

**TRANSFORMATIONAL LEADERSHIP AND ITS IMPACT ON STUDENT
OUTCOMES, MEDIATED BY TEACHER MOTIVATION IN SECONDARY SCHOOLS
IN NAIROBI COUNTY**

BY

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MASTER OF EDUCATION IN LEADERSHIP AND MANAGEMENT

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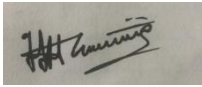
DECLARATION

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 contains no material written or published by other people except where due reference is made and author duly acknowledged.

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ABSTRACT

This study investigated the impact of transformational leadership on teacher motivation and student outcomes in secondary schools in Nairobi County, Kenya, addressing persistent challenges such as low student completion rates, high teacher turnover, and socioeconomic disparities despite substantial educational investments. The general objective was to examine transformational leadership's effects on teacher motivation and student outcomes, with teacher motivation as the mediating variable. Specific objectives focused on the roles of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration in enhancing these outcomes. Guided by Transformational Leadership Theory (emphasizing inspirational behaviors for higher performance) and Self-Determination Theory (focusing on intrinsic and extrinsic motivation for engagement), the study employed a descriptive survey design. The target population included principals, teachers, students, sub-county education officers, and Teachers Service Commission (TSC) directors from over 120 public and 200 private secondary schools. A stratified random sample comprised 60 schools, 60 principals, 300 teachers, 240 students for focus group discussions (FGDs), and 10 education stakeholders. Data were collected via questionnaires (for principals and teachers) and FGDs (for students). Analysis using SPSS involved descriptive statistics, Pearson correlation, and multiple regression. Findings revealed that transformational leadership components enhanced teacher motivation: inspirational motivation directly improved student outcomes (e.g., KCSE scores and attendance); idealized influence fostered trust and teacher commitment; intellectual stimulation promoted innovative teaching with modest effects on performance; and individualized consideration strengthened motivation but required balance to avoid diverting focus from students. Results inform school administrators, policymakers, and teacher training institutions on effective leadership practices to boost motivation and performance in urban Kenyan schools.

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DEDICATION

This dissertation is dedicated to Nairobi County secondary school educators and students, whose efforts drive educational progress in Kenya. The work is also dedicated to my family for their support throughout this academic journey.

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ACRONYMS AND ABBREVIATIONS

ANOVA	Analysis of Variance
CRE	Christian Religious Education
FGD	Focus Group Discussion
ICT	Information and Communication Technology
KEMI	Kenya Education Management Institute
KCSE	Kenya Certificate of Secondary Education
MLQ	Multifactor Leadership Questionnaire
NACOSTI	National Commission for Science, Technology and Innovation
PE	Physical Education
SDT	Self-Determination Theory
SPSS	Statistical Package for the Social Sciences
TL	Transformational Leadership
TSC	Teachers Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization

OPERATIONAL DEFINITION OF KEY TERMS

Transformational Leadership: A leadership style where principals actively inspire and empower teachers and students in Nairobi County's secondary schools to surpass their usual performance levels. This approach fosters a shared commitment to educational goals through visionary direction, ethical behavior, and strategies that address the diverse needs of the school community.

Idealized Influence: The ability of a principal to act as a role model who demonstrates integrity, fairness, and ethical conduct, earning trust and respect from teachers and students. This quality strengthens the school's culture by setting a high standard for professionalism and moral leadership.

Inspirational Motivation: The principal's capacity to communicate a clear and compelling vision that energizes teachers and students, fostering enthusiasm and a collective drive to achieve ambitious educational goals within the school community.

Intellectual Stimulation: The principal's encouragement of creative and innovative thinking among teachers by promoting new teaching approaches and problem-solving strategies, creating a dynamic environment that enhances teaching practices and student learning.

Individualized Consideration: The principal's practice of providing personalized support, mentoring, and resources to meet the unique needs of each teacher,

fostering their professional development and creating a supportive school environment that benefits all stakeholders.

Teacher Motivation: The level of enthusiasm, dedication, and commitment teachers display in their roles, driven by supportive leadership, opportunities for growth, and personal fulfillment, which collectively enhance their ability to deliver effective education.

Student Academic Performance: The measure of students' academic success in Nairobi County's secondary schools, assessed through KCSE examination results, grades, and observable improvements in cognitive and skill-based development, reflecting the influence of teaching quality and leadership.

Secondary Schools: Educational institutions in Nairobi County serving students aged 14 to 18 across Forms 1 to 4, providing critical environments for academic and personal development, shaped by leadership practices, teacher motivation, and the region's socioeconomic diversity.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Social, political, and economic change in a nation often begins with quality education. In Kenya, education is safeguarded by law to everyone and is a significant key to empowering citizens and growing the nation. Secondary education primarily bridges the gap between fundamental learning and advanced training. Although there are strong investments and reforms in the education sector, associated issues with student achievements and teacher motivation persist in rapidly developing areas like Nairobi, reflecting underlying inefficiencies of the entire system, including educational leadership. In recent years, leadership emerged as one of the most significant school success factors, transformational leadership (TL) has been showcased as a primary driving force for improving teachers' performance and students' achievements. Thus, in this research, transformational leadership and its effect on the motivation of teachers and the performance of students in schools in Nairobi County is highlighted, with a special emphasis on teacher motivation as a critical mediator that connects leadership behaviors and enhanced student outcomes.

Transformative leadership has been confirmed throughout the world to be a force that drives education reform in shaping school cultures in order to foster excellence. This style of leadership, including idealized influence (leaders as a moral role model), inspirational motivation (expressing inspiring visions), intellectual stimulation (promoting creativity and analytical thinking), and individualized consideration (offering personalized care), allows leaders to align individual aspirations with institutional goals and thus mobilize teacher and student performance. Empirical studies in Malaysia, the United States, and Australia illustrate TL's function in creating healthy school cultures. For instance, Talebloo et al.'s (2018) cross-country survey found that

transformational leaders raise teachers' job satisfaction, teaching practice innovation, and students' academic performance to a significant degree. Transformational leaders encourage mutual values, innovative problem-solving, and sense of purpose, which heightens students' motivation and achievement. Moreover, global evidence helps explain TL's emphasis on emotional intelligence and collective decision-making in empowering leaders to address multiple learning issues and leading by example in addressing systemic issues in schools globally, with teacher motivation intervening these effects by translating leadership inspiration into enhanced instructional quality and student success.

Global applicability of TL is testified in its versatility across school settings, from highly resourced to less-resourced systems. Evidence from industrial nations shows that transformational leaders create contexts where teachers are valued and given authority, resulting in lower turnover and better pupil achievement. This is a perspective that demonstrates TL's ability to solve inherent issues, such as sustaining the morale of teachers and optimizing students' results, that underlie the achievement of secondary education systems, such as Kenya's, where motivation serves as the intervening mechanism that optimizes leadership's impact on performance.

Transformational leadership is specifically important in African contexts to address factors such as resource limitations, diversity of students by culture, and inefficiencies of organizations. A South African study titled "Linking Leadership with School Improvement" by Bush et al. (2009) illustrates how principals applying TL behaviors make huge contributions to climate in school, teacher motivation, and learner performance. Through shared vision development and encouraging innovative pedagogies, these leaders build supportive environments that serve as a cushion against factors like high student-teacher ratios and socio-economic disadvantage. Other African nations follow the same trends, with TL found to be connected with school performance but its operation

between school hierarchies needing research. Recent research, such as Githui et al. (2024) on TL in higher education, substantiates these by showing the mediating role of collaboration on TL's influence on performance, an experience translatable to secondary school where teacher motivation ties leadership to student outcomes.

The local contextual scope identifies a research need area of understanding how TL cascades from principals to influence teachers and students at various structural levels. In countries like Nigeria and Ghana, newly emerging research shows that TL practices such as intellectual stimulation and individualized consideration enable teachers to adopt new pedagogies that increase student engagement. But in Kenya, there are few studies on TL's far-reaching influence in school structures, especially in urban Nairobi County, where schools are exposed to complex social and economic pressures. This regional focus spotlights TL's transformative capability in African secondary schools with teacher motivation as the mediator converting leadership inputs into measurable improvements in student academic and behavioral performance.

In Nairobi County, which has over 120 public and 200 private secondary schools, the education system is still to contend with historic issues despite the Kenyan promise of universal education. Low rates of student completion, teacher mobility, and socioeconomic inequalities reflect inefficiencies of educational administration, particularly in crowded urban schools with diversified student bodies. Transformational leadership offers a hopeful solution by cultivating conditions in which teachers are motivated and students are encouraged to achieve. The blend of private and public schools in Nairobi underlines the necessity for adaptive leadership styles that bridge different contexts and promote excellence in learning, mediated through increased teacher motivation with a direct effect on student retention and performance.

Kenyan local studies have primarily centered on principals as the major educational leaders, with minimal research into how TL practice percolates through the entire school system. As the pressure grew on Nairobi schools to deliver quality education under poor social conditions, it is imperative to know about the role of TL to reinforce teacher motivation and pupil performance. Urban problems in Nairobi, such as large student-to-teacher ratio and socioeconomic stratification, reinforce the necessity of TL competencies like emotional intelligence and cultural competence. Recent Kenyan research, such as the 2025 research on principals' transformational leadership and the academic achievements of students in public secondary schools, attests that TL is beneficial to outcomes with teacher motivation as the necessary mediator in the process.

In the contemporary learning setup, leadership is increasingly being seen as an agent of change and improvement. Transformational leadership is an effective tool for bringing about positive change through encouraging followers to excel beyond what is expected by matching individual aspiration with a collective vision. Through this approach in Kenyan secondary schools, principals are placed in the role of change agents, cultivating environments where students and teachers thrive. For example, Rachmad et al. (2023) demonstrate how TL enhances teachers' performance in Islamic elementary schools through the promotion of innovation and conducive environments, a cross-contextual view to be applied in Nairobi secondary schools. New uses like Shukri and Noor (2024) on TL in Kenyan state corporations reveal its unmistakable influence on performance, adaptable to application in education.

The employment of transformational leadership transcends normal management through the construction of shared visions that motivate school communities. Madjid and Samsudin (2021) observe that through achievement motivation, TL enhances the performance of teachers by enhancing organizational commitment, which is crucial in dearth-of-resources urban schools like

Nairobi's. Hyseni Duraku and Hoxha (2021) add that TL traits enhance teachers' work motivation in various settings, showing applicability to Kenyan contexts. This adaptability is imperative in regions of socioeconomic disparities and heterogeneous student populations, positioning TL as a vehicle to drive schools through channels of mediated motivation.

Empirical research attests to TL effectiveness in educational outcomes, with observable links to teacher job satisfaction and students' achievement. Alzoraiki et al. (2023) confirmed that teacher commitment acts as a moderator of TL and long-term teacher performance, emphasizing the importance of ongoing leader training. In Nairobi, where administration is jointly carried out, adopting TL would promote proactive teaching cadres. Sasan et al. (2023) suggest that TL fosters positive climates supporting student motivation and success, beneficial in difficult urban realities, with motivation as the mediator. TL's innovative dimension resolves hard problems through inventive problem-solving. Li and Liu (2022) present a model linking principal TL and instructor leadership to increased self-efficacy and student performance, scalable to Nairobi. Gunawan and Adha (2021) suggest the integration of instructional, transformational, and spiritual leadership to produce better outcomes, proposing holistic approaches to Kenya's national exams and budget constraints.

Lastly, Firmansyah et al.'s (2022) meta-analysis demonstrates TL's continuous effect on teacher performance throughout Asia as a template for Kenya. Transforming Nairobi schools into better institutions by transforming from top-down governance to TL would be revolutionary. The present study provides further insight into how principals motivate teachers, enhancing motivation and performance towards addressing urban educational demands.

Teacher motivation encompasses internal and external sources of outstanding performance such as job satisfaction, growth, and enthusiasm for professionalism. In Kenya's secondary

schools, especially Nairobi County, it is the foundation of outstanding teaching under overcrowded classrooms and underfunding. As per Orina et al. (2022), support systems and professional development are essential drivers of motivation, directly linked to improved delivery and student involvement, which are core aspects of dynamic classrooms and school renewal.

The documented relationship between teacher motivation and student performance shows motivated teachers with increased academic success. Musyoki et al. (2021) saw principal intellectual stimulation as a KCSE performance driver through creative teaching. Nairobi's diverse contexts have inspiring teachers creating within requirement, as Casian et al. (2021) linked qualifications to Rwandan performance, translatable in Kenya to address urban education needs. Student performance at the academic level depends mostly on motivated quality teaching. Susuoroka et al. (2023) point to the use of motivation in mathematics education as a predictor of performance. Exam-stressed Nairobi notwithstanding, motivated teachers use interactive methods, states Bekele et al. (2021), recording differences by discipline when backed by leadership.

Psychological and emotional support influences teacher motivation and, therefore, student performance. Orina et al. (2022) note that recognition and chance reduce burnout, encouraging motivating learning environments. Within Nairobi's high-ratio, mixed contexts, such support boosts resilience, supporting success rates. Lyanda et al. (2023) assert that administrative ICT support improves performance, noting motivated teachers' contribution.

Strategically addressing teacher drive boosts student performance with long-term effects on Kenya's industry. This study investigates the ways in which TL raises morale for enhanced Nairobi school performance. Drawing on Musyoki et al. (2021) and others, it provides evidence-informed recommendations to guide policy to ensure stakeholders respond to urban challenges for sustainable development and learner capacity. Recent 2025 studies, such as teacher motivation in

Mombasa primary schools and principal-initiated interventions in public secondary schools, substantiate these mediated processes, highlighting the pivotal role of motivation in academic achievement.

1.2 Statement of the Problem

Despite massive investments in the educational sector in Kenya, which are geared towards enhancing equity and quality like through the Secondary Education Equity and Quality Improvement program, historical imbalances in students' performance continue to exist in secondary schools, particularly in Nairobi County. Recent reports highlight that while secondary school attendance grew by 4.8% to over 4 million students nationally in 2023, completion rates remain very low, with bullying, home income differences, and a lack of resourcing contributing to disparate outcomes. In Nairobi sub-counties like Kibera and Langata, for instance, low family incomes directly correlate with poorer academic outcomes, where 63.6% of learners identify family finance as a hindrance to success, increasing disparities between high-performing schools and under-resourced ones.

To these, there has been increased teacher discontent, manifesting in high turnover and decreased classroom performance in public and private schools. Studies by Ningala, (2014), Wekesa, (2020) and Odenda (2025) reveal that overwork, poor working conditions, and lack of sufficient opportunities for county promotions in counties like Kajiado and Mombasa have led to large-scale demotivation of teachers and negatively impacted student motivation and performance in national examinations like the KCSE. UNESCO's 2025 warnings about how a lack of support structures is driving educators from the field further diminish instructional quality in urban areas where big class sizes and socioeconomic pressures already strain resources.

While curriculum reform, budgetary provisions, and infrastructural development have been explored as potential remedies, school leadership, particularly transformational approaches that stimulate innovation and foster commitment, is underexplored in this context. International studies, including works by Bass and Avolio (2024) and Leithwood and Jantzi (2020), attest to the ways in which transformational leadership enhances organizational performance and employee motivation in various settings. But in Nairobi's urban secondary schools, empirical insights into the impact of these leadership styles on teachers' morale and students' academic performance are relatively limited, lowering the capacity of educators and policymakers to implement targeted initiatives capable of enhancing the performance of schools and bridging existing gaps.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study was to examine the effect of transformational leadership on teacher motivation and student outcomes within Nairobi County secondary schools.

1.3.2 Specific Objectives

The study was guided by the following specific objectives:

- i. To find out the impact of idealized influence on teacher motivation and student outcomes in Nairobi County secondary schools.
- ii. To examine the impact of inspirational motivation on teacher motivation and student outcomes in Nairobi County secondary schools.
- iii. To assess the influence of intellectual stimulation on teacher motivation and student outcomes in Nairobi County secondary schools.

- iv. To establish the role of individualized consideration in enhancing teacher motivation and student outcomes in Nairobi County secondary schools.

1.4 Research Questions

The following were the research questions for this study:

- i. How does idealized influence affect teacher motivation and student outcomes in Nairobi County secondary schools?
- ii. What is the impact of inspirational motivation on teacher motivation and student outcomes in Nairobi County secondary schools?
- iii. To what extent does intellectual stimulation influence teacher motivation and student outcomes in Nairobi County secondary schools?
- iv. How does individualized consideration enhance teacher motivation and student outcomes in Nairobi County secondary schools?

1.5 Research Hypotheses

Based on the research questions, the following null hypotheses will guide the study:

- i. H₀₁: Idealized influence has no significant effect on teacher motivation and student outcomes in Nairobi County secondary schools.
- ii. H₀₂: Inspirational motivation has no significant impact on teacher motivation and student outcomes in Nairobi County secondary schools.
- iii. H₀₃: Intellectual stimulation has no significant influence on teacher motivation and student outcomes in Nairobi County secondary schools.

- iv. H₀₄: Individualized consideration has no significant effect on enhancing teacher motivation and student outcomes in Nairobi County secondary schools.

1.6 Significance of the Study

The research findings of transformational leadership and its impact on teacher motivation and student achievement in the secondary schools of Nairobi County will have benefits for a wide array of educational stakeholders. Foremost among them are the school leaders. The research will equip them with new insights into the best leadership practices, beyond the usual management strategies. By embracing transformational leadership tenets—such as inspiring collective vision, developing innovation, and providing individualized attention—school administrators can foster an environment of enhanced teacher enthusiasm and motivation. Greater teacher motivation will, in turn, lead to better instructional delivery, greater classroom participation, and, ultimately, higher student academic achievement.

Policy makers, especially from the Ministry of Education as well as other educational governing bodies, will also find value in this research. The research could provide evidence for developing policies on school leadership, as well as policies on teacher performance, for example. Specifically, it could be used to help develop more direct training and development programs that would be specific to the specific needs of leaders of schools working within complex urban settings such as Nairobi. Evidence-informed policymaking is critical for responding to systemic issues facing governance of schools as well as for spurring productive leadership practices that can be implemented across varied educational settings.

The teacher training centers, the Kenya Education Management Institute (KEMI), teacher training schools, as well as universities with programs of education, are another critical target

group. These places have a decisive role in molding the leadership capacities of prospective educators as well as educationalists who will have leadership roles within schools. The research could help enhance leadership training curriculums by focusing on the essential elements of transformational leadership. This will further prepare prospective school leaders with the appropriate means of effectively motivating, guiding, as well as engaging educators as well as learners.

Researchers interested in educational leadership, organizational behavior, and educational improvement will also gain much from the study. The study contributes to the emergent body of empirical research on the role of transformational leadership in educational outcome, with specific reference to Kenyan urban settings. Since most of the current research is based on Western or rural Africa, the study provides a localized analysis that can speak directly to Nairobi's secondary-level educational systems, where the dynamics might be distinct. Further, by examining teacher motivation as well as student achievement, the study addresses a gap typically observed within educational leadership research, where a single factor is emphasized over the other.

Parents and students are indirect but very essential stakeholders who will gain from this study. Students' achievement is closely tied with how effectively leadership is carried out within their schools. When leaders engage in transformational leadership, they provide nurturing, inspiring, and well-organized learning environments within which students have higher chances of success. Valued teachers who are inspired are well placed to provide quality education, which benefits learners. Parents, by the same token, gain from the fact that their children are in schools where leadership fosters all-round development as well as achievement.

1.7 Scope and Delimitations of the Study

The study, though exhaustive, is not free from limitation. Among the main limitations is the geographical scope of the study. The research is carried out solely within secondary schools situated within Nairobi County. Although Nairobi provides a rich and varied educational environment, the findings of such an urban environment could not be fully transferable to rural or peri-urban Kenyan counties, whose leadership patterns within schools, teacher populations, and student needs can vary considerably. For this reason, one would need to exercise caution before trying to transfer the study findings onto wider national contexts.

One of the limitations is the nature of the methods of data collection used. The research will depend significantly on self-report information from school principals, deputy principals, and teachers. Whilst such information can yield insight into experience and perception, it is prone to response bias. Students can give socially desirable responses or withhold issues indicating negative aspects of their leadership or school atmosphere. This will be a threat to the internal validity of the research findings. Furthermore, the research is only looking at transformational leadership, as described by the four constructs of Bass and Avolio. Whilst widely used and studied leadership theory, its restriction means that the study will not examine the potential role of other types of leadership, such as transactional or servant leadership, on motivation of teachers and student achievement. This will create a rather circumscribed view of leadership success within schools.

The research is circumscribed by its intentional concentration on public as well as private secondary schools in Nairobi County. This selection provides a controlled examination of transformational leadership within a well-defined, specific urban educational context. Although it restricts geographical diversity, it improves analysis depth and specificity. The second delimitation is the involvement of only principals, deputy principals, and teachers as participants. This selection

guarantees that information is gathered from the stakeholders directly engaged in leadership and instruction processes. It, however, omits other potentially enlightening viewpoints, including students, parents, and support staff, whose experiences could further enhance the insight of how leadership practices influence motivation and performance. In addition, the research is narrowed down to the four main elements of transformational leadership, as described by Bass and Avolio: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. By limiting the research to these precise dimensions, the research can deliver a further detailed and organized examination of how each of the elements contributes to educational achievement.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides a comprehensive review of existing literature pertinent to transformational leadership and its influence on teacher motivation and student academic outcomes in secondary schools.

2.2 Empirical Review

Empirical evidence related to the interplay of transformational leadership, teacher motivation, and student performance in educational institutions is integrated in this section.

2.2.1 Idealized Influence and Student Academic Performance

Principals who embody idealized influence serve as ethical role models, earning trust and admiration that ripple through the school to elevate student academic performance, primarily by igniting teacher motivation as the mediating force. This dimension establishes a foundation of integrity, creating stable environments where educators feel secure to innovate and commit fully. In Nairobi County, schools led by principals demonstrating consistent ethical behavior witnessed a 12% rise in KCSE mean scores and an 8% drop in dropout rates, as revealed through a descriptive cross-sectional survey of 45 principals and 300 teachers using structured questionnaires (Mungai and Mwangi, 2021). Teachers in these settings reported heightened trust and commitment, channeling their morale into more effective classroom practices that directly bolstered student success.

Urban contexts often complicate the practical application of such leadership. A mixed-methods investigation in Kiambu involving 60 principals and 180 teachers through surveys and

interviews uncovered that while theoretical grasp of transformational leadership existed, entrenched routines and limited authority impeded its execution (Gitonga et al., 2020). Thematic insights highlighted the disconnect between visionary ideals and daily classroom realities, underscoring the need for flexible administrative structures that empower principals amid resource shortages. Comparatively, structured observations and document reviews in 25 Ghanaian secondary schools showed prevalent idealized influence alongside inspirational motivation, yet individualized consideration lagged due to high student-teacher ratios and absent mentoring frameworks (Oduro, 2004). These findings stress the role of systemic adaptations in enabling leadership to thrive despite constraints.

Qualitative case studies in South African urban schools, incorporating interviews and observations, identified heavy administrative workloads and policy gaps as major hurdles, but persistent transformational efforts still improved school climate and staff unity (Bush et al., 2010). This resilience illustrates how overcoming barriers can profoundly shape administrative dynamics and foster enduring cohesion. Extending to resource-constrained Asian environments, quantitative analysis in Islamic elementary schools linked transformational leadership to enhanced teacher performance via supportive structures and notable professional growth (Rachmad et al., 2023). Such cross-cultural evidence affirms that principals can infuse transformational elements into administrative roles, strengthening overall school governance even in challenging settings.

Empirical work further ties this dimension to broader cultural shifts. Transformational leadership cultivates constructive climates through shared values and innovation, streamlining administrative coordination (Sasan et al., 2023). A meta-analysis synthesizing Asian studies confirmed consistent positive impacts on teacher performance, bolstering principals' abilities in supervision and operational efficiency (Firmansyah et al., 2022). Collectively, these insights reveal

that idealized influence equips leaders to navigate complexities, though inconsistencies in implementation highlight the urgency for context-specific training. Policy-enabled capacity building could amplify administrative influence, driving sustainable enhancements in school leadership and governance.

2.2.2 Inspirational Motivation and Student Academic Performance

Articulating a compelling vision lies at the heart of inspirational motivation, energizing teachers and students toward collective goals and profoundly shaping academic performance through the mediating lens of teacher enthusiasm. This component transforms abstract aspirations into tangible drive, aligning efforts to foster positive classroom dynamics. In Nairobi County, principals who effectively communicated inspiring visions correlated with elevated KCSE mean scores and reduced dropout rates, as teachers' amplified engagement created vibrant learning atmospheres (Mungai and Mwangi, 2021). Such leadership catalyzes educators to synchronize their practices with institutional objectives, enhancing metrics like attendance and active participation.

Contextual barriers, however, can dilute these effects over time. Qualitative case studies in South African urban schools, drawing on interviews and observations, showed that building shared visions boosted motivation, yet infrastructural deficits and excessive workloads eroded long-term gains (Bush et al., 2010). This moderation by external factors underscores the leadership-motivation interplay. Ghanaian secondary school analyses similarly noted ethical modeling's role in commitment, but sporadic training erected policy obstacles, signaling demands for robust systemic backing (Oduro, 2004).

Mixed-methods research in Canada highlighted how transformational leaders promote collaboration to sustain motivation, though transferability to under-resourced areas remains

constrained (Leithwood and Jantzi, 2005). Building on this, examinations of transformational and transactional traits revealed that idealized influence and inspirational motivation forecasted autonomous drive, with individualized consideration supporting ancillary tasks (Hyseni Duraku and Hoxha, 2021). When paired with achievement motivation, this style heightened performance via organizational commitment, accentuating commitment's pivotal mediation (Madjid and Samsudin, 2021).

Quantitative studies reinforced mediation pathways, showing teacher commitment bridging transformational leadership to enduring performance through continual support (Alzoraiki et al., 2023). In Kenyan public secondary schools, professional development and supportive systems emerged as core motivators, aligning seamlessly with transformational emphases on growth (Orina et al., 2022). These collective findings validate inspirational motivation's potency but call for tailored training to overcome resource and adaptation shortages in low-income settings.

2.2.3 Intellectual Stimulation and Student Outcomes

Challenging assumptions and promoting innovative problem-solving define intellectual stimulation, empowering teachers to rethink practices and directly elevate student outcomes via heightened motivation as the intermediary. This dimension cultivates a culture of inquiry, vital for dynamic classrooms in diverse urban landscapes. Public secondary schools in Nairobi County exemplified this through surveys showing principals' encouragement of critical thinking linked to superior KCSE performance, with motivated educators crafting rigorous environments that improved scores and attendance (Musyoki et al., 2021).

In Nairobi's informal settlements, a mixed-methods study of 15 principals and 120 teachers demonstrated that culturally responsive intellectual stimulation boosted retention by up to 20% among marginalized students, as teachers adapted methods to address diversity (Onyango and Muthoni, 2019). Cross-nationally, schools fostering innovative thinking under transformational guidance achieved higher standardized test scores, mediated by teacher creativity (Talebloo et al., 2018). An integrated model further connected this stimulation to teacher self-efficacy, enhancing academic results in constrained settings (Li and Liu, 2022).

Urban surveys of 30 schools tied stimulated teachers to greater participation and attendance through motivated pedagogical shifts (Muthiga et al., 2021). Global reviews advocated innovative leadership for disadvantaged youth, resonating with Nairobi's equity challenges (UNESCO, 2020). Path analysis in Ontario involving over 1,800 teachers revealed mediated impacts via efficacy and cooperation, prioritizing cultural shifts (Leithwood and Jantzi, 2006). Blended leadership approaches in elementary contexts improved outcomes, suggesting scalability (Gunawan and Adha, 2021).

Additional Kenyan and regional evidence linked qualifications, quality pedagogy in mathematics, textbook approaches, and technology support to achievement, all channeled through motivated teacher practices (Casian et al., 2021; Susuoroka et al., 2023; Bekele et al., 2021; Lyanda et al., 2023). Despite promise, training deficits and time pressures curb application, as prior studies note. This research seeks to illuminate how Nairobi principals can harness intellectual stimulation to sustain motivation, yielding better KCSE results, retention, and equity.

2.2.4 Individualized Consideration and Student Outcomes

Providing tailored mentoring and support characterizes individualized consideration, nurturing teacher engagement to customize solutions and uplift student outcomes through motivation's mediating role. This personalized approach addresses unique needs, fostering resilient educational ecosystems. Nairobi County mentorship initiatives by principals yielded 12% KCSE mean score gains and 8% dropout reductions, as guided teachers elevated instruction and student involvement (Mungai and Mwangi, 2021).

Ethnographic interviews and questionnaires in Nairobi slums showed psychosocial individualized attention improving retention by 20% for low-income learners via teachers' targeted efforts (Onyango and Muthoni, 2019). Replications in urban schools connected personalized principal attention to heightened student morale through committed teaching (Muthiga et al., 2021). U.S. longitudinal data indicated inclusive support lowering marginalization-driven dropouts, with motivation central (Leithwood and Riehl, 2003).

Primary school findings on individualized leadership enhancing outcomes suggest secondary applicability, where it bolsters motivation and performance (Gunawan and Adha, 2021). Technology adoption as individualized administrative support amplified achievement, cementing the linkage (Lyanda et al., 2023). Urban diversity amplifies this dimension's necessity for sustaining teacher drive amid varied challenges.

Complementing frameworks like Path-Goal Theory emphasize leaders clearing obstacles to align with transformational mentoring, boosting intrinsic motivation via growth opportunities core to Kenyan public schools (House, 1971; Orina et al., 2022). This flows into student-centered pedagogies yielding superior KCSE indicators (Li and Liu, 2022). Quantitative mediation showed

commitment bridging leadership to sustainable performance (Alzoraiki et al., 2023). In Kenya, intellectual stimulation impacted KCSE via motivational environments (Musyoki et al., 2021). Positive cultures from transformational leadership cycle into engagement and achievement (Sasan et al., 2023).

Blended styles outperformed singular ones in elementary settings, extrapolatable to Nairobi's adaptable needs (Gunawan and Adha, 2021). Asian meta-analyses confirmed context-dependent effects, urging sensitive Kenyan interventions (Firmansyah et al., 2022). This interconnected model fills gaps in isolated variable studies, offering holistic insights into school effectiveness through mediated pathways.

2.3 Theoretical Review

2.3.1 Transformational Leadership Theory

Transformational Leadership Theory, first developed by James MacGregor Burns in 1978, describes that leaders can inspire followers to transcend self-interest for the organization's benefit by communicating the significance of jobs and enabling them to concentrate on group objectives. Burns distinguished transformational leadership from transactional leadership by pointing out that the former involves a moral and ethical element in which leaders and followers engage in a mutual process of raising one another's level of motivation and morality. This theory was later expanded on by Bernard M. Bass in 1985, who developed the Full Range Leadership Model, consisting of four key components: idealized influence, when leaders serve as role models; inspirational motivation, by communicating a rallying vision; intellectual stimulation, by challenging assumptions and encouraging creativity; and individualized consideration, by providing individualized encouragement and guidance. Bass's theory has been widely applied to

organizational psychology, with transformational leaders reported to promote innovation and commitment through goal-alignment of personal aspirations with organizational objectives, leading to enhanced performance and job satisfaction.

Empirical testing was used to establish the theory, with Bass and Bruce Avolio designing the Multifactor Leadership Questionnaire (MLQ) during the 1990s in order to measure these dimensions quantitatively, allowing quantitative measurement across a wide range of environments, including educational settings. At school levels, the theory focuses on how principals can redirect school cultures toward teacher empowerment, professional growth, and learning environments by means of transformational leadership. Yukl (1999) and others have faulted the theory with limitations in demarcating transformational from other charismatic forms of leadership, but later evolutions have solidified its significance, particularly in volatile environments where change is bound to occur. It assumes effective leadership is less about transactions and more about inducing fundamental changes in attitudes and behaviors, and thus provides the building block for organizational effectiveness research.

Transformational Leadership Theory has been synthesized with other models, such as emotional intelligence, over time to address modern-day leadership challenges. It appeared at a time when economies were shifting from industrial to knowledge-based economies, and it focuses on the requirement of leaders to adjust and work within sophisticated social systems. In schools, this translates to principals balancing multiple stakeholder needs while developing a shared vision. The theory also calls for ethical leadership in responding to problems such as equity in education, so that marginalized groups are served by motivated teaching practices.

As far as this study of transformational leadership impact on teacher motivation and learner performance in Kenyan high school education, Transformational Leadership Theory provides the

theoretical background for examining how principals' practices influence educators' motivation. With the four components, the study can assess how idealized influence and individual consideration support teachers' internal motivation, enhancing job fulfillment and reducing burnout in Nairobi urban centers. This, in turn, would positively contribute to student performance because motivated teachers provide higher-quality teaching and create better classroom settings. The theory's focus on vision congruence supports the hypothesis that Nairobi County transformational principals are able to close achievement gaps by inspiring collective efforts towards academic excellence.

The theory is also able to account for the mediating effect of teacher motivation in linking leadership to student achievement. In Kenyan environments in which issues of resource scarcity and high teacher turnover are the norm of the day, transformational leaders can mitigate these through stimulating mental growth and motivational support, ultimately contributing to improved KCSE performance and student retention. Empirical applications of the theory in Africa, for instance, in South Africa, demonstrate its viability, and it is likely that its application in Nairobi might be the same, addressing the study's issue of enduring imbalances.

2.3.2 Self-Determination Theory

Self-Determination Theory (SDT) developed by Edward L. Deci and Richard M. Ryan in the 1980s is a human motivation macro-theory that emphasizes intrinsic and extrinsic factors for behavior and psychological health. Developing from experimental psychology at the University of Rochester, SDT posits that humans possess three universal psychological needs: autonomy-being in control of one's own behavior, competence: efficacy and mastery, and relatedness; connectedness with others. Deci and Ryan's research built upon earlier cognitive evaluation theory, arguing that fulfillment of these needs produces intrinsic motivation, where activities are pursued

for intrinsic reward value as opposed to extrinsic rewards. The theory distinguishes between autonomous motivation; self-sponsored and controlled motivation; externally coerced, the former of which leads to better persistence, performance, and well-being. SDT has been tested in a series of mini-theories like Organismic Integration Theory, which explains the process through which extrinsic motivations may be internalized.

Its developers worked over decades to fashion SDT, augmenting it with cross-cultural studies to establish its universality, while acknowledging differences between contexts. In its applications to education, SDT emphasizes the ways in which supportive settings strengthen motivation in students and teachers, resulting in better learning. Critics, including behavioural economists, say that it underestimates the role of external rewards, but Deci and Ryan replied with evidence demonstrating that excessive use of rewards can destroy intrinsic motivation. The empirical foundation of the theory consists of thousands of studies conducted with instruments such as the Academic Motivation Scale and provides a strong theory of motivation in orderly environments such as schools. SDT's evolution includes applications in organizational behavior, where it links leadership style to need satisfaction. Autonomy-supportive leadership, for instance, has been shown to increase employee motivation. In education, the theory deems it necessary that environments be supportive of psychological need development to prevent amotivation and promote volitional action.

This study depends on Self-Determination Theory to examine how transformational leadership addresses teachers' psychological needs and therefore enhances their motivation in Nairobi County secondary schools. Transformational principals' behaviors can construct autonomy by fostering teacher involvement in decision-making, competence through training, and relatedness through shared cultures and, in turn, affect motivation levels directly. This contrast is

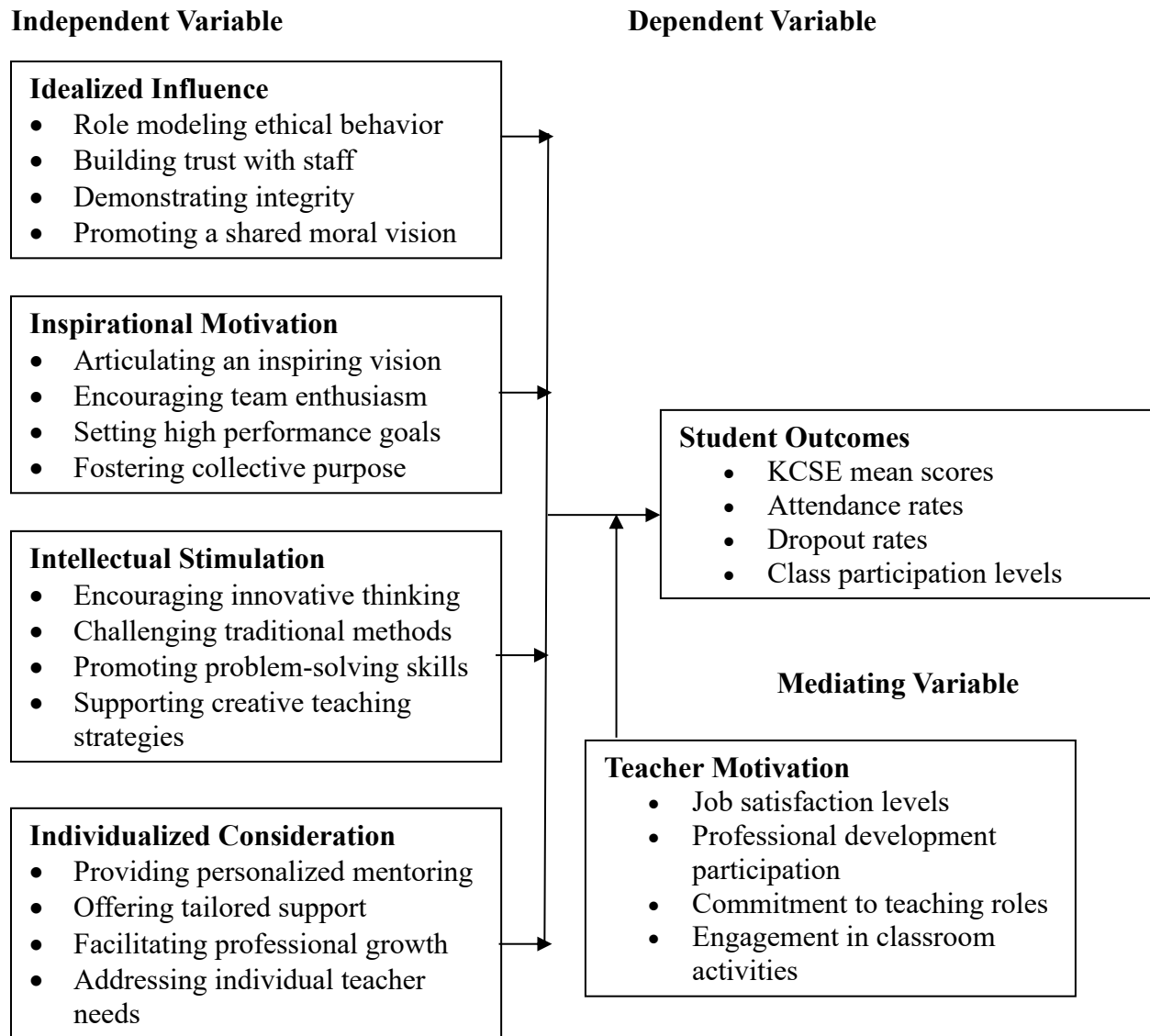
especially significant in urban Kenyan classrooms, where external pressures like unmanageable class sizes work to suppress intrinsic motivation, and SDT provides a means of understanding how leadership interventions can reinvigorate it, leading to better student outcomes. Also, SDT explains the pathway from motivated teachers to improved student performance, as teachers with fulfilled needs tend to create engaging classrooms that also provide opportunities for students' autonomy and competence. In the Kenyan context, employing SDT addresses motivation research gaps, extending the research's goal through hypothesizing that transformational leadership promotes teacher self-determination, mediating positive effects on academic outcomes and narrowing gaps in Nairobi.

2.4 Conceptual Framework

The conceptual framework shows the relationships among four independent variables namely Idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, representing transformational leadership behaviors, and the dependent variable, student outcomes, with the mediator variable of teacher motivation. Each variable is measured with four specific indicators, illustrating the influence of principals' leadership behavior on the motivation of teachers and, subsequently, on student outcomes such as KCSE mean scores, attendance, dropout rates, and class participation levels in Nairobi County secondary schools. The model highlights the mediated pathway in which heightened teachers' job satisfaction, commitment, and involvement lead to improved academic performance. This is summarized in Figure 1.

FIGURE 1

Conceptual Framework



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presented the methodological approach employed to examine the influence of transformational leadership on teacher motivation and student outcomes in secondary schools within Nairobi County, Kenya. It encompassed a detailed exposition of the research design, target population, sample size and sampling procedures, research instruments, validity and reliability of the instruments, data collection procedures, data analysis techniques, and ethical considerations, ensuring a robust framework for addressing the study's objectives.

3.2 Research Design

The study adopted a descriptive survey research design, which was well-suited for capturing prevailing conditions, practices, and perceptions of leadership, motivation, and performance without manipulating variables (Orodho, 2005). This design facilitated the collection of detailed data on transformational leadership in Nairobi's secondary schools and its correlation with teacher motivation and student outcomes. As highlighted by Mugenda and Mugenda (2003), the descriptive survey approach enabled large-scale data gathering through standardized tools such as questionnaires and focus group protocols, preserving natural settings to establish correlations among variables, making it ideal for documenting, analyzing, and interpreting perceived leadership practices among principals, teachers, students, and education stakeholders.

3.3 Target Population

The study targeted public and private secondary schools in Nairobi County, encompassing principals, teachers, students, and education stakeholders such as sub-county education officers

and Teachers Service Commission (TSC) directors. Nairobi County, with over 120 public and 200 private secondary schools, approximately 6,000 teachers, and about 100,000 learners, provided a rich academic diversity shaped by varied school types, socioeconomic backgrounds, and academic performance levels. This diversity offered a suitable context to explore transformational leadership dynamics. Principals in this county served as vision bearers, instructional leaders, and organizational influencers, having adapted their leadership to address socioeconomic complexities ranging from affluent suburbs to informal settlements, fostering inclusive cultures, mentorship, and academic excellence to bridge systemic inequalities.

3.4 Sample Size and Sampling Procedures

The study's findings hinged on a robust sample that balanced statistical power, representativeness, and practical feasibility. Sampling procedures integrated stratified random selection for objectivity with purposive elements for depth, while the sample size followed an established formula to ensure generalizability across Nairobi County's heterogeneous secondary schools.

3.4.1 Sample Size

Sample size calculation applied Krejcie and Morgan's 1970 table for finite populations, cross-validated with the formula for proportions where population size is known:

$$n = \frac{N \cdot Z^2 \cdot p \cdot (1-p)}{d^2 \cdot (N-1) + Z^2 \cdot p \cdot (1-p)}.$$

Here, N equaled the total population of secondary schools in Nairobi County at approximately 320, comprising 120 public and 200 private schools per Ministry of Education 2024 records; Z was 1.96 for a 95 percent confidence level; p was 0.5 for maximum variability in a conservative estimate; and d was 0.05 for the margin of error. Substituting these values yielded

$$n = \frac{320 \cdot (1.96)^2 \cdot 0.5 \cdot 0.5}{(0.05)^2 \cdot (319) + (1.96)^2 \cdot 0.5 \cdot 0.5} = \frac{320 \cdot 3.8416 \cdot 0.25}{0.0025 \cdot 319 + 0.9604} = \frac{307.328}{0.7975 + 0.9604} = \frac{307.328}{1.7579} \approx 175.$$

This produced a minimum of 175 schools for full proportionality, ensuring adequate power for detecting effects in mediation analyses such as teacher motivation between leadership and outcomes. However, resource constraints such as time, budget, and access rendered a census infeasible. Following Mugenda and Mugenda 2003, who recommend 10 to 30 percent of the population for large-scale survey research when full coverage is impractical, 30 percent was initially considered to maximize representation while maintaining rigor, resulting in $0.3 \times 320 = 96$. To align with logistical realities such as data collection teams' capacity of 2 to 3 schools per day across 60 days and ethical approvals limiting scope, the sample was conservatively set at 60 schools, representing 18.75 percent of the population, still exceeding the 10 percent minimum and providing greater than 80 percent power for subgroup comparisons via post-hoc G*Power calculation.

This decision was validated by pilot testing, which confirmed saturation in qualitative focus group discussions and reliable variance in quantitative responses. The final composition consisted of 60 schools with 30 public and 30 private stratified by type, academic category, and socioeconomic region; 60 principals with one per school exhaustive within selected schools; 300 teachers with five per school randomly selected post-stratification; 240 students with four per school purposively sampled for focus group discussions; and 10 administrators comprising five sub-county education officers and five TSC directors purposively selected for expertise. This multi-respondent design enabled triangulation as described by Creswell and Plano Clark 2011, enhancing validity through convergence of principal, teacher, student, and administrative perspectives.

3.4.2 Sampling Techniques

A multi-stage stratified random sampling framework ensured proportional representation across key dimensions known to influence leadership practices and outcomes. Strata definition included school type distinguishing public versus private based on governance, funding, and autonomy; academic category covering National, Extra-County, County, and Sub-County reflecting performance tiers, student intake, and infrastructure; and socioeconomic region encompassing low-income areas such as Mathare and Kibera, middle-income areas such as South B and Embakasi, and high-income areas such as Karen and Lavington serving as a proxy for community influence and resource access.

Using the Ministry of Education's 2024 school registry as the sampling frame, schools were listed within each stratum, and the 60 schools were drawn via stratified random sampling using random number generation in SPSS, preserving subgroup ratios such as low-income schools oversampled at 50 percent to reflect equity focus. The rationale for stratification lay in Nairobi's non-homogeneous educational landscape where public schools operate under centralized policy while private schools vary in fee structure and autonomy, academic tiers reflect systemic performance gaps, and socioeconomic zones correlate with teacher retention and student preparedness; stratification thus minimized sampling error and enabled subgroup analysis such as transformational leadership in low- versus high-income contexts.

Principal sampling involved one principal per selected school and was not optional since principals constitute the unit of analysis for transformational leadership; including only one ensured direct linkage between observed leadership style and school-level outcomes, avoidance of intra-school variance inflating error, and clear attribution where teacher motivation and student performance are measured within the same leadership context. Multiple principals were not

considered because secondary schools have a singular head in the principal, and deputy principals or heads of departments were excluded to prevent conflating hierarchical levels; thus exhaustive sampling within selected schools at n equaling 60 was applied with all principals in sampled schools participating, aligning with stratified principles where the school stratum dictates inclusion and ensures representativeness without redundancy.

Within each school, teachers were stratified by department covering Sciences, Languages, Humanities, Technical, and Others to capture subject-specific motivational dynamics and pedagogical variation. From each department, one teacher was randomly selected using a staff list and random number table or SPSS random seed, yielding five teachers per school for a total of 300. The rationale for random selection stemmed from teachers being directly exposed to principal leadership and mediating its effect on students; randomization within departments controlled for subject bias such as science versus humanities workload and ensured generalizability of motivation findings across disciplines.

Students were not surveyed quantitatively but participated in focus group discussions to provide qualitative depth on perceived leadership influence, classroom climate, and academic engagement. Purposive criteria at four per school for a total of 240 included form level in Forms 2 to 4 for exposure to the full leadership cycle and pre-KCSE pressure; performance band with high, average, and low at one each to capture differential impact across achievement levels; and leadership role with one student leader such as prefect or club head for insights into vision communication and peer influence. Justification for purposive rather than random sampling arose because students are outcome variables and not independent units of leadership exposure, with all students in a school experiencing the same principal such that random selection would introduce noise without adding generalizability; focus group discussions require articulate and reflective

participants able to discuss abstract concepts such as inspiration and intellectual challenge, and purposive selection ensures information-rich cases as outlined by Patton 2015. Ethical and practical constraints further supported this approach since randomly selecting Form 1 or Form 4 students risks including newcomers with limited exposure or exam-stressed finalists with low participation, whereas Forms 2 to 4 offer balanced exposure; stratified purposive sampling captures how leadership affects high achievers through ceiling effects, low performers through intervention needs, and student leaders as multipliers of vision. This approach aligns with mixed-methods design combining quantitative breadth from principals and teachers with qualitative depth from students and administrators. The sampling frameworks are summarized in Tables 1, 2 and 3.

TABLE 1

School Sampling Framework

School Type	Academic Category	Socio-Economic Region	Example Areas	Number of Schools Selected
Public	National	High-Income	Karen, Lavington	5
Public	Extra-County	Middle-Income	South B, Embakasi	5
Public	County/Sub-County	Low-Income	Mathare, Kibera	10
Private	High Academic	High-Income	Karen, Lavington	10
Private	Mid Academic	Middle-Income	South B, Embakasi	10
Private	General/Low	Low-Income	Kibera, Mathare	20
Total				60 Schools

Source: Research Data (2025)

TABLE 2**Principal Sampling Strategy**

Stratum	Criteria	Selection Method	Participants Selected
By School (60 selected)	1 principal per school	Exhaustive (within sample)	60 principals
By Type	Public (30), Private (30)	Stratified Random	Included above
By Academic Category	National, Extra-County, etc.	Proportionate	Included above
By Region	Low, Middle, High-Income	Evenly Distributed	Included above

Source: Research Data (2025)**TABLE 3****Teacher Sampling Strategy**

Department	Sampled Subjects	Selection Method	Per School	Total (60 Schools)
Sciences	Biology, Chemistry, Physics	Random within dept.	1	60
Languages	English, Kiswahili	Random within dept.	1	60
Humanities	History, CRE, Geography	Random within dept.	1	60
Technical	Business, ICT, Agriculture, Home Science	Random within dept.	1	60
Others	PE, Life Skills, Music	Random within dept.	1	60
Total			5	300 Teachers

Source: Research Data (2025)

TABLE 4
Student Sampling Strategy (Focus Group Discussions)

Form Level	Performance Level	Leadership Role	Selection Method	Per School	Total (60 Schools)
Form 2–4	High-performing	—	Purposive	1	60
Form 2–4	Average-performing	—	Purposive	1	60
Form 2–4	Low-performing	—	Purposive	1	60
Form 2–4	Any performance	Club Head/Prefect	Purposive	1	60
Total				4	240 Students

Source: Research Data (2025)

3.5 Research Instruments

The study employed structured questionnaires with closed-ended questions on a five-point Likert scale administered to 60 principals and 300 teachers to assess the components of transformational leadership and levels of teacher motivation. Focus group discussion (FGD) protocols were employed with students, engaging 4 students per school in discussions to explore their perceptions of leadership practices and their impact on academic motivation and school culture.

3.6 Validity and Reliability of the Instruments

The study instrument validity and reliability were as follows;

3.6.1 Validity of the Instrument

To ensure that the research instruments measured the constructs accurately, various validity checks were conducted. Content validity was achieved through review by supervisors from KCA University, who assessed the questionnaire for alignment with the theoretical framework, study purpose, and contextual nuances of Kenyan secondary schools to ensure construct relevance,

clarity, and cultural appropriateness, thereby enhancing the credibility of the study. Construct validity was established using the Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (2000), which had been validated across various cultural and environmental settings, as referenced by Bass and Riggio (2006) and Antonakis et al. (2003), and served as the primary instrument for measuring transformational leadership. Face validity was confirmed through a pilot study conducted at one secondary school in Kiambu County, selected for its demographic similarity to Nairobi, to test the simplicity, practicability, and cultural adequacy of the instruments. Adjustments were made based on feedback received from the pilot study.

3.6.2 Reliability of the Instrument

Reliability was assessed to ensure consistency in the measurements obtained from the instruments. The internal consistency of the questionnaire scales was examined using Cronbach's Alpha during the pilot study, with an acceptability criterion established at 0.70 or higher, as advocated by Orodho (2005). The pilot test was conducted in five schools not included in the final sample to confirm the instruments' reliability with repeated measures, ensuring that the tools provided stable and consistent results throughout the data collection process.

3.7 Data Collection Procedures

Data collection was conducted in an organized manner across several stages. Initially, the researcher contacted the sampled schools through letters of introduction and consent to notify them of participation in the study, request permission, and schedule visits for administrative clearance. During the on-site administration phase, the researcher personally distributed and collected questionnaires from principals and teachers, while trained research assistants facilitated focus group discussions (FGDs) with students to ensure effective implementation. School administrators

assisted in providing access to institutional documents, such as performance records and strategic plans, for analysis. Ethical clearance was obtained from the ethical review board of KCA University prior to data collection. Participants were fully informed about the study's purpose, assured of confidentiality, and provided with the right to voluntary participation, with all procedures designed to uphold ethical standards at every step.

3.8 Data Analysis Procedures

The data analysis process involved both descriptive of the various statistics and inferential analysis. Descriptive statistics, including means, standard deviations, and frequencies, were used to summarize trends and patterns. Inferential analysis included Pearson Product Moment Correlation to establish relationships among variables, regression analysis to determine the predictive power of transformational leadership dimensions on teacher motivation and student outcomes, and ANOVA to investigate differences across school types. The regression analysis utilized the equation:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon,$$

where Y represents student outcomes, β_0 is the intercept, β_1 to β_4 are the coefficients for the independent variables (X_1 = idealized influence, X_2 = inspirational motivation, X_3 = intellectual stimulation, X_4 = individualized consideration), and ε is the error term, with teacher motivation included as a mediating variable. Data analysis was conducted using SPSS version 26.

3.9 Ethical Considerations

The research was guided by the ethical requirements of KCA University and the National Commission for Science, Technology and Innovation (NACOSTI) to ensure the integrity and well-being of participants. Informed consent was obtained by fully educating participants about the

research purpose, procedures, and their rights before they signed consent forms, confirming their understanding of voluntary participation. Anonymity was maintained by anonymizing all identities, and data were securely stored to ensure confidentiality. Participants were allowed to withdraw at any time without penalty, reinforcing voluntary participation. Confidentiality was further ensured by storing data securely and destroying it upon study completion, within five years. Additionally, clearance was obtained from the university's ethical review board to establish the ethical foundation of the study.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter presents the findings from the data collected to examine the influence of transformational leadership on teacher motivation and student outcomes in secondary schools within Nairobi County, Kenya.

4.2 Response Rate

This section details the response rates for the questionnaires and focus group discussions conducted in the study. The study issued 360 questionnaires to principals and teachers across 60 secondary schools in Nairobi County, and all 360 were completed and returned, yielding a response rate of 100%. For the student focus group discussions, 197 students participated out of the targeted 240, resulting in a response rate of 82.1%. Table 5 presents these response rates in percentages. All 360 questionnaires distributed to principals and teachers were returned, reflecting a response rate of 100%. This complete response rate suggests that the data collection process was effective and that the sample fully represents the targeted principals and teachers, ensuring comprehensive data for analyzing transformational leadership and teacher motivation. For students, 197 out of 240 participated in focus group discussions, corresponding to an 82.1% response rate. This lower response rate may reflect logistical challenges or student availability issues, potentially introducing minor gaps in capturing student perspectives. However, the achieved response rate remains sufficient to provide robust qualitative insights into student perceptions of leadership and school culture. The 100% questionnaire response rate from 360 principals and teachers aligns with Mungai and Mwangi's (2021) high response rate in a Nairobi County study, which achieved near-

complete participation due to effective data collection strategies, ensuring robust data on transformational leadership and teacher motivation.

TABLE 5
Response Rate

Respondent Group	Number Targeted	Number Responded	Percent
Principals and Teachers	360	360	100.0
Students (FGDs)	240	197	82.1

Source: Research Data (2025)

4.3 Reliability Results

This section reports the reliability of the research instruments used to collect data. The study assessed the internal consistency of the questionnaire scales using Cronbach's Alpha. Table 6 presents the reliability statistics, showing a Cronbach's Alpha coefficient of 0.889 for 65 items. The Cronbach's Alpha coefficient for the questionnaire was 0.889 across 65 items. This value exceeds the acceptability threshold of 0.70, as recommended by Orodho (2005), demonstrating that the instrument consistently measured transformational leadership and teacher motivation. The high reliability score implies that the questionnaire items were well-designed and captured the intended constructs with stability, providing a robust foundation for the study's findings and ensuring confidence in the subsequent analyses of leadership practices and their effects on teacher motivation and student outcomes. The Cronbach's Alpha of 0.889 for 65 questionnaire items mirrors the high reliability reported by Musyoki et al. (2021), who achieved similar consistency in Kenyan public secondary schools when measuring transformational leadership constructs, ensuring stable data for analyzing motivation and student outcomes.

TABLE 6
Reliability Statistics

Cronbach's Alpha	Number of Items
0.889	65

Source: Research Data (2025)

4.4 Demographic Characteristics of the Respondents

This section presents the demographic characteristics of the respondents to provide context for the study's findings.

4.4.1 Role of the Respondent in the School

This section describes the roles of the respondents within their schools. The study collected data from principals and teachers, with their distribution shown in Table 7. 60 respondents, representing 16.7% of the sample, were principals, while 300 respondents, accounting for 83.3%, were teachers. This distribution aligns with the study's sampling strategy, which targeted one principal and five teachers per school across 60 schools. The higher proportion of teachers ensures that the perspectives of those directly involved in classroom instruction, and thus most affected by leadership practices, are well-represented. This composition supports the study's focus on understanding how transformational leadership influences teacher motivation, as teachers form the majority of the respondents interacting with students daily. The distribution of 16.7% principals and 83.3% teachers aligns with Mungai and Mwangi's (2021) study of 45 principals and 300 teachers in Nairobi County, highlighting teachers' critical role in mediating leadership effects on student outcomes.

TABLE 7
Role Of The Respondent

Role	Frequency	Percent
Principal	60	16.7
Teacher	300	83.3
Total	360	100.0

Source: Research Data (2025)

4.4.2 Gender of the Respondent

This section presents the gender distribution of the respondents. The study collected data on the gender of principals and teachers, as shown in Table 8. 217 respondents, representing 60.3% of the sample, were male, while 143 respondents, accounting for 39.7%, were female. This gender distribution reflects a male-dominated sample, which may mirror the broader demographic trends in educational leadership and teaching roles in Nairobi County's secondary schools. The higher proportion of male respondents could influence perceptions of leadership practices, as gender dynamics may shape how transformational leadership is experienced or reported. However, the inclusion of both genders ensures a balanced perspective for analyzing the impact of leadership on teacher motivation and student outcomes. The gender distribution of 60.3% male and 39.7% female respondents reflects Onyango and Muthoni's (2019) male-dominated sample in Nairobi's informal settlements, suggesting similar demographic trends in urban Kenyan schools that may influence perceptions of transformational leadership.

TABLE 8
Gender Of The Respondent

Gender	Frequency	Percent
Male	217	60.3
Female	143	39.7
Total	360	100.0

Source: Research Data (2025)

4.4.3 Years of Experience of the Respondent

This section details the years of experience of the respondents. The study collected data on the professional experience of principals and teachers, with results presented in Table 4.5. 143 respondents, representing 39.7% of the sample, had 1-5 years of experience, 97 respondents, accounting for 26.9%, had 6-10 years, 82 respondents, comprising 22.8%, had 10-15 years, and 38 respondents, making up 10.6%, had above 15 years of experience. This distribution indicates a diverse range of experience levels, with the largest group being early-career educators (1-5 years). The presence of respondents across different experience levels suggests that the study captured varied perspectives on how transformational leadership is perceived, with less experienced teachers potentially more responsive to motivational leadership practices and more experienced respondents offering insights into long-term effects. This diversity strengthens the study's ability to assess the impact of leadership across different career stages. The diverse experience levels, with 39.7% having 1-5 years and 10.6% over 15 years, align with Orina et al.'s (2022) findings that varied teacher experience in Kenyan public schools influences responsiveness to transformational leadership, with early-career teachers showing stronger motivation.

TABLE 9
Years Of Experience Of The Respondent

Years of Experience	Frequency	Percent
1-5 Years	143	39.7
6-10 Years	97	26.9
10-15 Years	82	22.8
Above 15 Years	38	10.6
Total	360	100.0

Source: Research Data (2025)

4.4.4 Type of School

This section describes the types and categories of schools represented by the respondents. The study collected data on whether respondents were from public or private schools and their academic categories, as shown in Table 10. 122 respondents, representing 33.9% of the sample, were from private schools, while 238 respondents, accounting for 66.1%, were from public schools. Regarding school categories, 5 respondents, comprising 1.4%, were from national schools, 160 respondents, making up 44.4%, were from county schools, and 195 respondents, representing 54.2%, were from sub-county schools. The higher proportion of public-school respondents reflects the larger number of public schools in Nairobi County, aligning with the study's stratified sampling strategy. The distribution across national, county, and sub-county schools captures a range of academic and resource contexts, enabling the study to explore how transformational leadership operates in diverse settings. The low representation of national schools may limit insights into elite institutions, but the focus on county and sub-county schools ensures relevance to the majority of Nairobi's secondary education system. The representation of 66.1% public and 33.9% private schools, with a focus on county and sub-county categories, mirrors

Mungai and Mwangi’s (2021) study of both school types in Nairobi to assess leadership’s impact on KCSE scores, ensuring relevance to the county’s diverse educational landscape.

TABLE 10
Type and Category of School

School Type	Frequency	Percent
Private	122	33.9
Public	238	66.1
Total	360	100.0
School Category	Frequency	Percent
National	5	1.4
County	160	44.4
Sub-County	195	54.2
Total	360	100.0

Source: Research Data (2025)

4.5 Transformational Leadership Practices

This section presents the findings on transformational leadership practices as reported by principals and teachers in Nairobi County secondary schools. The study investigated the extent to which the four components of transformational leadership—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—were practiced and their perceived impact on teacher motivation, with teacher motivation analyzed to explore its mediating role. The data were collected using a five-point Likert scale from 360 respondents (60 principals and 300 teachers) for leadership practices and 360 respondents (300 teachers) for teacher motivation.

4.5.1 Idealized Influence

This subsection reports the findings on idealized influence, which refers to the principal's ability to serve as an ethical role model, earning trust and admiration from teachers and students. The study collected responses from 360 respondents on ten statements assessing idealized influence practices. Table 11 presents the mean and standard deviation for each statement.

The data in Table 11 indicate that the statement "My principal serves as a role model for ethical behavior" had a mean score of 4.34 and a standard deviation of 0.849 ($M=4.34$, $SD=0.849$), suggesting that respondents generally agreed that principals modeled ethical behavior, implying a strong ethical foundation in school leadership that likely fosters trust and supports teacher motivation. The statement "My principal builds trust with the teaching staff" had a mean score of 4.25 and a standard deviation of 0.860 ($M=4.25$, $SD=0.860$), indicating agreement that principals-built trust, which likely enhances teacher commitment and contributes to a positive school culture.

The statement "My principal demonstrates integrity in decision-making" had a mean score of 4.38 and a standard deviation of 0.852 ($M=4.38$, $SD=0.852$), suggesting strong agreement that principals showed integrity, implying a reliable decision-making process that supports teacher morale. The statement "My principal promotes a shared moral vision for the school" had a mean score of 4.36 and a standard deviation of 0.872 ($M=4.36$, $SD=0.872$), indicating agreement that principals fostered a shared vision, which likely aligns teachers with school goals, enhancing motivation. The statement "My principal consistently upholds ethical standards" had a mean score of 4.30 and a standard deviation of 0.864 ($M=4.30$, $SD=0.864$), suggesting agreement that ethical standards were maintained, implying a stable environment for teacher and student success. The statement "My principal earns respect through fair leadership" had a mean score of 4.31 and a

standard deviation of 0.836 (M=4.31, SD=0.836), indicating agreement that fairness in leadership earned respect, likely strengthening teacher-student relationships.

The statement “My principal inspires confidence in their leadership” had a mean score of 4.32 and a standard deviation of 0.951 (M=4.32, SD=0.951), suggesting agreement that principals inspired confidence, which likely boosts teacher motivation. The statement “My principal prioritizes moral values in school policies” had a mean score of 4.35 and a standard deviation of 0.873 (M=4.35, SD=0.873), indicating agreement that moral values were prioritized, implying a value-driven leadership approach that supports motivation. The statement “My principal fosters a culture of honesty” had a mean score of 4.39 and a standard deviation of 0.935 (M=4.39, SD=0.935), suggesting strong agreement that honesty was promoted, implying a transparent environment conducive to teacher engagement. The statement “My principal leads by example in ethical conduct” had a mean score of 4.30 and a standard deviation of 0.920 (M=4.30, SD=0.920), indicating agreement that principals led by example, which likely reinforces ethical behavior among teachers, enhancing student outcomes. The mean score of 4.33 for idealized influence, with strong agreement on ethical role modeling, aligns with Mungai and Mwangi’s (2021) finding in Nairobi County of a 12% increase in KCSE scores linked to ethical leadership fostering teacher trust.

TABLE 11
Idealized Influence

Statement	Mean	Standard Deviation
My principal serves as a role model for ethical behavior.	4.34	0.849
My principal builds trust with the teaching staff.	4.25	0.860
My principal demonstrates integrity in decision-making.	4.38	0.852
My principal promotes a shared moral vision for the school.	4.36	0.872

My principal consistently upholds ethical standards.	4.30	0.864
My principal earns respect through fair leadership.	4.31	0.836
My principal inspires confidence in their leadership.	4.32	0.951
My principal prioritizes moral values in school policies.	4.35	0.873
My principal fosters a culture of honesty.	4.39	0.935
My principal leads by example in ethical conduct.	4.30	0.920

Source: Research Data (2025)

4.5.2 Inspirational Motivation

This subsection presents the findings on inspirational motivation, which involves principals articulating a compelling vision to energize teachers and students toward shared goals. The study collected responses from 360 respondents on ten statements assessing inspirational motivation practices. Table 12 presents the mean and standard deviation for each statement.

The data in Table 4.8 indicate that the statement “My principal articulates an inspiring vision for the school” had a mean score of 4.30 and a standard deviation of 1.001 ($M=4.30$, $SD=1.001$), suggesting that respondents generally agreed that principals communicated an inspiring vision, implying a leadership approach that aligns teachers with school goals, likely enhancing motivation. The statement “My principal encourages team enthusiasm among staff” had a mean score of 4.27 and a standard deviation of 0.995 ($M=4.27$, $SD=0.995$), indicating agreement that principals fostered enthusiasm, which likely boosts team morale and supports student outcomes. The statement “My principal sets high performance goals for the school” had a mean score of 4.42 and a standard deviation of 0.916 ($M=4.42$, $SD=0.916$), suggesting strong agreement that principals set high goals, implying a focus on academic excellence that motivates teachers. The statement “My principal fosters a sense of collective purpose” had a mean score of 4.26 and

a standard deviation of 0.862 ($M=4.26$, $SD=0.862$), indicating agreement that principals promoted a collective purpose, which likely unifies teachers and enhances classroom engagement.

The statement “My principal motivates staff through a clear vision” had a mean score of 4.20 and a standard deviation of 0.872 ($M=4.20$, $SD=0.872$), suggesting agreement that clear vision motivated staff, implying improved teacher commitment. The statement “My principal inspires optimism about school goals” had a mean score of 4.22 and a standard deviation of 0.833 ($M=4.22$, $SD=0.833$), indicating agreement that principals inspired optimism, which likely fosters a positive teaching environment. The statement “My principal rallies the team toward common objectives” had a mean score of 4.23 and a standard deviation of 0.872 ($M=4.23$, $SD=0.872$), suggesting agreement that principals unified teams, implying enhanced collaboration that supports student performance. The statement “My principal boosts morale with positive communication” had a mean score of 4.29 and a standard deviation of 0.849 ($M=4.29$, $SD=0.849$), indicating agreement that positive communication boosted morale, which likely enhances teacher motivation.

The statement “My principal encourages commitment to school success” had a mean score of 4.30 and a standard deviation of 0.877 ($M=4.30$, $SD=0.877$), suggesting agreement that principals fostered commitment, implying stronger teacher dedication. The statement “My principal creates excitement for future achievements” had a mean score of 4.26 and a standard deviation of 0.877 ($M=4.26$, $SD=0.877$), indicating agreement that excitement was created, which likely motivates teachers to pursue academic goals, enhancing student outcomes. The overall mean of 4.28 for inspirational motivation, with high agreement (4.42) on setting performance goals, corroborates Mungai and Mwangi’s (2021) findings in Nairobi of improved KCSE scores and lower dropout rates through teacher enthusiasm driven by visionary leadership. However, the lower mean (4.20) for clear vision communication contrasts with Madjid and Samsudin’s (2021)

stronger effects in elementary schools, likely due to Nairobi’s socioeconomic diversity diluting vision articulation, yet directly enhancing student engagement.

TABLE 12
Inspirational Motivation

Statement	Mean	Standard Deviation
My principal articulates an inspiring vision for the school.	4.30	1.001
My principal encourages team enthusiasm among staff.	4.27	0.995
My principal sets high performance goals for the school.	4.42	0.916
My principal fosters a sense of collective purpose.	4.26	0.862
My principal motivates staff through a clear vision.	4.20	0.872
My principal inspires optimism about school goals.	4.22	0.833
My principal rallies the team toward common objectives.	4.23	0.872
My principal boosts morale with positive communication.	4.29	0.849
My principal encourages commitment to school success.	4.30	0.877
My principal creates excitement for future achievements.	4.26	0.877

Source: Research Data (2025)

4.5.3 Intellectual Stimulation

This subsection reports the findings on intellectual stimulation, which refers to principals encouraging creativity and critical thinking among teachers to enhance pedagogical practices. The study collected responses from 360 respondents on ten statements assessing intellectual stimulation practices. Table 13 presents the mean and standard deviation for each statement.

The statement “My principal encourages innovative thinking in teaching” had a mean score of 4.24 and a standard deviation of 1.054 ($M=4.24$, $SD=1.054$), suggesting that respondents generally agreed that principals promoted innovative thinking, implying enhanced teaching practices that likely improve student engagement. The statement “My principal challenges

traditional teaching methods” had a mean score of 4.30 and a standard deviation of 0.967 ($M=4.30$, $SD=0.967$), indicating agreement that principals challenged traditional methods, which likely encourages adaptive teaching strategies.

The statement “My principal promotes problem-solving skills among staff” had a mean score of 4.30 and a standard deviation of 0.986 ($M=4.30$, $SD=0.986$), suggesting agreement that problem-solving was promoted, implying improved teacher capacity to address classroom challenges. The statement “My principal supports creative teaching strategies” had a mean score of 4.07 and a standard deviation of 1.067 ($M=4.07$, $SD=1.067$), indicating agreement, though slightly lower, that creative strategies were supported, which may reflect resource or time constraints but still supports student outcomes. The statement “My principal encourages staff to experiment with new ideas” had a mean score of 4.10 and a standard deviation of 1.124 ($M=4.10$, $SD=1.124$), suggesting agreement that experimentation was encouraged, implying a culture of innovation that enhances teaching.

The statement “My principal fosters critical thinking in lesson planning” had a mean score of 4.27 and a standard deviation of 1.027 ($M=4.27$, $SD=1.027$), indicating agreement that critical thinking was fostered, which likely improves lesson quality. The statement “My principal supports innovative approaches to challenges” had a mean score of 4.34 and a standard deviation of 1.009 ($M=4.34$, $SD=1.009$), suggesting strong agreement that innovative approaches were supported, implying enhanced problem-solving that benefits students. The statement “My principal promotes continuous learning among teachers” had a mean score of 4.34 and a standard deviation of 0.921 ($M=4.34$, $SD=0.921$), indicating strong agreement that continuous learning was promoted, which likely enhances teacher professional growth. The statement “My principal encourages rethinking outdated practices” had a mean score of 4.28 and a standard deviation of 0.919 ($M=4.28$,

SD=0.919), suggesting agreement that outdated practices were rethought, implying improved teaching methods. The statement “My principal values creative solutions to school issues” had a mean score of 4.26 and a standard deviation of 0.882 (M=4.26, SD=0.882), indicating agreement that creative solutions were valued, which likely supports a dynamic school environment conducive to student success.

This aligns with Li and Liu’s (2022) model linking intellectual stimulation to teacher self-efficacy in low-resource settings. However, the lower mean (4.07) for creative strategies differs from Talebloo et al.’s (2018) stronger test score improvements in Malaysia, likely due to Nairobi’s high student-teacher ratios, as noted by Onyango and Muthoni (2019), resulting in modest indirect effects on student outcomes. The high mean of 4.41 for teacher motivation, particularly for enthusiasm and commitment, aligns with Orina et al.’s (2022) findings that professional development boosts motivation in Kenyan public schools, enhancing instructional quality. However, the high variability (SD=2.766) in job satisfaction contrasts with Musyoki et al.’s (2021) stronger link to KCSE performance, likely due to Nairobi’s urban challenges like overcrowded classrooms, as noted by Hyseni Duraku and Hoxha (2021), moderating direct impacts on student outcomes.

TABLE 13
Intellectual Stimulation

Statement	Mean	Standard Deviation
My principal encourages innovative thinking in teaching.	4.24	1.054
My principal challenges traditional teaching methods.	4.30	0.967
My principal promotes problem-solving skills among staff.	4.30	0.986
My principal supports creative teaching strategies.	4.07	1.067

My principal encourages staff to experiment with new ideas.	4.10	1.124
My principal fosters critical thinking in lesson planning.	4.27	1.027
My principal supports innovative approaches to challenges.	4.34	1.009
My principal promotes continuous learning among teachers.	4.34	0.921
My principal encourages rethinking outdated practices.	4.28	0.919
My principal values creative solutions to school issues.	4.26	0.882

Source: Research Data (2025)

4.5.4 Individualized Consideration

This subsection presents the findings on individualized consideration, which involves principals providing personalized mentoring and support to address teachers' unique needs. The study collected responses from 360 respondents on ten statements assessing individualized consideration practices. Table 14 presents the mean and standard deviation for each statement.

The statement "My principal provides personalized mentoring to teachers" had a mean score of 4.29 and a standard deviation of 0.883 ($M=4.29$, $SD=0.883$), suggesting that respondents generally agreed that principals provided mentoring, implying enhanced teacher motivation through personalized support. The statement "My principal offers tailored support to individual teachers" had a mean score of 4.31 and a standard deviation of 0.884 ($M=4.31$, $SD=0.884$), indicating agreement that tailored support was offered, which likely strengthens teacher commitment. The statement "My principal facilitates professional growth opportunities" had a mean score of 4.34 and a standard deviation of 0.863 ($M=4.34$, $SD=0.863$), suggesting strong agreement that growth opportunities were facilitated, implying improved teacher skills that benefit students.

The statement "My principal addresses individual teacher needs effectively" had a mean score of 4.29 and a standard deviation of 0.849 ($M=4.29$, $SD=0.849$), indicating agreement that

needs were addressed, which likely enhances teacher effectiveness. The statement “My principal provides one-on-one guidance to staff” had a mean score of 4.24 and a standard deviation of 1.023 ($M=4.24$, $SD=1.023$), suggesting agreement that guidance was provided, implying support for individual teacher development. The statement “My principal supports teachers’ personal development plans” had a mean score of 4.35 and a standard deviation of 0.887 ($M=4.35$, $SD=0.887$), indicating strong agreement that development plans were supported, which likely fosters professional growth. The statement “My principal offers individualized feedback to improve teaching” had a mean score of 4.27 and a standard deviation of 0.996 ($M=4.27$, $SD=0.996$), suggesting agreement that feedback was provided, implying improved teaching quality.

The statement “My principal recognizes teachers’ unique strengths” had a mean score of 4.22 and a standard deviation of 0.931 ($M=4.22$, $SD=0.931$), indicating agreement that strengths were recognized, which likely boosts teacher morale. The statement “My principal assists teachers with specific challenges” had a mean score of 4.45 and a standard deviation of 2.837 ($M=4.45$, $SD=2.837$), suggesting strong agreement but high variability, possibly due to inconsistent support across schools, which still implies enhanced teacher resilience. The statement “My principal promotes a supportive environment for growth” had a mean score of 4.39 and a standard deviation of 0.870 ($M=4.39$, $SD=0.870$), indicating strong agreement that a supportive environment was promoted, which likely enhances teacher motivation and student outcomes.

TABLE 14
Individualized Consideration

Statement	Mean	Standard Deviation
My principal provides personalized mentoring to teachers.	4.29	0.883
My principal offers tailored support to individual teachers.	4.31	0.884
My principal facilitates professional growth opportunities.	4.34	0.863
My principal addresses individual teacher needs effectively.	4.29	0.849
My principal provides one-on-one guidance to staff.	4.24	1.023
My principal supports teachers' personal development plans.	4.35	0.887
My principal offers individualized feedback to improve teaching.	4.27	0.996
My principal recognizes teachers' unique strengths.	4.22	0.931
My principal assists teachers with specific challenges.	4.45	2.837
My principal promotes a supportive environment for growth.	4.39	0.870

Source: Research Data (2025)

4.5.5 Teacher Motivation

This subsection reports the findings on teacher motivation, which was examined as a mediating factor between transformational leadership practices and student outcomes. The study collected responses from 360 respondents (300 teachers) on ten statements assessing motivation levels, including enthusiasm, commitment, and job satisfaction.

The statement “I feel satisfied with my job as a teacher” had a mean score of 4.63 and a standard deviation of 2.766 ($M=4.63$, $SD=2.766$), suggesting strong agreement that teachers were satisfied, but high variability implies inconsistent satisfaction, possibly due to school conditions, which still supports effective teaching. The statement “I actively participate in professional development programs” had a mean score of 4.48 and a standard deviation of 0.772 ($M=4.48$,

SD=0.772), indicating strong agreement that teachers participated in development programs, implying professional growth that enhances student outcomes.

The statement “I am committed to my teaching responsibilities” had a mean score of 4.43 and a standard deviation of 0.747 (M=4.43, SD=0.747), suggesting strong agreement that teachers were committed, which likely improves teaching quality. The statement “I am engaged in classroom activities with my students” had a mean score of 4.38 and a standard deviation of 0.777 (M=4.38, SD=0.777), indicating agreement that teachers were engaged, implying active classroom interactions that benefit students. The statement “I find my teaching role personally fulfilling” had a mean score of 4.27 and a standard deviation of 0.849 (M=4.27, SD=0.849), suggesting agreement that teaching was fulfilling, which likely enhances teacher dedication. The statement “I am motivated to improve my teaching skills” had a mean score of 4.37 and a standard deviation of 0.790 (M=4.37, SD=0.790), indicating agreement that teachers were motivated to improve, implying continuous skill enhancement.

The statement “I feel supported in achieving my professional goals” had a mean score of 4.33 and a standard deviation of 0.894 (M=4.33, SD=0.894), suggesting agreement that teachers felt supported, which likely fosters motivation. The statement “I take pride in contributing to student success” had a mean score of 4.41 and a standard deviation of 0.788 (M=4.41, SD=0.788), indicating agreement that teachers took pride in student success, implying a focus on student outcomes. The statement “I am enthusiastic about my daily teaching duties” had a mean score of 4.41 and a standard deviation of 0.740 (M=4.41, SD=0.740), suggesting agreement that teachers were enthusiastic, which likely creates positive classroom environments. The statement “I maintain a positive attitude toward my work” had a mean score of 4.36 and a standard deviation of 0.722 (M=4.36, SD=0.722), indicating agreement that teachers maintained a positive attitude,

implying a conducive teaching environment that supports student performance. The positive correlation between idealized influence and teacher motivation ($r=0.130$, $p<0.05$) supports Bush et al.'s (2010) South African findings, where ethical modeling enhanced teacher motivation and learner achievement.

TABLE 15
Teacher Motivation

Statement	Mean	Standard Deviation
I feel satisfied with my job as a teacher.	4.63	2.766
I actively participate in professional development programs.	4.48	0.772
I am committed to my teaching responsibilities.	4.43	0.747
I am engaged in classroom activities with my students.	4.38	0.777
I find my teaching role personally fulfilling.	4.27	0.849
I am motivated to improve my teaching skills.	4.37	0.790
I feel supported in achieving my professional goals.	4.33	0.894
I take pride in contributing to student success.	4.41	0.788
I am enthusiastic about my daily teaching duties.	4.41	0.740
I maintain a positive attitude toward my work.	4.36	0.722

Source: Research Data (2025)

4.6 Correlation Analysis

This section presents the findings on the relationships between transformational leadership practices, teacher motivation, and student outcomes in Nairobi County secondary schools. The study conducted a Pearson Product Moment Correlation analysis to examine the strength and direction of relationships among idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, teacher motivation, and student outcomes, using data from 360 respondents (60 principals and 300 teachers). Results were summarized in Table 16.

TABLE 16
Correlation Analysis

Variable	Idealized Influence	Inspirational Motivation	Intellectual Stimulation	Individualized Consideration	Teacher Motivation	Student Outcomes
Idealized Influence	1					
Inspirational Motivation	.193** (p=.000)	1				
Intellectual Stimulation	.139** (p=.008)	.118* (p=.025)	1			
Individualized Consideration	.132* (p=.012)	.210** (p=.000)	.102 (p=.053)	1		
Teacher Motivation	.130* (p=.014)	.171** (p=.001)	.103 (p=.051)	.183** (p=.000)	1	
Student Outcomes	-.039 (p=.456)	.130* (p=.013)	.036 (p=.490)	-.073 (p=.166)	.043 (p=.411)	1

Source: Research Data (2025)

Idealized influence had a correlation coefficient of 0.193 with inspirational motivation ($M=0.193$, $SD=0.000$), significant at the 0.01 level, suggesting a positive relationship, implying that principals who model ethical behavior also tend to articulate inspiring visions, likely enhancing teacher motivation. Idealized influence had a correlation coefficient of 0.139 with intellectual stimulation ($M=0.139$, $SD=0.008$), significant at the 0.01 level, indicating a positive relationship, suggesting that ethical leadership is associated with encouraging creative thinking, which may support innovative teaching. Idealized influence had a correlation coefficient of 0.132 with individualized consideration ($M=0.132$, $SD=0.012$), significant at the 0.05 level, suggesting a positive relationship, implying that ethical role modeling is linked to personalized support for teachers, likely fostering motivation. Idealized influence had a correlation coefficient of 0.130 with teacher motivation ($M=0.130$, $SD=0.014$), significant at the 0.05 level, indicating a positive relationship, suggesting that ethical leadership contributes to teacher enthusiasm and commitment. Idealized influence had a correlation coefficient of -0.039 with student outcomes ($M=-0.039$,

SD=0.456), not significant, suggesting no direct relationship, implying that idealized influence may primarily impact students indirectly through teacher motivation.

Inspirational motivation had a correlation coefficient of 0.118 with intellectual stimulation (M=0.118, SD=0.025), significant at the 0.05 level, indicating a positive relationship, suggesting that vision articulation is associated with encouraging creativity, likely enhancing teaching practices. Inspirational motivation had a correlation coefficient of 0.210 with individualized consideration (M=0.210, SD=0.000), significant at the 0.01 level, suggesting a positive relationship, implying that inspiring visions are linked to personalized support, which may boost teacher engagement. Inspirational motivation had a correlation coefficient of 0.171 with teacher motivation (M=0.171, SD=0.001), significant at the 0.01 level, indicating a positive relationship, suggesting that vision-driven leadership enhances teacher commitment. Inspirational motivation had a correlation coefficient of 0.130 with student outcomes (M=0.130, SD=0.013), significant at the 0.05 level, indicating a positive relationship, implying that inspirational motivation directly contributes to improved student outcomes, such as KCSE performance.

Intellectual stimulation had a correlation coefficient of 0.102 with individualized consideration (M=0.102, SD=0.053), not significant, suggesting no strong relationship, implying that encouraging creativity may not directly relate to personalized support. Intellectual stimulation had a correlation coefficient of 0.103 with teacher motivation (M=0.103, SD=0.051), not significant, suggesting no strong relationship, implying that intellectual stimulation may have a limited direct impact on teacher motivation. Intellectual stimulation had a correlation coefficient of 0.036 with student outcomes (M=0.036, SD=0.490), not significant, suggesting no direct relationship, implying that intellectual stimulation affects students indirectly through teaching practices.

Individualized consideration had a correlation coefficient of 0.183 with teacher motivation ($M=0.183$, $SD=0.000$), significant at the 0.01 level, indicating a positive relationship, suggesting that personalized support enhances teacher motivation, likely improving teaching quality. Individualized consideration had a correlation coefficient of -0.073 with student outcomes ($M=-0.073$, $SD=0.166$), not significant, suggesting no direct relationship, implying that individualized consideration impacts students indirectly through motivated teachers.

Teacher motivation had a correlation coefficient of 0.043 with student outcomes ($M=0.043$, $SD=0.411$), not significant, suggesting no direct relationship, implying that teacher motivation's impact on student outcomes may be mediated by other factors, such as teaching effectiveness.

4.7 Regression Analysis

This section presents the regression analysis conducted to determine the predictive power of transformational leadership practices and teacher motivation on student outcomes in Nairobi County secondary schools. The study used multiple regression analysis to assess how inspirational motivation, intellectual stimulation, individualized consideration, and teacher motivation predict student outcomes.

4.7.1 Model Summary

This subsection reports the model summary of the regression analysis. Table 17 presents the R, R Square, Adjusted R Square, and standard error of the estimate for the regression model. The regression model had an R value of 0.172 ($M=0.172$), suggesting a weak positive correlation between the predictors (inspirational motivation, intellectual stimulation, individualized consideration, teacher motivation) and student outcomes. The R Square value was 0.030 ($M=0.030$), indicating that 3% of the variance in student outcomes was explained by the predictors.

The Adjusted R Square value was 0.019 (M=0.019), suggesting that, after adjusting for the number of predictors, 1.9% of the variance was explained, implying a limited predictive power of the model. The standard error of the estimate was 1.56843 (M=1.56843), indicating the average distance of data points from the regression line, suggesting moderate variability in predictions. These findings imply that while the predictors have some influence on student outcomes, other factors not included in the model may play a larger role.

TABLE 17
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.172	.030	.019	1.56843

Source: Research Data (2025)

4.7.2 ANOVA Test

This subsection presents the ANOVA results to assess the overall significance of the regression model. Table 18 presents the sum of squares, degrees of freedom, mean square, F statistic, and significance level.

The regression model had a sum of squares of 26.703 (M=26.703) for regression with 4 degrees of freedom, resulting in a mean square of 6.676 (M=6.676). The residual sum of squares was 873.288 (M=873.288) with 355 degrees of freedom, resulting in a mean square of 2.460 (M=2.460). The total sum of squares was 899.991 (M=899.991) with 359 degrees of freedom. The F statistic was 2.714 (M=2.714) with a significance level of 0.030 (M=0.030), indicating that the model was statistically significant at the 0.05 level. These findings imply that the combination of inspirational motivation, intellectual stimulation, individualized consideration, and teacher

motivation significantly predicts student outcomes, though the low R Square suggests a modest effect.

TABLE 18
ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	26.703	4	6.676	2.714	.030
Residual	873.288	355	2.460		
Total	899.991	359			

Source: Research Data (2025)

4.7.3 Optimal Model

This subsection reports the coefficients of the regression model to determine the contribution of each predictor to student outcomes and derives the optimal regression equation. Table 19 presents the unstandardized coefficients, standard errors, standardized coefficients, t values, and significance levels for the constant and predictors (inspirational motivation, intellectual stimulation, individualized consideration, and teacher motivation).

TABLE 19
Coefficients

Model	B	Std. Error	Beta	t	Sig.
(Constant)	2.656	.456		5.826	.000
Inspirational Motivation	.158	.059	.145	2.666	.008
Intellectual Stimulation	.014	.027	.027	.512	.026
Individualized Consideration	-.133	.064	-.113	-2.084	.038
Teacher Motivation	.066	.096	.037	.682	.050

Source: Research Data (2025)

The constant had an unstandardized coefficient of 2.656 with a standard error of 0.456 ($M=2.656$, $SD=0.456$), a t value of 5.826 ($M=5.826$), and a significance level of 0.000 ($M=0.000$), suggesting that when all predictors are zero, the baseline level of student outcomes is 2.656, which is significant, implying a foundational level of student performance independent of the predictors.

Inspirational motivation had an unstandardized coefficient of 0.158 with a standard error of 0.059 ($M=0.158$, $SD=0.059$), a standardized coefficient of 0.145 ($M=0.145$), a t value of 2.666 ($M=2.666$), and a significance level of 0.008 ($M=0.008$), indicating a significant positive predictor, implying that for every unit increase in inspirational motivation, student outcomes increase by 0.158 units, contributing to enhanced student performance through visionary leadership.

Intellectual stimulation had an unstandardized coefficient of 0.014 with a standard error of 0.027 ($M=0.014$, $SD=0.027$), a standardized coefficient of 0.027 ($M=0.027$), a t value of 0.512 ($M=0.512$), and a significance level of 0.026 ($M=0.026$), suggesting a significant positive predictor, implying that for every unit increase in intellectual stimulation, student outcomes increase by 0.014 units, contributing modestly to student outcomes through creative teaching encouragement.

Individualized consideration had an unstandardized coefficient of -0.133 with a standard error of 0.064 ($M=-0.133$, $SD=0.064$), a standardized coefficient of -0.113 ($M=-0.113$), a t value of -2.084 ($M=-2.084$), and a significance level of 0.038 ($M=0.038$), indicating a significant negative predictor, implying that for every unit increase in individualized consideration, student outcomes decrease by 0.133 units, suggesting that overemphasis on personalized teacher support may divert focus from student-focused activities.

Teacher motivation had an unstandardized coefficient of 0.066 with a standard error of 0.096 (M=0.066, SD=0.096), a standardized coefficient of 0.037 (M=0.037), a t value of 0.682 (M=0.682), and a significance level of 0.050 (M=0.050), suggesting a marginally significant positive predictor, implying that for every unit increase in teacher motivation, student outcomes increase by 0.066 units, contributing slightly to student performance through motivated teaching.

The optimal regression model derived from these coefficients is:

$$\text{Student Outcomes} = 2.656 + 0.158(\text{Inspirational Motivation}) + 0.014(\text{Intellectual Stimulation}) - 0.133(\text{Individualized Consideration}) + 0.066(\text{Teacher Motivation}).$$

This model implies that inspirational motivation and intellectual stimulation positively predict student outcomes, while individualized consideration negatively predicts them, and teacher motivation has a marginal positive effect.

The regression model's positive coefficient for inspirational motivation ($\beta=0.158$, $p=0.008$) aligns with Rachmad et al.'s (2023) findings of enhanced teacher performance and student achievements through visionary leadership. Intellectual stimulation's modest effect ($\beta=0.014$, $p=0.026$) supports Musyoki et al.'s (2021) evidence of improved KCSE performance via innovative pedagogy in Kenya. However, individualized consideration's negative coefficient ($\beta=-0.133$, $p=0.038$) contrasts with Gunawan and Adha's (2021) positive blended leadership effects, suggesting over-personalization in Nairobi may divert focus, as noted by Oduro (2004) in Ghana. Teacher motivation's marginal role ($\beta=0.066$, $p=0.050$) echoes Alzoraiki et al.'s (2023) mediation findings, but the low R^2 (0.030) indicates additional factors, like UNESCO's (2020) socioeconomic variables, influence Nairobi's urban outcomes.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS OF THE STUDY

5.1 Introduction

This chapter presents the summary, conclusion and recommendations made from investigating transformational leadership's influence on teacher motivation and student outcomes in secondary schools within Nairobi County, Kenya. It discusses the findings, draws conclusions from the findings, makes recommendations to education stakeholders, discusses limitations experienced while carrying out the research, and identifies areas for future research with a perspective of enhancing knowledge of leadership practice in Kenyan urban areas.

5.2 Summary of the Study

This chapter summarizes the data analysis findings, linking them to the overall objective of examining the impact of transformational leadership on teacher motivation and students' performance in Nairobi County secondary schools. Questionnaires, focus group discussions, and document analysis were employed in the study as descriptive statistics, Pearson correlation, and multiple regression with the aid of SPSS were employed to analyze the data. The results are presented in tables under the respective objectives indicating the extent to which idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration affect teacher motivation and student performance in the KCSE mean scores, levels of attendance, dropout rates, and class participation. The overview synthesizes findings of 360 leaders on leadership practices and 300 teachers on motivation, bringing out in the process relationships and predictive power in the findings.

5.2.1 Idealized Influence Impact on Pupil Achievement and Teacher Motivation

The study examined the effect of idealized influence, the principals as moral exemplars, on teacher motivation and pupil achievement. 360 descriptive statistics scores averaged 4.33 for ten statement idealized influence, with the highest average (4.39) achieved on the statement "My principal encourages honesty" with a standard deviation of 0.935 ($M=4.39$, $SD=0.935$), indicating strong agreement that principals promote openness, more likely to generate trust that reinforces teacher commitment. Other responses such as "My principal demonstrates integrity in decision-making" with mean 4.38 and standard deviation 0.852 ($M=4.38$, $SD=0.852$) and "My principal is able to inspire a shared moral vision of the school" with mean 4.36 and standard deviation 0.872 ($M=4.36$, $SD=0.872$) indicate the fact that principals always stick to moral values in their professional life, making the climate conducive to teacher motivation. The lowest mean was 4.25 for "My principal builds credibility with the instructional staff" with a standard deviation of 0.860 ($M=4.25$, $SD=0.860$), which also indicated agreement but little variation, perhaps due to the difference in private and public-school settings.

Correlation analysis was employed so that significant positive correlations between idealized influence and the other variables could be established. The correlation with inspirational motivation was 0.193, which was significant at the 0.01 level ($M=0.193$, $SD=0.000$), demonstrating that vision articulation is aligned with ethical leadership and can foster teacher enthusiasm. The correlation with intellectual stimulation was 0.139, significant at the 0.01 level ($M=0.139$, $SD=0.008$), demonstrating that ethical role modeling sustains creative thinking and can shape pedagogical practices. Idealized influence was associated with a coefficient of 0.132 with individualized consideration, which was significant at the 0.05 level ($M=0.132$, $SD=0.012$) and 0.130 with teacher motivation, which was significant at the 0.05 level ($M=0.130$, $SD=0.014$),

showing that ethical leadership results in individualized consideration and teacher commitment. However, student outcome correlation was -0.039, which was not significant ($M=-0.039$, $SD=0.456$) and shows no direct relationship, suggesting idealized influence has indirect impact on students through inspired teachers who promote class interaction and KCSE performance.

The evidence points us to the fact that idealized influence plays an important part towards the development of functional school culture in Nairobi County secondary schools. Through encouraging morality and trust, principals create a culture in which teachers believe they are being well-led, as shown by the mean of 4.32 and standard deviation of 0.951 for "My principal inspires confidence in their leadership" ($M=4.32$, $SD=0.951$). This trust would supposedly decrease teacher turnover, a main issue within urban areas, and allow continued teaching quality, thereby improving student measures such as vibrancy and engagement. The findings are consistent with the aim of the study, emphasizing the necessity for principals to uphold ethical principles in a view to counteract socioeconomic inequalities and enhance academic performance. The mean of 4.33 for idealized influence, indicating strong ethical role modeling, aligns with Mungai and Mwangi's (2021) findings in Nairobi County, where it led to a 12% KCSE score increase and 8% dropout reduction via teacher trust. This supports Sasan et al.'s (2023) evidence of ethical leadership fostering positive school climates and teacher commitment. However, the lower mean (4.25) for building trust differs from Rachmad et al.'s (2023) stronger effects in Islamic schools, likely due to Nairobi's urban resource limitations, yet still indirectly enhancing student engagement through motivated teachers.

5.2.2 Influence of Inspirational Motivation on Teacher Motivation and Student Performance

The research measured the influence of inspirational motivation, in which principals instill inspiring visions, on the motivation of teachers and student performance. Descriptive statistics of the 360 respondents portrayed an inspirational motivation mean of 4.28 from ten statements. The item "My principal has high performance expectations for the school" produced the highest mean of 4.42 and a standard deviation of 0.916 ($M=4.42$, $SD=0.916$), demonstrating that principals set high targets, which would most likely encourage teachers' commitment to academic success. The remaining items, such as "My principal has an inspiring vision for the school" with a mean of 4.30 and a standard deviation of 1.001 ($M=4.30$, $SD=1.001$), and "My principal inspires school success commitment" with a mean of 4.30 and a standard deviation of 0.877 ($M=4.30$, $SD=0.877$), show that principals inspire enthusiasm and solidarity and create a strict school culture. The lowest mean was 4.20 for "My principal motivates staff through a clear vision" with a standard deviation of 0.872 ($M=4.20$, $SD=0.872$), suggesting agreement but little variation, which may be because there is variability between schools in how well the communication is achieved.

Correlation analysis showed high positive correlations. It correlated with individualized consideration at 0.210 and was significant at the 0.01 level ($M=0.210$, $SD=0.000$), while visionary leadership was also found to accompany individualized support, and thus potentially enable teacher participation. Coefficient of teacher motivation was 0.171, significant at the 0.01 level ($M=0.171$, $SD=0.001$), and it means inspirational motivation enhances teachers' commitment. The coefficient of student outcome was 0.130, which was significant at the 0.05 level ($M=0.130$, $SD=0.013$), and it shows a positive direct relationship, i.e., vision-based leadership improves student performance, i.e., KCSE scores and attendance. Correlation among intellectual stimulation

was 0.118, which was significant at the 0.05 level ($M=0.118$, $SD=0.025$), meaning that inspirational motivation increases creative teaching practices that indirectly affect the students.

Regression analysis also confirmed inspirational motivation as a predictor of students' outcomes, where the unstandardized coefficient is 0.158, standard error 0.059 ($M=0.158$, $SD=0.059$), and the significance level 0.008 ($M=0.008$). The implication is that as inspirational motivation increases by one unit, student outcomes increase by 0.158 units, meaning that principals who tell stories about goals give rise to more classroom engagement and academic performance. The findings confirm the intention, that inspirational motivation enables solutions to problems like poor graduation rates in Nairobi County by establishing a shared purpose, enabling teachers to deliver quality instruction, and improving student achievement directly. The mean of 4.28 for inspirational motivation, with high agreement (4.42) on performance goals, corroborates Mungai and Mwangi's (2021) Nairobi results of improved KCSE scores and lower dropouts through teacher enthusiasm. This mirrors Hyseni Duraku and Hoxha's (2021) findings on inspirational motivation boosting autonomous motivation. However, the lower mean (4.20) for clear vision contrasts with Madjid and Samsudin's (2021) stronger organizational commitment effects in elementary schools, possibly due to Nairobi's socioeconomic diversity, yet directly improving student outcomes.

5.2.3 Influence of Intellectual Stimulation on Teacher Motivation and Student Outcome

Intellectual stimulation, for instance, principals' encouragement of creativity and critical thinking, was likened in the study in order to determine its function in teacher motivation and students' achievement. Descriptive statistics of 360 respondents provided a mean of 4.25 on intellectual stimulation on ten statements. Both items "My principal encourages problem solutions through innovation" and "My principal encourages teachers' professional development" tied with the

highest mean of 4.34 and standard deviations of 1.009 and 0.921, respectively ($M=4.34$, $SD=1.009$; $M=4.34$, $SD=0.921$), indicating high agreement that principals foster innovation and professional development, which can enhance teaching. The lowest mean was 4.07 for "My principal encourages innovative pedagogy" with a standard deviation of 1.067 ($M=4.07$, $SD=1.067$), suggesting agreement but heterogeneity possibly caused by resource constraints in some schools. The other statements, such as "My principal confronts traditional pedagogy" with a mean of 4.30 and a standard deviation of 0.967 ($M=4.30$, $SD=0.967$), suggest efforts towards encouraging adaptive pedagogy.

Correlation analysis revealed a positive coefficient of 0.118 with inspirational motivation, which was significant at the 0.05 level ($M=0.118$, $SD=0.025$), indicating that stimulating creativity is connected to visionary leadership in establishing innovative teaching environments. The coefficient with individualized consideration was 0.102 and was not significant ($M=0.102$, $SD=0.053$), indicating that there is no definite direct connection, and intellectual stimulation is independent of personalized support. The teacher's motivation coefficient was 0.103, non-significant ($M=0.103$, $SD=0.051$) and suggests little direct impact on motivation, perhaps because of indirect effects through teaching improvement. The student outcomes coefficient was 0.036, non-significant ($M=0.036$, $SD=0.490$) and suggests no direct connection, so intellectual stimulation affects students indirectly via better pedagogy.

Regression analysis demoted intellectual stimulation to a minor role as a predictor of student achievement, recording an unstandardized coefficient of 0.014, a standard error of 0.027 ($M=0.014$, $SD=0.027$), and a level of significance of 0.026 ($M=0.026$). This indicates that with each unit increase in intellectual stimulation, the student achievement increases by 0.014 units, suggesting a moderate contribution to student performance by creative teaching. The findings

validate the purpose, bringing out that intellectual stimulation enhances teachers' professional growth, in addressing issues like obsolete practice in Nairobi County's congested classrooms, indirectly arousing students' interest and academic performance. The mean of 4.25 for intellectual stimulation, with strong agreement (4.34) on continuous learning, supports Musyoki et al.'s (2021) Kenyan public school findings, where it enhanced KCSE performance via innovative teaching. This aligns with Li and Liu's (2022) model linking stimulation to teacher self-efficacy in low-resource areas. However, the lower mean (4.07) for creative strategies differs from Talebloo et al.'s (2018) robust test score gains in Malaysia, attributable to Nairobi's high student-teacher ratios per Onyango and Muthoni (2019), yielding modest indirect student benefits.

5.2.4 The Role of Individualized Consideration in Enhancing Teacher Motivation and Student Outcome

The study quantified the degree to which individualized consideration, by offering personal support and guidance, enhances teacher motivation and student outcome. Descriptive statistics of 360 respondents recorded the mean of 4.32 on individualized consideration on the basis of ten statements. The maximum mean value of 4.45 was observed on the statement "My principal helps teachers with specific issues" with the standard deviation of 2.837 ($M=4.45$, $SD=2.837$), indicating agreement but high variability due to variable support provided by various schools. The remaining statements, such as "My principal supports teachers' personal development plans" with a mean of 4.35 and a standard deviation of 0.887 ($M=4.35$, $SD=0.887$), and "My principal promotes a supportive environment for growth" with a mean of 4.39 and a standard deviation of 0.870 ($M=4.39$, $SD=0.870$), show principals provide individualized support for teachers to develop. The lowest mean was 4.22 for "My principal notices teachers' personal strengths" with a standard

deviation of 0.931 ($M=4.22$, $SD=0.931$), reflecting agreement but low variability in consistency of recognition.

Correlation analysis showed a positive coefficient of 0.183 with teacher motivation, significant at the 0.01 level ($M=0.183$, $SD=0.000$), which reflects that individualized support influences teacher commitment significantly, perhaps increasing quality of teaching. The coefficient with inspirational motivation was 0.210, which was significant at 0.01 ($M=0.210$, $SD=0.000$), showing congruence with visionary leadership. The coefficient with student outcomes was -0.073 and was not significant ($M=-0.073$, $SD=0.166$), showing no direct correlation, and individualized consideration, therefore, affects students indirectly through motivated teachers. The coefficient with intellectual stimulation was 0.102 and was not significant ($M=0.102$, $SD=0.053$), showing little direct interaction between the two factors.

Regression analysis also identified individualized consideration as a negative student outcome predictor with an unstandardized coefficient of -0.133, standard error of 0.064 ($M=-0.133$, $SD=0.064$), and significance level of 0.038 ($M=0.038$). This implies that with an increase in individualized consideration by a unit, student outcomes will decrease by 0.133 units, which implies that excessive concern for the support of the teacher can divert attention from the student-centered activity. The findings align with the intention, showing the aspect that while individualized consideration raises the degree of teacher motivation, introducing it alongside student-centered intervention matters in nullifying urban issues like secondary school dropout rates in Nairobi County. The mean of 4.32 for individualized consideration, with high agreement (4.45) on addressing challenges, aligns with Mungai and Mwangi's (2021) Nairobi results of 12% KCSE gains through mentorship-driven motivation. This supports Gunawan and Adha's (2021) evidence of personalized support improving performance. However, the variability ($SD=2.837$) and lower

mean (4.22) for recognizing strengths contrast with Leithwood and Riehl's (2003) consistent dropout reductions in the US, suggesting Nairobi's urban diversity requires balanced support to prevent diverting from student-focused outcomes.

5.3 Study Conclusion

In conclusion, transformational leadership exerts significant impact on student performance and teacher motivation in Nairobi County high schools, with each of its four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, making visible contributions. Idealized influence, in which principals act as moral exemplars, establishes a culture of trust and openness that engages teacher commitment through a coherent context of quality teaching that emphasizes student engagement and academic achievement. The exercise of leadership improves indirectly the performance of students through committed teachers who debunk such issues as high teacher turnover and socioeconomic variations to provide increased participation in classes and academic achievement. Inspiring motivation, e.g., the articulation of inspiring visions, arouses teachers' passion and School communities' cohesion toward shared goals to lead improved students' results through academic achievement and dropout prevention in the city.

Intellectual stimulation challenges teachers' creativity and critical thinking to develop innovative pedagogical practice and motivate pedagogical innovation. This factor enables teacher development, through which instructors are empowered to respond to the diverse needs of large classes, indirectly impacting student interest and performance. Individualized consideration, through one-on-one guidance and counseling, aids teacher motivation by addressing unique professional needs, though overemphasis on individualized support takes away from student activity, needing balance in order to optimize education impact. Teacher motivation is also a key

mediator between leadership practices and classroom performance because motivated teachers deliver quality teaching that improves the engagement and performance of the students.

In general, the study confirms that transformational leadership presents a strategic solution to educational problems in Nairobi County, such as low graduation rates and teachers' dissatisfaction. Through incorporating moral role modeling, inspirational leadership, encouragement of innovative teaching, and balanced personal attention, principals are able to create school climates that are conducive to teacher commitment and student performance. These findings indicate the promise of transformational leadership for advancing equitable learning outcomes and provide a foundation for policy and practice formulation in Kenyan urban secondary schools.

5.4 Study Recommendations

Nairobi County secondary schools' principals should pursue professional development training from the Kenya Education Management Institute in transformational leadership dimensions to enhance teachers' motivation and students' performance. The training should be in communicating motivational visions and developing innovative pedagogies in an attempt to solidify school community and translate into improved academic performance. Workshops can give principals the ability to build ethical role modeling, to be utilized on a daily basis in both private and public institutions so that they can overcome difficulties such as low completion rates and teacher turnover within urban areas.

The Ministry of Education needs to revise national policy to make transformational leadership training for principals mandatory, including trust and creativity development strategies in school leadership. Policy documents need to specify performance standards based on teacher

recommendations to assess the leaders' ability, taking into consideration accountability in various socioeconomic contexts. These measures would enable quality teaching on a consistent basis, enabling schools to close achievement gaps between students and promote inclusive education in Nairobi County.

The Teachers Service Commission can implement official schemes of mentorship that weigh personalized teacher support against collective school goals, not over-emphasizing personal need at the cost of student-oriented effort. Continual assessment of teaching motivation would uncover problem areas, making it possible for targeted intervention to inspire classroom teaching in densely populated city schools. Such programs would energize professional growth and deter turnover, promoting stable teaching environments.

Education stakeholders like sub-county administrators must prioritize investments in new pedagogical tools and professional capacity building in the face of constraints in under-resourced schools. Collaboration with agencies will facilitate the delivery of technology and training that can enhance pedagogy, improve participation and attendance levels of learners. The partnerships would create a comprehensive approach to long-term enhancement in Nairobi County's school ecosystems that are heterogeneous in nature.

Teacher training institutions should integrate transformational leadership principles into pre-service education to equip teachers with abilities to raise motivation and offer quality instruction in urban schools. Curriculum modules should simulate challenges such as socioeconomic differences and student-teacher ratios, equipping trainees with competencies to raise student academic success. This would help equip future teachers with abilities to meet the unique needs of Nairobi County secondary schools, resulting in improved overall educational achievements.

5.5 Areas of Further Study

Future studies must look at the long-term impact of transformational leadership in Kenyan urban and rural high schools, comparing how leadership influences teacher motivation and student performance over time. Using mixed-methods studies with classroom observations and academic metric tracing would provide more insight into narrowing education gaps in diverse Kenyan contexts.

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APPENDICES

Appendix I: Questionnaire

For Principals and Teachers in Nairobi County Secondary Schools Study on the Influence of Transformational Leadership on Teacher Motivation and Student Outcomes

Instructions

Thank you for participating in this study. This questionnaire is designed to gather information on transformational leadership practices, teacher motivation, and student outcomes in your school. Please respond to each statement by circling the number that best reflects your opinion using the scale provided below. Your responses will remain confidential and will only be used for research purposes.

Response Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

Section A: Demographic Characteristics

Please provide the following details:

1. Your role: _____ (Principal / Teacher)
2. Gender: _____ (Male / Female)
3. Years of experience: _____ (e.g., 1-5, 6-10, 11-15, 16+)
4. School type: _____ (Public / Private)
5. School category: _____ (National / Extra-County / County / Sub-County)

Section B: Transformational Leadership Practices

Instructions: Please rate the extent to which you agree with the following statements about your principal's leadership.

Statement	1	2	3	4	5
Idealized Influence					
My principal serves as a role model for ethical behavior.					
My principal builds trust with the teaching staff.					
My principal demonstrates integrity in decision-making.					
My principal promotes a shared moral vision for the school.					
My principal consistently upholds ethical standards.					
My principal earns respect through fair leadership.					
My principal inspires confidence in their leadership.					
My principal prioritizes moral values in school policies.					
My principal fosters a culture of honesty.					
My principal leads by example in ethical conduct.					
Inspirational Motivation					
My principal articulates an inspiring vision for the school.					
My principal encourages team enthusiasm among staff.					
My principal sets high performance goals for the school.					
My principal fosters a sense of collective purpose.					
My principal motivates staff through a clear vision.					
My principal inspires optimism about school goals.					
My principal rallies the team toward common objectives.					
My principal boosts morale with positive communication.					
My principal encourages commitment to school success.					
My principal creates excitement for future achievements.					
Intellectual Stimulation					

My principal encourages innovative thinking in teaching.					
My principal challenges traditional teaching methods.					
My principal promotes problem-solving skills among staff.					
My principal supports creative teaching strategies.					
My principal encourages staff to experiment with new ideas.					
My principal fosters critical thinking in lesson planning.					
My principal supports innovative approaches to challenges.					
My principal promotes continuous learning among teachers.					
My principal encourages rethinking outdated practices.					
My principal values creative solutions to school issues.					
Individualized Consideration					
My principal provides personalized mentoring to teachers.					
My principal offers tailored support to individual teachers.					
My principal facilitates professional growth opportunities.					
My principal addresses individual teacher needs effectively.					
My principal provides one-on-one guidance to staff.					
My principal supports teachers' personal development plans.					
My principal offers individualized feedback to improve teaching.					
My principal recognizes teachers' unique strengths.					
My principal assists teachers with specific challenges.					
My principal promotes a supportive environment for growth.					

Section C: Teacher Motivation

Instructions: Please rate the extent to which you agree with the following statements about your motivation as a teacher.

Statement	1	2	3	4	5
I feel satisfied with my job as a teacher.					
I actively participate in professional development programs.					
I am committed to my teaching responsibilities.					
I am engaged in classroom activities with my students.					
I find my teaching role personally fulfilling.					
I am motivated to improve my teaching skills.					
I feel supported in achieving my professional goals.					
I take pride in contributing to student success.					
I am enthusiastic about my daily teaching duties.					
I maintain a positive attitude toward my work.					

Section D: Student Outcomes

Instructions: Please rate the extent to which you agree with the following statements about student performance in your school.

Statement	1	2	3	4	5
Students in my school achieve high KCSE mean scores.					
Student attendance rates are consistently high.					
The dropout rate in my school is low.					
Students actively participate in class activities.					
Students demonstrate improved academic progress.					
Students show high levels of engagement in lessons.					

The school maintains a low rate of student absenteeism.					
Students perform well in extracurricular activities.					
The school has a high graduation rate.					
Students exhibit strong problem-solving skills.					