time, prior Kenyan studies that show the dimension-specific effects (e.g., strong effects with idealised influence and weak or no effects with inspirational motivation in some scenarios) provide a strong justification to test Inspirational Motivation as a specific construct instead of assuming the existence of equal effects in all transformational elements (Kitur et al., 2020; Mwove et al., 2023).

To this theoretical framing, the study is driven by a definite conceptual route in which the concept of Inspirational Motivation among principals (independent variable) is hypothesized to strengthen intermediate school conditions, including teacher commitment, shared purpose, and school climate, which, in turn, benefits the learning conditions that may be captured by the KCSE performance (dependent variable) (Bass & Avolio, 1997; Hallinger, 2017). The study empirically tests this framework by establishing whether the variability in the perceptions of principals' Inspirational Motivation by teachers is related to the likelihood of the school being classified as a high- or low-performing school on the

KCSE in the Bureti Sub-county, and does so, and moderating by contextual factors including the resourcing, staffing stability, and school culture, which might contribute to the strength or saliency of this relationship (Kitur et al., 2020; Mwove et al., 2023).

In general, the literature supports the idea of transformational leadership as a useful tool to understand school leadership, but also indicates that relationships between leadership behaviours and KCSE performance are often more indirect than direct. The main rationale behind the current study, thus, is not whether Inspirational Motivation matters or not, but rather defining in which circumstances it can or cannot be converted into measurable achievements in academics, and how sub-county factors, including resourcing, staffing, and school culture, could mediate this relationship.

METHODOLOGY

The study utilised a correlational research design to investigate the relationship between Inspirational Motivation and educational accomplishment by secondary school students in the Bureti Sub-county, Kenya. The correlational framework is especially suitable for evaluating the size as well as direction of the relationship between the variables, in this case, leadership behaviours (i.e., Inspirational Motivation) and scholastic performance. Also, a mixed-methods approach was integrated to provide a deeper insight into the research problem; quantitative data were gathered by using structured questionnaires, and qualitative data were gathered by using open-ended questionnaire items and semi-structured interviews. The questionnaires were conducted face-to-face with all teachers, and each respondent had a 30-minute session.

Face-to-face interviews were carried out, each lasting approximately 45 minutes to one hour, with audio recording done upon participants' consent. Qualitative analysis was then done by transcribing all the recordings. This was done to guarantee that the responses were properly recorded and analysed, and hence a complete picture of the leadership practice in the sampled schools was captured. The mixed-methods design contributes to the validity and credibility of the study, as it triangulates results across methodological approaches and enables a deeper analysis of the phenomenon under consideration (Creswell, 2014).

The school category on which the institutions were sampled was selected through purposive sampling. In particular, every one of the ten Extra County schools was selected purposively. These schools were chosen since they represented a variety of academic performance levels yet were quite similar in terms of resource allocation and student capability. This contrasts with the County and Sub-county schools that are more likely to receive students with poor grades during their primary schooling and hence are more homogeneous in performance in the KCSE within the schools. To take into consideration the difference in performance, the sampled schools were divided by the average KCSE scores within a period of five years (2018-2022). A school with a score below 6.5 points was termed as low-achieving because this is the minimum grade needed to get to the university, and a school scoring 7 or above was termed a high-achieving school. Five of the 10 Extra County schools were high-achieving (including two girls' schools and three boys' schools), and the other five were low-achieving (including three girls' schools and two boys' schools).

The choice of ten schools was driven by the need to reflect both the heterogeneity of academic performance in different contexts and, at the same time, logistical feasibility. A purposive selection of these institutions was done to reflect the range of academic performance that could be seen in Bureti Sub-county, hence making the sample suitable for the exploratory goals of the study. Therefore, the sample size is adequate to yield meaningful insights into the relationship between leadership styles and academic performance in this context. However, future research would be able to enhance statistical strength through increasing the sample size or implementing stratified sampling methods that would improve representativeness and extrapolate to the larger area.

In order to establish the sample of teachers, the Krejcie and Morgan (1970) table was used to estimate the necessary sample size. The table suggested that a sample size of 214 would be used, with the target being 487 educators. Proportional stratified sampling ensured the sampling of 22 teachers in each of the ten extra-county institutions. The process of selection was done through simple random sampling, and participation was subject to explicit consent given by a yes/no response mechanism.

Besides the teacher sample, the principals of the ten chosen schools were also included in the study. Since the

selection of the schools was purposive, the principals were subjected to census sampling, and hence all heads of selected schools were included. The approach was critical in gaining firsthand information regarding the leadership practices and in exploring the role that Inspirational Motivation can play in academic performance in such schools. The incorporation of all ten principals helped in a complete representation of leadership styles, both in high and low performing schools. The small sample size of the principals (n=10) provides limited statistical power to principal-level analyses, but the census methodology provides a detailed perspective on their contributory nature to the school climate and academic performance. Future research has the potential to improve statistical validity by increasing the sample size or using stratified sampling methods, which would improve representativeness and ease generalisation to the larger region.

Ethical issues are an important aspect of the research process, and thus, the study took numerous steps to preserve the integrity of data collection and to protect the rights and privacy of the participants. The research took various steps to protect the ethical integrity of the data collection. The study received ethical approval by the Kabarak University Research Ethics Committee (KUREC), National Commission of Science, Technology and Innovation (NACOSTI), Bureti Sub-county Director of Education and the research participants who were fully informed about the purpose, objectives, risks and benefits of the study were given a chance to see the results of the study and give feedback which helped to ensure transparency and validity of the results.

RESULTS AND DISCUSSION

Demographic information of the participants, gender, age, and academic education:

Table 2: Demographic Information of Respondents

Age Range	Gender	Education Level	Count	Percentage (%)
36-40	Male	Bachelor’s	47	24.2%
41-45	Male	Bachelor’s	16	8.2%
46-50	Male	Bachelor’s	10	5.2%
51-55	Male	Master’s	1	0.5%
	Female	Bachelor’s	7	3.6%
56-60	Male	Master’s	3	1.5%
	Female	PhD	1	0.5%
Below 35	Male	Bachelor’s	83	42.8%
	Female	Bachelor’s	26	13.4%

As can be seen in the demographic information of Table 2, the respondents aged below 35 years formed most of the sample, which means that the teaching population in the Bureti Sub-County is relatively young. Most of the teachers had a bachelor’s degree, and a smaller group had a master's or doctoral degree, which is especially more noticeable in the 36-50 age group. The gender

distribution is approximately symmetric, with a slight majority of male teachers. These observations, when taken together, suggest that the instructional personnel are young and reasonably credentialed with varying educational profiles across age groups.

As shown in Table 3, the descriptive statistics of these behaviours are based on a Likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree).

Table 3: Descriptive Statistics for Inspirational Motivation Behaviours

N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
194	1.00	4.60	3.01	0.68	-0.001	0.175

Table 3 presents the descriptive statistics for Inspirational Motivation, as measured on a five-point Likert scale. The average score of 3.01 and the relatively small standard deviation value of 0.68 show that, on the whole, principals in Bureti Sub-County demonstrate moderate degrees of motivational behaviours. However, the fact that the responses vary significantly, as indicated by the values of standard deviations between 1.35 and 1.47 for individual items, casts doubts on how consistently the leadership behaviours are practised. This inconsistency could indicate that there is a lot of variance in the way principals interpret and implement Inspirational

Motivation in their schools. Some principals might make good use of such strategies as rewards, public recognition, and high expectations, but some do not, which might undermine the desired positive effect on teacher motivation and student motivation. This kind of inconsistency is not desirable because the effectiveness of Inspirational Motivation seems to be undermined if the practices are not applied at the same level across schools.

The descriptive statistics of the five items on the questionnaire are presented below:

Table 4: Descriptive Statistics for Questionnaire Items

Item	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
Provides school vision	194	1.00	5.00	2.99	1.39	0.033	-1.311
Encourages teamwork	194	1.00	5.00	2.98	1.47	-0.004	-1.382
Demonstrates optimism	194	1.00	5.00	3.02	1.41	0.052	-1.284
Provides meaning for tasks	194	1.00	5.00	3.09	1.43	-0.058	-1.306
Symbolizes success	194	1.00	5.00	2.94	1.35	0.062	-1.203

As shown in Table 4, the descriptive statistics of the items assessing Inspirational Motivation reveal mean values between 2.94 and 3.09, suggesting a moderately perceived level of principals' leadership behaviours. Although the highest mean score (3.09) indicates that the principals are partially skilled at giving meaning to tasks, the lower (2.94) score of symbolising success indicates that the principals may be lacking in their ability to regularly praise the achievements or have a visible presence of success, which is the key to motivating the staff and students. The standard deviations (between 1.35 and 1.47) show that responses are varied and not uniform, which implies that even though some principals

are effective at Inspirational Motivation, some of them may not be as consistent all the way around, which leaves questions of how coherent leadership practice in schools is. Such inconsistency may negatively affect the effectiveness of the Inspirational Motivation because inconsistency in leadership practices can lead to reduced chances to create a cohesive and inspirational school climate. The negative value of skewness and the rather flat value of kurtosis also mean that, even though the majority of the respondents perceived the motivational behaviours positively, there was no apparent agreement, which suggests that they perceived their efficacy differently. These results indicate that motivational

practices of principals do exist, but the differences among schools indicate that further research on the ways in which these behaviours can be standardised to increase their effectiveness on school climate and academic performance is necessary.

Logistic Regression Analysis

To establish the relationship between Inspirational Motivation and academic performance, a logistic regression approach was applied.

Table 5: Logistic Regression Results for Inspirational Motivation

Variable	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for Exp(B)
Inspirational Motivation	-0.047	0.215	0.047	1	0.828	0.954	0.626 – 1.454
Constant	-0.214	0.661	0.105	1	0.746	0.807	

The findings of a logistic regression analysis that assessed the relationship between Inspirational Motivation and academic performance are recorded in Table 5. The findings indicate that Inspirational Motivation has no statistically significant effect on academic performance, as evidenced by a p-value of 0.828, which exceeds the 0.05 significance threshold. The odds ratio of 0.954 also indicates that there is a very minimal negative relationship; however, this relationship is not strong enough to be regarded as significant. The odds ratio (0.626 to 1.454) also includes the value of 1, which also supports the conclusion that there is no significant effect of Inspirational Motivation on academic performance in this particular context.

Qualitative Results

The results of the interview of nine principals of high- and low-performing educational institutions in Bureti Sub-county provide substantive information about leadership practices of these principals, in the context of transformational leadership practices. The principals were requested to consider their methods of staff motivation, modelling values and ethics, defining the vision and mission, addressing the needs of teachers and students, nurturing creativity, offering feedback, and instilling confidence and optimism. One principal did not respond to the interview.

The principals of high-performing schools emphasised leadership practices that were focused on innovation,

empowerment, and collaboration. Indicatively, they cited encouraging employees by setting goals, providing rewards, and team-building events. Their leadership behaviours were also much concentrated on the modelling of integrity and professionalism, where there was frequent and clear communication of their vision of the school by means of staff meetings, assemblies and other occasions. Moreover, the high-performing principals emphasised the need to offer professional development opportunities, a supportive learning atmosphere to both teachers and students and creativity by means of teacher-led innovation and brainstorming.

Conversely, principals in low-performing schools expressed leadership practices that were more inclined towards monitoring, structure and procedural accountability. Although they also recognised the need for motivation based on rewards and recognition, their strategies were more transactional in nature, where emphasis was laid on completing tasks and adhering to the expected standards. These principals were more likely to convey the vision of the school less often, and normally, they could only do this through formal meetings or reports. Their innovation and creativity were less liberal and flexible, and were more about order and procedures.

The themes identified in the responses of the principals are summarised in Table 6 below.

Table 6: Summary of Principal Responses on Leadership Practices

Principal	Performance	Motivation	Values & Ethics	Vision & Mission	Meeting Needs	Encouraging Creativity	Feedback on Performance	Inspiring Confidence & Optimism
1	High	Goal-setting, rewards, autonomy, recognition	Integrity, professionalism	Vision shared through regular meetings	Professional development and student support	Encouraging innovation through brainstorming	Individual evaluations, constructive feedback	Leading with optimism, creating a transparent environment
2	High	Incentives, public recognition	Ethical behaviour, fairness	Vision communicated through assemblies	Personalised support for staff and students	Teacher-led innovation, creative teaching	Peer reviews, one-on-one feedback	Focus on student achievements, positive atmosphere
3	High	Monitoring, rewards, team collaboration	Fairness, consistency	Vision discussed during meetings, but infrequent	Mentorship, emotional and academic support	Teacher workshops, flexible teaching methods	Formal reviews, group feedback	Celebrating small wins, fostering team spirit
4	High	Autonomy, staff recognition	Professional integrity, ethical communication	Regular articulation of the vision	Professional and emotional support for teachers	Teacher-led projects, creative lesson planning	Feedback through team meetings	Enthusiasm, maintaining an optimistic outlook
5	High	Realistic goals, group collaboration	Honesty, teamwork	Weekly briefings, alignment with goals	Targeted professional development	Staff feedback and proposal platforms	Regular meetings, goal-setting	Reinforcing school commitment to improvement
6	Lower	Positive reinforcement, team-building	Respect, fairness, accountability	Regular communication of the vision	Mentoring teachers, addressing learning challenges	Encouraging creativity through brainstorming	Performance reviews, informal discussions	Open-door policy, team spirit
7	Lower	Clear expectations, incentives	Integrity, ethical behaviour	Verbal and written communication	Mentorship and tailored	Inviting staff input for	Individual meetings,	Solution-oriented approach,

				ation of vision	development programs	projects	group evaluations	focus on long-term progress
8	Lower	Recognition, collaboration	Accountability, respect	Student assemblies, teacher briefings	Mentorship for teachers, counselling for students	Peer learning groups, flexible teaching methods	Performance assessments, informal discussions	Maintaining inclusive culture, focusing on positive outcomes
9	Lower	Celebrating small victories and public acknowledgment	Transparency, fairness	Weekly staff meetings, classroom discussions	Learning support plans for students and teachers	Innovation workshops for teachers	One-on-one meetings, group feedback	Fostering optimism, celebrating progress

Discussion

According to the results of the investigation, the dimension of Inspirational Motivation, which is a component of transformational leadership, had no statistically significant effect on academic performance in Bureti Sub-county, with a p-value of 0.828. This finding is contrary to previous research by Davis et al. (2022) and Shatzer et al. (2014), who found a positive relationship between transformational leadership practices and academic success. The contextual factors that could account for the lack of influence might be the fact that schools in the area had higher teacher-to-student ratios, lower resources, and staffing instability. All these aspects foster a kind of environment where motivational leadership cannot be solely used to beat the systemic obstacles. In addition, measurement problems concerning the measurement of Inspirational Motivation could also have led to the results that were realised. The use of self-report surveys on teachers and principals might have resulted in biases in the perceived leadership effectiveness because the respondents might have exaggerated the influence of motivational behaviours. Moreover, situational factors, such as the support of the community and socioeconomic status, can intervene in the effectiveness of the leadership practices, since the effectiveness of Inspirational Motivation is often determined by a well-supported school climate.

Mwove et al. (2023) argue that the effectiveness of inspirational motivation as a leadership behaviour depends greatly on the environment. In resource-intensive environments like Bureti, leadership behaviour

centred mostly on motivational appeals might not instil demonstrated improvement in the academic performance, especially in cases where there is no proper infrastructural base, teaching resources, and professional growth avenues for the teaching staff.

It is also possible that the diminished efficacy of Inspirational Motivation found in this experiment can also be linked to the specific hardships facing the schools in Bureti Sub-county, like high teacher-to-student ratios, inadequate resources, and unstable staffing. Leithwood and Jantzi (2006) and Bass (1985) assume that transformational leadership behaviours, such as Inspirational Motivation, need to be supported by a facilitative environment that goes beyond the motivational incentives to include the structural framework that is needed to reinforce academic performance. Even the most outspoken and accomplished leaders can face insurmountable challenges in motivating personnel and pupils with great success in under-staffed learning institutions, thus limiting the potential of academic growth. This fact is consistent with Kitur et al. (2020), who stressed that Inspirational Motivation alone cannot be used as the means of success unless it can be supported by an appropriate number of resources and an organisational culture which supports lifelong learning and growth.

Furthermore, the results of the research are harmonious with the rest of the academic literature that highlights the importance of aligning various aspects of leadership in order to guarantee sustainable scholarly enhancement.

Burns (1978) opined that transformational leadership is most effective when the multiple dimensions, such as Idealised Influence and Intellectual Stimulation, work together. The lack of a substantial impact that could be ascribed to Inspirational Motivation in this study can be explained by the fact that it was deployed in isolation without supplementary leadership behaviours that would provide the needed intellectual stimulation and personalised attention to academic achievement. Leithwood and Jantzi (2006) also argued that the behaviour of leadership ought to be conceptualised as a whole since the effect of leadership behaviours on the performance of the students cannot be determined through a single dimension but a combination of various leadership practices.

The difference between our results and previous empirical studies underlines the urgency to understand the role of contextual factors in interactions with leadership behaviours to determine academic performance. The positive outcomes of Inspirational Motivation were recorded by Shatzer et al. (2014) and Davis et al. (2022), but their studies were placed in a different setting where the challenges of resource scarcity and other situational constraints were not as critical as in Bureti Sub-county. In turn, the effectiveness of such leadership practices as Inspirational Motivation seems to be dependent on the contextual determinants, such as the availability of resources, teacher-to-student ratios, and school culture. Mwove et al. (2023) support this claim by highlighting that the effect of leadership on academic performance is not linear and homogenous; on the contrary, it has to be mediated by the unique challenges and opportunities that an institution is subjected to.

The findings further highlight the need to conduct further research that does not look at Inspirational Motivation alone, but tries to look at how the two dimensions, which are Idealised Influence and Individualised Consideration, help to rely on the local context to drive academic success. The data show that in the Bureti Sub-county, leadership practices that include a more extended range of transformational practices will most likely create a greater influence on academic outcomes. The questions that the future research ought to ask include how teacher professional development, school culture, and community engagement are some of the variables that may enhance the effectiveness of leadership practices, particularly in a resource-constrained environment.

Qualitative Discussion

Principal responses portrayed unique differences in leadership behaviours between high-performing schools and low-performing schools, which highlighted the salient attributes of transformational and transactional leadership paradigms. High-performing institutions underlined empowerment, innovation, and collaboration by their principals. These leadership qualities can be aligned with the transformational theory of leadership that argues that leaders are expected to inspire and motivate their subordinates by fostering a sense of autonomy, creativity, and a vision (Bass & Riggio, 2006; Northouse, 2022). In this group, principals created a climate that offered teachers the freedom to have decisional autonomy and innovate in their teaching practice. They fostered the sense of corporate ownership to institutional success by recognising individual contributions in the organisation and providing regular feedback, which is in line with the fundamental ideas of Inspirational Motivation and Individualised Consideration (Bass, 1985).

On the contrary, principals in the schools with low performance demonstrated primarily transactional leadership behaviours. These leaders did not stop underlining the importance of staff motivation, only that their orientation was based on task accomplishment, compliance with the procedure, and maintenance of control (Burns, 1978; Avolio & Bass, 2004). The level of transactional disposition that was witnessed in these environments was more about monitoring, structural surveillance, and formalised feedback with little focus on inspiring teacher autonomy or promoting creative problem-solving. This is a classic manifestation of the transactional style of leadership, where compliance and routine overrule inspiration and empowerment, a trend that empirical research has shown to be less effective in the development of long-term academic successes (Yukl, 2013).

The dissimilarity in leadership styles was largely apparent in the communicational delivery of institutional vision. Principals in high-performing schools were articulate about the school vision, which was aligned to student achievement and a sense of shared support for organisational goals. This praxis is echoed by the view of Kotter (1996) that leaders need to inspire followers with the help of a clear and appealing vision. Conversely, in low-performing schools, principals shared the vision only a few times, usually in a formal procedural way. Such a discrepancy in the vision communication reinforces the

critical contribution of transformational leadership in engaging staff and students in the mission of the school and the development of a collective sense of ownership of institutional objectives (Leithwood & Jantzi, 2005).

The analysis of ethical stewardship further determined major distinctions between high- and low-performing principals. Leaders with high performance incorporated professional integrity, fair treatment, and ethical modelling in their leadership strategies, thus reinforcing the moral system of the institution. This is in line with an idea of ethical leadership by Brown and Trevino (2006) that talks about leaders as role models of ethical behaviour. On the other hand, low-performing principals were more oriented to procedural fairness and rule-abiding, which is in line with the definition of transactional leadership described by Yukl (2013) because ethics is seen as the responsibility to follow the rules, rather than having mutual ethical obligations.

Teacher development support in high-performing schools was defined by the focus on professional and emotional support. These principles, in addition to opening professional development opportunities, also provided a conducive environment that would support the emotional and psychological needs of employees, which aligns with the results of Day and Sammons (2016), who argue that effective leaders can foster a relationship grounded in both continuous learning and support. Conversely, poor performing principals provided support mainly as a response to underperforming, with more emphasis on remediation as opposed to the promotion of a culture of growth and everlasting development.

As far as creativity and innovation are concerned, principals who performed highly promoted teacher-led programs and gave them a space to experiment. This is in line with the concept of intellectual stimulation proposed by Bass (1985), in which leaders stimulate new ideas and creativity through enabling novelty and risk-taking. Low-performing principals, on the other hand, followed a more systematic approach to creativity, with innovation being more focused on conformity to set standards and expectations. This approach limits the chances of staff getting involved in valuable innovation, which would otherwise lead to better performance in academics (Robinson, 2011).

Finally, the feedback activities identified in high-performing schools were growth-oriented and focused on the overall improvement, which is in line with the statement of Hattie and Timperley (2007) about the

timeliness and specificity of the feedback in enhancing student learning. Conversely, low-performing principal feedback was mainly evaluative and focused on the performance reviews and compliance with school expectations, thus reflecting the concept of directive control described by Tannenbaum and Schmidt (1958) as an example of transactional leadership.

These results show that although Inspirational Motivation is an essential leadership behaviour, it cannot, on its own, lead to academic success. Transformational leadership behaviours, such as empowerment, innovation and ethical stewardship, cannot be ignored in developing an environment that fosters teacher involvement, student involvement and success. In addition, the findings also support the need for a holistic leadership strategy that will involve combining several transformational aspects, including intellectual stimulation and consideration of the individual, in order to achieve the intended academic results within the classroom.

CONCLUSION AND RECOMMENDATIONS

Conclusion: This research established that although Inspirational Motivation was rated moderately positively among teachers and principals in Bureti Sub-county, it failed to establish a significant impact on the performance of students in the Kenya Certificate of Secondary Education. All these findings indicate that even though Inspirational Motivation is a fundamental factor in the development of school culture, teacher involvement, and a healthy school environment, it does not directly lead to better academic results in the given case of Bureti Sub-county.

A further observation of the leadership practices by the principals that were collected through qualitative interviews gives more insight into why Inspirational Motivation might not have had the anticipated effect. The high-performing school principals showed a mixture of motivational policies, such as goals, recognition, and teacher autonomy. But in lower-performing schools, the principals, though acknowledging the significance of motivation, had more of a structural, procedural and transactional orientation. This difference in leadership behaviour implies that Inspirational Motivation without the incorporation of other transformational leadership behaviours like intellectual stimulation and individualised consideration may not be effective in ensuring the intended effect on the overall performance of students.

This implies that a holistic methodology of leadership that integrates Inspirational Motivation with other important elements of transformational leadership would prove to be more instrumental towards academic success. Moreover, the qualitative data showed that the principals in both high- and low-performing schools highlighted the necessity to be innovative, grant autonomy to teachers, and be ethical stewards, which are the main principles of transformational leadership. As such, although Inspirational Motivation can be used to improve the school culture, it is probable that its potential would be realised when combined with other leadership behaviours that support collaboration, innovation, and professional development.

Contextual variables, including resource constraints, socio-economic issues, and teacher-student ratios, can also be of importance in determining the success of the leadership interventions, in the Bureti Sub-county and in terms of the Kenyan context. Further research must put these contextual facts into consideration in looking at how leadership strategies can influence school performance. This paper is important in that it underlines the need to concurrently look at the school landscape and leadership actions in order to come up with more holistic and context-specific leadership approaches that can help enhance academic performance.

The qualitative data of the interviews with the principals in the high-performing and low-performing schools is helpful in identifying the practical use of transformational leadership. Principals with high performance stressed innovation, autonomy of teachers, and recognition of staff, which are part of transformational practices. On the other hand, the principals in low-performing schools had more transactional practices, as they emphasised the completion of tasks and following the necessary procedures. These qualitative findings confirm the significance of a holistic leadership methodology combining motivational leadership with support systems in practice, indicating that Inspirational Motivation, in itself, is not adequate to ensure academic achievement in a resource-limited setting. The statistics highlight the importance of the context-specific model of leadership

that should take into consideration the particular issues that are unique to each school.

Recommendations: On the basis of the results of this research, it is clear that although Inspirational Motivation is vital, it did not exhibit a significant impact on academic performance in the Bureti Sub-county, which is why it is recommended that the principals in the region should work towards adopting a more integrative model of transformational leadership, that is, combining Inspirational Motivation with other key attributes of transformational leadership including intellectual stimulation and idealized influence, to a more cohesive leadership model, which is more apt to aid academic performance.

Furthermore, educational policymakers need to pay attention to the resource allocation policies that will assist in creating leadership skills among school administrators. This will be done by offering training opportunities that give the principals skills to successfully execute a mix of diverse transformational leadership behaviours that will ensure that their leadership positively influences the academic outcomes. One specific area of training should be on how to integrate Inspirational Motivation with other leadership behaviours in order to help make the most of it to enhance the performance of schools.

Also, additional studies are needed to explore how all four transformational leadership behaviours: Inspirational Motivation, intellectual stimulation, idealised influence, and individualised consideration interact to determine their combined effect on academic performance. Moreover, moderating impacts of contextual variables, including the school resources, teacher-student ratios, and socio-economic variables, are to be investigated to learn more about the impact of these variables on the effectiveness of leadership practices in various environments. Knowing the role of these contextual variables will assist in designing more flexible leadership interventions that can more reliably address the needs of schools in Bureti Sub -county and other regions of the same kind.

REFERENCES

- Alzoraiki, M., Ahmad, A. R., Ateeq, A., & Milhem, M. (2024). The role of transformational leadership in enhancing school culture and teaching performance in Yemeni public schools. *Frontiers in Education, 9*, 1–11.

- Asim, S., Gera, R. C., Harris, D., & Dercon, S. (2024). Does effective school leadership improve student progression and test scores? Evidence from a field experiment in Malawi. *World Bank*. <https://doi.org/10.1596/1813-9450-10846>
- Ayiro, L. P. (2018). Transformational leadership and school outcomes in Kenya: Does emotional intelligence matter? *FIRE: Forum for International Research in Education*, 1(1), 26–49. <https://doi.org/10.18275/fire201401011011>
- Bass, B. M. (1985). Leadership: Good, better, best. *Organizational Dynamics*, 13(3), 26–40.
- Bass, B. M., & Avolio, B. J. (1997). *Full range leadership development: Manual for the multifactor leadership questionnaire*. Mindgarden.
- Burns, J. M. (1978). *Leadership*. Harper & Row.
- Bush, T. (2024). School leadership and student outcomes: What do we know? *Educational Management Administration & Leadership*, 52(5), 1017–1019. <https://doi.org/10.1177/17411432241271559>
- Bush, T., Fadare, M., Chirimambowa, T., Enukorah, E., Musa, D., Nur, H., Nyawo, T., & Shipota, M. (2021). Instructional leadership in sub-Saharan Africa: Policy and practice. *International Journal of Educational Management*, 36(1). <https://doi.org/10.1108/IJEM-01-2021-0027>
- Cruickshank, V. (2017). The influence of school leadership on student outcomes. *Open Journal of Social Sciences*, 5(9), 115–123. <https://doi.org/10.4236/jss.2017.59009>
- Davis, J. K., & Thilagaraj, A. (2022). Transformational leadership theory: A critical analysis with reference to banking sector. *Webology*, 19(2), 152–159.
- Hallinger, P. (2017). Surfacing a hidden literature: A systematic review of research on educational leadership and management in Africa. *Educational Management Administration & Leadership*, 46(3), 362–384. <https://doi.org/10.1177/1741143217694895>
- Hallinger, P., & Heck, R. H. (2011). Leadership and student learning outcomes. In J. Robertson & H. Timperley (Eds.), *Leadership and learning* (pp. 56–70). SAGE Publications Ltd. <https://doi.org/10.4135/9781446288931.n5>
- Kayombo, V. B., Matete, R. E., & Suru, M. H. (2026). The implementation of the transformational leadership style in primary schools for enhancing pupils' academic performance in Tanzania. *Educational Dimension*, 15, 1–12. <https://doi.org/10.55056/ed.949>
- Kitur, K., Choge, J., & Tanui, E. (2020). Relationship between principals' transformational leadership style and secondary school students' academic performance in Kenya Certificate of Secondary Education in Bomet County, Kenya. *Universal Journal of Educational Research*, 8(2). <https://doi.org/10.13189/ujer.2020.080210>
- Leithwood, K., & Jantzi, D. (2006). Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices. *School Effectiveness and School Improvement*, 17(2), 201–227. <https://doi.org/10.1080/09243450600565829>
- Li, Y., & Karanxha, Z. (2024). Literature review of transformational school leadership: Models and effects on student achievement (2006–2019). *Educational Management Administration & Leadership*, 52(1), 52–74. <https://doi.org/10.1177/17411432221077157>
- López, A. E. (2021). Examining alternative school leadership practices and approaches: A decolonising school leadership approach. *Intercultural Education*, 32(4), 359–367. <https://doi.org/10.1080/14675986.2021.1889471>
- Lopez, A., Kirezi, J. C., & Peeraer, J. (2024). School leadership competencies in Sub-Saharan Africa. UNESCO. <https://doi.org/10.54676/WNPG4637>
- Miano, M., Aringo, M., & Barasa, V. (2023). Principals' transformative leadership on the performance in science subjects in girls' public secondary schools in Tharaka Nithi County. *East African Journal of Education Studies*, 6(3), 53–70. <https://doi.org/10.37284/eajes.6.3.1475>

- Mulongo, W. E., & Jemutai, E. M. (2024). Influence of school heads' leadership styles on teacher performance in secondary schools in Lamu County, Kenya. *International Academic Journal of Social Sciences and Education*, 2(3), 364–379.
- Musyoki, J. M., Okoth, U., Kalai, J., & Okumbe, J. (2021). Influence of principals' idealized influence on students' performance at Kenya Certificate of Secondary Education in public secondary schools, Kenya. *IOSR Journal of Research & Method in Education*, 11(5), 5–15. <https://doi.org/10.9790/7388-1105040515>
- Mwove, P. N., Mwanja, J. M., & Kasivu, G. M. (2023). The extent to which principals' use of transformational leadership style influences students' academic performance in public secondary schools in Kenya. *International Journal of Management Studies and Social Science Research*, 5(3), 56–64. <https://doi.org/10.56293/IJMSSSR.2022.4609>
- Nicholas, K., & Nancy, M. (2024). Effect of school leadership on school climate: A case study of King's College Budo. *Metropolitan Journal of Business & Economics*, 445–458.
- Nzoputa, O. I., & Chibuike, I. D. (2025). Motivational leadership and teacher performance in Nigerian public secondary schools: Evidence from Aguata Local Government Area. *Journal of Education, Society and Behavioural Science*, 38(6), 211–220. <https://doi.org/10.9734/jesbs/2025/v38i61452>
- Owor, F. B., & Atuhaire, S. (2025). School leadership and academic performance in secondary schools in West Budama, Tororo District, Uganda. *International Journal of Educational Research and Technology*, 16(1), 24–34. <https://doi.org/10.15515/ijert.0976-4089.16.1.2434>
- Oyugi, M., & Gogo, J. O. (2019). Influence of principals' leadership styles on students' academic performance in secondary schools in Awendo sub-county, Kenya. *African Educational Research Journal*, 7(1), 22–28. <https://doi.org/10.30918/AERJ.71.18.096>
- Robinson, V. M., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 44(5), 635–674. <https://doi.org/10.1177/0013161X08321509>
- Shatzer, R. H., Caldarella, P., Hallam, P. R., & Brown, B. L. (2014). Comparing the effects of instructional and transformational leadership on student achievement: Implications for practice. *Educational Management Administration & Leadership*, 42(4), 445–459. <https://doi.org/10.1177/1741143213502192>
- Thelma, C. C., Prince, B., Phiri, E. V., Kabombo, K., & Patrick, M. (2025). Influence of leadership style on the quality of education in Zambia. *International Journal of Research Publication and Reviews*, 6(5), 7863–7874.