

**INFLUENCE OF INNOVATIVE LEADERSHIP ON ORGANIZATIONAL
PERFORMANCE OF VOCATIONAL TRAINING INSTITUTIONS IN
KISUMU COUNTY, KENYA**

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**MASTER OF BUSINESS ADMINISTRATION (CORPORATE
MANAGEMENT)**

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REQUIREMENTS FOR THE AWARD OF MASTER OF BUSINESS
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BUSINESS AT KCA UNIVERSITY**

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DECLARATION

I declare that this dissertation is my original work and has not been previously published or submitted elsewhere for award of a degree. I also declare that this dissertation contains no material written or published by other people except where due reference is made and author duly acknowledged.

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ABSTRACT

Technical and vocational education and training portray poor performance across the country including Kisumu County. There are various strategies that can be adopted to improve this performance and one of these includes having innovative leadership in these institutions. Therefore, this study examined effect of innovative leadership on organizational performance of vocational training institutions in Kisumu County. It was guided by four specific objectives that were to: determine influence of leader creativity on performance of TVET centers; assess effect of leader networking on performance of TVET centers; examine influence of leader teamwork on performance of TVET centers; and evaluate effect of leader emotional intelligence on performance of TVET centers in Kisumu County. Its theoretical underpinning consisted of transformational leadership theory, boundary-spanning leadership theory, leader-member exchange theory, and emotional intelligence theory. A descriptive design was adopted under which 28 organizations represented the units of analysis while 252 management staff represented its units of observation. Out of the target population of 252, a sample size of 154 was calculated by sampling formula. A structured questionnaire was designed and its validity and reliability was confirmed after conducting a pilot study. The data was analysed using descriptive statistical procedures including frequency distributions, mean, and standard deviation. This was followed by performing diagnostic tests checking for normality, heteroscedasticity, and multicollinearity in the dataset before moving to inferential analysis. Correlation and multiple linear regression analysis was done to determine association and relationship between variables respectively. These tests were conducted at the 95% confidence level. There was a positive linear association between leader creativity, leader networking, and leader teamwork with performance of TVETs. The output indicated a positive and significant effect of leader creativity and leader networking on performance of TVETs while leader teamwork and emotional intelligence had not effect. The conclusion is that leader creativity and leader networking was critical in improving performance of TVETs. This research recommends for the government agencies in vocational training to assess creativity capabilities of those applying for leadership and management positions in TVETs. This study recommends for TVET leaders to actively pursue and engage in networking activities to sense strategies they can use to improve performance from the private sector and other vocational training institutions.

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DEDICATION

This dissertation is dedicated with deepest love and gratitude to my beloved mother Mrs. Pamela Anyango Ngode and my entire family.

Your unwavering support, prayers, encouragement and belief in me have been my greatest strength throughout this journey.

Thank you for walking with me every step of the way and being my constant source of inspiration.

This achievement is as much yours as it is mine.

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ACRONYMS AND ABBREVIATIONS

AET	Affective Events Theory
BETA	the Bottom-Up Economic Transformation Agenda
BSC	Balanced Scorecard
BSL	Boundary Spanning Leadership
CAPA	Commonwealth Association of Polytechnics in Africa
CBET	Competency Based Education and Training
CDACC	Curriculum Development, Assessment and Certification Council
CP	Creative Performance
DWCL	Divine Word College of Legazpi
DWCV	Divine Word College of Vigan
EI	Emotional Intelligence
EU	Environmental Uncertainty
FE	Frontline Employees
GDP	Gross Domestic Product
HCT	Human Capital Theory
INSEAD	European Institute of Business Administration
KATTI	Kenya Association of Technical Training Institutions
KCAUSERC	KCA University Scientific and Ethics Review Committee
KIM	Kenya Institute of Management
KNBS	Kenya National Bureau of Statistics
KSTVET	Kenya School of TVET
LMX	Leader Member Exchange
NACOSTI	National Commission for Science, Technology and Innovation
NHE	National Housing Enterprise

PLC	Public Limited Companies
PLS-SEM	Partial Least Square Structural Equation Modelling
PSC	Public Service Commission
SEM	Structural Equation Modelling
SET	Social Exchange Theory
SPSS	Statistical Package for the Social Sciences
SSA	Sub-Saharan Africa
TVET	Technical and Vocational Education and Training
TVETA	Technical and Vocational Education and Training Authority
UNESCO	United Nations Educational, Scientific & Cultural Organization
US	United States
VIF	Variance Inflation Factor
VTCs	Vocational Training Centers
WBL	Work-Based Learning
WFCP	World Federation of Colleges and Polytechnics

DEFINITION OF TERMS

Innovative leadership	This is a form of leadership that integrates various styles to motivate staff to be creative, and come up with novel ideas to in an organization (Alharbi, 2021).
Vocational educational training	This is the education dedicated towards providing acquisition of practical skills and knowledge in the sciences and technologies in an effort to gain employment in difference sectors of an economy (Kiplagat & Kitainge, 2021).
Creativity	This involves using original ideas for services, processes, or products that are useful for an organization (Strobel et al., 2024).
Networking	This is the creation and maintenance of new cooperative or collaborative relationships with others in-and-out of the organization to achieve personal and organizational goals (Hassan et al., 2018).
Teamwork	These are those group efforts of employees in an organization to deliver personal and organizational goals (Driskell et al., 2018).
Emotional intelligence	This refers to a collection of abilities that a person possesses to manage their feelings (Akhyar et al., 2022).
Performance	This described the attainment of outlined or set organizational targets or goals for the different stakeholders (Taouab & Issor, 2019).

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Technical and Vocational Education and Training (TVET) is a subsector of formal education that involves studying related sciences and technologies and the acquisition of specific attributes and skills, knowledge, and understanding associated to individuals in different sectors of social and economic life (Kiplagat & Kitainge, 2021). TVET) has experienced four historical periods. These include: period of apprentice system before World War II; school-based period following the second world war; the enterprise – school partnership era between the seventies and eighties; diversified period of professional TVET from the eighties to the nineties (Hu, 2014).

Today, there is global recognition that the ability of industry, individuals, and countries to be able to navigate the competitive environment challenges of a rising global economy is directly associated to their TVET quality and performance (Liu & Clayton, 2016). Thus, TVET institutions are a significant component of key economic drivers in developed and developing nations around the world. TVETs have therefore made huge contributions to growth of industries such as the manufacturing sector by providing the needed skills and knowledge (Gachunga et al., 2020).

The role of TVET as a means of providing effective empowerment of society to engage in sustainable and productive livelihoods cannot be underplayed. TVET has a significant part in the supply of skills needed for improving the productivity of workers, creating opportunities for employment, increasing levels of income, economic competitiveness, and integration of occupations (Budría & Telhado-Pereira, 2009). The

available statistics show a high association between Gross Domestic Product (GDP) of nations with the uptake of TVET.

Nations including the United Kingdom (U.K.), Australia, and Belgium have a high number of TVET and have high GDP per capita (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2012). In Denmark, the current figures for enrolment and completion indicate the TVET is in a bad way with significantly fewer students have enroll, furthermore, half the students enrolled do not complete the programme (Aarkrog, 2020). In Indonesia, existing TVET institutions show low enrolment and employment rates compared to other educational sectors (Putra, 2023). The poor performance in the African region is much more pronounced.

Several nations in Africa demonstrate lower numbers of vocational training uptake and these have frequently been associated with the extremely low GDP per capita including Malawi and Eritrea (UNESCO, 2012). In Egypt, there is low quality of TVET due to the outdated teaching facilities, poor teacher training, no or low acquittance with work-based learning (WBL), and a programme that may not be sufficient to provide skills needed by the labour market (Kemper & Renold, 2024).

In Ghana, educational stakeholders raise a lot of concerns about the falling performance of TVET students that perform far below international standards and have struggled to obtain employment as a result of the circumstances in public rather than private institutions (Otchi, 2023). Majority of guardians give priority for their children to advance to grammar-based insitutions of learning and only 2.1% of parents selected TVET as an option for their children (Abubakar-Zagoon et al., 2024). In Tanzania, there is inadequate information on whether TVET graduates actualized their skills acquired

in generating and promoting self-employment (Kibitanyi & Ismail, 2024). The evidence of poor TVET performance in Africa is also present in Kenya.

The Competency Based Education and Training (CBET) was suggested so as to enhance performance of TVET but its adoption has been constrained by the level of understanding and awareness of CBET, trainer motivation, and availability of infrastructure in Kenya (Ododa & Kariuki, 2021). Maina and Muathe (2023) noted the increase in students pursuing higher education is not improved TVETs performance calling for these institutions to recognize and harness strategic competencies so as to improve their performance.

Vocational Training Centers (VTCs) in Kenya are classified as Private VTCs, Public VTCs, Private VTCs, and National Polytechnics. TVET institutions have increased from 2,140 in 2019 to 2,577 in 2023 (Kenya National Bureau of Statistics [KNBS], 2024). There has been a 300 % growth in the sector both in number of trainees enrolled and the number of institutions (Government of Kenya, 2021). However, the COVID-10 pandemic had a negative impact on TVET as it entrenched the inadequate trainers equipped to conduct CBE by using digital platforms, an-ever growing gap between TVETs and their ability to keep pace with changing technological advancement. A number of TVETs have found it more difficult than others to address these hindrances along with those experienced post-COVID (Technical and Vocational Education and Training Authority [TVETA], 2020).

Overall enrolment in public TVET institutions significantly increased from 162,071 in 2018 to 235,607 in 2022, further growing by 14.3% to 642,726 in 2023 (Government of Kenya, 2021; KNBS, 2024). There was a 13.7% increase in female enrolment while a 14.7% increase was reported in male enrolment in 2023 (KNBS,

2024). Overall, there was a 4.0% decline in enrolment during the same period with the decline in Private Technical Training institutes being more significant at 19.8%. However, there was a 70.1% rise in overall enrolment in public technical training institutes grew by 70.1% to 288,535 (KNBS, 2024).

The Bottom-Up Economic Transformation Agenda (BETA) Medium Term Plan IV (2023-2027), the Kenya Kwanza government aims to train 40,000 youth on technical and vocational skills (Government of Kenya, 2023). Under its TVET expansion targets to increase access by equipping and construction of fifty-two TVET institutions in different constituencies; equipping seventy-two TVET institutions that are already in operation; recruiting two thousand technical instructors and trainers; establishing incubation centers in all TVET institutions; and promoting online learning in TVET institutions (Government of Kenya, 2023).

The foregoing global, regional, and local evidence indicates that TVET institutions are facing insurmountable constraints in their preparation of skilled workforce in an environment of dynamic technologies and labour market demands (Dianawati et al., 2025). According to Osman and Kamis (2019), integrating leadership that is innovative is a major contributor to overcome these challenges as it promotes creativity in work environments that promote collaboration, technology adoption, and creativity to ensure that institutions remain competitive and relevant in times of change.

Dianawati et al. (2025) agrees that organization leadership is a major part that has a direct influence on its effectiveness and success and also in TVET institutions. These types of leaders have a critical functioning in shaping culture, motivation, and values of staff in an organization and this has a direct effect on innovation levels and firm success. Thus, effective leaders have the ability to foster innovativeness among

their followers and this will assist in insitutional development as evidence in a number of TVETs where innovative leadership has been a success in improving performance through innovative thinking in teams (Ismail & Yasin, 2020). Therefore, this examined relationship between innovative leadership and organizational performance of TVET institutions in Kisumu County.

1.1.1 Innovative Leadership

Innovative leaders adopt needed changes in the organization to find solutions to problems and benefit people (Contreras et al., 2022). This leadership is identified by its ability to introduce a brand-new service, product, method, idea, or technique to meet the individual's satisfaction needs and solve the future and current problems (Alharbi, 2021). Its aim is to motivate and influence staff to generate creative ideas, services, and products (Alharbi, 2021). This implies that an innovative leader will use or combine different leadership styles in their role.

The innovative leader recognizes the past, view the present, and predict the future and thus be able to establish a vision for creating and changing new social, political technological, and economic circumstances for resolving the present and anticipating future problems and satisfying needs of individuals in the nation and organization (Contreras et al., 2022). This type of leader has to inspire and possess clarity in their strategic vision, strong focus on the clients, and the capability to create an organizational climate of trust through tangible actions (Mamula et al., 2019).

Due to the interest in innovative leadership, there are different conceptualizations that have been presented in the literature. Tariq El-Dmrar et al. (2023) defined innovative leadership includes sensitivity to problems and their solution, personal initiatives, generating new ideas items, and perseverance and persistence.

Rahman (2016) described innovative leadership to include emotional intelligence, stakeholder management, and promoting innovative traits.

Faraj (2022) innovative leadership practices include dealing with staff, innovation behaviour, and creating work environment and Contreras et al. (2022) used to motivate safe environments for change, identifying and rewarding performance, giving support, monitoring and adjusting, promoting learning processes, thinking strategically, people-orientation, fair and reliable, and create a sense of gratification and belonging. Sutiyo et al. (2022) described innovation leaders as strategists, capability builder, matchmaker, and achiever. Khanthap (2022) listed innovative leadership to include: having a vision of innovation, ability to innovate, innovative networking, and strategies, and risk management. Asrarudin (2023) explains that innovative leaders demonstrate team-building, conceptual, and managerial skills.

Zhu et al. (2024) understanding of innovative leadership was having ability to be creative, adoption of innovative ideas, providing the infrastructure for innovations, accepting different views and risks, and the willpower to be innovative. Ndetto et al. (2024) listed teamwork, change-oriented, risk management, and creativity as its indicators. In another model, Khanthap (2022) defined innovative leadership to include innovative vision, abilities, networking, and capabilities of risk management.

In their description, Chanprasert et al. (2023) innovative leadership consists of having an innovative vision, courage to take risks with innovation, innovation networking, innovative creativity, and leading change in innovation. Yamchuti et al. (2024) used having a change vision, participation, creativity, teamwork, risk management, and creating an environment where staff can learn.

Several scholars (Asrarudin, 2023; Zhu et al., 2024; Khanthap, 2022; Chanprasert et al., 2023) find consensus that innovative leadership consists of being able to promote creativity in the workplace, are able to provide and support networking actions in the organisation, promote teamwork among their employees, and are able to demonstrated emotional intelligence. Therefore, innovative leadership creativity, networking, teamwork, and emotional intelligence are used as the study's independent variables. The TVET sector is dynamic and requires innovative creativity along with networking with other organizations in this environment to achieve better outcomes. TVET organizations need to foster teamwork in their workforce so as to have unity in the realization of their goals while their leaders should be emotionally intelligent to manage diverse and evolving needs and expectations of their workforce.

1.1.2 Vocational Educational Training Organizational Performance

Organization performance is an important variable in business and management research and permeates every type of organizations. The performance of educational institutions has been a source of research and debate in education policy (Ismara et al., 2020). The performance of an organization is a signal of its achievement and also demonstrated its success (Ismara et al., 2020). The performance measurement is a continuous action of assessing progress against the set objectives and goals of an organization and using resources efficiently to produce services and goods, their quality, and effectiveness of actions in reaching these goals (Ismara et al., 2020).

According to Ismara et al. (2020), using one measure of performance may lead to a misrepresentation of institutional performance. Thus, the literature is replete with different conceptualizations of TVET performance. Lui and Clayton (2016) adopted the measures of qualifications completion, course completion, student retention, and

progression while Maina (2018) used enrolment, completion rates, infrastructure developments, training materials, and the capacity building of instructors.

Gachunga et al. (2020) measured performance of vocational training centers by their staff turnover rates, number of accredited programmes, student population, and completion rate. Other parameters used include academic performance (Lovat & Darwaman, 2019) and student performance (Oroh et al., 2023). There are other performance measurement models that have been used in measuring vocational training performance including the Balanced Scorecard (Yek et al., 2007; Irianti et al., 2019), the Malcolm Baldrige Education Criteria for Performance Excellence (Ismara et al., 2020), and the Kirkpatrick Four Level Model (Ngure, 2015).

Out of the different measures of performance, the research proposes to use the Balanced Scorecard (BSC) performance measurement tools that emphasizes financial and non-financial perspectives grouped into financial perspective, customers, internal business processes, and learning and growth processes (Kaplan & Norton, 1996). In this case, the financial, internal business processes, and learning and growth processes remain the same while the customer segment will be changed to focus on students (Ismara et al., 2020).

1.1.3 Innovative leadership and TVET organizational performance

Several studies have associated leadership with positive organizational outcomes in TVET including performance (Ismara et al., 2019), competitiveness (Gachunga et al., 2020), sustainability (Dianawati et al., 2025), and creativity (Tariq El-Dmrat et al., 2025). There is empirical evidence to confirm this relationship. In Jordan, Tariq El-Dmrat et al. (2023) demonstrated innovative leadership positive effect on creative

behaviour while Khanthap (2022) findings indicated that innovative leadership factors had a positive influence on professional learning community practices.

Chanprasert et al. (2023) research revealed that innovative leadership practices including innovative vision, courage to take risks with innovation, innovation networking, innovative creativity, and leading change in innovation on performance of TVET administrators' performance. Dianawati et al. (2025) empirical review of studies indicated that innovative leadership fostered technological integration, creativity, and collaborative practices in TVET and in enhancing institutional responsiveness to industry needs.

1.2 Statement of the problem

Vocational and technical training is an important mechanism for nations to develop their human capital by development of skills that will contribute to set targets of growth in selected industries. In many countries, TVET has provided a steady supply of workforce trained to meets its labour demands (TVETA, 2020). Thus, it has had positive outcomes to these economics by creating employment opportunities either through self-employment or jobs. Further, TVET has provided numerous avenues for youth to gain empowerment with skills for sustainable livelihood opportunities (TVETA, 2020).

Despite the aspirations for TVET in Kenya and the huge investments made, several challenges facing the sector exist and these include poor links of TVET programmes to industry, inadequate market information and research, few occupational standards of training with a need to update and revise the current occupational curriculum and standards for formalizing an otherwise disjointed TVET environment. Others include inadequacy in number of programmes, negative perception, low

adoption of technology, and limited certifications in the informal sector workforce (TVETA, 2020).

In Kisumu County, several factors contribute to the state of TVET including low access to quality training and trainers, learning and training materials, learning facilities, and equipment. This has then contributed to the minimal enrolment in training opportunities, poor integration of management Information system (MIS) in TVET, limited budget allocation, low awareness on opportunities for available training, mismatch of skills to industry, and low entrepreneurial skills (County Government of Kisumu, 2023).

These challenges have led to poor graduate outcomes, limited industry relevance, and a slow pace of economic transformation. Youth in Kisumu County face a myriad of challenges, the major one being their unemployment. The Global Talent Competitiveness Index ranks Kenya after majority of its sub-Saharan Africa (SSA) neighbours in regard to the TVET skills. This is attributed to the perception that majority of its TVET graduands do not possess the skills for driving economic productivity (European Institute of Business Administration [INSEAD], 2023). In Kisumu City County, about 41% of the youth's population remain unemployed despite having completed tertiary education including TVET (Kigen & Ng'eno, 2024).

There is evidence from the global literature showing that overcoming the persistent challenges facing TVET and improving their performance can be addressed by innovative leadership practices and styles. While prior studies have focused on financial performance (Yator, 2018), strategic planning (Ochola & Kavinda, 2019), leadership styles (Gachunga et al., 2020), and monitoring and evaluation (M&E) activities (Wato & Kyalo, 2024). In view of the gaps manifest in the discussion above,

this study sought to determine the influence of innovative leadership on organizational performance of vocational training institutions in Kisumu County.

1.3 Objectives

1.3.1 General Objective

The main objective of this dissertation was to examine effect of innovative leadership on performance of vocational educational training centers in Kisumu County, Kenya.

1.3.2 Specific Objectives

The study was guided by these objectives;

- i. To determine the influence of leader creativity on performance of TVET centers in Kisumu County
- ii. To assess the effect of leader networking on performance of TVET centers in Kisumu County
- iii. To examine the influence of leader teamwork on performance of TVET centers in Kisumu County
- iv. To evaluate the effect of leader emotional intelligence on performance of TVET centers in Kisumu County

1.4 Research Questions

The study answered these questions;

- i. What is the influence of leader creativity on performance of TVET centers in Kisumu County?
- ii. What is the effect of leader networking on performance of TVET centers in Kisumu County?
- iii. What is the influence of leader teamwork on performance of TVET centers in Kisumu County?

- iv. What is the effect of leader emotional intelligence on performance of TVET centers in Kisumu County?

1.5 Scope of the study

The study was limited to TVET centers in Kisumu County. Secondly, it was limited to leader creativity, networking, teamwork, and emotional intelligence as dimensions of innovative leadership while performance of TVET is limited to the financial, customer, internal business processes, and learning and growth perspectives of the BSC. The sample was limited to administrative staff at the 28 TVET centers in Kisumu County as the units of analysis and the 252 member's management staff in TVETs as its units of observation. The study was conducted from January to September, 2025.

1.6 Justification of the study

The study hopes to be of benefit to the following actors;

1.6.1 Policy and decision makers

The TVET Act, 2013 has centralized power in the TVETA and the Ministry of Education and this acts as a barrier to innovation at the institutional level. Therefore, by showing the relevance of innovative leadership on performance of TVETs, this study aims to make recommendations for policy to address the insufficient autonomy of decision making at the institutional level to advance innovation and creativity. These recommendations for policy if adopted would contribute to rising enrolments in VETs with an increase in innovation and better performance.

1.6.2 Practitioners

This study is timely and justified as it will identify the innovative leadership practices that are critical in achieving better organizational performance and if the study's

recommendations are adopted, will assist management of TVET to adopt strategies to promote and implement innovative leadership practices. Using this insight, management staff in TVETs will seek to improve their innovative leadership skills by seeking farther training to acquire these competencies.

1.6.3 Scholars and academia

There is ample empirical research that has focused on the organizational performance of TVETs. Yet, there remains paucity on the amount of research that has focused on the role of innovative leadership and performance of TVETs and this is a contribution of literature the study makes. Further, the study adopts different theoretical orientations of leadership included social transformational leadership, boundary-spanning leadership, leader-member exchange, and emotional intelligence theories that have not been adapted into understanding the relationship between innovative leadership and TVET performance. This is a contribution the study will make providing a local context for these theories.

1.7 Chapter Summary

The global, regional, and local perspective of innovative leadership in vocational training was highlighted followed by a problem statement. The chapter also outlined the research objectives and questions, scope and justification of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, the anchor theory is identified, described, and its relevance justified. This is followed by an empirical review of studies on each of the research objectives is presented and followed by identification of research gaps summarized in a table. The conceptual framework and operationalization of variables is also given.

2.1 Theoretical review

Based on the review of literature, the study adopts several theoretical perspectives associated with each of its independent variables. Thus, social transformational leadership, boundary-spanning leadership, leader-member exchange, and emotional intelligence theory.

2.1.1 Transformational Leadership Theory

The concept of transformational leadership is associated with Downton (1973) while first Burns (1978) further advanced the concept by distinguishing between transformational and transactional leadership. The latter demonstrates exchange between the leader and the followers by obtaining subordinates' cooperation by giving those rewards or incentives for their work (Odumeru & Ogbonna, 2013). The former demonstrates efforts by leaders to influence the values, beliefs, attitudes of subordinates to a level where the organization goals and vision become internalized (Odumeru & Ogbonna, 2013).

Several models of transformational leadership have been proposed; however, Bass (1985) model of transformational leaders identifies four components of transformational leadership commonly referred to as the "four I's" namely: inspirational

motivation, idealized influence, intellectual stimulation, and individualized consideration (Davis & Thilagaraj, 2022).

Inspirational motivation involves pushing followers in their work and providing them clarity of attaining objectives and therefore improving their efficiency in the workplace. Further, transformative leaders engage with their followers based on their special talents and qualities, thus, every follower is able to get individualized attention from their leader so as to foster healthy relationships by giving them new opportunities for learning that aligns to their abilities and interests (Davis & Thilagaraj, 2022).

Third, transformative leaders encourage their followers to make efforts towards incentivizing by themselves by changing their won possibilities and techniques (Davis & Thilagaraj, 2022). The main goal of the leader is to provide a free flow of imagination and ideas so that subordinates are able to have the confidence to try new approaches and tactics. Lastly, transformative leaders also act as role models for their followers by showing them respect, trust, and esteem and putting their needs first before their own and abstaining from using authority for personal gain (Davis & Thilagaraj, 2022).

One of the critiques of the theory is its overlaps with other leadership styles, such as charismatic leadership or servant leadership (Tengi et al., 2017). Second, it heavily focuses on the leader as the driver of change, often neglecting followers, teams, and contextual factors like organizational culture or external environments (Lee, 2014). Third, it ignores routine functions like planning, organizing, budgeting, or monitoring that are essential to running organizations (Lee, 2014). Fourth, transformational leaders can use their influence manipulatively, especially if they are more interested in personal gain than collective good (Tengi et al., 2017). Transformational leadership theory is important for this research in the following ways. First, inspirational motivation of

transformative leaders enhances creativity among the subordinates along shared goals and common purpose for employees in an organization. Second, through their individualized consideration, transformative leaders are able to create and maintain connections among their subordinates to enhance their creativity. Third, through their intellectual stimulation, transformative leaders encourage creativity, challenging the status quo, problem-solving, and supporting innovation. Lastly, the component of idealized influence describes those leaders that act as role models and are able to show fairness, integrity, and strong values for their subordinates and therefore gain respect, admiration, and emulation owing to their ability to show emotional intelligence.

2.1.2 Boundary-Spanning Leadership Theory

According to the boundary spanning leadership (BSL) theory (Aldrich & Herker, 1977), leaders are major actors that engage in external representation and information processing of an organization. These leaders operate in tightening the loose-knit network of different teams in an organization by facilitating cooperation effectiveness via relationships with external stakeholders (Cao et al., 2021). The significance of BSL emerged from the need for organization leaders to participate across external and internal boundaries to create new strategic responses to a complicated collection of pressures and forces that may be facing their industry (Prysor & Henley, 2017).

The concept of BSL has been used to identify the increasing importance and required role of leaders in acting as a bridge for social identity boundaries in service of the vision, mission, and goal of an organization. Boundary spanning lies in the creation of necessary connections among groups so as to move information, people, resources and people where they are required most. Ernst and Yip (2009) introduced the four

components of BSL including nesting, reframing, suspending, and weaving that leaders utilize to span variations among groups of people in organizational settings.

The suspending tactics aims to develop a zone that is neutral where social interactions are individual-based rather than group-identity based. The reframing dimension focuses on designing a common identity that includes all social groups represented in the organization's workforce (Ernst & Yip, 2009). Nesting components aims to assemble interactions so that social groups have unique roles that intertwined with the objective, goals, or mission of an organization. The weaving dimension speaks to intersect and cross organization and social identities in an interdependent manner so that they are less coupled (Ernst & Yip, 2009).

Several criticisms have been raised against BSL. One, the "boundary spanning" concept is broad and often overlaps with other leadership theories like transformational, servant, or adaptive leadership (Lee et al., 2023). Two, there is a lack of reliable and standardized instruments and/or scales to measure BSL behaviors or outcomes (Liu et al., 2022). Three, it assumes that breaking down silos and increasing cross-boundary interaction is always beneficial, yet, in reality, too much collaboration can lead to coordination overload, diluted accountability, and slows the decision-making processes (Lee et al., 2023). The theory is mostly developed in Western, individualistic cultures which means that in high power distance or collectivist cultures, spanning boundaries may be discouraged or seen as subversive (Liu et al., 2022).

The BSL was applied in these ways. The VET leaders use the suspending component to encourage individuals and groups from different boundaries to reflect on their perspectives, assumptions, and shared goals. The reframing component means that VETs should identify, negotiate, and navigate differences between groups to reduce

conflict and foster collaboration among departments, industry partners, and teaching staff. Under nesting, VET leaders consistently should be reliable and transparent in communications with stakeholders to build long-term partnerships with local businesses by delivering on promises like providing well-trained apprentices or responding to feedback. In terms of weaving,

2.1.3 Leader-Member Exchange Theory

Dansereau et al. (1975) is credited with advancing the Leader-Member Exchange (LMX) theory that ascertains a dyadic relationship of leadership under which leaders show a more communicative and inclusive attitude towards some members of the workforce than others. Thus, these leaders form high-quality relationships with respect, interest and trust with their subordinates and this demonstrates how well they depend and influence each other (Vukonjanski et al., 2015). The basic concept in LMX is that the exchange relationship between these two parties will influence the performance of an organization in two ways (Setiawan, 2020).

One, high LMX relationship shows a wide relationship between follower and leader involving an agreement on the role and responsibilities that may not be captured in the formal contract and are characterized by rewards, support, mutual trust, and reasonable effort. Two, low LMX relationship is demonstrated by a lack of good quality relationships between members of an organization and their superiors (Setiawan, 2020). Liden and Maslyn (1998) explain that the LMX theory is represented in four components comprising of loyalty, affect, contribution, and professional respect (Vukonjanski et al., 2015).

Affect dimension focuses on mutual attraction, liking, and affection between those who belong to a dyadic relationship that is based on interpersonal attributes rather

than by work-related or professional ethics (Srivastava et al., 2025). Loyalty is the extent to which a leader and a subordinate provide support to each other's ethical values, attitudes, and behaviour. Contribution explains the means by which subordinates of the dyad evaluates and perceives the direction, extent, and quality of the work-related efforts they contribute to attainment of shared implicit or explicit in nature. Professional respect describes the degree to which members of dyad have prestige for their work excellence maintaining it out and in of the organization (Srivastava et al., 2025).

Criticisms of LMX include those leaders that might treat subordinates unequally not based on performance but based on personal compatibility, which raises fairness and discrimination concerns (Karanika-Murray et al., 2015). Second, different studies use different instruments to measure LMX, which undermines the consistency and comparability of results (Gottfredson et al., 2020). Third, While LMX assumes leaders shape the exchange, many studies show that followers can also shape the quality of the exchange, complicating the theory's original unidirectional framing (Karanika-Murray et al., 2015). Last, it assumes that individualized relationships between leaders and followers are universally desirable. In collectivist cultures, this kind of individual treatment may be viewed as inappropriate or unfair (Gottfredson et al., 2020).

Based on its these dimensions, the LMX theory is relevant for this research in the following ways. First, the mutual affection and attraction between leaders and subordinates will improve team work. Second, loyalty between members of a team means that there is support between subordinates and also with their leader contributing to improved team work. Contribution dimension explains the importance of each members' work efforts towards the well-functioning of the team. Lastly, professional

respect for their work among team members means they contribute excellence and prestige to the organization.

2.1.4 Emotional Intelligence Theory

Goleman's (1995) introduced the emotional intelligence (EI) theory explaining that these are abilities that an individual possesses to be able to persist, motivate themselves when faced by frustrations, delay gratification, and control impulses to regulate their won moods to hope and empathize (Kumari, 2022). Goleman (1998) views EI as a collection of skills and competencies that drive leadership performance and also believed that this form of intelligence can be learned rather than seeing it as one which one is born with (Kumari, 2022).

Goleman (1995) model distinguishes emotional intelligence into personal and social competencies. The personal competence involves the regulation and recognition of emotion and self and involves having self-management and self-awareness skills while social competence focuses on the ability regulate and recognize emotions of others and consist of relationship management and social awareness skills (Kumari, 2022). These four skills are thus used as indicators of EI among leaders and are further described in the following subsection.

Self-awareness describes a skill that enables an individual to read their emotions and be able to identify the effect that these emotions may have and using their instinctual feeling to inform their decision. Two, self-management consist of the ability to manage and regulate individual emotions in dynamic situations. Three, social awareness skills address the capability to react, understand, and sense to emotions of others while understanding the social networks within. Lastly, relationship management consists of engagement with others and being skillful in management of

emotions by being able to develop, influence, and inspire others while managing conflict (Kumari, 2022).

The EI theory faces the following criticisms. First, there exist many conflicting EI definitions and models and this has resulted in the concept suffering from chronic theoretical pluralism that add to its theoretical noise and chaos (Glynn & Rafelli, 2010). Two, another criticism of EI arises from the assumption that it is a form of intelligence; the definition of intelligence is controversial has not helped in defining and classifying EI (Chiseyeng'I et al., 2022). Thus, critics assert that someone with a high emotional intelligence is perhaps simply a nice, sociable, conscientious person, but isn't necessarily good at reading and managing emotions (Chiseyeng'I et al., 2022). Third, there is no standard measure of EI in comparison to that of intelligent quotient (IQ) and therefore lacks rigour in measurement across cultures and backgrounds (Northhouse, 2016).

The study adopts Goleman (1995), mixed model of EI. Charlin and Imran (2023) refer to this model as involving both emotional intelligence and organizational outcomes, which are consistent with psychological and management perspectives. This research work aligns with Goleman's mixed model that comprises of twenty-five skills grouped under the key competencies of motivation, empathy, social skills, self-regulation and self-awareness. These were later expanded by Boyatzis, Goleman, and Rhee (2000) into four broad categories namely; relationship management, social awareness, self-management and self-awareness and these are adopted as the study's independent variables.

2.2 Empirical Review

This review consists of empirical studies that have been conducted on the relationship between innovative leadership practices and performance. the review is presented using a funnel approach where studies from the global, regional, and local arena are presented.

2.2.1 Leader Creativity and Performance

In Malaysia, Osman and Kamis (2019) did a review of literature research to determine what factors of innovative leadership did middle-level leaders in TVET adopted guided by the innovation leadership theory and transformational theory. From the analysis, it emerged that innovative leaders adopted different styles of leadership so as to motivate their staff in delivering creativity in terms of ideas, services, products, and solutions to a problem in the company. The ability to get followers in an organization to be creative in generating new ideas was a main description of innovative leadership. The study did not collect any primary data that resulted in empirical findings.

In Indonesia, Hamid et al. (2024) examined school principals' creative leadership in a sample of modern Islamic boarding schools to empower the performance of teachers using an interpretative paradigm with a qualitative approach. The data was collected using observation, interviews, and documentation. Principals' creative leadership in empowering teacher performance was by promoting innovation in training and support, learning, rewarding, and recognizing superior performance, giving emotional support, integrating technology in education, facilitating collaboration, and adopting an equitable assessment system. The study adopted qualitative research that limited its sample to select few respondents thereby limiting its generalizability.

In Turkey, Sağlam and Uçar (2022) investigated the connection between the school administrator's qualities in creativity and the firm intelligence of their organizations. The correlational research design was adopted and the sample of 451 teachers randomly selected was analyzed using regression, correlation, and descriptive statistics. The findings demonstrated evidence of a positive association between qualities of creative leadership and organizational intelligence of schools. The dependent variable was organizational intelligence rather than organizational performance.

In Pakistan, Nasir et al. (2022) assessed the connection between transformative leadership of managers and the performance of employees mediated by firm innovation and psychological issues. The sample consisted of 424 staff members selected randomly from the population and data analyzed using Structural Equation Modelling (SEM). The findings indicated that adopting characteristics of transformational leadership contributed to creativity among the employees and this had an overall effect on the performance of employees. The research was limited to SMEs and these are firms with a smaller pool of employees and the findings may not be generalized to TVETs.

In Thailand, Channuwong et al. (2023) did a study to determine the relationship between performance of an organization and its creative leadership practices among 370 respondents selected from Public Limited Companies (PLC). The output indicated that there was a positive effect of creative leadership on performance of public agencies. The research was limited to public organizations in business operations and the findings may not be applicable to TVETs despite them being public organizations.

Using a sample of students from a polytechnic in Iraq, Salman and Auso (2022) did an investigation into the influence of innovative leadership and strategic

performance underpinned by the situational theory. The sample consisted of 108 students included in a qualitative research approach. The results revealed that creative leadership contributed positively to strategic performance of the organization through customer satisfaction as these leaders' engaged others in their decision-making processes thereby encouraging members of their team to be responsive to demands of their customers. The research was limited to strategic performance and not organizational performance as is the focus of this study.

Restuputri et al. (2024) investigated creative leadership role on organizational ambidexterity to improve SMEs' performance among a representative group of 70 owner/managers. The study adopted a quantitative explanatory research design and the results from the study indicated that creative leadership was able to contribute positively to performance and this was through organizational ambidexterity. This means that leaders who promote creativity are able to implement ambidexterity strategies in the organization successfully. The research was limited to SMEs and these are firms with a smaller pool of employees and the findings may not be generalized to TVETs.

2.2.2 Leader Networking and Performance

In the United States (U.S.), Hassan et al. (2018) assessed joint and individual influence of different leadership networking on managerial effectiveness and workgroup performance among 233 subordinates in different sector organizations. The findings from multiple linear regression showed that external representing and monitoring had a positive relationship to the employee perceptions of managerial effectiveness and workgroup performance. The networking effects were dependent on the leaders' use of

the monitoring and representing. The research was limited to workgroup performance and did not focus on overall organizational performance.

In Canada, Leithwood (2018) conducted a mixed-method approach on effect of school leadership networks and its influence on professional capacities of collective and individual leaders. The research was underpinned on anchored on socio-cultural theory and network theory. The survey data was from 283 respondents while interview data was generated from 23 interviews. The path analysis revealed network health and connectivity contributed positively to individual and collective leaders' professional capacities while network structure had no effects. The research was not focused on organizational performance but on the professional capacity of individual and collective leaders.

In Italy, Tasselli and Sancino (2023) conducted qualitative research that employed cluster sampling to select leaders engaged in community management during the COVID-19 pandemic in one of the most affected regions. The results from the data collected over an 18-month period revealed that leaders exhibited behavioural representations including network actions. Out of the cluster analysis, three forms of leaders were identified. Sense-making leaders promoted network deepening; divergent leaders exhibited higher degrees of network conflict; and churner leaders engaged in network generation and termination. The research was on community management and not organizational performance; it was also limited to the COVID-19 pandemic.

In China, Yuan and van Knippenberg (2022) examined how member collaboration mediates the relationship between team performance and leader network centrality underpinned by social network theory. The data was collected from a randomly selected workforce comprising of 71 team leaders and 542 employees from

five franchise stores in the bakery sector. The analysis revealed that leader centrality in giving advice to networks had a positive relation to team performance in large teams but had a negative effect on small teams. The research was focused on member collaborations in the workplace and not leader networking which is the purview of this investigation.

2.2.3 Leader Teamwork and Performance

In the Netherlands, van der Voet and Steijn (2020) empirically tested the relationship between visionary leadership and innovation in multidisciplinary teams using a longitudinal research design that collected its data from different sources among a sample of welfare professional's team managers. The analysis demonstrated that visionary leaders had improved team cohesion and this had a mediating influence on the relationship but boundary management did not. The research used a longitudinal research design while the present study aims to adopt a cross-sectional research design.

Using a multi-country study, Fonias and Rocklind (2021) were interested in answering the question as to how and whether participative and transactional leadership styles may influence the motivation and innovation of subordinates and overall, the performance of the organization. A quantitative approach for collecting data and its subsequent analysis was used in selecting 200 staff from technology firms in Belgium and Sweden. The SME showed a strong influence of transactional leadership with creating an innovative spirit among subordinates and this resulted in improving organisational performance. These leaders supported team work rather than individual work arrangements. The findings were from the context of several countries and therefore its results may not be generalized to Kenyan TVETs.

In Poland, Kozioł-Nadolna (2020) examined the role of a leader in stimulating innovation in an organization administering its questionnaire to 86 managers so as to evaluate their roles in stimulating innovative activity in their organization. The results confirmed leaders trusted their staff by developing an environment where they could work better in teams as they motivated their staff to cooperate within groups while promoting networks between departments, initiating and encouraging subordinates to participate in team-building activities.

In Saudi Arabia, Aman-Ullah et al. (2022) did research into the human capital skills, capacity, and knowledge on performance of companies in the hospitality sector anchored on human capital theory (HCT). A survey involving 356 managers in small and middle level establishment were selected via convenience sampling and the PLS-SEM analysis showed that innovative leadership contributed positively to the capacity of teamwork through innovative ideas and flexibility while providing a relaxed environment. This research was limited to the hospitality sector and the findings may not be applicable to the TVET sector.

In Indonesia, Asrarudin (2023) undertook qualitative research to examine the different components of innovative leadership that contributes to competitive advantage by employing an integrative literature review. Its sample consisted of published journals between 2012 and 2021. Content analysis revealed three criteria of innovative leaders including team-building, conceptual, and managerial skills. A combination of these skills shaped the innovative behaviour and attitude of employees which sustainably and consistently improved collective and personal productivity. This implies that innovative leaders' individual characteristics can promote teamwork. The study did not collect any primary data that resulted in empirical findings.

In China, Kan (2024) integrated both case study methods and quantitative approach to examine the high performance of teams in a variety of industries and to examine how styles of leadership contributed to team members' participation, collaboration efficiency, and innovation ability. The findings supported the idea that democratic leadership encouraged team participation, team adaptability, and improved the quality of decision-making processes. Team innovation and potential of team members was improved by transformational leadership; task-oriented leadership enhanced goal clarity and urgent work while situational leadership explained team dynamics. This research was limited to a case study and this increased its vulnerability to its external validity.

In the Philippines, Abun et al. (2023) research was interested in administrators' innovative leadership and also the skills and knowledge of employees and how these all contributed to their innovative work behaviour. Descriptive-correlational research design was used to collect data from two colleges Divine Word College of Legazpi (DWCL) and The Divine Word College of Vigan (DWCV). The questionnaire data revealed that administrators' innovative skills, leadership, knowledge, and work behaviour of employees were ranked high. Moreover, there was a positive association between these variables. The output shows that leaders with innovative skills were able to lead and build teams that were able to maximize the chance for innovation. This research was limited two case studies and this increased threats to its external validity.

2.2.4 Leader Emotional Intelligence and Performance

In China, Ye et al. (2024) investigated the means by which the EI of leaders in an organization contributes to the work performance of employees while also including the role of psychological needs as a moderating factor. The descriptive research design

was adopted and data collection from 239 pairs of leaders and their immediate subordinates in different sector enterprises. The data was analysed by way of path and SEM and its output indicated EI had a positive association with work performance of their subordinates. The results also demonstrated that EI of employees and leaders both had a positive outcome on work performance. The research included different sectors while the present study focuses only on the TVET sector.

In Indonesia, Amisha (2024) did an investigation into the contribution of EI in organizational and leadership performance using a literature review method of research. Content analysis revealed that EI had an important role in the organizational and leadership performance as it contributed to the abilities of the leader to manage and understand their individual emotions and those of their subordinates. The findings demonstrated evidence that high EI of leaders enabled them to inspire trust, navigate the complicated interpersonal dynamics, and foster positive workplace cultures. Subsequently, companies with high EI leaders will more likely experience high employee productivity, engagement, and overall performance. The study did not collect any primary data that resulted in empirical findings.

In Cyprus, Darvishmotevali et al. (2018) examined the EI of frontline staff and their creative performance in an organization collecting its data from 283 respondents from a sample of five and four-star rated hotels. The SEM analysis revealed EI of these staff had a positive outcome on their creative performance in their respective companies. Further, those employees with high EI were able to better manage and understand their emotions and how these affect emotions of others and therefore were in a position to comprehend the factors contributing to customer conflicts and quickly

developed conflict resolution strategies to foster performance in service recovery. The research was limited to creative performance and not organizational performance.

In Namibia, Baporikar (2020) research focused on the EI of employees and its usefulness for improving firm performance at the National Housing Enterprise (NHE) employing a qualitative-case study approach. A questionnaire was administered to 40 respondents and thematic analysis revealed that EI had a positive influence on organizational performance if it was spearheaded and advocated via individual performance grouped into contextual and task performance. EI added value to the company as staff were aware of the best practices and therefore were focused on better performance. This research was limited to a case study and this increased threats to its external validity.

In Kenya, Maloba and Wamwayi (2021) did an examination into EI and its effect on performance among insurance companies under an explanatory research design anchored on Affective Events Theory (AET) and Social Exchange Theory (SET). Out of the 480 staff, 218 respondents participating in the survey were included by way of stratified random sampling. The output from regression analysis revealed self-awareness and self-management had an effect on performance of staff. Its findings were only applicable to insurance firms while the present study aims to give insight from the TVET sector.

2.3 Knowledge Gaps

There are several research and knowledge gaps identified from the reviewed empirical literature and these are summarized in Table 1.

Table 1: Summary of knowledge gaps

No	Journal Article	Key variables	Theories	Key Findings	Knowledge Gap
1	Osman, N. W., & Kamis, A. (2019). The Innovation Leadership Skills for Middle Vocational Leader of TVET in Malaysia. <i>International Journal of Psychosocial Rehabilitation</i> , 23(4), 930-942.	Independent variable: Elements of innovative leadership skills	Transformational theory, innovation leadership theory, Four Pillars of Innovation theory,	Innovation leadership is a synthesis of different leadership styles to influence employees' creativity, products, services, and solutions	The study adopted a literature review design and did not collect any data; the study did not also investigate relationship of these skills with performance
2	Hamid, N., Sutama, Hidayat, S., Waston, Nirwana, A., & Muthoifin. (2024). Creative Leadership: An Implementing Study of Transformative Leadership Models in High School for Sustainable Development Goals. <i>Journal of Lifestyle and SDGs Review</i> , 5(1), 1-18.	Independent variable: Creative leadership Dependent variable: Teacher performance	N/A	Creative leadership encouraged innovation in learning, providing support and training, recognizing and rewarding superior performance, developing joint learning plans, providing emotional support, facilitating collaboration, implementing an equitable evaluation system, and integrating educational technology	The study adopted a qualitative approach while the present study aims to adopt a quantitative approach
3	Sağlam, E., & Uçar, R. (2022). The Relationship	Independent variable:	N/A	There was a positive correlation	The dependent variable was

	Between School Administrators' Creative Leadership Qualities and School's Organizational Intelligence Levels. <i>International Journal of Psychology and Educational Studies</i> , 9(4), 1133-1147.	Creative leadership qualities Dependent variable: Organizational intelligence		between creative leadership qualities and organizational intelligence of schools	organizational intelligence and the present study aims to use performance as its dependent variable
4	Nasir, J., Ibrahim, R. M., Sarwar, M. A., Sarwar, B., Al-Rahmi, W. M., Alturise, F., Al Adwan, A. S., & Uddin, M. (2022). The Effects of Transformational Leadership, Organizational Innovation, Work Stressors, and Creativity on Employee Performance in SMEs. <i>Frontiers in Psychology</i> , 13, 1-10.	Independent variable: Employee creativity Dependent variable: Employee performance.	N/A	The employee creativity had positive and significant effects on employee performance.	The study was limited to employee performance and not organizational performance
5	Channuwong, S., Snongtaweeporn, T., Harnphanich, B., Benjawatanapon, W., Katangchol, S., Vongsurakrai, S., Chantarottron, N., Trerutpicharn, S., Damrongsiri,	Independent variable: Creative leadership Dependent variable: Organizational performance	N/A	Creative leadership was positively related to organizational performance	The sample was public listed companies and not TVETs

	T., & Kongyoungyune, R. (2023). Creative Leadership Affecting Organizational Performance according to the Balanced Scorecard: A Case Study of Public Limited Companies in Bangkok, Thailand. <i>Journal of Namibian Studies</i> , 33(1), 4034–4057				
6	Salman, D. A., & Auso, K. A. (2023). The Sequential Influence of Creative Leadership and Organizational Environment on Strategic Performance. <i>Journal of Environmental and Public Health</i> , 1(1), 1-8.	Independent variable: Innovative leadership Dependent variable: Strategic performance	Situational theory	Creative leadership may increase customer satisfaction	The study adopted a qualitative approach while the present study aims to adopt a quantitative approach
7	Restuputri, D. P., Septira, A.P., & Masudin, I. (2024). The Role of Creative Leadership to Improve Organizational Performance Through Organizational Ambidexterity	Independent variable: Creative leadership Dependent variable: SMEs' performance	N/A	Creative leadership supports and organizational performance	The sample consisted of SMEs and not institutions providing vocational training

	in Creative-Based SMEs. <i>IEEE Transactions on Engineering Management</i> , 71, 8857-8869				
8	Hassan, S., Prussia, G., Mahsud, R., & Yukl, G. (2018). How leader networking, external monitoring, and representing are relevant for effective leadership. <i>Leadership & Organization Development Journal</i> , 39(4), 454-467.	Independent variable: External leadership behaviours Dependent variable: Workgroup performance	N/A	External monitoring and representing were positively related to subordinate perceptions of workgroup performance and managerial effectiveness	Its dependent variable was workgroup performance and not organizational performance
9	Tasselli, S., & Sancino, A. (2023). Leaders' Networking Behaviours in a Time of Crisis: A Qualitative Study on the Frontline against COVID-19. <i>Journal of Management Studies</i> , 60(1), 120-73	Independent variable: Networking actions Dependent variable:	N/A	Three clusters of leader networking actions included the churners, divergent, and sense-maker leaders	The study adopted a qualitative approach while the present study aims to adopt a quantitative approach
10	Yuan, Y., & van Knippenberg, D. (2022). Leader network centrality and team performance: Team size as moderator and collaboration as	Independent variable: Leader network centrality Dependent variable: Team performance	Social network theory	Leader centrality in advice-giving networks related 18 positively to team performance in larger teams but	Its dependent variable was workgroup performance and not organizational performance

	mediator. <i>Journal of Business and Psychology</i> , 37(2), 283–296			negatively in smaller teams	
11	van der Voet, J., & Steijn, B. (2020). Team innovation through collaboration: how Visionary leadership spurs innovation via team cohesion. <i>Public Management Review</i> , 23(9), 1275–1294.	Independent variable: Visionary leadership Dependent variable: Team cohesion	N/A	Visionary leadership is positively related to improved team cohesion and team boundary management over time	The study adopted a longitudinal research design while the present study aims to adopt a descriptive cross-sectional design
12	Fonias, E., & Rocklind, J. (2021). <i>The effect of leadership on the innovation and Organisational performance of employees. A survey within technical sector Companies.</i> Unpublished thesis. Blekinge Institute of Technology.	Independent variable: Transactional leadership Dependent variable: Organisational performance		Transactional leader with regards to stimulating the motivation of employees along with their innovative spirit and this resulted in improving organisational performance	The sample consisted of tech companies and not vocational training institutions
13	Aman-Ullah, A., Waqas Mehmood, W., Saqib Amin, S., Abbas, Y. A. (2022). Human capital and organizational performance: A moderation study through innovative	Independent variable: Innovative leadership Dependent variable:	Human capital theory	Innovative leadership exercised flexibility, innovative ideas, and improved capacity of teams in a relaxing environment	The research was conducted in the hospitality industry and not in the vocational training sector

	leadership. <i>Journal of Innovation & Knowledge</i> , 7(4), 1-9.				
14	Asrarudin, A. (2023). Why Personal Characteristics of Innovative Leadership Can Drive Organizational Competitive Advantage? A Literature Review with Integrative Approach. <i>Jurnal Administrasi Bisnis</i> , 12(2), 159-174	Independent variable: Innovative leadership Dependent variable: Competitive advantage	N/A	The personal characteristics of innovative leader consist of being able to promote partnership working	The study was limited to a literature review design and the present study will use primary sources of data under a descriptive cross-sectional design
14	Kan, J. (2024). Research on the relationship between leadership style and team dynamics in high-performance teams. <i>SHS Web of Conferences</i> , 200, 2-5.	Independent variable: Leadership style Dependent variable: Team performance	Transformational leadership theory	Transformational leadership has a significant impact on driving team innovation and can stimulate the potential of team members.	The research was limited to a case study
15	Abun, D. D., Valdez, E. B., Julian, F. P., & Calipjo, M. G. (2023). The Effect of Innovative Leadership, Employees' Innovative Knowledge and Skills on the Innovative Work	Independent variable: Innovative leadership Dependent variable: Work behaviour	N/A	Innovative leaders build and lead teams to work in ways that maximize opportunities for innovation	The study was conducted in a college setting and not in a vocational training setting

	Behavior of Employees. <i>Divine Word International Journal of Management and Humanities</i> , 2(2), 340-358				
16	Ye, L., Zhang, N., Zhang, J., Sun, H., Chu, X., Zheng, X., & Gong, R. (2024). Leader emotional intelligence and employee work performance: A moderated mediation model. <i>Social Behaviour and Personality: An International Journal</i> , 15(11), 2-11.	Independent variable: Leader emotional intelligence Dependent variable: Work performance	N/A	Leader EI was significantly and positively correlated with employee work performance	The study was conducted in the corporate sector while this study aims to present evidence from vocational training institutions
17	Amisha, B. (2024). Role of Emotional Intelligence in Leadership and Organizational Performance in Indonesia. <i>International Journal of Psychology</i> , 9(2), 1 –12.	Independent variable: Emotional intelligence Dependent variable: Organisational performance	N/A	Organizations led by emotionally intelligent leaders often experience higher employee engagement, productivity, and overall performance.	The study was limited to a literature review design and the present study will use primary sources of data under a descriptive cross-sectional design
18	Darvishmotevali, M., Altinay, L., & De Vita, G. (2018). Emotional intelligence and creative performance: Looking through	Independent variable: Emotional intelligence Dependent variable: Employee creativity performance	N/A	Emotional intelligence had a positive impact on frontline employees' creative performance	The study was conducted in the hospitality sector while this study aims to present

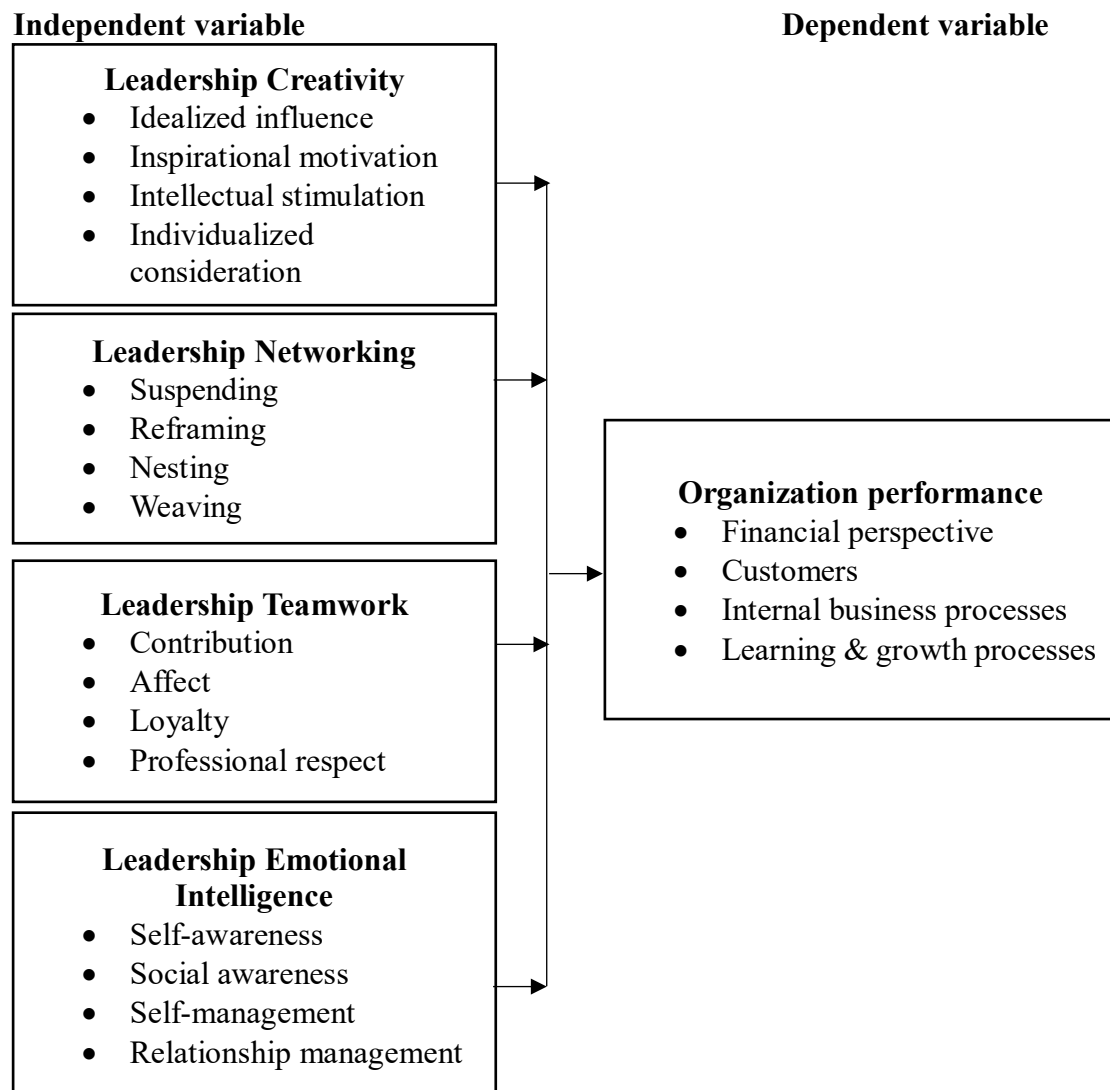
	the lens of environmental uncertainty and Cultural intelligence. <i>International Journal of Hospitality Management</i> , 73, 44-54				evidence from vocational training institutions
19	Baporikar, N. (2020). Emotional Intelligence a Critical Factor in Organizational Performance. <i>International Journal of Business Strategy and Automation</i> , 1(4), 10-39.	Independent variable: Emotional intelligence Dependent variable: Organizational performance	N/A	Emotional intelligence is a significant predictor of job and organizational performance only if it is advocated and spearheaded through individual performance	The study adopted a qualitative approach while the present study aims to adopt a quantitative approach
20	Maloba, Y. A., & Wamwayi, S. (2021). Influence Of Emotional Intelligence On Employee Performance In The Insurance Industry In Kenya. <i>Journal of Human Resource Management</i> , 5(2), 214-227.	Independent variable: Emotional intelligence Dependent variable: Employee performance	Affective Events Theory and Social Exchange Theory	Self-awareness and self-management had a significant effect on employee performance	The study was conducted in the insurance sector while this study aims to present evidence from vocational training institutions

Source: Researcher (2025)

2.4 Conceptual framework

The hypothesized relationship between independent and dependent variables is visualized in Figure 1 showing indicators for each of the variables.

Figure 1: Conceptual Framework



Source: Researcher (2025)

2.5 Operationalization of Variables

Table 2 illustrates the operationalization of variable showing indicators, measurement scale, and source of the indicators.

Table 2: Variable Operationalization

Variable	Indicators	Scale	Source
Leader creativity	Idealized influence Inspirational motivation Intellectual stimulation Individualized consideration	Interval scale	Strobel et al. (2024)
Leader networking	Suspending Reframing Nesting Weaving	Interval scale	Leithwood (2018)
Leader teamwork	Contribution Affect Loyalty Professional respect	Interval scale	Eva et al. (2024)
Emotional intelligence	Self-awareness Social awareness Self-management Relationship management	Interval scale	Boyatzis et al. (2000)
Performance	Financial perspective Customers internal business processes Learning & growth processes	Interval scale	Kaplan & Norton (1992)

Source: Researcher (2025)

2.6 Chapter Summary

The study introduced transformational theory as its anchor theory followed by a presentation of empirical review of literature for each of the objectives. This is followed by the description of research and knowledge gaps. A conceptual framework and operationalization of variables are also presented.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter illustrates the research design, population, sample size, sampling technique, instrumentation, data collection method, data analysis, and ethical considerations.

3.2 Research design

The descriptive research design that involves providing a ‘description’ of what is happening as accurate as possible (Atmowardoyo, 2018). This means that the design is specific to data that is already available. In this design, the researcher collects available data through the use of research instruments in an aim to describe systematically the existing phenomena (Atmowardoyo, 2018). The design matched the overall objective of the study that was to understand the relationship between innovative leadership and performance of TVETs through collection of data using a research instrument administered to participants who have the knowledge and experience in these institutions. Descriptive research can use a longitudinal or cross-sectional survey to implement; the former consists of collecting data over an extended period of time while the latter collects data at one point in time. Between these, the study adopted a descriptive cross-sectional survey that collected data once within a specified period were used.

3.3 Population of the Study

Target population is described in terms of the units of analysis and units of observation. In this case, the units of analysis were 28 TVETs in Kisumu County while the units of observation were 252 academic and administrative management staff as summarized in

Table 3.1. These group of staff was selected as they are involved in managing teams and other subordinate staff providing leadership to other academic and administrative staff.

Table 3: Target Population

Categories	Population
1 Top management	28
2 Middle management	56
3 First line management	168
Total	252

3.4 Sample Size and Sampling technique

The Yamane (1967) sampling formula was used to determine an adequate sample size. Based on the calculation below, the sample size was determined as 154 participants.

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

Where;

n = sample size

N = study population

e = tolerance at the preferred level of confidence

$$n = 252 / 1 + 252(0.05)^2$$

$$n = 252 / 1 + 252*0.0025$$

$$n = 252 / 1.63$$

$$n = 154$$

Stratified random sampling was used to select the participants. This method of sampling consists of selecting units of a population based on their similar characteristics while using random selection criteria. This method is common when the population can be identified by their unique groupings (strata) and then a random selection is performed in their unique groups (Sharma, 2017). Specifically, proportionate stratified random

sampling was used where the scope of the sample taken from each stratum is proportional to the relative size of that stratum (Sharma, 2017). Stratified proportionate sampling was used as demonstrated in Table 4.

Table 4: Target Population and Sample Size Distribution

Categories	Population	Sample size
1 Top management	28	17
2 Middle management	56	34
3 First line management	168	103
Total	252	154

3.6 Instrumentation

A questionnaire was administered to use to collect the study's primary data. The questionnaire is widely used in business and educational studies in comparison to observational and interview methods as the preferred tool for primary data collection (Rathi & Bindu, 2022). The questionnaire is a document that contains a set of questions that are designed for the intended respondents to select responses from listed options. Its format may take a structured or unstructured format in which the former consists of systematic and standardized questions and response options while the latter consists of a set of questions that give the respondents a chance to give responses based on their own words and description (Rathi & Bindu, 2022).

The questionnaire (Appendix 1) consisted of a set of standardized, close-ended questions designed for respondents to select answers. A five-point Likert scale was used to measure the study variables, ranging from strongly disagree (1) to strongly agree (5). It consisted of six (6) sections: general information, leader creativity (12 items), leaders networking (12 items), and leader teamwork (11 items), and leader emotional intelligence (12 items), and organizational performance (14 items).

3.6.1 Validity of the Instrument

Validity speaks to the relevance and strength of the conclusions made from an analysis of data serving as a basis that connects theoretical relationships and constructs to empirical observations (Lim, 2024). There are different forms of validity but content and face validity are prerequisites assessed before data collection (Lim, 2024). Content validity examines the degree that elements of a measure are captured in a construct and are best determined by expert judgements. It is established by undertaking a pretest where feedback from a panel of experts is used to refine and modify the tool (Lim, 2024).

Face validity provides an examination on how appropriate a measure is by evaluating if it appears to measure what it aims to measure and this is by subjective judgment. It consists of undertaking a pilot study and asking for feedback from a group of likely respondents who share similar characteristics as those targeted in the main study (Lim, 2024). Therefore, a pretest was conducted among the academic and administrative staff of TVETs. The pretest did not reveal any concerns from the pilot study and was therefore found to be valid.

3.6.2 Reliability of the Instrument

The reliability of an instrument can be determined by checking for its internal consistency, equivalence, and stability. Out of these, this research concerned itself with the internal consistency component of reliability that refers to the ability of the items used in a tool to measure the same construct producing similar results (Mohajan, 2017). This means that items used in a scale should be able to correlate to each other and therefore enhancing its reliability of the tool (Mohajan, 2017). The coefficient of internal consistency is obtained by calculating the Cronbach's alpha statistic which is a

value that falls between 0 and 1 with those values closer to 1 being accepted as reliable. The instrument was piloted among 10 respondents selected randomly from the sample size and excluded from the final study. Table 5 shows the results of the reliability statistics were all above the recommended threshold of 0.7 to suggest that variable scales were reliable.

Table 5: Reliability statistics

Variables	Cronbach's Alpha	N of Items
Leader creativity	0.827	12
Leader networking	0.850	12
Leader teamwork	0.776	11
Emotional intelligence	0.774	12
Organizational performance	0.721	14

3.6 Data Collection Method

Data collected for a study can come from secondary or primary sources with the former describing data that is first-hand meaning it comes directly from respondents and for the first time while the latter describes existing data from records or has been produced by others (Ajayi, 2023). In this study, primary data was used by way of a structured questionnaire administered using online method through the *Google* forms. This method was preferred as it provided the chance for respondents to fill the survey in their own time and space thereby improving the response rate. Using a link sent to their WhatsApp, respondents were sent reminders to complete the survey.

3.7 Data Analysis

The data was entered into the Statistical Package for the Social Sciences (SPSS) Version 27 for analysis after checking for its completeness, missing responses, poorly filled questionnaires, and any other inconsistencies. Out of the 154 surveys administered, 117 met threshold to be used in the analysis. The data was first analysed by descriptive

statistical analysis including frequency and percentages for the general information section and running mean and standard deviation to analyse the Likert scale data. Pimentel (2010) mean interpretation table will be used namely: strongly agree (4.23-5.00); agree (3.42-4.22); moderately agree (2.61-3.41); disagree (1.81-2.60); and strongly disagree (1.00-1.80).

The next phase of analysis was performing Pearson (r) to determine the association between variables while multiple linear regression analysis was done to determine the direction and size of relationship between variables. These inferential tests were performed at the 95% confidence level and the statistical significance of findings will be accepted if the p values are less than 0.05. This data was captured in tables followed by interpretation and implication of findings. The proposed regression model was;

$$Y = B_0 + B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 + \varepsilon$$

Where:

$\beta_0 - \beta_4$ = Coefficients

ε = Error term

Y= Organizational Performance

X_1 = Leader creativity

X_2 = Leader networking

X_3 = Leader teamwork

X_4 = Emotional intelligence

3.7.1 Diagnostic Tests

Before performing the regression analysis, diagnostic tests were done to determine if the data meets the minimum requirements for running an efficient linear regression

analysis. These include checking for normality, heteroscedastic, and collinearity further described below.

3.7.1.1 Normality

This test aims to confirm if the dataset used for analysis fits a normal distribution for the dependent variable (Youssef, 2022). Normal distribution means that the data points in a dataset being characterized by its mean, median, and mode being equal and clustering most values around the center (Youssef, 2022). To determine the data meets a normal distribution, the Shapiro-Wilk test was performed.

3.7.7.2 Heteroscedasticity

The main assumption when performing regression analysis is that the errors are equally distributed for the independent variables and is referred to as homoscedasticity. However, if these residuals do not exhibit equal distribution, this is referred to as heteroscedasticity (Youssef, 2022). Therefore, to check if there are any heteroscedasticity concerns, the Breusch–Pagan test for heteroscedasticity was performed.

3.7.7.3 Multicollinearity

Collinearity is another assumption of regression analysis which refers to the presence of high correlations between predictors that can contribute to spurious regression results (Youssef, 2022). To check for this, the variance inflation factor (VIF) test was performed for each independent variable. In accepting whether multicollinearity exists, VIF values of above 10 indicate presence of multicollinearity and the objective is to have VIF values less than 5 or 10 (Youssef, 2022).

3.8 Ethical Considerations

Following clearance for data collection from the university department, the researcher obtained ethical clearance (Appendix II) from KCA University Scientific and Ethics Review Committee (KCA-USERC). Thereafter, a research license (Appendix III) was obtained from the National Commission for Science, Technology and Innovation (NACOSTI). Further, an informed consent form was provided to respondents by attaching it to the questionnaire outlining rights guaranteed for the respondents.

First, respondents were guaranteed of their right to participate or not participate in the survey entirely and were also guaranteed for their right to withdraw from participating in the survey even after giving their consent. The respondents were made aware that there were no foreseeable risks or harm to them for participating in the survey. Second, the anonymity of participants was guaranteed by them not being asked for any information that may point to their identity. Third, participant confidentiality was enhanced by not associating any data to a respondent.

3.9 Chapter Summary

The descriptive research design was adopted for the survey with the units of analysis represented by the 28 VCTs in Kisumu County and the 252 academia and administration staff represented its units of analysis. The sample size was determined as 154 participants that were selected via a stratified random sampling method. A structured questionnaire based on close-ended items and a five-point Likert scale and was administered online. Its validity and reliability were confirmed before field work. The data analysis process and ethical considerations were also highlighted.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

This chapter outlines the study's findings, presented through tables supported by detailed interpretations. The sections include the response rate, background information of respondents, descriptive statistics, correlation results, diagnostic tests, and regression analysis.

4.2 Response Rate

Table 6 shows that out of 154 questionnaires distributed, 117 were correctly completed and returned, meeting the quality standards for analysis since they had no errors or missing data. This represents a response rate of 75.9%, which is considered adequate. According to Mugenda and Mugenda (2019), a response rate of 50% is acceptable, 60% is good, while 70% and above is considered very good.

Table 6: Response Rate

Categories	Frequency	Percent
Administered Questionnaires	154	100.0
Returned Questionnaires	117	75.9
Questionnaires not returned	37	24.1

Source: Survey (2025)

4.3 General Information

The demographic details collected focused on gender, educational attainment, and length of work experience. These aspects are useful in showing the representativeness of the findings.

4.3.1 Gender

As indicated in Table 7, male leaders formed the majority at 53.8%, while female respondents accounted for 46.2%. The findings demonstrate that male staff continue to dominate the management level staff in vocational training institutions. This means there is need for greater gender inclusivity so as to have more female staff at the leadership and management staff level.

Table 7: Gender distribution

Gender	Frequency	Percent
Male	63	53.8
Female	54	46.2
Total	117	100

Source: Survey (2025)

4.3.2 Education Level

Most respondents held a bachelor's degree (51.2%), followed by master's degree holders at 42.8%, while 6.0% had earned a doctorate as shown in Table 8. The majority of respondents with bachelor's degree is associated to the minimum requirements that those applying for management positions should have. Most management staff have pursued further education and training and therefore accounted for those with a master's degree. The findings showed those with a doctorate degree were representing the top management and leadership staff.

Table 8: Education level of respondents

Education	Frequency	Percent
Bachelor Degree	60	51.2
Doctorate Degree	7	6.0
Masters' degree	50	42.8
Total	117	100.0

Source: Survey (2025)

4.3.3 Working experience

Respondents with more than 12 years of work experience constituted 59.8%. Those with less than five years were 20.5%, while 19.7% had worked for between six and eleven years as Table 9 shows. Majority had more than 12 years of experience in their institution and this means their feedback improved the validity of the study findings.

Table 9: Work Experience among Respondents

Working experience	Frequency	Percent
6-11 years	23	19.7
Less than 5 years	24	20.5
More than 12 years	70	59.8
Total	117	100.0

Source: Survey (2025)

4.4 Descriptive Statistics

The mean score interpretation followed these ranges: strongly agree (4.23–5.00); agree (3.42–4.22); moderately agree (2.61–3.41); disagree (1.81–2.60); and strongly disagree (1.00–1.80).

4.4.1 Leader Creativity

Table 10 presents the overall mean as 3.66, suggesting that respondents generally agreed with these statements. The results indicated strong agreement that supervisors projected compelling images of what could be achieved in the organization (M=4.31; SD=0.969). Respondents also agreed that supervisors encouraged them to think of traditional problems in innovative ways (M=4.03; SD=1.062). There was agreement that supervisors avoided unnecessary changes as long as things were functioning well (M=3.85; SD=1.149), and that they created a positive atmosphere where others felt comfortable around them (M=3.83; SD=1.241).

Additionally, respondents agreed that supervisors only made essential requests (M=3.80; SD=0.985) and provided fresh perspectives on complex issues (M=3.69; SD=1.242). There was also agreement that supervisors emphasized rewards or recognition tied to accomplishments (M=3.58; SD=1.052) and acknowledged goal attainment (M=3.57; SD=1.053). Supervisors were also perceived to clearly communicate expectations in simple terms (M=3.55; SD=1.447) and outlined the standards necessary for effective work performance (M=3.40; SD=1.339). However, there was only moderate agreement that supervisors supported personal development (M=3.31; SD=1.118) or helped others find meaning in their work (M=3.01; SD=1.148).

Table 10: Mean and standard deviation scores for leader creativity

Leader creativity	n	Mean	Std. Deviation
My supervisor provides recognition/rewards when others reach their goals	117	3.57	1.053
My supervisor calls attention to what others can get for what they accomplish	117	3.58	1.052
My supervisor helps others develop themselves	117	3.31	1.118
My supervisor makes others feel good to be around them	117	3.83	1.241
My supervisor expresses with a few simple words what we could and should do	117	3.55	1.447
My supervisor provides appealing images about what we can do in the organization	117	4.31	0.969
My supervisor helps others find meaning in their work	117	3.01	1.148
My supervisor enables others to think about old problems in new ways	117	4.03	1.062
My supervisors provide others with new ways of looking at puzzling things	117	3.69	1.242
My supervisor does not ask no more of others than what is absolutely essential	117	3.80	0.985
My supervisor does not try changing anything as long as things are working	117	3.85	1.149
My supervisor expresses standards they have to know to carry out their work	117	3.40	1.339
Composite score		3.66	1.15

Source: Survey (2025)

4.4.2 Leader Networking

Leader networking was measured using twelve statements, with results summarized in Table 11. The composite mean was 3.39, indicating moderate agreement with the items. Respondents agreed that supervisors actively listened without feeling compelled to immediately share their opinions ($M=3.76$; $SD=1.080$) and that they could integrate fragmented pieces of information into a coherent whole ($M=3.73$; $SD=1.304$). There was also agreement that supervisors allowed space for ambiguity before making decisions ($M=3.63$; $SD=1.134$) and recognized how their work was linked with that of other departments or sectors ($M=3.61$; $SD=1.167$).

Table 11: Mean and standard deviation scores for leader networking

Items	n	Mean	Std. Deviation
My supervisor create space for uncertainty before forming conclusions	117	3.63	1.134
My supervisor actively listens without needing to immediately offer my opinion	117	3.76	1.080
My supervisor intentionally pauses my own judgments to better understand others' perspectives	117	3.22	1.197
My supervisor encourages questioning of assumptions that underlie our current understanding	117	3.31	1.269
My supervisor often proposes alternative interpretations of complex issues	117	3.21	1.305
My supervisor helps others see familiar problems from a new angle	117	3.57	1.124
My supervisor recognizes the interconnections between our work and other teams or sectors	117	3.61	1.167
My supervisor makes decisions with awareness of upstream and downstream impacts	117	2.93	1.073
My supervisor considers how our local actions affect the broader system	117	3.16	1.106
My supervisor connects people from different backgrounds or departments to collaborate	117	3.02	1.114
My supervisor seeks ways to align different priorities into a shared purpose	117	3.58	1.295
My supervisor brings together fragmented information into a cohesive whole	117	3.73	1.304
Composite score		3.39	1.181

Source: Survey (2025)

Further, respondents agreed that supervisors worked to align diverse priorities into a unified objective ($M=3.58$; $SD=1.295$) and assisted colleagues in seeing familiar challenges from new perspectives ($M=3.57$; $SD=1.124$). There was moderate agreement that supervisors encouraged questioning of underlying assumptions ($M=3.31$; $SD=1.269$), paused their own judgments to better appreciate others' views ($M=3.22$; $SD=1.197$), and suggested alternative interpretations of complex issues ($M=3.21$; $SD=1.305$). They were also moderately in agreement that supervisors considered the broader implications of local actions ($M=3.16$; $SD=1.106$) and took upstream and downstream impacts into account when making decisions ($M=2.93$; $SD=1.073$).

4.4.3 Leader Teamwork

Leader teamwork was assessed through eleven items, with the results summarized in Table 12. The composite mean was 3.99, showing agreement with the teamwork dimension. Respondents strongly agreed that supervisors would defend and justify team members' decisions in their absence ($M=4.25$; $SD=0.973$). They also agreed that supervisors inspired them to put in extra effort to meet team goals ($M=4.19$; $SD=0.840$) and that supervisors defended colleagues who made honest mistakes ($M=4.10$; $SD=1.276$).

There was agreement that supervisors promoted respect among team members ($M=4.03$; $SD=1.245$), defended collective team actions even without full details ($M=4.02$; $SD=0.991$), and fostered friendships among colleagues in the workplace ($M=3.98$; $SD=1.377$). Respondents also agreed that supervisors encouraged team members to respect each other regardless of job knowledge ($M=3.91$; $SD=1.152$) and supported members if they were attacked by others ($M=3.89$; $SD=1.209$). Additionally,

supervisors motivated employees to work diligently for their teams (M=3.88; SD=1.060) and encouraged mutual respect across the team (M=3.71; SD=1.455).

Table 12: Mean and standard deviation scores for leader teamwork

Items	n	Mean	Std. Deviation
My supervisor has made it that I do not mind working my hardest for my team	117	3.88	1.060
I would defend and justify my team members decision if they were not present to do so	117	4.25	0.973
The supervisor has made it that I am willing to apply extra efforts to meet my teams work goals	117	4.19	0.840
The supervisor has made it that team members are very much as friends in the workplace	117	3.98	1.377
The supervisor has made working in a team a lot of fun to work within the organization	117	3.92	1.027
My supervisor would come to the defense of team members if attacked by others	117	3.89	1.209
My supervisor defends others in the team if they made an honest mistake	117	4.1	1.276
My supervisor defends team actions, even without complete knowledge of the issue in question	117	4.02	0.991
My supervisor is always promoting mutual respect among team members	117	4.03	1.245
The supervisor encourages members to show respect to others despite their knowledge of the job	117	3.91	1.152
My supervisor has encouraged members to have respect for others in the team	117	3.79	1.455
Composite score		3.99	1.146

Source: Survey (2025)

4.4.4 Leader Emotional Intelligence

Leader emotional intelligence (EI) was measured using twelve items, as shown in Table 13. The composite mean was 3.82, reflecting agreement among respondents. Participants agreed that they were comfortable expressing their true feelings (M=4.07; SD=0.962) and that their moods were easily influenced by external events (M=4.01; SD=0.933). They also agreed they could calm others who were very upset (M=3.98; SD=1.008) and described themselves as cheerful (M=3.97; SD=0.946). Respondents

also agreed that they were able to provide support when delivering bad news (M=3.97; SD=1.189).

The findings further revealed agreement that respondents cared about the wellbeing of others (M=3.81; SD=1.017) and that friends could comfortably confide in them (M=3.79; SD=1.202). Respondents agreed they found it relatively easy to set goals and remain committed to them (M=3.74; SD=1.133) and could maintain composure in stressful situations (M=3.69; SD=1.228). They also agreed they were able to control anger when provoked (M=3.65; SD=1.117). Moreover, relationships were perceived as safe spaces (M=3.62; SD=1.056), and respondents recognized that their moods affected those around them (M=3.58; SD=1.093).

Table 13: Mean and Standard Deviation Scores for leader Emotional Intelligence

Items	n	Mean	Std. Deviation
My moods impact the people around me	117	3.58	1.093
My moods are easily affected by external events	117	4.01	0.933
I readily tell others my true feelings	117	4.07	0.962
I am able to be supportive when giving bad news to others	117	3.97	1.189
My friends can tell me intimate things about themselves	117	3.79	1.202
I care what happens to other people	117	3.81	1.017
I find it easy to make goals and stick with them	117	3.74	1.133
I maintain my composure, even during stressful times	117	3.69	1.228
I can restrain myself when I feel anger towards someone	117	3.65	1.117
My relationships are safe places for me	117	3.62	1.056
I am a fairly cheerful person	117	3.97	0.946
I am able to talk someone down if they are very upset	117	3.98	1.008
Composite score		3.82	1.073

Source: Survey (2025)

4.4.5 Technical and Vocational Education and Training Performance

Table 14 presents the mean and standard deviation scores for TVET performance, where the overall composite mean was 3.74, indicating a moderate level of agreement with the listed items. The results reveal that respondents concurred that management plays a role in enhancing the current skills and competencies of employees (M=4.15; SD=0.961). There was agreement that the organization continually improves its administrative processes to enable effective completion of tasks (M=4.11; SD=1.024).

Table 14: Mean and standard deviation for TVET performance

Items	n	Mean	Std. Deviation
My organization uses strategy to enhance bottom-line improvement	117	4.03	0.885
My organization ultimate goal is to have adequate asset utilization	117	3.74	1.329
My organization reduces production costs without compromising product quality	117	3.15	1.212
My organization adopts adequate measures by the management to reduce administrative costs	117	3.49	1.222
My organization views the reduction of production costs and administrative costs increase revenue	117	3.8	1.093
My organization seeks to serve customers fairly	117	3.51	1.072
In My organization, the customer can easily meet officials	117	3.77	1.012
My organization identifies the opinions of customers in evaluating their products	117	3.44	1.262
My organization works to develop its services to win customer satisfaction	117	3.38	1.370
My organization determines the strengths and weaknesses after reviewing its internal procedures	117	4.03	0.964
My organization works on its administrative processes to facilitate the completion of tasks	117	4.11	1.024
In My organization, the management is involved in developing the current skills and capabilities of the staff	117	4.15	0.961
My organization is interested in fostering innovation in its processes	117	3.95	1.286
My organization rewards creativity among its employees	117	3.85	1.191
Composite score		3.74	1.135

Source: Survey (2025)

The respondents also agreed that their organization adopts strategies aimed at strengthening bottom-line performance ($M=4.03$; $SD=0.885$). Similarly, there was consensus that the organization evaluates internal procedures to identify strengths and weaknesses ($M=4.03$; $SD=0.964$). The findings further reveal that respondents agreed their organization is committed to fostering innovation in its operational processes ($M=3.95$; $SD=1.286$). There was also agreement that creativity among employees is recognized and rewarded ($M=3.85$; $SD=1.191$). Moreover, respondents agreed that organizations perceive cost reduction in both production and administration as a means to enhance revenue generation ($M=3.80$; $SD=1.093$). Agreement was also indicated on the ease with which customers are able to reach organizational officials ($M=3.77$; $SD=1.012$).

The respondents further acknowledged that the ultimate goal of the organization is to ensure efficient utilization of assets ($M=3.74$; $SD=1.329$). The results also demonstrate agreement that the organization is committed to delivering fairness in customer service ($M=3.51$; $SD=1.072$). Furthermore, there was agreement that the management implements measures to minimize administrative costs ($M=3.49$; $SD=1.222$). Respondents concurred that the organization considers customer opinions when assessing its products ($M=3.44$; $SD=1.262$). The findings show further agreement that the organization strives to improve its services in order to achieve customer satisfaction ($M=3.38$; $SD=1.370$). Finally, the results suggest agreement that organizations attempt to lower production costs while maintaining the quality of their products ($M=3.15$; $SD=1.212$).

4.5 Diagnostic Tests

Prior to conducting the regression analysis, diagnostic tests were carried out to establish whether the dataset satisfied the minimum assumptions necessary for producing a reliable linear regression analysis. These tests involved assessments for normality, heteroscedasticity, and multicollinearity.

4.5.1 Normality Test

The Shapiro-Wilk test was employed to assess normality, and its interpretation was based on both the W statistic and the p-value. The null hypothesis in this case posits that the data follows a normal distribution, and if the p-value is less than 0.05, the null hypothesis is rejected, suggesting that the data deviates from normality. The W statistic takes values ranging between 0 and 1, with figures closer to 1 signifying stronger alignment with a normal distribution. Results displayed in Table 4.15 indicate that the p-value obtained was 0.122, which is greater than 0.05, thereby supporting the acceptance of the null hypothesis that the dataset conforms to a normal distribution. Additionally, the W statistic was 0.982, which is close to 1, further reinforcing that the data is well aligned with a normal distribution.

Table 15: Tests of Normality

	Statistic	df	Sig.
Organizational performance	.982	117	.122

Source: Survey (2025)

4.5.2 Heteroscedasticity

The Breusch-Pagan test was utilized to check for heteroscedasticity. The interpretation of this test is that when the p-value exceeds 0.05, heteroscedasticity is not present, whereas a p-value below 0.05 indicates its presence. Table 16 shows that the p-value

was greater than 0.05, suggesting that heteroscedasticity was not an issue within the dataset.

Table 416: Breusch-Pagan / Cook-Weisberg test for heteroskedasticity

Statistic	df	p-value
0.054	117	0.054

Source: Survey (2025)

4.5.3 Multicollinearity

Before proceeding with regression analysis, it was necessary to confirm that there were no strong correlations among the innovative leadership variables. This was examined using the Variance Inflation Factor (VIF) test, where the common rule of thumb is that VIF values of 5 or higher indicate the presence of multicollinearity (Youssef, 2022). The VIF values for each of the independent variables fell within acceptable thresholds, confirming the absence of multicollinearity among the predictors, as presented in Table 17.

Table 17: Collinearity Statistics

Variables	Tolerance	VIF
Leader creativity	0.474	2.108
Leader networking	0.439	2.277
Leader teamwork	0.465	2.151
Leader emotional intelligence	0.942	1.062

Source: Survey (2025)

4.6 Correlation Analysis

The correlation results revealed that leader creativity, leader networking, and leader teamwork all had positive and statistically significant relationships with TVET performance, while leader emotional intelligence exhibited a positive but statistically

insignificant association. Specifically, leader creativity ($r = 0.612$, $p < 0.05$), leader networking ($r = 0.590$, $p < 0.05$), and leader teamwork ($r = 0.612$, $p < 0.05$) each showed a positive linear correlation with TVET performance. On the other hand, leader emotional intelligence ($r = 0.156$, $p > 0.05$) demonstrated a positive correlation, though this relationship was not significant as shown in Table 18. These findings suggest that leader creativity, networking, and teamwork are positively aligned with improvements in TVET performance, whereas leader emotional intelligence does not move in the same direction as performance outcomes.

Table 18: Correlations

	Leader creativity	Leader networking	Leader teamwork	Leader Emotional Intelligence
Leader creativity	1			
Leader networking	.674**	1		
Leader teamwork	.650**	.679**	1	
Leader emotional intelligence	0.113	.210*	.209*	1
Organizational performance	.612**	.590**	.505**	0.156
	0.000	0.000	0.000	0.093

Source: Survey (2025)

4.7 Regression Analysis

Multiple linear regression was conducted to evaluate the impact of innovative leadership variables on TVET performance. The findings are reported through the model summary, ANOVA results, and coefficient estimates as highlighted in this section.

4.7.1 Model Summary

The coefficient of determination (R^2) was established at 0.435, indicating that the model accounted for 43.5% of the variation in TVET performance, as shown in Table 19. This

further implies that the remaining 56.4% of the variance in performance is attributed to other factors that were not considered within this study.

Table 19: Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.660a	0.435	0.415	0.35926

Source: Survey (2025)

4.5.2 Analysis of Variance

As presented in Table 20, the ANOVA results showed a positive F statistic ($F = 21.59$) with a p-value less than 0.05. This suggests that the combined influence of the four independent variables on TVET performance was statistically significant.

Table 20: ANOVA^a

	Sum of Squares	df	Mean Square	F	Sig.
Regression	11.147	4	2.787	21.59	.000 ^b
Residual	14.456	112	0.129		
Total	25.603	116			

Source: Survey (2025)

4.7.3 Coefficients

Table 21 indicates that leader creativity and leader networking had positive and statistically significant effects on TVET performance, while leader teamwork and emotional intelligence had positive but statistically insignificant effects. Specifically, a unit increase in leader creativity and leader networking was associated with a 0.259 (25.9%) and 0.188 (18.8%) increase in TVET performance, respectively, and these effects were statistically significant. Conversely, a unit increase in leader teamwork and emotional intelligence resulted in 0.046 (4.6%) and 0.034 (3.4%) increases,

respectively, but these results were not statistically significant, indicating the observed effects may have occurred by chance.

Table 21: Coefficients^a

	B	Std. Error	Beta	t	Sig.
(Constant)	1.845	0.302		6.109	0.000
Leader creativity	0.259	0.071	0.375	3.636	0.000
Leader networking	0.188	0.069	0.291	2.717	0.008
Leader teamwork	0.046	0.087	0.055	0.532	0.596
Leader emotional intelligence	0.034	0.060	0.041	0.564	0.574

Source: Survey (2025)

4.8 Chapter Summary

The study achieved a response rate of 75.9%. Based on the average mean scores, the results indicated that leader teamwork was rated highest, followed by leader emotional intelligence, leader creativity, and leader networking, with respondents expressing moderate agreement across the items. The correlation analysis demonstrated significant positive associations between leader teamwork, leader creativity, and leader networking, while leader EI had no effect on performance. Collectively, the four innovative leadership constructs explained 43.5% of the variation in performance. Moreover, regression analysis showed that leader creativity and leader networking exerted significant positive influences on TVET performance, whereas leader teamwork and emotional intelligence did not significantly affect the performance of TVET institutions.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter captures the discussion of findings showing agreement and divergence from the reviewed literature while providing theoretical perspectives of these findings. The discussion, conclusion and recommendations are based on each of the objectives.

5.2 Discussion

5.2.1 Influence of Leader Creativity on Performance of TVET Centers

The results show leader creativity has a positive outcome on performance of TVET. This outcome corroborates previous findings including a systematic review that found the four transformational leadership components had a significant effect on improving academic performance in TVET institutions. This leadership style fostered a creative environment that boosted trainer motivation, and better addressed diverse learning needs (Jobir, 2025). Mugo and Kiboss (2023) explain that leaders that possess intellectual stimulation are better placed to create the motivation for their subordinates to find solutions to problems through innovation and creativity.

The results coincide with other studies. For instance, Osman and Kamis (2019) in which the evidence demonstrated that leaders that promoted innovativeness in the workplace by encouraging their staff to produce creative solutions, ideas, services, and products in Malaysia. The ability to get followers in an organization to be creative in generating new ideas was a main description of innovative leadership in the TVET subsector. In Switzerland, promoting creativity by leaders was linked to openness, personalized learning, active interaction, student-driven activities, and solution-oriented tasks in vocational training and this contributed to better performance of these

institutions (Fischer & Barabasch, 2023). In another study, Cai and Yu (2023) established that fostering creativity in vocational education significantly enhanced the positive effects on innovative skills contributing to better TVET performance in China.

In their findings from Indonesia, Rahmawati et al. (2022) confirmed that technopreneurship leaders have the ability to promote innovativeness and creativity environment and this means TVET leaders must improve on their technopreneurship skills. In a later study, Herijanto et al., (2023) showed that creative self-efficacy positively affects innovative behaviour and this improved performance of vocational training institutions in Indonesia.

The descriptive findings revealed strong agreement among respondents that leadership provided appealing images about what was done in the organization suggesting that leaders in these institutions were able to articulate their vision to their employees. In their study among TVET institutions in Nakuru County, Mugo and Kiboss (2023) were able to find evidence that leaders in youth polytechnics clarified the vision, mission and strategic goals of the organization and this contributed to better performance.

The findings provide support for transformational theory (Burns, 1978) and its application towards the creativity of leaders in an organization. The findings demonstrated that leaders need to inspire their followers to be creative in the workplace and this creativity will contribute new solutions to existing problems or concerns that the TVET may be facing. The intellectual stimulation component explains that innovative leaders in TVETs encouraged curiosity among their staff to better navigate the resource constraints they face in undertaking their duties. This means leader creativity contributes to resilience of TVETs in a challenging operational environment.

5.2.2 Effect of Leader Networking on Performance of TVET Centers

The results revealed that an increase in leader networking would yield an increase in organizational performance of TVETs. The variable of leader networking was based on the boundary spanning leadership (BSL) theory (Aldrich & Herker, 1977) that emerged from the realization that organization leaders need to participate across external and internal boundaries to create new strategic responses to a complicated collection of pressures and forces that may be facing their industry.

This finding does not stand alone but rather joins other research that have shown a positive outcome of TVET institutional performance from the abilities of networking from leaders. For instance, showing illustration from Germany, Njengele et al. (2024) highlighted the duality of the TVET model where industry representatives and TVET leaders were engaged in fostering partnership creating skills to promote and sustain successful collaboration via internal and external networks. The statistics do support the conclusion that cross-sector partnerships enhance practical training outcomes and institutional effectiveness (Njengele et al., 2024).

Khalid and Noor (2024) systematic review highlighted that stakeholder collaboration was a challenge for TVET leaders and this called for synergetic engagement and partnership between TVETs and stakeholders as crucial in the modernization and raising the profile of TVET in Malaysia. In a postgraduate blended-learning programme in South Africa for TVET leaders, it emerged that networking experiences significantly contributed to their leadership development, critical thinking, and resilience during crisis situations. These enhanced competencies likely translate into better institutional performance (Smit & Bester, 2022).

Aldrich and Herker's (1977) boundary spanning leadership (BSL) theory explains that leaders should engage in networks both internally and externally so as to get an opportunity to identify new strategic responses. TVETs in Kisumu County are facing challenges in under-funding and budget shortfalls and their leaders are expected to use their available resources to improve and maintain performance. Therefore, the findings provide evidence that engaging in networking, TVET leaders will be able to identify new streams of revenue for their institutions to handle these shortfalls. This includes entering into partnerships, cooperations, and collaborations with the private sector.

5.2.3 Influence of Leader Teamwork on Performance of TVET Centers

The results showed that leader teamwork had no effect on TVET organizational performance suggesting that this attribute of innovative leadership effect on TVET performance was by chance. This finding is not unique as other findings have shown that teamwork may not always contribute to better organizational performance in the TVET sector. This include Mutiso (2021) research on TVETs in Nairobi City County which found that cohesive teams had no significant effect on organizational performance.

The finding goes against previous studies that have reported a positive outcome of teamwork on performance of TVETs. For example, Abun et al. (2023) research from two colleges Divine Word College of Legazpi (DWCL) and The Divine Word College of Vigan (DWCV) in the Philippines revealed that leaders with innovative skills were able to lead and build teams that were able to maximize the chance for innovation. Likewise, Beverborg et al. (2015) transformational leadership practices including individual consideration and vision building improved specific teamwork processes

was able to improve student performance of VETs in the Netherlands. In Indonesia, teaching staff at a TVET indicated that teams were key agents in the provision of organizational and individual performance; further, teamwork assisted in the faster accomplishment of tasks, improved individual performance, as well as enhancement of effectiveness and efficiency of the organization (Randelangi et al., 2022).

Using their evidence from Finland, Wenström et al. (2023) organized work into team groupings in large institutions of education so as to assist students and staff to experience fulfilment of their primary needs and psychological safety. These combination of factors means there was improved work engagement and overall performance of the organization. In Kenya, Kitusa et al. (2025) did show evidence that collaborating was the most preferred method by stakeholders and this translated to improved performance as evidenced by institutional effectiveness and academic achievement for organizations that adopted teamwork structures. Kiplagat and Kitainge (2021) noted that leaders in TVET should be able to demonstrate and emphasise teamwork so as to impart soft skills and core values of their organizations and this will contribute to improved performance.

There was no supportive evidence for the LMX theory (Dansereau et al., 1975) that asserts a dyadic relationship of leadership under which leaders show a more communicative and inclusive attitude towards some members of the workforce than others. This means TVET leaders were not promoting teamwork in their workforce and this can be attributed to the diverse skill set of TVET staff. TVET staff have different educational qualifications and backgrounds and this poses a challenge in implementing team working. Further, authoritarian or top-down leadership is high in TVETs and this is a hindrance to team working.

5.2.4 Effect of Leader Emotional Intelligence on Performance of TVET Centers

The results show that leader EI had a positive but insignificant outcome on TVET organizational performance suggesting that this attribute of innovative leadership effect on TVET performance was by chance. The finding goes against previous studies that have found an association between EI of vocational training leaders and better performance.

For instance, Ismail et al. (2020) confirmed teacher demonstrating EI competencies and skills had better work performance. In a sample of HEIs, staff reported that leader EI capabilities had a positive outcome on their motivation and this contributed to their flexibility, commitment, performance, and unrestricted efforts (Coleman & Ali, 2022). In Malaysian TVET settings, the results showed that both transformational and instructional leadership positively influenced teacher motivation – a form of relational engagement crucial for effective teaching and institutional performance (Siraj et al., 2023).

Using evidence from South Africa, Motlhanke and Naong (2021) did show that college managers with EI capabilities had a positive outcome on teamwork, job satisfaction, work commitment, and task-oriented activities that ultimately contribute to better performance. The positive outcome of EI and performance has also been reported in Kenya's TVET sector. For instance, Ngwiri, Gitonga, and Mule (2025) found a positive correlation between EI of TVET leaders and institutional performance underscoring the importance of personalized, relationship-focused leadership in enhancing organizational outcomes in TVET contexts.

Goleman's (1995) EI theory was applied and the findings demonstrated that these competencies were not as important for improving performance of TVETs. This

means that the EI theory applicability in the innovative leadership of TVETs is not supported. Further, training and qualifications for leadership in TVETs is highly dependent on academic and technical qualifications and this may limit the degree to which they are able to improve performance through their EI.

5.3 Conclusion

5.3.1 Influence of Leader Creativity on Performance of TVET Centers

The first objective aimed to determine the relationship between leader creativity and performance of TVETs in Kisumu County and the findings revealed there was a positive and statistically significant effect of leader creativity on performance of TVET. Therefore, it is this study's conclusion that leader creativity explains better performance of TVET. This implies that TVET managers should place more emphasis on developing their creativity capabilities. The study concludes that transformational leadership theory is a useful lens for which to examine leader creativity and organizational performance.

5.3.2 Effect of Leader Networking on Performance of TVET Centers

The second objective sought to analyse the relationship between leader networking and performance of TVETs in Kisumu County and the regression output showed there was a positive and statistically significant effect on leader networking on performance of TVET. Therefore, the study concludes that leader networking explains better performance of TVET. This suggested that TVET managers should place more effort on their networking capabilities. The study concludes boundary spanning leadership theory is a useful lens for for examining leader networking and organizational performance.

5.3.3 Influence of Leader Teamwork on Performance of TVET Centers

The third objective aimed to determine the effect of leader teamwork capabilities on performance of TVET in Kisumu County and the results indicated a positive but insignificant effect of leader teamwork capabilities on performance of TVET. Therefore, the study makes the conclusion that leader teamwork does not influence better performance of TVET.

5.3.4 Effect of Leader Emotional Intelligence on Performance of TVET Centers

The fourth objective aimed to evaluate effect of leader emotional intelligence on performance of TVET in Kisumu County and the coefficient results indicated that leader emotional intelligence had a negative but insignificant effect on performance of TVET. Therefore, the study concludes leader emotional intelligence does not have an effect on better performance of TVET.

5.4 Recommendations

The research makes the following recommendations;

5.4.1 Influence of Leaders' Creativity on Performance of TVET Centers

The findings confirmed that leader creativity had an effect on performance of TVET positively. Thus, the research recommends for the cabinet secretary and the Technical and Vocational Education and Training Authority (TVETA) should examine the creativity capabilities of individuals applying for leadership and management positions in TVETs. This can be achieved by examining the trail record or experience of leaders providing a creative solution for problems or challenges experienced by organizations in their resume. TVETA should also develop programmes for TVET leaders to improve their creativity capabilities.

5.4.2 Effect of Leader Networking on Performance of TVET Centers

The results revealed that leader networking capabilities have a positive outcome on performance of TVET. Thus, the study makes the recommendations that TVET leaders should make efforts to improve their networking capabilities and this can be achieved by joining other bodies in vocational training within the borders but also across borders. These include local bodies such as Kenya Association of Technical Training Institutions (KATTI) and the TVET Curriculum Development, Assessment and Certification Council (TVET – CDACC). Globally, TVET leaders are encouraged to join such bodies as the World Federation of Colleges and Polytechnics (WFCP) and Commonwealth Association of Polytechnics in Africa (CAPA).

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR MANAGEMENT STAFF IN TVETs

Section One: General Information

Please indicate your:

1. Gender

Male ()

Female ()

2. Education level

Diploma ()

Bachelor Degree ()

Master Degree ()

Doctorate Degree ()

3. Working experience

Less than 5 years ()

6-11 years ()

More than 12 years ()

Section Two: Leader Creativity

Please provide how each of these items describe your immediate supervisor in promoting creativity among employees on a five-point Likert scale: 0-Not at all, 1-Once in a while, 2-Sometimes, 3-Fairly often, 4-Frequently, if not always)

Items	0	1	2	3	4
My supervisor provides recognition/rewards when others reach their goals					
My supervisor calls attention to what others can get for what they accomplish					
My supervisor helps others develop themselves					
My supervisor makes others feel good to be around them					
My supervisor expresses with a few simple words what we could and should do					
My supervisor provides appealing images about what we can do in the organization					
My supervisor helps others find meaning in their work					

My supervisor enables others to think about old problems in new ways					
My supervisors provide others with new ways of looking at puzzling things					
My supervisor does not ask no more of others than what is absolutely essential					
My supervisor does not try changing anything as long as things are working					
My supervisor expresses standards they have to know to carry out their work					

Section Three: Leaders Networking

Please indicate your level of agreement with the following statements on leader networking in your organization on a five-point Likert scale. (1 – Strongly disagree, 2 – Disagree, 3 –Neither agree or disagree, 4- Agree, 5 – Strongly agree)

Items	1	2	3	4	5
My supervisor create space for uncertainty before forming conclusions					
My supervisor actively listens without needing to immediately offer my opinion					
My supervisor intentionally pauses my own judgments to better understand others' perspectives					
My supervisor encourages questioning of assumptions that underlie our current understanding					
My supervisor often proposes alternative interpretations of complex issues					
My supervisor helps others see familiar problems from a new angle					
My supervisor recognizes the interconnections between our work and other teams or sectors					
My supervisor makes decisions with awareness of upstream and downstream impacts					
My supervisor considers how our local actions affect the broader system					
My supervisor connects people from different backgrounds or departments to collaborate					
My supervisor seeks ways to align different priorities into a shared purpose					
My supervisor brings together fragmented information into a cohesive whole					

Section Four: Leader Teamwork

Please indicate your level of agreement with the following statements on leader teamwork in your organization on a five-point Likert scale. (1 – Strongly disagree, 2 – Disagree, 3 –Neither agree or disagree, 4- Agree, 5 – Strongly agree)

Items	1	2	3	4	5
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My supervisor has made it that I do not mind working my hardest for my team					
I would defend and justify my team members decision if they were not present to do so					
The supervisor has made it that I am willing to apply extra efforts to meet my teams work goals					
The supervisor has made it that team members are very much as friends in the workplace					
The supervisor has made working in a team a lot of fun to work within the organization					
My supervisor would come to the defense of team members if “attacked” by others					
My supervisor defends others in the team if they made an honest mistake					
My supervisor defends team actions, even without complete knowledge of the issue in question					
My supervisor is always promoting mutual respect among team members					
The supervisor encourages members to show respect to others despite their knowledge of the job					
My supervisor has encouraged members to have respect for others in the team					

Section Five: Leader Emotional Intelligence

Please indicate your level of agreement with the following statements on your immediate supervisor emotional intelligence using the scale: 1 (Never), 2 (Rarely), 3 (Sometimes), 4 (Often), and 5 (Always). Please rate your Emotional Intelligence at the workplace.

Items	1	2	3	4	5
My moods impact the people around me					
My moods are easily affected by external events					
I readily tell others my true feelings					
I am able to be supportive when giving bad news to others					
My friends can tell me intimate things about themselves					
I care what happens to other people					
I find it easy to make goals and stick with them					
I maintain my composure, even during stressful times					
I can restrain myself when I feel anger towards someone					
My relationships are safe places for me					
I am a fairly cheerful person					
I am able to talk someone down if they are very upset					

Section Six: Organizational Performance

Please indicate your level of agreement with the following statements on the performance of your organization on a five-point Likert scale. (1 – Strongly disagree, 2 – Disagree, 3 –Neither agree or disagree, 4- Agree, 5 – Strongly agree)

Items	1	2	3	4	5
My organization uses strategy to enhance bottom-line improvement					
My organization ultimate goal is to have adequate asset utilization					
My organization reduces production costs without compromising product quality					
My organization adopts adequate measures by the management to reduce administrative costs					
My organization views the reduction of production costs and administrative costs increase revenue					
My organization seeks to serve customers fairly					
In My organization, the customer can easily meet officials					
My organization identifies the opinions of customers in evaluating their products					
My organization works to develop its services to win customer satisfaction					
My organization determines the strengths and weaknesses after reviewing its internal procedures					
My organization works on its administrative processes to facilitate the completion of tasks					
In My organization, the management is involved in developing the current skills and capabilities of the staff					
My organization is interested in fostering innovation in its processes					
My organization rewards creativity among its employees					

APPENDIX II: ETHICAL APPROVAL



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KCA UNIVERSITY SCIENTIFIC & ETHICS REVIEW COMMITTEE

REF: KCAU/SERC/ SOB0207

Date: 21ST JULY 2025

TO: ELIZABETH RACHAEL AWINO (24/00824)

Dear Sir/Madam,

RE: INFLUENCE OF INNOVATIVE LEADERSHIP ON ORGANIZATIONAL PERFORMANCE OF VOCATIONAL TRAINING INSTITUTIONS IN KISUMU COUNTY, KENYA

This is to inform you that KCA University Scientific Ethics Review Committee (KCAUSERC) has reviewed and approved your above research proposal. Your application approval number is **KCAUSERC/SOB0207**. The approval period is **21st July 2025 – 21st July, 2026**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including (informed consents, study instruments, MTA) will be used.
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by **KCAUSERC**.
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **KCAUSERC** within 72 hours of notification
- iv. 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 **KCAUSERC** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. 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.
- vii. Submission of an executive summary report within 90 days upon completion of the study to **KCAUSERC**.

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. Caroline Ntara
Chairperson
KCA University Scientific & Ethics Review Committee

APPENDIX III: RESEARCH PERMIT

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 404495	Date of Issue: 19/August/2025
RESEARCH LICENSE	
	
This is to Certify that Ms. ELIZABETH RACHAEL AWINO of KCA University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kisumu on the topic: INFLUENCE OF INNOVATIVE LEADERSHIP ON ORGANIZATIONAL PERFORMANCE OF VOCATIONAL TRAINING INSTITUTIONS IN KISUMU COUNTY, KENYA for the period ending : 19/August/2026.	
License No: NACOSTI/P/25/4178312	
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