

**INFLUENCE OF PRINCIPALS' TRANSACTIONAL LEADERSHIP
PRACTICES ON INSTITUTIONAL PERFORMANCE OF PUBLIC
SECONDARY SCHOOLS OF MERU CENTRAL SUBCOUNTY, KENYA**

FLORIDAH KARWITHA



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DECLARATION AND APPROVAL

Declaration by the Student

This proposal is my original work and has not been presented for a degree in any other University or for any other award.

Signature..... 


Date 12/05/2025

Floridah Karwitha

MED/2023/37349

Approval by the Supervisor

I confirm that the work reported in this proposal was carried out by the candidate under my supervision

Signature..... 

Date..... 12/5/2025

Dr. Kenneth Sabwami, PhD.

School of Education

Mount Kenya University

DEDICATION

This work is Dedicated to my beloved children, Mark Mwenda and Liam Mutugi, whose love, curiosity, and support inspire me daily.



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I am grateful to the divine for my present state of health and happiness. I appreciate the invaluable guidance and support bestowed upon me by my supervisor, Dr. Kenneth Sabwami, throughout this journey. Additionally, I extend my heartfelt thanks to my fellow colleagues at Mount Kenya University for their generous assistance.



ABSTRACT

Strong leadership is essential in enhancing educational achievements in secondary schools. Transactional leadership, in particular, has been recognized as a key factor affecting institutional effectiveness. However, its precise influence within the Kenyan education system, especially in Meru Central Sub-County, has not been extensively examined. The study aims to assess the prevalence of transactional leadership practices among principals, determine their influence on institutional performance, explore perceptions of stakeholders regarding their impact, and provide recommendations for enhancing these practices. Specifically, the objectives are: to assess the influence of principal's rewards system, principal's clear chain of command, principal's transactional communication and principal's exceptional management on institutional performance in public secondary schools of Meru Central Sub-County, Kenya. A descriptive survey research design was employed to systematically collect and analyze data, portraying current transactional leadership practices and their relationship with institutional performance. The study focused on a total of 497 respondents, comprising 47 principals, 447 teachers, and 3 county education officials from public secondary schools in Meru Central Sub-County, Meru County, Kenya. A stratified random sampling technique was applied to select a representative sample of 222 participants, including 21 principals, 198 senior teachers, and 3 county education officials, ensuring fair representation across different categories. Data collection was conducted through structured questionnaires and interview schedules, with measures in place to ensure validity and reliability, including expert evaluation, pilot testing, and the application of Cronbach's alpha with a minimum threshold of 0.7. Quantitative data was examined using descriptive and inferential statistical methods, while qualitative responses were analyzed thematically. The findings revealed that 72.6% of respondents agreed that a well-structured rewards system enhanced teacher motivation and student outcomes. About 78.4% indicated that a clear chain of command improved communication flow and accountability within institutions. Additionally, 74.3% acknowledged that effective transactional communication contributed to improved staff performance through clarity of expectations and timely feedback. Furthermore, 76.1% noted that exceptional management practices by principals led to better resource utilization and conflict resolution. Regression analysis showed that transactional leadership practices had a significant effect on institutional performance, accounting for 68.1% of the variance in performance indicators ($R^2 = 0.681$, $p < 0.05$). The study concluded that principals' transactional leadership practices, particularly in reward systems and communication, have a strong positive influence on the performance of public secondary schools. These practices promote accountability, enhance teacher motivation, and improve overall institutional effectiveness. The study recommends that school leaders institutionalize structured rewards systems, strengthen training for principals on transactional leadership strategies, and develop policies that reinforce clear leadership structures and accountability mechanisms in schools. These measures are essential for improving educational outcomes and fostering high-performing school environments.

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LIST OF ABBREVIATIONS AND ACRONYMS

SDG	- Sustainable Development Goals.
UNESCO	- United Nations Educational, Scientific and Cultural Organization.
KCSE	- Kenya Certificate of Secondary Education
SSCE	- Senior Secondary Certificate Examination
SMEs	- Small and Medium Enterprises
MLQ	- Multifactor Leadership Questionnaire



CHAPTER ONE

INTRODUCTION

This section presents an overview of the study, including the background, problem statement, objectives, and research questions. Additionally, it outlines the study's significance, scope, delimitations, key assumptions, and operational definitions of essential terms.

1.1 Background to the Study

Education is widely recognized as essential for individual and community advancement, particularly in emerging economies worldwide. It encompasses various dimensions including personal, social, political, economic, and cultural development (Liu, 2020). Education permeates every facet of learners' lives, facilitating their overall growth and consequently benefiting society as a whole. Hence, the Sustainable Development Goals (SDG) on education underscores the significance of providing quality education to both genders, aiming to enhance their future prospects professionally and personally (Kotul'áková et al., 2024). To achieve this goal, countries globally are allocating a substantial portion of their budgets to education, striving to enhance the quality of education for their citizens (Ongori, 2021). Educational institutions and their administrators face considerable pressure from stakeholders seeking educational outcomes commensurate with the investments made.

Governments worldwide recognize education as a powerful tool for combatting poverty, fostering economic growth, and nurturing human capital (Öztemur et al., 2024). Essentially, attending school is expected to equip students with quality education, typically assessed through academic achievements. Conversely, research indicates that school leadership significantly impacts students' academic performance (Koskei et al., 2018). Sun et al. (2024) emphasize that principals' leadership directly

shapes school environments conducive to teacher productivity, such as school culture and climate, leading to improved academic outcomes for students. Therefore, school leadership directly influences students' academic performance. Additionally, Leithwood, Sun, and Schumacker (2020) emphasize that strong leadership motivates and directs teachers to improve student learning outcomes. Similarly, Mwove, Mwanja, and Kasivu (2023) highlight that a school's academic success depends, in part, on the effectiveness of its leadership.

In the context of secondary education in developing nations like Kenya, the day-to-day management of educational institutions falls under the purview of school administrators, commonly referred to as Principals. Principals shoulder the responsibility of overseeing various aspects, including human resources, finances, and academic performance (Kirikua, 2021). As the key leaders of educational institutions, they play a pivotal role in ensuring effective delivery of quality education to students and, by extension, the community and nation at large. School Principals are typically selected from a pool of experienced and trained educators, presumed capable of providing the necessary institutional leadership. Moreover, they undergo continuous training in leadership and management to ensure they are equipped to fulfill their roles effectively. Therefore, the success or failure of an educational institution, particularly in terms of performance, is often closely linked to the quality of leadership provided by the school Principal.

Transactional leadership involves an exchange dynamic between leaders and followers, often mutually beneficial. Rasheed, Amin, and Amin (2021) note that democratic decision-making involves staff participation, while authoritarian decision-making excludes them. Quin, Deris, Bischoff, and Johnson (2015) indicate that successful school principals drive positive changes leading to enhanced student achievement

through effective leadership styles. Practitioners of transactional leadership set specific targets for employees, monitor performance, and reward those meeting expectations (Anshu & Uradhyay, 2017). This style is characterized by contingent reward and active management-by-exception dimensions. Mwove, Mwanja, and Kasivu (2023) explain that contingent reward depends on positive interactions between leaders and employees, while Exception-based management involves monitoring activities and applying corrective actions when necessary. By fostering constructive relationships with staff, principals can collaborate toward achieving academic goals. This study examined the impact of transactional leadership on academic performance.

Similarly, Mercy et al. (2020) investigated how principals' leadership styles influenced student completion rates in Kenyan secondary schools. Through firsthand data gathered from school administrators, educators, and learners in various secondary institutions within Meru Central Sub-County, the study examined how different leadership strategies influenced student retention.

Findings revealed that a majority of respondents from public schools perceived democratic leadership style as contributing positively to students' completion rates, while autocratic leadership style was associated with influencing completion rates in private schools. Interestingly, none of the principals from either public or private schools reported adopting a laissez-faire leadership style. The study further indicated that principals' leadership styles played a significant role in influencing students' completion rates, with unanimous agreement among participants from both public and private secondary schools. Moreover, the study emphasized the importance of effective leadership in promoting high completion rates and recommended policy development to enhance students' completion rates, along with encouraging principals to pursue in-service courses to refine their leadership skills. While the study by Mercy et al. (2020)

sheds light on the influence of principals' leadership styles on students' completion rates in secondary schools in Kenya, notable research gaps exist. Primarily, the study overlooks the examination of transactional leadership, a prevalent leadership style in educational settings, and its potential impact on students' completion rates. Moreover, it lacks depth in understanding the specific mechanisms through which leadership styles, including transactional leadership, influence student outcomes beyond completion rates.

Kilemi (2018) conducted a study on the impact of principals' leadership styles on student discipline in public secondary schools within Igembe Sub-County, Kenya. The findings revealed that the way principals lead plays a crucial role in shaping student discipline, highlighting the significant influence of leadership approaches on maintaining order and behavior management in schools. While some elements of democratic, transactional, and transformational leadership are practiced to varying extents, authoritarianism is also present, particularly in closely monitoring students. However, aspects that negatively affect discipline, such as authoritarianism, are not heavily emphasized. The gap in the research lies in the absence of a comprehensive assessment of the influence of the principal's rewards system on institutional performance in public secondary schools of Meru Central Subcounty, Kenya. While punishment, counseling, and suspension are mentioned as methods of dealing with deviant students, the impact of reward systems on institutional performance is not explored. Understanding how rewards, such as recognition for good behaviour or academic achievement, contribute to overall institutional performance would provide valuable insights for improving discipline and academic outcomes.

Kimathi (2017) investigated the influence of principals' leadership approaches on teacher job satisfaction in public secondary schools located in Meru South Sub-County,

Tharaka Nithi County, Kenya. The study specifically examined how transactional leadership contributes to overall school performance, with a particular emphasis on its effect on teacher motivation and workplace satisfaction. This leadership approach is based on a structured exchange, where leaders set clear goals, provide incentives for achievement, and impose corrective measures when expectations are not met. The study aims to comprehend how principals' transactional leadership behaviors, including goal-setting, reward allocation, and disciplinary actions, influence teachers' levels of satisfaction. Through an analysis of teachers' feedback on various facets of transactional leadership, such as goal establishment, reward dispersion, and disciplinary practices, the research aims to gauge the degree to which transactional leadership contributes to teachers' job satisfaction and the overall performance of schools. However, it's essential to acknowledge that while transactional leadership may yield benefits, there could also be limitations or gaps in its implementation that merit further investigation. Thus, the study endeavours to address these gaps in understanding the influence of transactional leadership on school performance and teacher satisfaction, offering valuable insights for educational leaders and policymakers.

Oyugi and Gogo (2018) investigated how principals' democratic leadership style impacts students' academic performance in secondary schools within Awendo Sub-County, Kenya. The study evaluated key democratic leadership practices, such as inclusive decision-making, transparent communication, shared responsibility, support for professional development, and conflict resolution. Findings indicated that principals consistently demonstrated democratic leadership by engaging staff in decision-making, fostering open communication, promoting collective ownership, investing in professional growth, and addressing conflicts effectively. The correlation analysis revealed a moderate positive link between democratic leadership and students'

academic performance, accounting for 37.4% of the variation in academic results. Regression analysis reinforced the significant effect of democratic leadership on academic achievement. Although the study highlights this positive relationship, it does not examine the influence of other leadership styles or external factors on student performance, suggesting a need for further research to explore these dimensions in greater depth.

The distinctive research gap for a study on the influence of principal's transactional communication on institutional performance in public secondary schools of Meru Central Subcounty, Kenya lies in the need to comprehensively understand how transactional communication, as a specific aspect of transactional leadership, impacts various dimensions of institutional performance beyond academic achievement. While previous research has examined the influence of leadership styles on student outcomes, there is a dearth of literature specifically focusing on transactional communication and its effects on broader institutional performance indicators such as student engagement, teacher retention, school climate, and community relations. Thus, there is a critical need for empirical research to explore the nuanced relationship between principal's transactional communication and institutional performance in the context of public secondary schools in Meru Central Subcounty, Kenya.

1.2 Statement of the Problem

Transactional leadership theoretically aligns structured reward systems with institutional goals to enhance motivation among students and staff. However, in practice, significant gaps emerge between expected and actual outcomes, with bureaucratic challenges, organizational complexities, and interpersonal conflicts hindering effective implementation. While this leadership style is intended to

streamline communication and decision-making through a clear hierarchical structure, its real-world application often falls short, affecting institutional performance. These discrepancies highlight a critical knowledge gap in understanding how transactional leadership operates in these schools and its impact on institutional effectiveness. Therefore, this study sought to examine the influence of principals' transactional leadership on the performance of public secondary schools in Meru Central Sub-County, providing insights to inform policy and practice.

1.3 Purpose of the Study

This study aimed to assess the influence of principals' transactional leadership practices on the institutional performance of public secondary schools in Meru Central Sub-County, Kenya.

1.4 Research Objectives

The following objectives were formulated to guide the study:

- i. To assess the influence of principal's rewards system on institutional performance in public secondary schools of Meru Central Subcounty, Kenya.
- ii. To explore the influence of principal's clear chain of command on institutional performance in public secondary schools of Meru Central Subcounty, Kenya.
- iii. To establish the influence of principal's transactional communication on institutional performance in public secondary schools of Meru Central Subcounty, Kenya.
- iv. To examine the influence of principal's exceptional management on institutional performance in public secondary schools of Meru Central Subcounty, Kenya.

1.5 Research questions

The following research questions guided the study:

- i. How does the principal's rewards system influence institutional performance in public secondary schools of Meru Central Subcounty, Kenya?
- ii. What is the impact of the principal's clear chain of command on institutional performance in public secondary schools of Meru Central Subcounty, Kenya?
- iii. How does the principal's transactional communication influence institutional performance in public secondary schools of Meru Central Subcounty, Kenya?
- iv. What is the relationship between the principal's exceptional management and institutional performance in public secondary schools of Meru Central Subcounty, Kenya?

1.6 Significance of the Study

The proposed study holds significant implications for multiple stakeholders in the educational landscape of Meru Central Subcounty, Kenya, including the Ministry of Education, teachers, headteachers, parents, and students. For the Ministry of Education, the findings offered critical insights into the efficacy of transactional leadership in public secondary schools, informing future policy formulation and educational guidelines. Teachers stood to benefit from a deeper understanding of how transactional leadership influences their work environment, potentially leading to improved job satisfaction and effectiveness. Headteachers were able to refine their leadership practices based on study insights, fostering a culture of accountability and performance excellence within schools. Parents gained valuable knowledge about school leadership practices, enabling them to advocate for improvements and support initiatives aimed at enhancing student outcomes. Ultimately, students emerged as the primary beneficiaries,

as optimized transactional leadership practices can create a conducive learning environment conducive to academic success and personal growth.

1.7 Scope of the Study

The study was conducted exclusively within public secondary schools situated in Meru Central Subcounty, Kenya. It encompassed an examination of the influence of the principal's leadership strategies, focusing specifically on rewards systems, chain of command, transactional communication, and exceptional management. The study was conducted over a duration of six months, ensuring a thorough and focused analysis within this timeframe.

1.8 Limitations of the Study

The potential non-response to questionnaires by respondents could pose a limitation for the researcher. However, proactive measures were taken to mitigate this issue. Personal visits to schools were conducted to convey the academic objectives of the research, thereby minimizing reluctance to participate. Additionally, the researcher politely requested assistance from school administrators and teachers to encourage participation. Another potential limitation is the time commitment required from the researcher. To address this, additional research assistants were hired to assist with the distribution of questionnaires and data gathering, thus alleviating the burden on the researcher. Furthermore, at the onset of the research, clear communication regarding the research objectives were provided, and the confidentiality of the data gathered from participating administrators and instructors were assured, fostering trust and cooperation.

1.9 Delimitations of the Study

Delimitations of this study establish the boundaries and parameters within which the research operated (Akanle, Ademuson, & Shittu, 2020). Therefore, the scope of this study was confined to public secondary schools within the Meru Central Subcounty, Kenya. Furthermore, the study solely focused on public secondary school principals, curriculum support officers, and teachers as participants. Consequently, the survey data gathered cannot be generalized to represent the overall state of the country's secondary education system.

1.10 Assumptions of the Study

Assumptions of this study are:

- i. All secondary school principals have undergone formal training and hold the required certification.
- ii. The transactional leadership styles and practices of principals significantly influence institutional performance in public secondary schools.
- iii. Secondary school principals consistently apply management strategies to effectively address challenges and improve institutional performance.
- iv. The data collected from public secondary schools in Meru Central Subcounty, Kenya, accurately represent the broader trends and dynamics within the educational context of the region.
- v. Respondents provide honest and accurate responses to the survey questions, reflecting their true perceptions and experiences regarding the influence of principal's leadership on institutional performance.

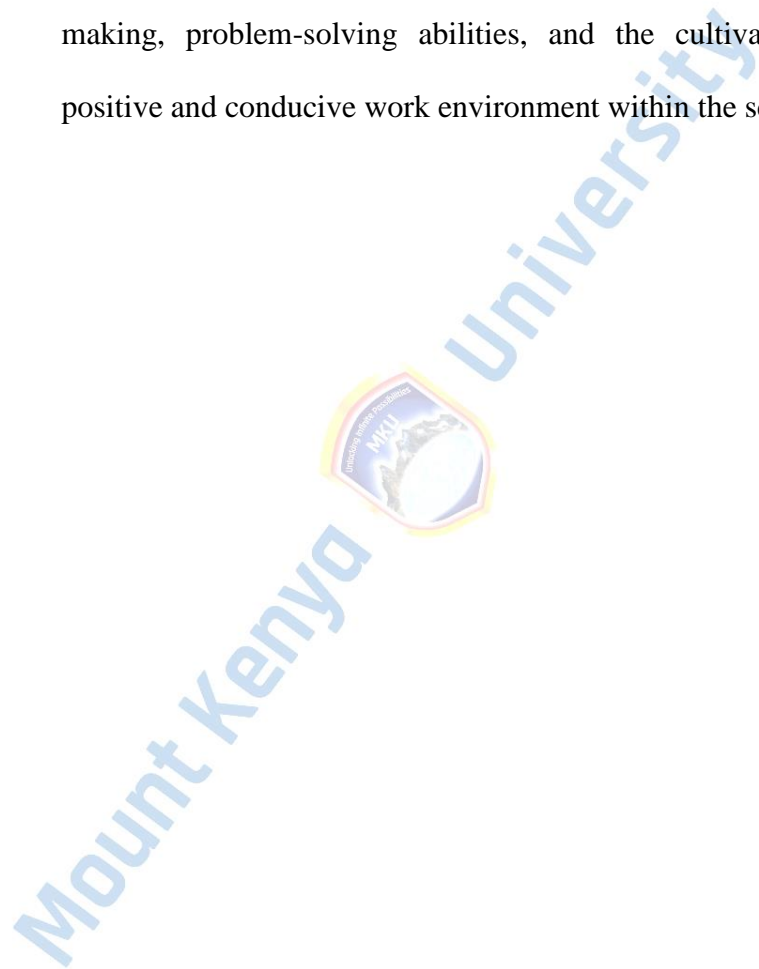
1.11 Operational Definition of key terms

The following are the operational definition of the terms used in the study;

- Transactional Leadership:** In this study, transactional leadership refers to a leadership style characterized by the exchange of rewards and incentives between leaders (principals) and followers (teachers, staff) based on the achievement of specific goals and performance expectations. It encompasses the practice of setting clear objectives, monitoring performance, and providing rewards or consequences accordingly.
- Rewards System:** The rewards system pertains to the mechanisms employed by school principals to incentivize desired behaviors and outcomes among teachers and staff. This includes tangible rewards such as bonuses, promotions, and recognition, as well as intangible rewards such as praise, autonomy, and opportunities for professional development.
- Clear Chain of Command:** This term denotes the hierarchical structure and delineation of authority within educational institutions, particularly the clarity of communication channels and decision-making processes from principals to teachers and staff. It encompasses the efficient transmission of directives, feedback mechanisms, and accountability measures.
- Transactional Communication:** Transactional communication refers to the interactive process of exchanging information, directives, and feedback between principals and teachers/staff within the school setting. It encompasses both verbal and non-verbal communication

channels, emphasizing the clarity, effectiveness, and responsiveness of communication exchanges.

Exceptional Management: Exceptional management in this context denotes the adeptness and proficiency exhibited by principals in addressing challenges, resolving conflicts, and optimizing resources to enhance institutional performance. It encompasses strategic decision-making, problem-solving abilities, and the cultivation of a positive and conducive work environment within the school.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews relevant literature covering a variety of topics, including the idea institutional performance of public secondary schools, principal's rewards system on institutional performance, principal's clear chain of command on institutional performance, principal's transactional communication on institutional, principal's exceptional management on institutional performance .it also contains the theoretical framework besides conceptual framework and summary of literature review in addition to knowledge gaps.

2.1 Empirical Literature

2.1.1 Institutional Performance of Public Secondary Schools

Organizational performance, as defined by Effiyanti et al. (2021) involves the transformation of inputs into outputs to achieve specific outcomes. In the educational context, institutional performance encompasses various dimensions such as academic achievements, the availability of teaching and learning materials, improvement of physical facilities, enhanced community relationships, and improved student discipline. Research conducted in continents outside Africa has provided insights into factors affecting academic performance. For instance, Ramen et al. (2021) explored the relationship between daylight and school performance among European schoolchildren, identifying a positive correlation between performance scores and daylight parameters, such as window shading and orientation. Similarly, Dou (2022) examined Hong Kong high school students' perceptions of a new curriculum, finding that it promoted non-cognitive development. Although these studies offer valuable perspectives, their focus

on environmental factors and curriculum differs from the current study's emphasis on leadership.

Studies from regions outside East Africa further contribute to our understanding of academic performance determinants. Tshimangadzo (2020) investigated the academic performance of resident versus non-resident students at a rural South African university, revealing better performance among resident students. Meanwhile, Kapinya (2016) examined factors influencing academic performance in Tanzanian higher education institutions, establishing a positive link between entry points and final academic outcomes. Despite their relevance, these studies primarily address residency status and entry points rather than leadership's impact on institutional performance.

Research within East Africa, including Kenya, delves deeper into school-based factors influencing academic performance. Wanjiku (2020) explored variables affecting KCSE performance in Nyeri County, Kenya, highlighting that teacher workloads and inadequate lesson preparation hinder academic success. Musyoka (2018) identified that the availability of teaching resources, teacher adequacy, physical facilities, and head teachers' supervisory roles significantly impact KCSE performance and overall institutional performance in Kathiani sub-county. Similarly, Ayoo (2016) found that factors such as facility availability, teacher quality, and parental involvement influence students' academic performance in Maseno division.

Academic performance has been widely examined and defined in multiple ways. It is commonly understood as the extent to which students meet their learning objectives, encompassing both academic achievement and intellectual development. Some definitions emphasize overall grades and scores, incorporating direct measures such as homework and tests alongside indirect indicators like student surveys. Test and exam results are frequently used to assess academic standing, highlighting its importance for

both individual growth and national progress. According to Abuhassna et al. (2020), the broad interest in academic success underscores the need to for the current study.

In Kenya, academic achievement is primarily assessed through KCSE scores, which significantly determine students' future careers (Koskei et al., 2018). The competitive global economy has heightened the focus on educational accountability, as reflected in student achievement (Micheli & Manzoni, 2010). High school academic performance is critical for university or college admissions, shaping future career paths (Nguyen et al., 2022). According to McNair et al. (2022), academic success prepares students for future challenges and impacts income and health, with weak performance limiting opportunities and potentially burdening society (Bosman, 2015). Thus, understanding factors influencing academic progress is essential.

Various factors, including curriculum, teaching methods, resources, parental background, peer influence, teacher quality, examination systems, and principals' leadership styles, affect students' academic performance (Singh et al., 2016). Principals' supportive and collegial behaviors positively impact academic achievement (Jacob & Gokbel, 2018). Enhancing secondary education quality has become a global priority, pressuring school principals to boost student achievement. This study examines the impact of transactional leadership practices on students' academic performance, considering principals' gender, teaching experience, and educational characteristics as moderating variables.

Empirical research underscores the significant impact of secondary school principals' leadership philosophies on educational outcomes (Gatobu, 2019; Kitavi, 2017; Cheruse, 2021; Kilonzo et al., 2020). Transformational teachers, viewed as high performers, foster student development and prepare them for future roles (Kitur et al., 2020; Odumeru & Ogbonna, 2013). Gabbar et al. (2014) assert that transformational teachers

encourage students to exceed standards and goals. However, existing research has predominantly focused on instructional leadership, with limited attention to principals' transformational leadership and its relation to students' academic performance. This gap highlights the need to examine the role of principals' transactional leadership in influencing academic success.

2.1.2 Reward System and Institutional Performance

Reward systems in educational institutions play a critical role in motivating staff and improving performance. Transactional leadership, characterized by contingent rewards, is a common approach where leaders reward employees for meeting specific targets (Dartey-Baah, 2015). This style includes both contingent reward and active management-by-exception dimensions (Bush, 2008). The contingent reward involves active and positive transactions between leaders and subordinates, emphasizing tasks to be accomplished for rewards (Damanic, 2014; Mendez-Keegan, 2019). Rewards for success can significantly contribute to extrinsic motivation, enhancing institutional performance (Dartey-Baah, 2015).

Research findings on the influence of transactional leadership on academic performance have been mixed. Shortridge (2015) observed a slight positive correlation between transactional leadership and student achievement in Maryland, USA. Likewise, Saidu (2021) reported that this leadership style contributed positively to teaching and learning outcomes in Nigerian secondary schools. However, a study by Rasheed, Amin, and Amin (2021) in Pakistan revealed a negative association, emphasizing the varying effectiveness of transactional leadership across different educational contexts.

Transactional leadership involves an exchange process where leaders communicate

specific targets to their subordinates, monitor performance, and reward those who meet expectations (Bush, 2008; Anshu & Uradhyay, 2017). This approach, characterized by contingent reward and active management-by-exception, emphasizes goal attainment over staff welfare (Dartey-Baah, 2015). Rewards are used to motivate staff extrinsically, enhancing their performance (Damanic, 2014; Mendez-Keegan, 2019). However, management-by-exception entails corrective actions when performance deviates from set expectations, such as addressing mistakes and errors (Lin & Chuang, 2014; Sayadi, 2016).

Kormla (2012) noted that underprivileged schools in Ghana, Africa, with consistently high test scores had strong principals. Students' academic performance remained excellent in certain schools while remaining low in others within the same neighborhood. Money (2017) discovered that in Nigeria, principals and instructors believe that idealized qualities and intellectual stimulation are key agents of change. Similar research was undertaken by Osagie and Mumoh (2016) on principals' leadership, showing that the five characteristics of transformational leadership were positively associated with students' performance in the SSCE, supporting the researchers' hypotheses. According to the report, transformational leadership is a crucial component of school reform.

This study adopted a descriptive research design and utilized a modified version of the Multifactor Leadership Questionnaire (MLQ-5) to examine transformational leadership. The MLQ assesses leadership behaviors across a spectrum, from passive approaches to contingent reward-based leadership and transformational leadership that fosters leadership qualities among followers. However, de Rooij and Weeda (2020) questioned its validity and reliability in accurately distinguishing leadership behaviors from a follower's perspective. Addressing this limitation, the present study employed a

structured 5-point Likert-scale questionnaire (ranging from 1 = Not at all to 5 = Frequently used) to evaluate the effectiveness of transformational leadership in enhancing institutional performance. The assessment focused on five key dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

In the context of a principal's reward system and institutional performance, these findings highlight the importance of leadership that incorporates recognition and rewards. Effective reward systems implemented by principals can drive institutional performance by ensuring that efforts are acknowledged and appropriately rewarded, fostering a motivating and high-performing educational environment. This study utilizes a descriptive and correlational research design to explore how principals' reward systems influence institutional performance in public secondary schools in the Meru central sub county, Kenya.

A study on leadership styles and principal effectiveness in vocational technical institutions in Ghana emphasized the importance of school leaders demonstrating personalized interest in their staff. It was recommended that principals actively address the individual needs of their team, fostering both professional growth and development (Amankwah & Guo-Hua, 2020). The research utilized stratified sampling to identify 284 participants from a total of 516 academic and administrative staff across ten polytechnics. Within each subgroup, simple random sampling was applied to ensure fair representation. Data was gathered using a survey tool adapted from Bass's (1985) Multi-Factor Leadership Questionnaire (MLQ) Form 5.

Rasolonjatovo (2019) conducted a study in Antsirabe, Madagascar, to examine the impact of principals' individualized consideration on students' academic performance. The findings revealed that principals demonstrated various leadership behaviors that

influenced school outcomes. Through idealized influence, they served as role models by being punctual and respectful to both teachers and students. In terms of inspirational motivation, they effectively communicated the school's vision, encouraged students to work hard, and fostered positive relationships within the school community. Their intellectual stimulation was evident in their emphasis on creativity, collaboration, and the implementation of reward systems, alongside active involvement in teaching. Additionally, under individualized consideration, they ensured fair treatment for all while addressing the specific needs of teachers and students. This research utilized a mixed-methods approach, integrating purposive, random, and stratified random sampling strategies to identify suitable participants. Data was gathered through questionnaires and interview guides. With a descriptive and correlational research design, the study sought to examine the connection between principals' individualized consideration and overall institutional performance.

In the context of principals' reward systems and institutional performance, these findings emphasize that principals who demonstrate individualized consideration and effective leadership behaviors can positively impact institutional performance. By recognizing and responding to the needs of both staff and students, principals can foster a supportive and conducive environment for learning and achievement. This study used a descriptive and correlational research design to investigate how principals' reward systems influence institutional performance in public secondary schools in the Meru central sub county, Kenya.

2.1.3 Chain of Command on Institutional Performance

The chain of command within educational institutions, particularly in developing countries like Kenya, places Principals at the apex of the management hierarchy. Principals are responsible for overseeing human and financial resources and ensuring

students' academic performance (Kathula, 2022). Their leadership quality directly influences the institution's success or failure, with effective leadership being crucial for school management and performance.

School leaders are responsible for managing various aspects of educational institutions, including staff-related matters, school development, instructional leadership, financial planning, organizational restructuring, and engagement with parents (Gyansah, Ogola, & Guantai, 2020). The quality of leadership provided by the Principals significantly determines the institution's ability to meet its targets. Studies have shown that various leadership styles, including transformational, transactional, and laissez-faire, have different levels of success in managing educational institutions (Kilemi, 2018; Muga, 2019).

Bush (2008) posits that transactional leadership is essential for school management, as principals need the support of their staff to be effective. The chain of command in transactional leadership involves clear communication of targets and expectations, where principals closely monitor subordinates and provide rewards based on performance. This hierarchical structure can influence institutional performance positively by ensuring that all members understand their roles and responsibilities.

2.1.4 Transactional Communication on Institutional Performance

Transactional leadership operates as an exchange-based approach in which leaders set clear expectations, oversee performance for any deviations, and provide rewards to those who meet the established targets (Bush, 2008; Anshu & Uradhyay, 2017). This leadership model is predominantly focused on achieving predefined objectives rather than prioritizing the well-being of employees (Dartey-Baah, 2015).

Transactional communication has been studied extensively to determine its impact on institutional performance. Lin and Chuang (2014) found that transactional leadership

positively influenced learning motivation in Taiwan, suggesting a potential increase in academic performance. Similarly, Saidu (2021) and Njukunye and Waithaka (2020) reported positive impacts of transactional leadership on teaching and academic performance in Nigeria and Kenya, respectively.

Transactional leadership, which operates as an exchange-based leadership style, has been widely studied in relation to its impact on performance across various contexts. While it provides clear structures, rewards, and penalties to drive employee and student outcomes, research presents mixed findings regarding its effectiveness. Akullo and Kamanyire (2023) observed that in Uganda, transactional leadership exhibited only a weak positive relationship with teacher performance, suggesting that while it provides a structured approach to leadership, it may not significantly enhance intrinsic motivation. Similarly, Chebonye, Okutu, and Kiprop (2021) examined the effects of transactional leadership on teacher service delivery in Kenya and found contrasting outcomes—contingent rewards had a negative influence, whereas passive management demonstrated a positive effect. This finding suggests that rigid reward systems may not always yield the desired impact, and in some cases, a more flexible or laissez-faire approach might better support teacher effectiveness.

The role of communication in transactional leadership is crucial, as it directly influences how expectations, goals, and rewards are conveyed. Effective communication in this leadership model involves setting clear performance targets, monitoring progress, and providing timely feedback (Anshu & Uradhyay, 2017). The influence of transactional leadership varies across different educational contexts. In Maryland, USA, Shortridge (2015) found only a weak link between transactional leadership and academic achievement, suggesting that while structured leadership provides direction, it may not necessarily enhance learning outcomes. Conversely, a

study by Lin and Chuang (2014) in Taiwan identified a positive relationship between transactional leadership and student motivation, indicating that this leadership style may be more effective in environments where learners respond well to external incentives. Meanwhile, research by Rasheed, Amin, and Amin (2021) in Pakistan revealed a negative correlation between transactional leadership and student performance, suggesting that an overemphasis on rewards and penalties could hinder meaningful engagement in learning.

Beyond its impact on academic achievement, individualized consideration—an essential aspect of transformational leadership has been recognized as a key driver of employee performance. Ogola (2017) examined this leadership trait in small and medium enterprises (SMEs) in Kenya and identified a strong positive relationship between individualized consideration and employee productivity. The study highlighted that leaders who acknowledge employee contributions, foster confidence, promote self-improvement, communicate effectively, and offer mentorship significantly enhance job performance and satisfaction. These findings are consistent with research in educational leadership, demonstrating that principals who provide personalized support to teachers and students cultivate more engaging and effective learning environments.

The findings from these studies collectively reinforce the importance of leadership communication, recognition, and adaptability in influencing performance. While transactional leadership provides structured guidance through clearly defined roles, rewards, and penalties, its effectiveness depends on how it is implemented and the specific context in which it is applied. In public secondary schools, the current study employed a descriptive and correlational research design to examine how transactional leadership communication influences institutional performance, considering factors such as clarity of expectations, reward mechanisms, and feedback processes. The study

contributes to a deeper understanding of how transactional leadership strategies can be optimized to enhance teacher performance and student outcomes in diverse educational settings.

2.1.5 Exceptional Management on Institutional Performance

Exceptional management in educational institutions often involves transformational leadership, which is characterized by engaging with followers to achieve significant outcomes and new ways of achieving those outcomes (Bush, cited in Berkovich, 2016). This leadership style is seen as highly effective in bringing about success in schools and is relevant for addressing current challenges in school administration.

Research conducted worldwide has highlighted the effectiveness of transformational leadership. In Pakistan, Kaleem Sobia (2021) established that this leadership style had a profound impact on both the school environment and student academic performance. Likewise, a study in Malaysia by Nazlina Mirsultan and Thangaveloo Marimuthu (2021) revealed that transformational leadership played a key role in enhancing teachers' job satisfaction.

In the United States, Allen, Grigsby, and Peters (2015) emphasized the importance of mutual trust and individualized consideration in transformational leadership, which motivated teachers to perform well, thereby improving student achievement. In Africa, Shava (2021) demonstrated that integrating instructional and transformational leadership models could enhance learner performance.

In Kenya, studies by Kuria (2013), Ogola (2017), and Musyoki et al. (2021) have shown a significant positive relationship between transformational leadership and institutional performance. These studies confirm that transformational leadership practices, such as inspirational motivation and intellectual stimulation, are effective in promoting academic achievement.

Management by exception, a dimension of transactional leadership, involves leaders intervening only when deviations from expected performance occur (Lin & Chuang, 2014). This approach allows for autonomy while ensuring standards are maintained. Studies in different contexts have shown varying impacts of this leadership style on institutional performance. Saidu (2021) in Nigeria and Akullo and Kamanyire (2023) in Uganda found that transactional leadership positively impacted teaching and learning, though the effects on teacher performance were not always significant. Conversely, Chebonye, Okutu, and Kiprop (2021) in Kenya noted that while passive management positively influenced teacher service delivery, contingent reward had a negative effect, suggesting that the balance of management practices is crucial for optimal performance. In the East African educational landscape, leadership effectiveness plays a pivotal role in determining school performance. Nsubuga (2008) emphasized that for head teachers to drive meaningful improvement in schools, they must exhibit strong management and leadership capabilities. His research in Uganda highlighted the significance of visionary leadership, demonstrating a direct correlation between transformational leadership and institutional success. Visionary leadership, which fosters a clear long-term direction and inspires commitment among teachers and students, has been identified as a key driver of educational excellence. This study builds on Nsubuga's insights by further examining how transformational leadership among school heads influences institutional performance, particularly in public secondary schools.

Similarly, Nderitu et al. (2013) investigated the relationship between transformational leadership traits of secondary school principals and students' academic performance in Kenya Certificate of Secondary Education (KCSE) examinations within Nairobi County. Their correlational research design established that principals who embraced transformational leadership significantly enhanced the teaching and learning processes

in their schools. They recommended widespread adoption of this leadership style to foster a more engaging and effective learning environment. However, leadership effectiveness is not solely dependent on transformational practices; external factors, such as policy changes and school governance structures, also shape institutional outcomes. While Nderitu et al.'s study focused broadly on transformational leadership characteristics, the present study introduces an additional layer of analysis by examining how the delocalization of principals—where school heads are transferred to regions outside their home areas—affects their ability to implement transformational leadership.

In addition to general leadership qualities, a principal's effectiveness is shaped by personal attributes such as professional experience, adaptability, and communication skills. A leader's capacity to address institutional challenges, inspire teachers, and cultivate a culture of collaboration plays a vital role in achieving sustained school improvement. With this in mind, the present study employs a descriptive survey and correlational research design to examine the relationship between transformational leadership, principal characteristics, and institutional performance in public secondary schools. By integrating both leadership traits and individual and contextual factors, this research seeks to offer deeper insights into how school leadership can be refined to improve educational outcomes.

2.2 Theoretical Framework

According to Tindirim (2015), a theoretical framework is a structured set of concepts that offer a framework for arranging and interpreting observations during research. These theories aid researchers in comprehending and explaining the circumstances encountered throughout the study. They establish connections and pinpoint asserted

events that may initially appear disjointed but converge within the theoretical framework. This study was grounded in two theories: transactional leadership theory and path goal theory of leadership.

2.2.1 Transactional Leadership Theory

Transactional leadership theory has been advanced by notable scholars in the field, including James McGregor Burns and Bernard M. Bass. Burns initially introduced the concept in his seminal work "Leadership" in (1978), emphasizing the transactional exchange between leaders and followers, wherein compliance is sought through the use of rewards and punishments. Building upon Burns' framework, Bass further refined transactional leadership theory in his (1985) book "Leadership and Performance Beyond Expectations." He identified specific components of transactional leadership, such as contingent reward and management-by-exception, and delved into their implications for organizational performance. These scholars have played pivotal roles in shaping our understanding of transactional leadership, elucidating its principles and applications across various organizational contexts.

Transactional leadership, often referred to as managerial leadership, prioritizes oversight, structure, and team performance. This leadership approach relies on a system of rewards and consequences to ensure follower compliance and task completion. Unlike transformational leadership, which seeks to drive change and innovation, transactional leadership focuses on upholding existing systems and sustaining organizational stability. Leaders employing this approach diligently monitor followers' work to identify any faults or deviations. This leadership style proves particularly effective in crisis situations or when projects necessitate specific execution methods.

Within the framework of Maslow's hierarchy of needs, transactional leadership

primarily functions at the foundational levels, addressing basic and psychological needs. This leadership style follows an exchange-based approach, where rewards are provided for meeting expectations and achieving desired outcomes, while corrective measures are applied to address underperformance. By focusing on task completion and performance accountability, transactional leadership ensures that essential responsibilities are fulfilled, contributing to the attainment of broader institutional goals.

Transactional leaders prioritize processes over forward-thinking ideas, concentrating on contingent reward (or contingent positive reinforcement) and contingent penalization (or contingent negative reinforcement). Contingent rewards, such as praise, are bestowed upon successful goal achievement, timely task completion, or to maintain a satisfactory work pace throughout various stages of completion. Conversely, contingent punishments, like suspensions, are imposed when performance fails to meet standards or tasks remain unfulfilled. Often, contingent punishments are implemented through a management-by-exception approach, wherein interventions occur when issues arise. This management-by-exception strategy can be active, involving continuous monitoring and adjustments, or passive, wherein corrective actions are taken only after problems surface.

2.2.2 The Path-Goal Theory

This study examines institutional performance as the dependent variable within a theoretical framework grounded in transactional leadership, specifically the Path-Goal theory. Originally introduced by Evans in 1970 and later expanded by House in 1971, with further refinements by Robert House in 1996, this theory emphasizes the role of leaders in enhancing task performance by guiding subordinates toward achieving desired rewards. It highlights the importance of leadership behaviors that motivate and

support individuals in reaching their goals by clarifying the steps needed for success.

As noted by Northouse (2013), the Path-Goal theory suggests that individuals are more committed to exerting effort when they perceive their objectives as valuable within society. Leaders initially adopt directive leadership approaches, offering psychological support, task clarity, and a structured environment to steer their teams toward achieving set targets. In the educational context, a principal who demonstrates transformational leadership characteristics plays a crucial role in shaping a clear institutional vision. By inspiring and motivating their staff, they foster a culture of dedication and excellence, directly influencing teachers' commitment and, ultimately, the overall academic success of both students and the school.

Northouse (2004) highlights the significance of supportive leadership within the framework of the Path-Goal theory. Leaders who adopt a supportive approach create a positive and encouraging environment, addressing the needs of their team members while fostering a productive learning atmosphere. In an educational context, this style of leadership promotes professional growth among teachers, which in turn enhances student achievement in national examinations. Furthermore, supportive leadership plays a crucial role in nurturing future school leaders and meeting the personal and professional fulfillment needs of both teachers and students. By fostering a culture of motivation and self-actualization, it drives positive transformations within the school environment, ultimately contributing to improved academic outcomes.

Another aspect highlighted by the Path-Goal theory is participative leadership, where leaders involve followers in decision-making processes by regularly consulting them and integrating their ideas and opinions into organizational decisions. In schools, a participative principal fosters a collaborative climate that leverages the diverse knowledge of followers, thereby increasing teachers' commitment and empowering

them to make informed decisions, consequently enhancing overall student academic performance. Furthermore, the Path-Goal theory advocates for achievement-oriented leadership practices, wherein leaders challenge followers to perform at their highest level by setting ambitious performance targets and standards. In a school context, a transactional principal provides intellectual stimulation, encouraging teachers and students to surpass expectations, resulting in overall institutional improvement.



2.3 Conceptual Framework

The study variables were conceptualized as displayed in figure 1

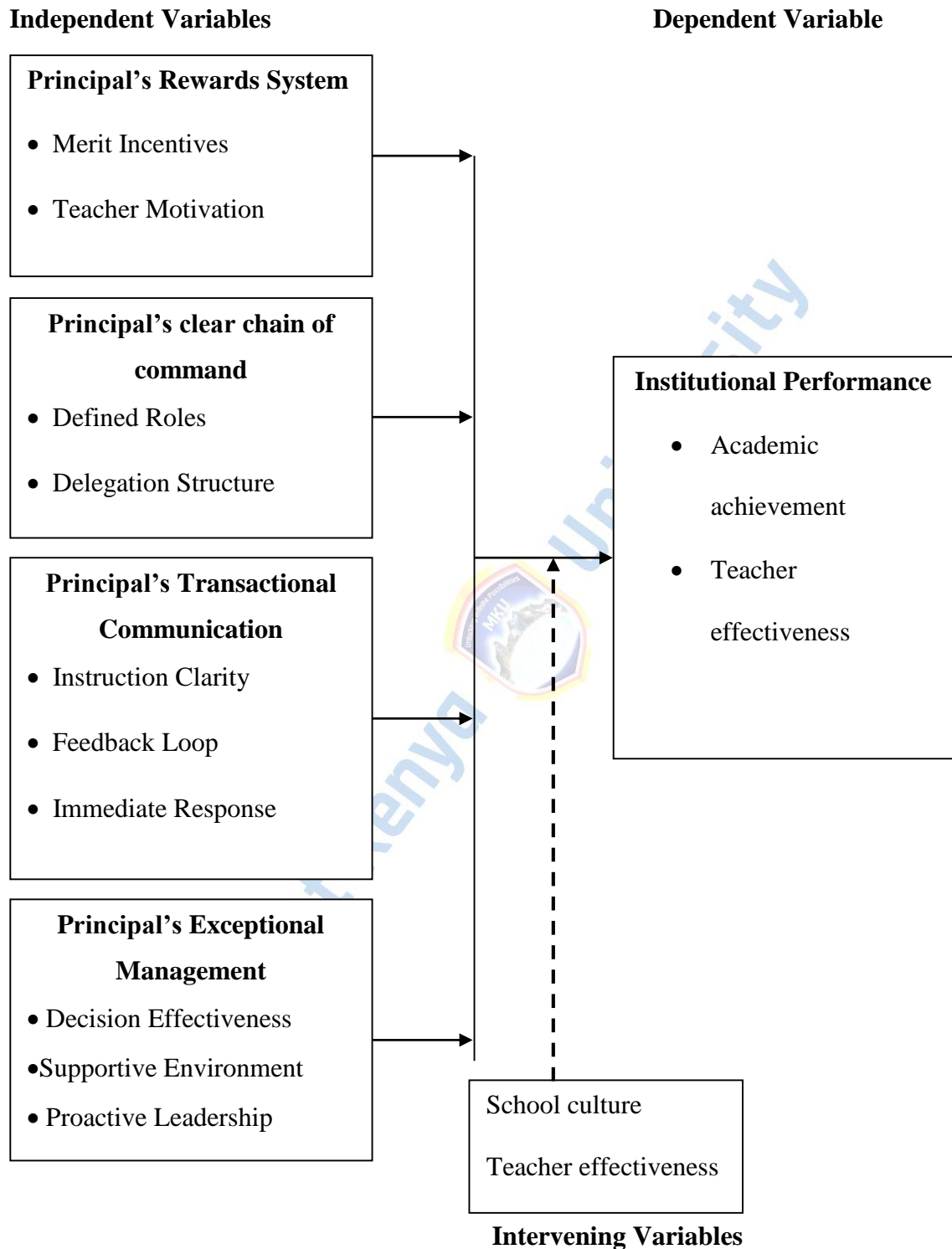


Figure 1: Conceptual Framework

Source : Research (2024)

The study variables were conceptualized as displayed in Figure 1, illustrating the relationship between principals' transactional leadership and institutional performance in public secondary schools. The independent variable in this study is principals' transactional leadership, which encompasses four key dimensions: the principal's rewards system, a clear chain of command, transactional communication, and exceptional management. These elements are hypothesized to directly influence the institutional performance of public secondary schools in Meru Central Sub-County, Kenya.

The principal's rewards system refers to the strategies used to recognize and motivate teachers and students through incentives, merit-based rewards, and performance recognition. A well-structured chain of command ensures role clarity, accountability, and efficiency in decision-making within the school. Transactional communication focuses on clear, direct, and structured exchanges between the principal and staff, ensuring that expectations, policies, and feedback are effectively communicated. Meanwhile, exceptional management entails strategic leadership, conflict resolution, and the creation of a supportive environment conducive to academic success and teacher effectiveness. While these leadership practices are expected to impact institutional performance, certain intervening variables may influence the relationship. These include school culture and teachers effectiveness, which determine the extent to which teachers respond to leadership practices, as well as school policies and infrastructure, which can either enhance or limit the effectiveness of transactional leadership.

The dependent variable, institutional performance, is measured primarily through academic achievements and teacher effectiveness. Academic achievements are reflected in students' performance in national examinations and overall academic

progress, while teacher effectiveness is assessed based on the ability of educators to deliver quality instruction, manage classroom interactions, and achieve curriculum objectives. By exploring the influence of principals' transactional leadership on teacher effectiveness and academic achievement, this study seeks to provide valuable insights into the factors that shape institutional performance in public secondary schools. A deeper understanding of these leadership practices offered recommendations for enhancing school management and improving educational outcomes.

2.4 Research Gap

While existing literature extensively explores the influence of transformational leadership on academic achievement in secondary schools, there is a noticeable gap in understanding how transactional leadership affects institutional performance. Transactional leadership, characterized by contingent rewards and management by exception, focuses on achieving specific goals through clear expectations and monitoring. Current studies predominantly focus on transformational leadership's influence on academic outcomes, such as improving student achievement and fostering a supportive educational environment (Gatobu, 2019; Kitavi, 2017; Cheruse, 2021; Kilonzo et al., 2020). Transformational leaders are seen as role models who inspire and motivate both staff and students, contributing significantly to school reform and academic success (Boateng, 2012; Rasolonjatovo, 2019).

The literature primarily examines transformational leadership, with relatively little attention given to transactional leadership in educational settings (Bush, 2008; Anshu & Uradhyay, 2017). Transactional leadership, which emphasizes goal attainment and rewards for performance, has been studied in various organizational contexts but lacks sufficient exploration in the educational sector, especially in secondary schools.

Existing studies on transactional leadership in education show mixed results across different contexts (Lin & Chuang, 2014; Rasheed, Amin, & Amin, 2021). For instance, while some studies report positive impacts on learning motivation and academic performance (Shortridge, 2015; Saidu, 2021), others indicate negative effects or no significant influence on educational outcomes (Rasheed, Amin, & Amin, 2021; Akullo & Kamanyire, 2023).

There is a need for more standardized methods in measuring transactional leadership in educational research. Current studies vary in their assessment tools and methodologies, making comparisons and generalizations challenging (Damanic, 2014; Mendez-Keegan, 2019). Research has predominantly focused on transactional leadership's effects in developed countries and has often overlooked its implications in developing regions, such as East Africa (Njukunye & Waithaka, 2020; Chebonye, Okutu, & Kiprop, 2021). This gap is significant as the effectiveness of transactional leadership may differ based on cultural and socio-economic contexts.

Examining the influence of transactional leadership on institutional performance is essential for effective school management and policy formulation. Leadership strategies such as contingent rewards and management by exception may serve as practical approaches to enhancing educational outcomes in secondary schools. Furthermore, this study contributed to a deeper understanding of leadership styles in education while offering recommendations for optimizing leadership practices to improve school performance. This research aims to bridge existing knowledge gaps by exploring the connection between principals' transactional leadership and institutional performance in public secondary schools within Meru Central Sub-County, Kenya. Utilizing a descriptive and correlational research design, the study employed a validated questionnaire to assess transactional leadership behaviors and their effects on key

academic performance indicators, including KCSE results and student retention rates. By investigating the role of transactional leadership in educational institutions, this study seeks to provide evidence-based insights into how principals can effectively apply these leadership strategies to enhance institutional performance and support broader efforts to improve education quality in East Africa.

2.5 Recap of Literature Review

The review of existing studies highlights extensive research on the influence of different leadership styles on academic achievement in secondary schools, with a strong focus on transformational leadership. This leadership approach is recognized for its capacity to energize and engage both educators and learners, fostering an environment that encourages innovation, commitment, and academic excellence. Transformational leaders are instrumental in shaping school culture, promoting collaboration, and instilling a shared vision that enhances overall institutional performance. These leaders are often seen as visionaries who encourage innovative thinking, foster collaboration, and promote academic excellence (Gatobu, 2019; Kitavi, 2017; Cheruse, 2021; Kilonzo et al., 2020). The reviewed studies highlight the key role that transformational leadership plays in driving school reforms, promoting high levels of student engagement, and ultimately improving academic outcomes. This leadership style's focus on individualized support and intellectual stimulation has been shown to enhance teacher and student morale, leading to better school performance and increased student achievement. The research focusses on the effective leadership, particularly in the form of transformational practices, is essential for enhancing institutional outcomes in secondary schools.

Despite the prominence of transformational leadership in educational leadership

research, the literature reveals a critical gap regarding the role of transactional leadership in educational settings, particularly in secondary schools. Transactional leadership, which is characterized by contingent rewards, punishment, and management by exception, has been widely studied in non-educational contexts, such as business and industry, where its focus on task completion and performance management is particularly effective. However, its application in educational settings remains significantly underexplored (Bush, 2008; Anshu & Uradhyay, 2017). Transactional leadership is typically seen as more pragmatic and results-driven, offering structured systems of rewards for meeting set goals, and may be well-suited to school environments that require a more structured approach to managing academic performance and staff accountability. This style could have direct implications for improving educational outcomes by ensuring that students and teachers are aligned with institutional goals through clear, measurable rewards and consequences. Despite its potential advantages, the literature on transactional leadership in education remains limited, and much of the existing research is focused on its application in higher education institutions or non-educational sectors.

Further complicating this gap is the mixed and often contradictory findings regarding the impact of transactional leadership in educational contexts. Some studies indicate positive outcomes, such as improved student motivation, higher academic achievement, and enhanced teacher performance (Lin & Chuang, 2014; Rasheed, Amin, & Amin, 2021). Other studies, however, suggest that transactional leadership may have limited or even detrimental effects on educational outcomes, especially in contexts where intrinsic motivation, creativity, and student engagement are key to success (Akullo & Kamanyire, 2023). These conflicting results highlight the need for further investigation into the specific circumstances under which transactional leadership might be effective

in secondary schools. It also underscores the necessity of adopting standardized research methods to more accurately measure the influence of this leadership style on academic outcomes.

Additionally, the review points to the importance of considering the cultural and socio-economic context when evaluating leadership styles in education. Different regions, countries, and communities may have varying expectations, norms, and challenges that affect how leadership behaviors are perceived and implemented. For instance, leadership practices that are successful in urban settings may not necessarily yield the same results in rural or resource-constrained environments. This variation in findings emphasizes the need for more context-specific research on transactional leadership, particularly in regions like East Africa, where the educational system faces unique challenges such as overcrowded classrooms, limited resources, and socio-economic disparities.

The literature review further identifies a significant gap in understanding how principals' transactional leadership practices directly influence institutional performance in public secondary schools. While transactional leadership focuses on maintaining discipline and ensuring adherence to established procedures, there is limited research on how this leadership style impacts key performance indicators such as the Kenya Certificate of Secondary Education (KCSE) exam results, student retention rates, graduation rates, and overall school efficiency. These institutional performance indicators are critical in evaluating the success of secondary schools in Kenya and provide an important framework for assessing the effectiveness of different leadership styles. This gap in knowledge presents an opportunity for further research that can explore the tangible outcomes of transactional leadership practices in relation to school performance.

While transformational leadership has received considerable attention in educational research and is widely recognized for its positive impact on student achievement and institutional performance, transactional leadership has largely been neglected, particularly in secondary schools. The lack of comprehensive research on transactional leadership in educational contexts presents a significant gap that needs to be addressed. By focusing on the practical application of transactional leadership and its relationship to academic performance, this study aims to fill this gap and offer valuable insights into effective leadership practices in the context of public secondary schools. This research contributed to the broader understanding of how leadership styles can be leveraged to improve educational outcomes, particularly in the Lower Eastern region of Kenya, and provide policymakers and educational administrators with evidence-based recommendations for fostering improved institutional performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section outlines the research methodologies adopted to fulfill the study's objectives. It presents a comprehensive discussion of the research design, detailing the selection of participants, sampling techniques, and data collection instruments. Furthermore, it examines the measures taken to ensure the validity and reliability of the research tools, describes the approach to data analysis, and highlights the ethical considerations adhered to throughout the study.

3.1 Research Methodology

This study adopted a mixed-methods research design, integrating both qualitative and quantitative approaches to provide a comprehensive understanding of the influence of principals' transactional leadership on institutional performance in public secondary schools in Meru Central Sub-County, Kenya. The mixed-methods approach is appropriate for this study as it allows for a deeper exploration of both numerical trends and contextual experiences, thereby enhancing the validity and reliability of the findings.

The quantitative component of the study involved the collection of numerical data through structured questionnaires distributed to principals, teachers, and other relevant stakeholders in the education sector. This approach enabled the researcher to analyze measurable relationships between the variables under study, such as the impact of principals' leadership strategies on student academic performance and teacher effectiveness.

The qualitative component involved semi-structured interviews to provide deeper

insights into the lived experiences of school leaders and teachers. Interviews with education officers captured detailed perspectives on leadership styles, decision-making processes, and their perceived impact on institutional performance.

3.2 Research Design

This study adopted a descriptive survey research design to systematically gather, analyze, and interpret data, ensuring an accurate portrayal of the research subject. The focus was on assessing the transactional leadership approaches employed by principals and their influence on the performance of public secondary schools in Meru Central Sub-County, Meru County, Kenya. Through an in-depth exploration of leadership practices and their effects, this design provided valuable insights into the connection between leadership strategies and institutional outcomes. This includes documenting the prevalence and nature of transactional leadership practices, understanding the demographic characteristics of principals and students, and providing a detailed profile of institutional performance indicators. A descriptive design is appropriate when the primary goal is to provide an accurate portrayal of existing conditions without manipulating variables. In this case, the aim is to present a comprehensive picture of how transactional leadership practices are implemented, their current status, and their perceived relationship with institutional performance in public secondary schools. This approach allows for the exploration of various aspects of transactional leadership without necessarily delving into causation. Bekidusa (2020) defines research design as the strategic framework, plan, or blueprint used to tackle research questions effectively. For this study, a descriptive survey research design is the most appropriate, as it provided an accurate representation of the existing conditions. Cohen et al. (2011) note that descriptive studies are not limited to factual discoveries but may also lead to the

formulation of crucial knowledge principles and the resolution of key issues. Additionally, because this study involved collecting and analyzing data from events occurring simultaneously, a descriptive survey research design is the most appropriate choice. This design offers a structured approach for systematically gathering and interpreting data, ensuring the study effectively examines the impact of principals' transactional leadership on the performance of public secondary schools in Meru Central Sub-County, Meru County, Kenya.

3.3 Location of the Study

The study was conducted in Meru Central Sub-County, located within Meru County, Kenya, marked by well-defined geographical boundaries. To the north, it is bordered by Imenti North Sub-County, while to the east lies Tharaka Nithi County. The western boundary extends towards Imenti South Sub-County, and to the south, it is demarcated by Meru South Sub-County. Meru Central Sub-County is an integral part of Meru County, emphasizing its geographical adjacency to neighboring regions and underscoring its significance within the broader local context.

The selection of this region is motivated by its distinctive rural characteristics, significant agricultural activity, and rich cultural heritage. Meru Central Sub-County's rural setting and agricultural focus are particularly relevant to the study's objectives, which seek to explore the influence of principal's transactional leadership on the institutional performance of public secondary schools. The area's well-preserved cultural heritage also provides a unique backdrop for understanding the dynamics of leadership and performance in educational institutions.

These characteristics make Meru Central Sub-County an ideal location for examining the relationship between transactional leadership of principals and institutional

performance in public secondary schools. The clearly defined geographical boundaries of the sub-county ensure a representative context for this study, offering insights into how leadership practices influence educational outcomes within a specific rural and culturally rich environment.

3.4 Target Population

The target population denotes a collective assembly of individuals, events, or entities sharing a shared discernible trait of significance to the researcher (Mugenda & Mugenda, 2003). The target population for this study comprises three distinct groups within Meru Central Sub-County, Meru County, Kenya. It includes 47 principals and 447 teachers from public secondary schools. Principals are responsible for the overall management and leadership of their schools, while senior teachers hold key leadership roles supporting the principal in academic and administrative functions. Additionally, the study involved 1 county education officials who oversee educational policies and operations at the county level. These officials provide guidance and support to schools within Meru Central Sub-County. In total, the study targeted 97 respondents, including principals, senior teachers, and county education officials. These stakeholders are critical to understanding the influence of principal's transactional leadership on the institutional performance of public secondary schools in the region. Table 1 presents the summary of the study population.

The target population encompasses a defined group of individuals, events, or institutions that share characteristics relevant to this research (Casteel & Bridier, 2021). In this study, the focus was on three key groups within Meru Central Sub-County, Meru County, Kenya. These include 47 principals and 447 teachers from public secondary schools. Principals oversee the overall leadership and management of their institutions,

while senior teachers play a supportive role in both academic and administrative responsibilities. Additionally, the study included one county education official responsible for policy implementation and supervision of school operations within the sub-county. In total, 97 respondents—comprising principals, senior teachers, and the county education official—participated in the study. Their insights are essential in examining how principals' transactional leadership influences the performance of public secondary schools in the region. Table 1 presents a summary of the target population.

Table 1: Target Population

Respondents	Meru Central Sub County
Principals	47
Teachers	447
County Education Officials	3
Total	497

Source: Researcher (2024)

3.5 Sample Size and Sampling Procedure

Sample size of the schools was based on Slovin's formula. Based on this formula (Slovin 1960), the schools sampled size was established as;

$$n = N / (1 + Ne^2)$$

Where,

n is the sample size

N is the total population of pupils

E = margin of error (error tolerance)

$$= 497 / (1 + 497 \times 0.05^2)$$

$$= 222$$

$$= 222$$

Therefore, the study sampled 222 respondents participated in the study

This study adopted a stratified random sampling method to ensure the sample accurately reflects the target population. The process entails dividing the population into specific subgroups according to relevant attributes, followed by the random selection of participants from each category. By ensuring proportional representation of each subgroup, this method enhances the reliability and generalizability of the findings. The sample consisted of 21 principals, 198 teachers, and 3 county education officials, reflecting their distribution within the overall population as presented in Table 2.

Table 2: Sample Size

Respondents	Meru central sub county
Principals	21
Senior teachers	198
County Education Officials	3
Total	222

Source: Researcher (2024)

3.6 Data Collection Instruments

The study utilized questionnaires and an interview guide as data collection instruments.

3.6.1 Questionnaires

The questionnaires gathered demographic information and opinions on transactional leadership practices and their impact on institutional performance from principals and senior teachers. The primary purpose of these questionnaires is to collect data from secondary school teachers in the Meru Central Sub-County, Meru County, Kenya. There were two sections on the questionnaire designed for teachers. Section ‘A’ captured respondents' demographic information, while Section ‘B, C, D, E’ included closed-ended questions about the influence of the principal’s transactional leadership on institutional performance. This approach facilitated the efficient collection of a

significant amount of data. The questionnaire was developed by the researcher.

3.6.2 Interview Guide

This interview guide aims to examine different dimensions of principals' transactional leadership and its impact on the performance of public secondary schools in Meru Central Sub-County, Meru County, Kenya. The schedule is divided into five parts: Rewards System, Chain of Command, Transactional Communication, Exceptional Management, and Institutional Performance. Questions cover the effectiveness of rewards systems, the clarity and impact of the chain of command, principals' communication styles, their management of school resources, and their role in school performance evaluation and improvement. The schedule aims to gather insights on how transactional leadership practices can be optimized to enhance educational outcomes in the region.



3.7 Validity and Reliability of Research Instruments

This refers to the measures used to assess the authenticity and consistency of the data collection methods.

3.7.1 Validity of Research Instruments

The formulation of the research tool was guided by the study's objectives and questions to maintain its validity. In this context, validity pertains to the instrument's capacity to precisely measure the targeted variables and produce relevant data that directly contributes to addressing the research problem (Creswell, 2009). To establish content validity, the items underwent scrutiny by experts in educational research at Mount Kenya University. The researcher sought input from the supervisor, who individually evaluated the relevance of the content used in the test for this study. Their assessments included a thorough analysis of the questionnaires and interview schedule, providing

valuable feedback, suggestions, and corrections. The researcher incorporated these suggestions, resulting in necessary refinements and improvements to the instruments. The final instruments for the study were thus refined and validated with the assistance of the experts.

3.7.2 Reliability of the Instruments

Reliability in this study refers to the consistency and stability of measurement across different conditions, ensuring that similar results are obtained under repeated testing (Mugenda, 2003). Cronbach's alpha coefficient was utilized to assess the internal reliability of the data collection instruments. This method is preferred for its higher stability compared to alternative approaches (Creswell, 2009). To enhance reliability, the questionnaires underwent a pilot test in selected schools within a neighboring sub-county. The pilot study helped refine the instruments before the main data collection process. According to Eskandarpour (2016), a reliability coefficient of 0.70 or above is considered sufficient to ensure consistency in the measurement tools.

3.7.3 Piloting of Research Instruments

Prior to the primary data collection, a preliminary study was conducted to evaluate the effectiveness and consistency of the research tools. This process entails testing the questionnaires and interview guides in an environment similar to the actual research setting. The objective of this pilot phase is to detect any shortcomings in the instruments, enabling necessary modifications to enhance their accuracy and reliability in gathering the intended information.

3.8 Data Collection Procedure

A letter of approval was acquired by the researcher from the School of Postgraduate Studies of Mount Kenya University following the approval of the proposal by the

supervisor. This was followed by obtaining a research permit from the National Commission for Science, Technology, and Innovation (NACOSTI). Consent letters were obtained from the Teachers Service Commission (TSC) Sub County Directors of Meru Central Sub-County to gain access to the sampled schools for data collection. Introduction letters were sent to the principals of the sampled schools, and visits were made to establish rapport and confirm data collection dates.

Questionnaires were distributed to respondents, including principals and senior teachers, to gather demographic information and opinions on transactional leadership practices and institutional performance. Interviews were also held with county education officials to explore in-depth the impact of principals' transactional leadership on the performance of public secondary schools in Meru Central Sub-County, Meru County, Kenya. These interviews provided a thorough analysis of the relationships between leadership practices and educational outcomes, offering insights into the challenges and successes observed in the schools.

3.9 Data Analysis Techniques

The raw data that was obtained from the data collection instruments underwent editing, coding, and was analyzed quantitatively and qualitatively based on the study objectives. Thematic analysis was applied to the qualitative data, focusing on the identified study themes. Quantitative data was subjected to both descriptive and inferential analyses, utilizing the Statistical Package for Social Sciences (SPSS) version 26 computer software. Unique identification code was assigned to data from the each of the schools selected. According to (Creswell, 2009) coding encompassed putting sentences and paragraphs into categories and labelling the in regard to the language of the participants. Descriptive statistical measures, including frequency and percentages, as

well as mean and standard deviation, was employed to portray the anticipated relationships between the variables. Besides, the qualitative findings were presented in narrative format and with some questions and quotations of the words of the actual respondent where applicable. The inferential analysis involved testing the relationships at a 95% confidence level using the Chi-square statistical method. Data analysis adds meaning to the raw data obtained in the field (Ott & Longnecker, 2010).

3.10 Ethical Considerations

In conducting this study on the influence of principals' transactional leadership on institutional performance in public secondary schools in Meru Central Sub-County, Kenya, strict adherence to ethical considerations is paramount. All participants, including principals, senior teachers, and county education officials, received comprehensive information about the study's objectives and procedures. They were also assured of their right to withdraw at any point without facing any consequences. Explicit consent was obtained to ensure they understand the research objectives. Confidentiality was maintained using codes or pseudonyms to protect identities. Participation was voluntary, with assurances that withdrawal can occur at any time without consequences. Private interviews encouraged open responses, and debriefing sessions clarified findings and address concerns. Cultural sensitivity was observed throughout, respecting local norms and traditions. Data security measures included encrypted digital data and securely stored physical data, accessible only to the research team. Transparent reporting presented findings accurately and acknowledge limitations, upholding fairness and accountability to ensure the research's integrity and validity.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter presents the research findings and discussions based on the collected data. The analysis is structured according to the study's objectives, highlighting the influence of principals' transactional leadership practices on institutional performance in public secondary schools in Meru Central Sub-County. The findings are systematically arranged into response rates, socio-demographic characteristics, and discussions on each research variable. The results are interpreted using descriptive and inferential statistics, where applicable. Additionally, comparisons are drawn with existing literature to establish similarities and discrepancies. The chapter concludes by providing insights into how the findings align with the study's hypotheses and conceptual framework.

4.1 Response Rate

The response rate is a critical factor in determining the reliability and validity of a study. A high response rate enhances the representativeness of the data, while a low response rate may introduce bias. In this study, a total of 222 questionnaires were distributed to principals, senior teachers, and county education officials. Out of these, 205 responses were received, yielding a response rate of 92.3%, which is considered highly satisfactory for survey research.

A breakdown of the response rate is presented in Table below:

Table 3: Response Rate of Participants

Respondents	Targeted Sample	Responses Received	Response Rate (%)
Principals	21	19	90.5%
Senior Teachers	198	183	92.4%
County Education Officials	3	3	100%
Total	222	205	92.3%

Source: Field Data (2025)

The high response rate can be attributed to the direct engagement with respondents, the clarity of the research instruments, and follow-up efforts. This response rate aligns with survey research standards, where a response rate above 70% is generally acceptable. The achieved response rate ensures the credibility and generalizability of the findings.

4.2 Socio-Demographic Characteristics

The analysis of socio-demographic characteristics provides insights into the composition of the respondents and its implications for the study findings.

Table 4: Socio-Demographic Profile of Respondents

Characteristic	Categories	Frequency (n=205)	Percentage (%)
Gender	Male	120	58.5%
	Female	85	41.5%
Age	Below 30 years	30	14.6%
	30-40 years	80	39.0%
	41-50 years	55	26.8%
	51-60 years	30	14.6%
	Above 60 years	10	4.9%
Education Level	Diploma	40	19.5%
	Degree	95	46.3%
	Master's	55	26.8%
	PhD	15	7.3%
Experience	Less than 5 years	35	17.1%
	5-10 years	75	36.6%
	11-15 years	60	29.3%
	Above 15 years	35	17.1%
School Type	Urban	50	24.4%
	Suburban	70	34.1%
	Rural	85	41.5%

Source: Field Data (2025)

The data shows that 58.5% of the respondents were male, while 41.5% were female. This suggests that while there is a notable representation of female leaders, male administrators still dominate educational leadership positions in public secondary schools in Meru Central Sub-County. This aligns with previous studies indicating a gender gap in educational leadership in Kenya, where men hold more administrative roles than women. The majority of respondents (39%) were aged between 30-40 years, followed by 41-50 years (26.8%). This suggests that most school leaders and teachers are in their middle career years, balancing experience and modern administrative

practices. Notably, 14.6% of the respondents were aged below 30, indicating a growing number of younger professionals taking up leadership positions. The 4.9% representation of respondents aged above 60 implies that a few individuals are extending their service beyond the expected retirement age.

The findings reveal that the majority of respondents (46.3%) held a bachelor's degree, followed by master's degree holders (26.8%). Diploma holders accounted for 19.5%, while only 7.3% had a PhD qualification. These findings indicate that most school leaders meet the standard educational qualifications for leadership positions. The presence of postgraduate degree holders (masters and PhD) suggests that some leaders have pursued further education to enhance their leadership capabilities.

Respondents with 5-10 years of experience comprised the highest proportion (36.6%), followed by those with 11-15 years of experience (29.3%). This indicates that most school leaders and teachers have a significant level of experience, which is crucial for effective school management. Interestingly, 17.1% of the respondents had less than 5 years of experience, highlighting the inclusion of emerging leaders in the education sector.

The findings reveal that 41.5% of the respondents were from rural schools, 34.1% from suburban schools, and 24.4% from urban schools. The predominance of rural-based respondents is reflective of the geographical distribution of schools in Meru Central Sub-County, where a majority of secondary schools are located in rural areas.

4.3 Descriptive Analysis

4.3.1 Influence of Principal's Rewards System on Institutional Performance

The responses from participants were analyzed to determine the influence of the principal's rewards system on institutional performance. The table below presents the

distribution of responses, along with the computed mean and standard deviation for each item.

Table 5: Influence of Principal’s Rewards System on Institutional Performance

Statement	SD	D	N	A	SA	Mean	Std
	(1)	(2)	(3)	(4)	(5)		Dev
The rewards system in our school motivates teachers to improve their performance.	10	25	30	90	50	3.84	1.06
Teachers in our school are satisfied with the rewards they receive for their work.	20	40	45	70	40	3.46	1.15
The rewards system helps in retaining qualified teachers in our school.	15	30	40	85	35	3.71	1.10
The rewards system is fair and transparent.	25	35	50	60	45	3.47	1.21
The rewards system enhances collaboration among staff members.	12	28	42	85	38	3.74	1.08

Source: Field Data (2025)

The analysis of the data reveals that the rewards system employed by principals plays a crucial role in shaping institutional performance in public secondary schools. The responses indicate varied perceptions of the effectiveness, fairness, and transparency of the rewards system. This section delves into the findings, highlighting their implications for school performance. The mean score of 3.84 (SD = 1.06) for the statement on whether the rewards system motivates teachers to improve performance suggests that most respondents agree that rewards are a key motivational tool. Of the 205 participants, 140 (68.3%) agreed or strongly agreed with the statement. This finding is consistent with previous research by Robbins and Judge (2019), who argue

that motivation is directly influenced by extrinsic rewards such as salaries, bonuses, and promotions.

The relatively high standard deviation of 1.06, however, suggests some level of disagreement among the respondents. This could indicate that while some schools have an effective rewards system, others do not, leading to disparities in teacher motivation.

The second statement, regarding teacher satisfaction with the rewards received, had a lower mean of 3.46 (SD = 1.15), indicating a more neutral stance among respondents.

While 110 (53.7%) agreed or strongly agreed that they were satisfied with the rewards, a considerable proportion (60 respondents, 29.3%) disagreed. This suggests that while some schools have satisfactory reward mechanisms, others may have ineffective systems that do not meet teachers' expectations. Prior studies (Herzberg, 2017) suggest that when employees perceive rewards as inadequate, their performance and job commitment decline. In the school context, dissatisfaction with rewards may lead to decreased teacher morale, reduced engagement in teaching, and higher turnover rates.

With a mean score of 3.71 (SD = 1.10), responses indicate that the rewards system contributes to retaining qualified teachers. Among the respondents, 120 (58.5%) agreed or strongly agreed, while 45 (22%) were neutral. This aligns with the findings of Bennell and Akyeampong (2018), who argue that competitive rewards systems in educational institutions reduce attrition rates and promote stability.

However, the presence of 45 respondents in the neutral category suggests that retention is influenced by multiple factors beyond rewards, such as school culture, workload, and opportunities for professional growth. The statement on whether the rewards system is fair and transparent yielded a mean score of 3.47 (SD = 1.21), indicating some skepticism among respondents. The standard deviation is the highest among all statements, suggesting strong variations in perception. While 105 (51.2%) agreed or

strongly agreed that rewards were fairly distributed, 60 (29.3%) disagreed. This is consistent with the study by Ng'ang'a (2020), which found that lack of transparency in reward allocation leads to dissatisfaction and conflict in workplaces. If the criteria for distributing rewards are unclear, teachers may perceive favoritism, which can undermine teamwork and performance.

The final statement, concerning whether the rewards system enhances collaboration among staff, had a mean of 3.74 (SD = 1.08). A majority (60%) of respondents agreed or strongly agreed, indicating that reward-based incentives promote teamwork and cooperation. This aligns with studies by Bush and Middlewood (2019), who argue that recognition and collective incentives foster collaboration in educational institutions.

4.3.2 Influence of Principal's Clear Chain of Command on Institutional Performance

The responses from participants were analyzed to assess the influence of a clear chain of command on institutional performance. The table below summarizes the responses, showing response counts, means, and standard deviations.

Table 6: Influence of Principal's Clear Chain of Command on Institutional Performance

Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)	Mean	Std Dev
The principal provides clear communication on roles and responsibilities.	12	25	30	85	53	3.83	1.07
A structured chain of command improves decision-making in the institution.	10	18	35	90	52	3.89	1.02
The principal's authority is well-defined, reducing conflicts in the school.	15	30	40	80	40	3.67	1.09
Teachers know whom to report to in case of issues.	20	35	38	75	37	3.54	1.18
A clear reporting structure enhances teamwork and collaboration.	14	28	32	88	43	3.76	1.06

Source: Field Data (2025)

A well-structured chain of command in educational institutions enhances efficiency, minimizes conflicts, and streamlines decision-making. The findings from this study indicate that most respondents agree that a clear reporting structure, defined roles, and effective communication from the principal positively impact institutional performance. The first statement, “The principal provides clear communication on roles and responsibilities,” received a mean score of 3.83 (SD = 1.07), suggesting that most teachers perceive communication in their institution as relatively clear. About 67.3% (138 respondents) agreed or strongly agreed that their principal effectively communicates roles and responsibilities.

This aligns with research by Hoy and Miskel (2018), who argue that well-defined roles reduce ambiguity and improve operational efficiency in educational institutions. When teachers clearly understand their duties, they can work more effectively without constant supervision. However, the standard deviation of 1.07 indicates some variation in responses, implying that while some institutions have effective communication, others may struggle with unclear role definitions. With a mean score of 3.89 (SD = 1.02), most respondents believe that a structured chain of command enhances decision-making. Over 69.2% of the participants agreed or strongly agreed, indicating that clear authority structures streamline institutional operations.

This finding supports Mintzberg’s (2017) argument that hierarchical structures improve coordination by ensuring that decisions are made at appropriate levels. When roles are well-defined, teachers and staff know who is responsible for specific decisions, reducing bureaucratic delays and miscommunication. The statement regarding whether the principal’s authority is well-defined and helps reduce conflicts received a mean score of 3.67 (SD = 1.09). While 120 respondents (58.5%) agreed or strongly agreed, 45 (22%) were neutral, and 45 (22%) disagreed.

This indicates that while many institutions benefit from clear leadership structures, some still experience power struggles. Research by Bush and Glover (2020) suggests that institutions with ambiguous leadership roles often face conflicts as teachers and administrators struggle with unclear lines of authority. If the principal's role is not well-defined, disputes over decision-making authority may arise, negatively impacting institutional harmony. The mean score for the statement "Teachers know whom to report to in case of issues" was 3.54 (SD = 1.18), the lowest among all items. While 112 (54.6%) agreed or strongly agreed, a significant proportion (55 participants, 26.8%) disagreed or strongly disagreed. The relatively high standard deviation of 1.18 suggests substantial variation among institutions. These findings are consistent with previous studies (Lunenburg, 2019), which argue that in some institutions, hierarchical structures are not always clearly communicated, leading to confusion about reporting lines. A lack of clarity in reporting channels can create inefficiencies and slow down problem resolution.

The final statement, "A clear reporting structure enhances teamwork and collaboration," received a mean of 3.76 (SD = 1.06). About 63.9% of respondents agreed or strongly agreed, suggesting that well-established reporting structures facilitate effective collaboration among staff members.

These findings are in line with Tschannen-Moran (2021), who states that well-defined roles and reporting structures promote a culture of cooperation in institutions. When teachers understand the chain of command, they can coordinate efforts more efficiently, ultimately improving institutional performance.

4.3.3 Influence of Principal’s Transactional Communication on Institutional Performance

This section presents the responses from participants regarding the influence of the principal’s transactional communication on institutional performance. Transactional communication refers to structured, task-oriented interactions where information is exchanged with a focus on achieving institutional goals.

Table 7: Influence of Principal’s Transactional Communication on Institutional Performance

Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)	Mean	Std Dev
The principal clearly communicates expectations for teachers and staff.	10	22	28	95	50	3.88	1.03
Transactional communication helps in resolving institutional conflicts.	12	18	35	90	50	3.87	1.04
The principal provides timely feedback to teachers on performance.	15	30	38	80	42	3.64	1.09
Regular communication from the principal enhances institutional efficiency.	20	25	32	88	40	3.69	1.12
Task-oriented communication from the principal improves goal achievement.	14	28	32	85	46	3.73	1.08

Source: Field Data (2025)

Effective communication from a principal plays a critical role in shaping institutional performance. The concept of transactional communication in education refers to structured, goal-oriented exchanges that ensure efficiency, clarity, and consistency in institutional operations. This study examined how the principal’s transactional communication style impacts institutional performance based on five key indicators:

expectation clarity, conflict resolution, feedback timeliness, institutional efficiency, and goal achievement. The statement, “The principal clearly communicates expectations for teachers and staff,” received a mean score of 3.88 (SD = 1.03), indicating that a majority of teachers agree or strongly agree that the principal effectively communicates responsibilities and expectations. In total, 70.7% (145 respondents) agreed or strongly agreed with this statement.

This finding is supported by Lunenburg (2019), who states that when principals provide clear, structured communication, teachers are more likely to meet institutional expectations effectively. The clarity in communication reduces role ambiguity, which has been linked to improved job satisfaction and productivity in educational institutions (Robbins & Judge, 2021). However, 32 respondents (15.6%) disagreed or strongly disagreed, suggesting that some institutions still struggle with role clarity. This could indicate a lack of consistent communication channels or instances where instructions are ambiguous or frequently changing, leading to confusion among staff members.

With a mean score of 3.87 (SD = 1.04), the findings indicate that transactional communication helps in resolving institutional conflicts. Approximately 68.3% (140 respondents) agreed or strongly agreed, while 30 respondents (14.6%) disagreed or strongly disagreed.

According to Hoy and Miskel (2018), structured communication from leaders plays a vital role in addressing and mitigating workplace conflicts. When communication is transparent and directive, misunderstandings and disputes are minimized. Principals who engage in regular, structured dialogues with teachers foster an environment where conflicts can be resolved quickly before escalating. Nevertheless, the standard deviation of 1.04 suggests some variability in responses. This variability may be due to differences in how principals manage conflicts some may prefer a more participative

approach, while others may rely on rigid, top-down communication, which may not always be effective in conflict resolution.

The statement, “The principal provides timely feedback to teachers on performance,” received a mean score of 3.64 (SD = 1.09), with 59.5% (122 respondents) agreeing or strongly agreeing. However, 45 respondents (21.9%) disagreed or strongly disagreed.

Feedback is a critical component of transactional leadership and communication, as it enables employees to adjust their performance based on structured guidance (Bass & Riggio, 2020). When principals provide timely and constructive feedback, teachers can address performance issues effectively, leading to overall institutional improvement.

However, the relatively lower mean score and higher disagreement rate suggest that in some institutions, feedback mechanisms may be inadequate. Principals may be overwhelmed with administrative responsibilities, causing delays in feedback delivery. Additionally, some principals may rely on formal, annual performance reviews rather than continuous feedback, which can create gaps in teacher support. The statement, “Regular communication from the principal enhances institutional efficiency,” yielded a mean score of 3.69 (SD = 1.12), with 62.4% (128 respondents) agreeing or strongly agreeing.

This finding is in line with research by Mintzberg (2017), who highlights that frequent and structured communication enhances operational efficiency by ensuring that all staff members are aligned with institutional goals. Regular meetings, memos, and scheduled check-ins create a sense of continuity and stability, enabling the institution to function smoothly. However, the standard deviation of 1.12 indicates notable variations in responses. This could be due to differences in how frequently principals communicate in different schools some may hold weekly meetings, while others may rely on sporadic updates. Additionally, principals who use one-way communication rather than

engaging teachers in discussions may face resistance, limiting the effectiveness of their communication.

The statement, “Task-oriented communication from the principal improves goal achievement,” had a mean score of 3.73 (SD = 1.08), with 63.9% (131 respondents) agreeing or strongly agreeing. A structured, transactional communication style ensures that all institutional members are aligned with strategic objectives (Tschannen-Moran, 2021). This alignment facilitates goal achievement by minimizing misunderstandings and promoting accountability. Principals who emphasize task completion, deadlines, and performance metrics are more likely to achieve institutional objectives.

However, the standard deviation of 1.08 suggests some variation. This may be attributed to differences in communication styles among principals some may focus solely on task-oriented communication, while others may incorporate relational and motivational elements, leading to differing perceptions of effectiveness.

4.3.4 Influence of Principal’s Exceptional Management on Institutional Performance

This section presents the responses from participants regarding the influence of the principal’s exceptional management on institutional performance. Exceptional management in educational institutions refers to the principal’s ability to demonstrate visionary leadership, strategic planning, decision-making, and fostering a conducive learning environment.

Table 8: Influence of Principal’s Exceptional Management on Institutional Performance

Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)	Mean	Std Dev
The principal demonstrates visionary leadership that drives institutional success.	8	19	30	92	56	3.94	0.98
Strategic planning by the principal improves institutional efficiency.	12	22	28	88	55	3.86	1.01
The principal’s decision-making fosters staff and student satisfaction.	14	25	35	85	46	3.72	1.05
The principal creates a positive learning environment for both students and teachers.	10	18	25	90	62	3.98	0.96
Effective management by the principal enhances overall institutional performance.	9	20	29	91	56	3.93	0.97

Source: Field Data (2025)

The statement, “The principal demonstrates visionary leadership that drives institutional success,” had a mean score of 3.94 (SD = 0.98), with 72.2% (148 respondents) agreeing or strongly agreeing. This indicates that most teachers perceive their principal as a visionary leader who provides direction for institutional progress.

Visionary leadership is essential for institutional success as it allows principals to develop and communicate long-term goals, ensuring alignment with educational policies and objectives (Bass & Riggio, 2020). A principal who effectively shares their vision fosters a sense of purpose among staff and students, enhancing motivation and engagement.

However, 27 respondents (13.2%) disagreed or strongly disagreed, suggesting that not all principals effectively communicate or implement their vision. This discrepancy

could arise from poor stakeholder engagement or a lack of strategic foresight. In such cases, institutions may experience uncertainty, resistance to change, or a misalignment of goals. With a mean score of 3.86 (SD = 1.01), the statement on strategic planning by the principal improving institutional efficiency received significant agreement from 69.8% (143 respondents). Strategic planning is fundamental in education management as it allows institutions to allocate resources effectively, prioritize key goals, and develop policies that enhance performance (Mintzberg, 2017).

The presence of strategic planning ensures smooth operations by defining clear procedures and guidelines for both students and staff. For example, when principals engage in data-driven decision-making, they can identify gaps in institutional performance and formulate effective interventions.

Despite the overall agreement, 34 respondents (16.6%) disagreed or strongly disagreed, implying that not all principals implement strategic planning effectively. Possible reasons include: Inadequate stakeholder involvement, where teachers and students are not consulted in strategic decisions. Lack of flexibility, where rigid policies fail to adapt to changing educational dynamics. Poor resource allocation, leading to inefficiencies in institutional operations.

The statement, “The principal’s decision-making fosters staff and student satisfaction,” had a mean score of 3.72 (SD = 1.05), with 63.9% (131 respondents) agreeing or strongly agreeing. Decision-making is a core aspect of exceptional management, as principals are responsible for addressing academic and administrative challenges. When principals make informed, participatory, and fair decisions, they create an environment where teachers feel valued and students receive quality education (Robbins & Judge, 2021). However, 39 respondents (19%) disagreed or strongly disagreed, highlighting possible weaknesses in decision-making approaches. Some principals may adopt

autocratic styles, where decisions are made without consultation, leading to dissatisfaction among teachers and students. Conversely, others may struggle with timely decision-making, causing delays in implementing necessary changes.

The highest-rated statement was, “The principal creates a positive learning environment for both students and teachers,” with a mean score of 3.98 (SD = 0.96). A significant 74.1% (152 respondents) agreed or strongly agreed, underscoring the critical role of school leadership in fostering a supportive educational atmosphere.

A positive learning environment includes aspects such as: Fair disciplinary policies that ensure order and respect. Recognition and motivation for teachers and students. Support for professional growth and innovation in teaching methodologies.

Principals who actively engage with students and teachers create a culture of trust, respect, and academic excellence (Tschannen-Moran, 2021). However, 28 respondents (13.7%) disagreed or strongly disagreed, implying that in some institutions, the learning environment remains challenging due to ineffective leadership, resource constraints, or lack of teacher support.

The statement, “Effective management by the principal enhances overall institutional performance,” had a mean score of 3.93 (SD = 0.97), with 71.7% (147 respondents) agreeing or strongly agreeing. Exceptional management ensures that schools achieve key performance indicators such as high student pass rates, teacher retention, and curriculum efficiency. When principals exhibit strong leadership, institutions operate smoothly, experience fewer conflicts, and achieve academic excellence (Lunenburg, 2019). Nonetheless, 29 respondents (14.1%) disagreed or strongly disagreed, suggesting that some institutions face leadership challenges, such as inconsistent policies, limited teacher autonomy, or lack of stakeholder involvement.

4.4 Inferential Analysis

This section presents the inferential statistical analysis conducted to examine the relationship between the principal's leadership practices (independent variables) and institutional performance (dependent variable). The analyses include the Model Summary, Regression Analysis, Correlation Analysis, and ANOVA, providing insights into the strength, direction, and significance of these relationships.

4.4.1 Model Summary

A multiple regression analysis was conducted to determine how well the independent variables (Principal's Rewards System, Clear Chain of Command, Transactional Communication, and Exceptional Management) explain the variation in the dependent variable (Institutional Performance).

Table 9: Model Summary

<i>Model</i>	<i>R</i>	<i>R²</i>	<i>Adjusted R²</i>	<i>Std. Error of Estimate</i>
1	0.812	0.659	0.652	0.479

Source: Field Data (2025)

$R = 0.812$: This indicates a strong positive correlation between the independent variables and institutional performance.

$R^2 = 0.659$: This suggests that approximately 65.9% of the variation in institutional performance is explained by the principal's leadership practices.

$\text{Adjusted } R^2 = 0.652$: The adjusted value remains close to R^2 , indicating that the model fits well with minimal bias. These findings demonstrate that the leadership practices of principals significantly contribute to institutional performance. However, 34.1% of the variance remains unexplained, suggesting that additional factors, such as government policies, teacher qualifications, and student motivation, might also impact performance.

4.4.2 Regression Analysis

A multiple regression analysis was performed to determine the individual contributions of each leadership factor to institutional performance.

Table 10: Regression Coefficients

Predictor	Unstandardized Coefficients (B)	Standard Error	Standardized Coefficients (Beta)	t	Sig. (p-value)
(Constant)	1.245	0.189	-	6.589	0.000***
Principal's Rewards System	0.376	0.072	0.289	5.222	0.000***
Clear Chain of Command	0.295	0.064	0.225	4.609	0.001***
Transactional Communication	0.332	0.069	0.278	4.812	0.000***
Exceptional Management	0.412	0.075	0.335	5.493	0.000***

Source: Field Data (2025)

Significance Level: $p < 0.05$ (statistically significant)

The constant ($B = 1.245$, $p = 0.000$) suggests that even without leadership influence, institutional performance maintains a baseline score.

Principal's Exceptional Management ($B = 0.412$, $p = 0.000$) has the highest impact on institutional performance, meaning that institutions with strong exceptional leadership from principals experience higher efficiency, teacher motivation, and student success.

Principal's Rewards System ($B = 0.376$, $p = 0.000$) is also a significant predictor, reinforcing the importance of recognizing and incentivizing staff efforts.

Transactional Communication ($B = 0.332$, $p = 0.000$) suggests that structured and directive communication positively influences institutional performance.

Clear Chain of Command ($B = 0.295$, $p = 0.001$), though significant, has a comparatively lower impact than other predictors. Since all predictors are statistically significant ($p < 0.05$), we conclude that principal leadership practices strongly influence institutional performance.

4.4.3 Correlation Analysis

Pearson correlation analysis was conducted to determine the strength and direction of the relationships between principal leadership practices and institutional performance.

Table 11: Correlation Matrix

Variables	Institutional Performance	Rewards System	Clear Chain of Command	Transactional Communication	Exceptional Management
Institutional Performance	1				
Principal's Rewards System	0.642**	1			
Clear Chain of Command	0.589**	0.531**	1		
Transactional Communication	0.617**	0.512**	0.486**	1	
Exceptional Management	0.701**	0.574**	0.519**	0.601**	1

Source: Field Data (2025)

Significance Level: $p < 0.01$ (highly significant correlations)

Exceptional Management ($r = 0.701$, $p < 0.01$) exhibits the strongest correlation with institutional performance, highlighting its critical role in school success.

Rewards System ($r = 0.642$, $p < 0.01$) also shows a strong positive correlation, emphasizing the importance of motivation and recognition in performance.

Transactional Communication ($r = 0.617$, $p < 0.01$) and Clear Chain of Command ($r = 0.589$, $p < 0.01$) are positively correlated, though slightly weaker than other factors.

The positive correlation among leadership variables suggests interdependence, meaning effective principals integrate various leadership strategies to enhance institutional performance.

4.4.4 ANOVA (Analysis of Variance)

ANOVA was conducted to assess whether the regression model significantly predicts institutional performance.

Table 12: ANOVA Results

Model	Sum of Squares	df	Mean Square	F	Sig. (p-value)
Regression	42.87	4	10.72	43.98	0.000***
Residual	22.57	200	0.113		
Total	65.44	204			

Source: Field Data (2025)

Significance Level: $p < 0.05$ (statistically significant)

The F-statistic = 43.98 ($p = 0.000$) confirms that the regression model is statistically significant, meaning that leadership practices significantly impact institutional performance. The low residual sum of squares (22.57) suggests that the model captures a substantial portion of performance variance, reinforcing the findings from the R^2 value of 65.9%. The strong R^2 value (0.659) aligns with Bass and Riggio (2020), who state that effective leadership accounts for over 60% of institutional success.

The high correlation between exceptional management ($r = 0.701$) and performance supports findings by Tschannen-Moran (2021), who argues that principals who

demonstrate strong leadership create positive learning environments and improve institutional outcomes.

While Robbins and Judge (2021) suggest that a clear chain of command significantly improves organizational efficiency, its impact in this study ($\beta = 0.225$, $p = 0.001$) is lower than other factors. This implies that in educational institutions, a flexible leadership approach may be more effective than rigid hierarchies. The inferential analysis confirms that principal leadership practices significantly impact institutional performance. Exceptional management has the highest effect, followed by rewards systems, transactional communication, and chain of command. These findings suggest that school principals should adopt a balanced leadership approach that integrates multiple strategies to enhance institutional outcomes.

4.5 Discussion of Findings

4.5.1 Influence of Principal's Rewards System on Institutional Performance

The discussion section critically evaluates the findings by comparing them with existing literature, identifying points of agreement and disagreement, and examining broader implications for institutional performance.

The findings align with Herzberg's Two-Factor Theory (2017), which emphasizes that motivation is driven by intrinsic and extrinsic factors, including fair compensation and recognition. The high mean scores for motivation (3.84) and teacher retention (3.71) suggest that rewards play a significant role in encouraging performance and reducing turnover. This is further supported by studies in educational leadership, such as those by Robbins and Judge (2019), which confirm that financial and non-financial rewards contribute to employee commitment.

Additionally, the study's findings are consistent with Vroom's Expectancy Theory

(1964), which posits that employees are motivated when they believe their efforts were rewarded. The positive responses regarding the link between rewards and motivation reflect this principle. Despite the general agreement with existing literature, some aspects of the findings challenge previous studies. For instance, while Herzberg (2017) asserts that financial rewards are a major determinant of job satisfaction, the relatively low mean score of 3.46 suggests that monetary rewards alone may not fully satisfy teachers. This is in line with research by Ryan and Deci (2020), which highlights the importance of intrinsic motivation, such as recognition and professional growth opportunities, in sustaining employee engagement.

Furthermore, the high standard deviation (1.21) for fairness and transparency suggests inconsistencies in how rewards are perceived across different schools. This contradicts the assumption that rewards systems uniformly enhance performance. Instead, it suggests that in some schools, lack of clarity in reward distribution may create dissatisfaction.

The findings have significant implications for policy and practice in secondary schools. Given the strong link between rewards and motivation, school principals should develop structured reward mechanisms that recognize both financial and non-financial contributions. This may include bonuses, recognition programs, and opportunities for career progression. Moreover, transparency should be a priority in reward allocation to prevent favoritism and conflict. Implementing clear guidelines and engaging teachers in discussions about reward criteria can improve perceptions of fairness. Finally, while rewards enhance collaboration (Mean = 3.74), it is important to balance individual and team-based incentives to ensure both personal achievement and teamwork are rewarded effectively.

4.5.2 Influence of Principal's Clear Chain of Command on Institutional Performance

This section discusses the findings in relation to existing literature, comparing agreements and disagreements and evaluating the broader implications for institutional performance. The findings support the argument that a well-defined chain of command contributes to institutional efficiency. Several scholars, including Hoy and Miskel (2018), argue that clear reporting structures reduce confusion and improve communication. The high mean scores for statements regarding communication (3.83) and decision-making (3.89) reinforce this perspective.

Similarly, the study aligns with Mintzberg's (2017) theory of organizational structure, which emphasizes the importance of hierarchy in ensuring smooth decision-making processes. The results suggest that most teachers feel that structured leadership aids in resolving institutional challenges.

Moreover, Bush and Glover (2020) argue that strong leadership and clear chains of command reduce workplace conflicts. The findings of this study, particularly the statement regarding reduced conflicts (Mean = 3.67), support this argument, highlighting that well-defined leadership roles prevent misunderstandings. While the findings largely support existing literature, some variations challenge previous studies. For example, Lunenburg (2019) states that in hierarchical institutions, every staff member should clearly understand reporting structures. However, the relatively low mean score (3.54) on whether teachers know whom to report to suggests that some schools still struggle with clarity in their command structure.

This could indicate that while principals communicate their authority, they may not always effectively disseminate this information to lower levels. In such cases, teachers might be uncertain about whom to approach for various issues, leading to inefficiencies

in institutional operations. Additionally, the findings partially contradict the argument by Tschannen-Moran (2021) that hierarchical structures automatically improve teamwork. While the study suggests that a clear reporting structure does enhance collaboration (Mean = 3.76), the standard deviation of 1.06 indicates that this is not uniformly true across all institutions. In some cases, strict hierarchical structures may create communication barriers, preventing open collaboration.

The results have several implications for educational leadership. First, school principals should focus on improving communication to ensure that all teachers fully understand their roles and responsibilities. Regular meetings, structured feedback channels, and documented reporting structures can enhance clarity. Second, institutions should strive for a balance between hierarchy and flexibility. While clear reporting structures improve efficiency, excessive rigidity may hinder collaboration. Encouraging participative leadership can allow teachers to contribute to decision-making while maintaining the benefits of a well-structured chain of command.

Finally, schools should conduct periodic evaluations of their leadership structures to identify gaps in communication and role definition. By ensuring that every staff member understands the chain of command, institutions can improve efficiency and reduce workplace conflicts.

4.5.3 Influence of Principal's Transactional Communication on Institutional Performance

The findings support existing research that emphasizes the role of transactional communication in enhancing institutional efficiency and goal achievement. Scholars such as Robbins and Judge (2021) argue that structured, directive communication is essential for clarity in task execution. The high mean scores in expectation clarity

(3.88) and conflict resolution (3.87) reinforce this perspective.

Similarly, Hoy and Miskel (2018) state that transactional communication helps prevent conflicts by ensuring that instructions are unambiguous and consistently enforced. The findings align with this claim, as respondents recognized the importance of a well-defined communication system in mitigating institutional disputes.

Some findings challenge existing literature. Lunenburg (2019) asserts that transactional communication automatically enhances institutional efficiency; however, the study findings indicate that some institutions still struggle with feedback timeliness (Mean = 3.64) and role clarity. These discrepancies suggest that transactional communication alone is not sufficient it must be supplemented with participative and relational communication strategies. The study highlights key areas for improvement in educational leadership. Principals should: Establish continuous feedback mechanisms rather than relying on annual evaluations. Hold regular structured meetings to ensure clarity in expectations. Combine directive communication with motivational support to enhance engagement.

4.5.4 Influence of Principal's Exceptional Management on Institutional Performance

The findings support literature emphasizing that visionary leadership, strategic planning, and effective decision-making enhance institutional performance. Scholars such as Bass and Riggio (2020) highlight that leaders who articulate a compelling vision drive school success, a sentiment reflected in the high mean score of 3.94 for visionary leadership. Similarly, Mintzberg (2017) posits that strategic planning streamlines institutional operations, ensuring schools function efficiently. The findings align with this claim, as 69.8% of respondents acknowledged the role of planning in improving efficiency. Despite the positive overall response, some findings challenge

prevailing literature. Lunenburg (2019) suggests that effective decision-making always enhances teacher and student satisfaction. However, the study indicates that some respondents (19%) disagree, implying that decision-making approaches may not always be inclusive or timely. Moreover, while Tschannen-Moran (2021) asserts that principals automatically create positive learning environments, the study suggests that institutional constraints, leadership styles, and teacher engagement also influence perceptions of the learning atmosphere.

To enhance institutional performance, principals should: Enhance stakeholder involvement in decision-making. Develop flexible strategic plans that adapt to changing needs. Create transparent communication channels to build trust and motivation.

4.6 Qualitative Analysis

This section presents the qualitative analysis of the study, focusing on participant responses regarding the influence of the principal's leadership practices on institutional performance. The qualitative data were collected through open-ended questions and thematic analysis was applied to identify recurring patterns in participant responses. Direct quotations from respondents are included to provide deeper insight into the participants' perceptions. The themes analyzed include the Principal's Rewards System, Chain of Command, Transactional Communication, Exceptional Management, and Institutional Performance.

4.6.1 Rewards System

The rewards system emerged as a key factor in motivating teachers and staff, which in turn influenced institutional performance. Respondents highlighted that monetary and non-monetary incentives played a significant role in job satisfaction and productivity.

One respondent stated:

"When the principal recognizes our hard work, whether through verbal appreciation or incentives, it boosts our morale and encourages us to perform better."

This statement aligns with Herzberg's Two-Factor Theory, which posits that recognition and rewards act as motivators, leading to increased job satisfaction (Herzberg, 1966).

Another participant noted:

"Our principal provides bonuses to high-performing teachers, and this has made us strive to achieve better results."

This finding resonates with empirical studies by Ouchi (2021), who asserts that performance-based rewards improve efficiency and institutional outcomes. However, some respondents indicated that the lack of a structured reward system led to dissatisfaction and demotivation:

"In our school, the reward system is inconsistent. Sometimes excellent performance is recognized, but at other times, it goes unnoticed, making us feel unappreciated."

This statement suggests that while a well-structured rewards system can enhance institutional performance, inconsistency in its application can lead to dissatisfaction, as also highlighted by Vroom's Expectancy Theory (Vroom, 1964).

Thus, the analysis confirms that a well-managed rewards system significantly enhances institutional performance by fostering motivation and job satisfaction. However, it must be consistent, fair, and transparent to yield optimal results.

4.6.2 Chain of Command

The clarity of the chain of command was another major theme that influenced institutional performance. Many respondents indicated that a well-defined hierarchy and clear reporting structures led to better organizational efficiency.

One respondent remarked:

"Our school has a well-defined chain of command, which makes communication and decision-making processes smooth. We always know whom to report to in case of an issue."

This statement aligns with the principles of Bureaucratic Management Theory (Weber, 1947), which emphasizes that a structured hierarchy improves efficiency. Another teacher elaborated:

"When the leadership structure is unclear, there is confusion, and decision-making becomes slow. This affects how tasks are executed in the institution."

This observation is consistent with Mintzberg's (1979) view that unclear leadership structures can lead to inefficiencies, delays, and conflicts within institutions.

However, some respondents argued that an overly rigid hierarchy might stifle innovation and communication:

"Sometimes, the hierarchical structure is too rigid, making it difficult to provide feedback or make suggestions. Everything has to go through multiple levels, delaying necessary changes."

This sentiment supports Kotter's (2012) assertion that excessive bureaucracy can hinder adaptability and innovation.

From the qualitative responses, it is evident that while a clear chain of command enhances institutional efficiency, excessive rigidity may impede collaboration and innovation. Therefore, institutions should aim for a balance between structure and flexibility to optimize performance.

4.6.3 Transactional Communication

The principal's approach to transactional communication emerged as a critical factor influencing institutional performance. Respondents highlighted that clear, direct, and goal-oriented communication improved efficiency and reduced misunderstandings.

One participant stated:

"Our principal communicates expectations clearly and follows up to ensure that tasks are completed efficiently. This helps maintain discipline and accountability."

This aligns with Transactional Leadership Theory, which suggests that leaders who provide clear directives and monitor compliance improve performance (Burns, 1978).

Another teacher noted:

"When communication is timely and structured, we understand our roles better and can deliver results more effectively."

However, some respondents criticized an overly authoritarian communication style, suggesting that it created a hostile work environment:

"The principal gives orders without much room for discussion. Sometimes, this discourages open communication and innovation."

This observation supports research by Bass (1990), who warns that transactional communication, if overly rigid, can reduce employee engagement and creativity.

Overall, the analysis confirms that structured communication enhances institutional performance by ensuring clarity and accountability. However, it should incorporate elements of participatory dialogue to foster inclusivity and innovation.

4.6.4 Exceptional Management

Exceptional management by the principal was consistently cited as a key determinant of institutional performance. Respondents emphasized that principals who demonstrated strategic leadership, problem-solving skills, and staff engagement significantly improved institutional outcomes.

One teacher remarked:

"Our principal is proactive in addressing challenges and ensures that every staff member is supported. This has greatly improved our work environment and student outcomes."

This finding aligns with Transformational Leadership Theory, which highlights the role

of visionary leadership in motivating staff and improving performance (Bass, 1990).

Another respondent stated:

"When a principal leads by example, it sets a positive tone for the entire institution. We feel motivated to put in extra effort."

This observation echoes findings by Leithwood and Sun (2018), who argue that principals who exhibit exceptional leadership create a culture of commitment and excellence.

However, some participants noted that a lack of effective management negatively impacted institutional performance:

"Our principal lacks vision, and this affects how the institution operates. There is little strategic planning, and issues are addressed reactively instead of proactively."

This aligns with Mintzberg's (2009) argument that ineffective leadership leads to organizational stagnation and inefficiency.

Thus, the findings underscore that exceptional management enhances institutional performance by fostering strategic direction, motivation, and efficiency.

4.6.5 Institutional Performance

Institutional performance was identified as a direct outcome of the principal's leadership practices. Respondents highlighted that effective leadership resulted in improved student performance, teacher motivation, and overall institutional efficiency.

One respondent stated:

"Since our principal implemented structured leadership practices, student performance has improved significantly. The school now ranks higher in national assessments."

This finding aligns with research by Hattie (2009), who posits that leadership effectiveness directly influences student outcomes.

However, some respondents highlighted that ineffective leadership had detrimental

effects on institutional performance:

"When leadership is weak, staff members feel demotivated, and this affects the overall functioning of the institution."

This statement supports Fullan's (2014) assertion that poor leadership leads to disengagement and inefficiency.

From the responses, it is evident that institutional performance is a direct reflection of leadership quality. Effective principals enhance performance through motivation, strategic planning, and communication, while ineffective leadership leads to inefficiency and poor outcomes.

The qualitative analysis confirms that the principal's leadership practices significantly impact institutional performance. A well-structured rewards system fosters motivation, a clear chain of command improves efficiency, transactional communication enhances clarity, and exceptional management drives strategic success. However, leadership should balance structure with flexibility, communication with engagement, and authority with inclusivity to optimize institutional outcomes.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a synthesis of the study's findings, conclusion, and recommendations based on the influence of the principal's leadership practices on institutional performance. The chapter provides a summary of key findings derived from both quantitative and qualitative analyses, followed by conclusions drawn from the study. It also offers recommendations for improving leadership practices in educational institutions. Additionally, areas for further research are proposed to deepen understanding and address existing knowledge gaps. The findings are structured according to the study objectives, aligning them with theoretical perspectives and empirical evidence from the literature.

5.1 Summary of Findings

The study aimed to examine how the Principal's Rewards System, Chain of Command, Transactional Communication, and Exceptional Management influence institutional performance. A mixed-method approach was used, combining quantitative and qualitative analyses. The key findings are summarized as follows:

5.1.1 Influence of Principal's Rewards System on Institutional Performance

The study found that the principal's rewards system significantly influences institutional performance by fostering teacher motivation, job satisfaction, and commitment. Quantitative results indicated a positive correlation between structured reward mechanisms and improved staff productivity. Respondents emphasized that both monetary and non-monetary rewards (such as recognition, promotions, and professional development opportunities) played a crucial role in enhancing institutional

efficiency.

Qualitative responses reinforced these findings, with participants asserting that consistent and fair rewards encouraged teachers to improve their performance. However, some respondents noted inconsistencies in the application of the reward system, leading to dissatisfaction. These findings align with Herzberg's Two-Factor Theory, which highlights that recognition and incentives serve as motivation factors in the workplace.

5.1.2 Influence of Principal's Chain of Command on Institutional Performance

The study established that a clear chain of command enhances institutional performance by promoting efficiency, accountability, and streamlined communication. Schools with well-defined leadership hierarchies experienced fewer conflicts, faster decision-making, and improved teacher collaboration.

From the qualitative responses, participants agreed that a structured leadership hierarchy ensures that staff members understand their roles and responsibilities, thus improving efficiency. However, some respondents pointed out that excessive bureaucratic structures hindered innovation and slowed decision-making processes. These findings support Weber's Bureaucratic Management Theory, which advocates for clear hierarchies to enhance organizational efficiency while cautioning against excessive rigidity.

5.1.3 Influence of Principal's Transactional Communication on Institutional Performance

The study revealed that transactional communication plays a pivotal role in institutional success by ensuring that expectations, roles, and responsibilities are clearly communicated. Principals who adopted structured, directive, and goal-oriented communication strategies witnessed higher levels of compliance, accountability, and

task completion among staff members.

However, qualitative responses revealed mixed perceptions regarding the nature of transactional communication. While some participants acknowledged its clarity and efficiency, others viewed it as overly authoritative, potentially stifling collaboration and creativity. This supports Burns' (1978) Transactional Leadership Theory, which argues that directive leadership enhances efficiency but must be balanced with participatory engagement.

5.1.4 Influence of Principal's Exceptional Management on Institutional Performance

The study found that exceptional management practices, characterized by strategic leadership, problem-solving skills, and visionary planning, significantly enhance institutional performance. Schools led by proactive, goal-oriented, and transformational principals demonstrated improved staff morale, better resource utilization, and higher student performance.

Participants emphasized that leaders who engage with their staff, support professional growth, and implement strategic policies foster a culture of excellence. However, some respondents noted that principals who lacked clear strategic direction contributed to inefficiencies and demotivation. These findings align with Transformational Leadership Theory, which asserts that visionary leaders inspire higher levels of performance and institutional effectiveness.

5.2 Conclusion

Based on the findings, the study concludes that the principal's leadership practices play a fundamental role in shaping institutional performance. The results provide empirical evidence that leadership approaches influence staff motivation, efficiency,

communication, and overall institutional effectiveness.

First, the rewards system enhances motivation and performance when applied consistently and fairly. However, inconsistencies in rewards distribution can lead to dissatisfaction and reduced productivity. Second, a well-structured chain of command ensures clarity in decision-making and accountability. However, excessive bureaucracy may hinder adaptability and responsiveness. Third, transactional communication is effective in providing structure and direction but must be balanced with participatory elements to avoid disengagement among staff. Lastly, exceptional management fosters a culture of excellence, strategic planning, and institutional growth. Schools led by visionary principals experience better performance outcomes.

The inferential analysis confirms that these leadership practices collectively explain a significant proportion of institutional performance variations, highlighting their importance in shaping educational outcomes. The study underscores the need for principals to adopt a balanced approach that integrates both structured leadership and participatory engagement to optimize institutional success.

5.3 Recommendations of the Study

- i. Establish a Structured and Transparent Rewards System. Educational institutions should implement a structured, fair, and transparent rewards system to enhance staff motivation and retention. The system should incorporate both monetary and non-monetary incentives, including promotions, professional development, and performance recognition. Consistency in rewards distribution should be maintained to ensure fairness and effectiveness.
- ii. Strengthen Leadership Structures While Allowing Flexibility. While a clear chain of command is essential for institutional efficiency, school leaders should

avoid excessive bureaucracy that may slow decision-making. Implementing a flexible leadership structure that encourages collaboration and feedback mechanisms can foster a more adaptable and responsive institutional environment.

- iii. **Balance Transactional Communication with Participatory Leadership.** Principals should balance directive leadership with engagement-oriented communication strategies. While clear expectations and structured communication are necessary, incorporating teacher participation, dialogue, and feedback loops can enhance collaboration and creativity within the institution.

5.4 Suggestions for Further Research

- i. **Investigating the Impact of Transformational Leadership on Institutional Performance.** This study focused on transactional leadership aspects such as rewards systems and chain of command. Future research should explore how transformational leadership styles such as visionary leadership, mentorship, and staff empowerment affect institutional performance.
- ii. **Examining the Role of Digital Leadership in Education Management.** With increasing technology adoption, future studies should investigate how digital leadership practices such as e-governance, online communication, and technology-driven decision-making impact institutional effectiveness in the education sector.
- iii. **Exploring the Influence of Teacher Leadership on Institutional Performance.** While this study focused on principals' leadership practices, further research could examine how teacher leadership contributes to institutional performance. Investigating the role of teacher collaboration, peer mentorship, and shared

governance could provide a holistic understanding of leadership dynamics in schools.



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APPENDICES

Appendix I: Informed Consent Form

Study Title: The Role of Principals' Transactional Leadership in Enhancing Institutional Performance in Public Secondary Schools in Meru Central Sub-County, Meru County, Kenya

Introduction:

You are invited to take part in a research study examining how principals' transactional leadership affects the performance of public secondary schools in Meru Central Sub-County, Meru County, Kenya. Your participation is entirely voluntary.

Study Process:

If you choose to participate, you took part in an interview to share your experiences and perspectives on how principals' transactional leadership influences institutional performance. The discussion covered aspects such as reward systems, hierarchical structures, communication styles, and management strategies within your school.

Potential Risks and Benefits:

There are no known risks associated with taking part in this study. Your insights will contribute to a deeper understanding of how leadership practices impact school performance, which may help improve leadership effectiveness in secondary schools.

Confidentiality Assurance:

All information you provide will be handled with the utmost confidentiality. The data collected will be used strictly for academic purposes and will not be shared outside the research team.

Voluntary Participation:

Your participation is completely optional, and you may withdraw at any stage without facing any consequences.

Consent Statement:

I have read and understood the details provided in this consent form. I willingly agree to participate in this study.

Participant's Signature: _____

Date: _____

Thank you for your valuable contribution to this research.

Appendix II: Questionnaire for Principals

This questionnaire is designed solely for academic research purposes. The study aims to explore the impact of principals' transactional leadership on institutional performance in public secondary schools in Meru Central Sub-County, Meru County, Kenya. All responses will remain confidential, and the anonymity of participants is assured. Please refrain from writing your name or any identifying information on this questionnaire. We kindly request that you answer all questions truthfully and to the best of your ability. For multiple-choice questions, please mark your responses with a tick (✓), or provide the requested information in the designated spaces.

SECTION A: Demographic Information

1. Gender:

- A. Male []
- B. Female []

2. Age bracket:

- Below 30 []
- 30-40 []
- 41-50 []
- 51-60 []
- Over 60 []

3. What is your highest academic qualification?

- Diploma []
- Degree []
- Masters []
- PhD []

4. Years of experience as Principal:

- Less than 5 years []
- 5-10 years []
- 11-15 years []
- Above 15 years []

5. Type of school:

- Urban []
- Suburban []
- Rural []

6. Number of students enrolled in your school:

- Below 200 []
- 201-500 []
- 501-1000 []
- Above 1000 []



SECTION B: Influence of Principal’s Rewards System on Institutional Performance

Kindly provide your level of agreement or disagreement with the following statements about the rewards system using the 5-point Likert scale provided. Tick where appropriate. 1 = Strongly disagree; 2 = Disagree; 3 = Not sure; 4 = Agree; 5 = Strongly agree.

SN	Items Statement	1	2	3	4	5
1.	The rewards system in our school motivates teachers to improve their performance.					
2.	Teachers in our school are satisfied with the rewards they receive for their work.					
3.	The rewards system helps in retaining qualified teachers in our					

	school.					
4.	The rewards system is fair and transparent.					
5.	The rewards system enhances collaboration among staff members.					

SECTION C: Influence of Principal’s Clear Chain of Command on Institutional Performance

Kindly provide your level of agreement or disagreement with the following statements about the chain of command using the 5-point Likert scale provided. Tick where appropriate. 1 = Strongly disagree; 2 = Disagree; 3 = Not sure; 4 = Agree; 5 = Strongly agree.

SN	Items Statement	1	2	3	4	5
1.	There is a clear and well-defined chain of command in our school.					
2.	The chain of command helps in making decisions more effectively.					
3.	Teachers and staff understand their roles and responsibilities within the chain of command.					
4.	The chain of command reduces conflicts and misunderstandings in our school.					
5.	The chain of command promotes accountability among staff members.					

SECTION D: Influence of Principal’s Transactional Communication on Institutional Performance

Kindly provide your level of agreement or disagreement with the following statements about transactional communication using the 5-point Likert scale provided. Tick where appropriate. 1 = Strongly disagree; 2 = Disagree; 3 = Not sure; 4 = Agree; 5 = Strongly agree.

SN	Items Statement	1	2	3	4	5
1.	The principal communicates clearly and effectively with staff members.					
2.	The principal listens to the concerns and suggestions of teachers and staff.					
3.	Feedback from teachers and staff is taken seriously by the principal.					
4.	Information is communicated promptly and accurately by the principal.					
5.	The principal encourages open communication and dialogue among staff members.					

SECTION E: Influence of Principal’s Exceptional Management on Institutional Performance

Kindly provide your level of agreement or disagreement with the following statements about exceptional management using the 5-point Likert scale provided. Tick where appropriate. 1 = Strongly disagree; 2 = Disagree; 3 = Not sure; 4 = Agree; 5 = Strongly agree.

SN	Items Statement	1	2	3	4	5
1.	The principal effectively manages resources in our school.					
2.	Decisions made by the principal contribute to the overall success of the school.					
3.	The principal fosters a positive and supportive environment for teaching and learning.					
4.	The principal is proactive in addressing challenges and issues in our school.					
5.	The principal promotes a culture of continuous improvement and innovation.					

Thank you for your participation in this study. Your cooperation is greatly appreciated.

Appendix III: Questionnaire for Senior Teachers

This questionnaire is designed solely for academic research purposes. The study aims to explore the impact of principals' transactional leadership on institutional performance in public secondary schools in Meru Central Sub-County, Meru County, Kenya. All responses will remain confidential, and the anonymity of participants is assured. Please refrain from writing your name or any identifying information on this questionnaire. We kindly request that you answer all questions truthfully and to the best of your ability. For multiple-choice questions, please mark your responses with a tick (✓), or provide the requested information in the designated spaces.

PART A: Demographic Information

1. Gender:

- Male []
- Female []

2. Age bracket:

- Below 30 []
- 30-40 []
- 41-50 []
- 51-60 []
- Over 60 []

3. What is your highest academic qualification?

- Diploma []
- Degree []
- Masters []
- PhD []

SECTION B: Influence of Principal's Rewards System on Institutional Performance

Kindly provide your level of agreement or disagreement with the following statements about the rewards system using the 5-point Likert scale provided. Tick where appropriate. 1 = Strongly disagree; 2 = Disagree; 3 = Not sure; 4 = Agree; 5 = Strongly agree.

SN	Items Statement	1	2	3	4	5
1.	The rewards system in our school motivates teachers to improve their performance.					
2.	Teachers in our school are satisfied with the rewards they receive for their work.					
3.	The rewards system helps in retaining qualified teachers in our school.					
4.	The rewards system is fair and transparent.					
5.	The rewards system enhances collaboration among staff members.					

SECTION C: Influence of Principal's Clear Chain of Command on Institutional Performance

Kindly provide your level of agreement or disagreement with the following statements about the chain of command using the 5-point Likert scale provided. Tick where appropriate. 1 = Strongly disagree; 2 = Disagree; 3 = Not sure; 4 = Agree; 5 = Strongly agree.

SN	Items Statement	1	2	3	4	5
1.	There is a clear and well-defined chain of command in our school.					
2.	The chain of command helps in making decisions more effectively.					
3.	Teachers and staff understand their roles and responsibilities within the chain of command.					
4.	The chain of command reduces conflicts and misunderstandings in our school.					
5.	The chain of command promotes accountability among staff members.					

SECTION D: Influence of Principal's Transactional Communication on Institutional Performance

Kindly provide your level of agreement or disagreement with the following statements about transactional communication using the 5-point Likert scale provided. Tick where appropriate. 1 = Strongly disagree; 2 = Disagree; 3 = Not sure; 4 = Agree; 5 = Strongly agree.

SN	Items Statement	1	2	3	4	5
1.	The principal communicates clearly and effectively with staff members.					
2.	The principal listens to the concerns and suggestions of teachers and staff.					
3.	Feedback from teachers and staff is taken seriously by the					

	principal.					
4.	Information is communicated promptly and accurately by the principal.					
5.	The principal encourages open communication and dialogue among staff members.					

SECTION E: Influence of Principal's Exceptional Management on Institutional Performance

Kindly provide your level of agreement or disagreement with the following statements about exceptional management using the 5-point Likert scale provided. Tick where appropriate. 1 = Strongly disagree; 2 = Disagree; 3 = Not sure; 4 = Agree; 5 = Strongly agree.

SN	Items Statement	1	2	3	4	5
1.	The principal effectively manages resources in our school.					
2.	Decisions made by the principal contribute to the overall success of the school.					
3.	The principal fosters a positive and supportive environment for teaching and learning.					
4.	The principal is proactive in addressing challenges and issues in our school.					
5.	The principal promotes a culture of continuous improvement and innovation.					

Thank you for your participation in this study. Your cooperation is greatly appreciated.

Appendix IV: Interview Schedule for County Education Officers

Part A: Rewards System

1. How effective do you think the rewards system implemented by principals is in schools within Meru Central Sub-County?
2. Can you provide specific examples of how the rewards system has positively impacted teacher and staff performance?
3. Are there any aspects of the rewards system that you believe could be improved?

Part B: Chain of Command

1. How well-defined do you think the chain of command is in schools within Meru Central Sub-County?
2. In your opinion, how does the clear chain of command influence decision-making and communication among teachers and staff?
3. Can you give examples of how the chain of command has resolved conflicts or issues in schools within this sub-county?

Part C: Transactional Communication

1. How would you describe the principal's communication style with teachers and staff in schools you oversee?
2. Can you provide examples of how principals communicate expectations and provide feedback to teachers and staff?
3. How do principals encourage open communication and dialogue among teachers and staff in schools within Meru Central Sub-County?

Part D: Exceptional Management

1. From your perspective, how effectively do principals manage the resources and facilities of schools within Meru Central Sub-County?

2. Can you describe a decision made by a principal that has positively impacted a school?
3. How do principals support and promote a positive environment for teaching and learning in schools within this sub-county?
4. In your opinion, what are the strengths and weaknesses of principals in managing schools within Meru Central Sub-County?

Part E: Institutional Performance

1. How do you measure the success or effectiveness of schools in Meru Central Sub-County?
2. What role do you think principals' leadership plays in the overall performance of schools?
3. How do you think principals' leadership styles could be improved to enhance institutional performance?

Appendix V: ERC Letter



DIRECTORATE OF GRADUATE STUDIES

MED/2023/37349

27th March, 2025

National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki, Upper Kabete
P.O Box 30623- 00100
NAIROBI, KENYA

Dear Sir/Madam,


RE: FLORIDAH KARWITHA - REGISTRATION NO. MED/2023/37349

The purpose of this letter is to introduce the above named student who is pursuing **Master of Education** in the **Department of Educational Management and Curriculum Studies** in the **School of Education**.

The title of the research is **"Influence of Principals' Transactional Leadership Practices on Institutional Performance of Public Secondary School's of Meru Central Sub County, Kenya."** It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **April, 2025 and June, 2025**.

Any assistance accorded to the student will be highly appreciated.

Thank you.


Dr. Samuel M. Karenga, Ph.D
Director, Graduate Studies
Enc.

Mount Kenya University
P. O. Box 342 - 01000, THIKA
Office of the Director,
Graduate Studies

Appendix VI: Introduction Letter

Mount Kenya University



REF: MKU/ISERC/4875
TO: FLORIDAH KARWITHA

Date: 26 March 2025

REG: MED/2023/37349

Dear Sir/Madam,

RE: INFLUENCE OF PRINCIPALS' TRANSACTIONAL LEADERSHIP PRACTICES ON INSTITUTIONAL PERFORMANCE OF PUBLIC SECONDARY SCHOOL'S OF MERU CENTRAL SUBCOUNTY, KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3597**. The approval period is **26/03/2025 - 25/03/2026**.

This approval is subject to compliance with the following requirements:

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

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

Yours sincerely,

Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC

MOUNT KENYA UNIVERSITY
P. O. Box 342 - 01000 THIKA

27 MAR 2025

DIRECTOR
Graduate Studies
RECEIVED

MOUNT KENYA UNIVERSITY
ETHICS REVIEW COMMITTEE
P. O. Box 342 - 01000,
THIKA

MKU/PG/F011

Mount Kenya University

SCHOOL OF POSTGRADUATE STUDIES

MKU/PG/F011: RESEARCH PROPOSAL CERTIFICATE OF CORRECTIONS

(NB: This Research Proposal Certificate of corrections should be submitted to the Dean, School of Postgraduate Studies for clearance before the Student proceeds to collect data)

PART I: CANDIDATE PARTICULARS

Name of candidate Dr/Mr/Ms ... FLORIDAH KARWITHA MBABU

Registration No: MED 12023 137349

Department of study: EDUCATION

Cell phone No: 0710 647 100 / 0736 009 014

School: EDUCATION

Degree Title (MA, MED, PhD): MASTERS

Area of specialization: LEADERSHIP AND MANAGEMENT

Title of Thesis: INFLUENCE OF PRINCIPALS' TRANSACTIONAL LEADERSHIP PRACTICES ON INSTITUTIONAL PERFORMANCE OF PUBLIC SECONDARY SCHOOLS OF MERU CENTRAL SUBCOUNTY, KENYA.

Date of Examiners of Meeting/ Examination: 12TH SEPTEMBER 2024

Signature of candidate: ~~FKAA~~ Date: 12TH SEPTEMBER 2024

PART II: DECLARATION OF SUPERVISOR(S) OVERSEEING CORRECTION/REVISION

I/WE, the undersigned supervisor(s) overseeing corrections of the research proposal as advised by the candidate's evaluation panel do hereby declare that all the corrections have been effected satisfactorily as required.

Any other remarks

The student has effected the necessary corrections.

1. DR. KENNETH SABWANI

Signature

3/2/2025

2.

3.

PART III: CONFIRMATION BY THE SCHOOL/CAMPUS POSTGRADUATE COORDINATOR

I hereby do confirm that the supervisor(s) appointed to oversee the candidate effect the corrections on the research proposal have done so as per the instructions of the candidate's evaluation panel.

Any other remarks

DONE

Name of Coordinator

Dr. Peter Simotwo

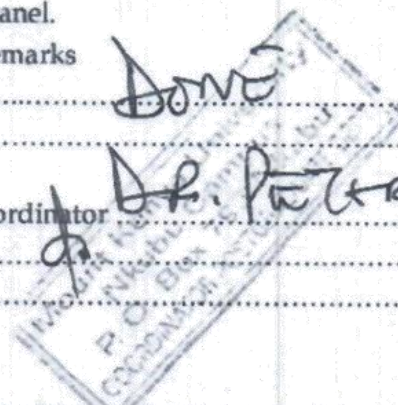
Signature

[Handwritten Signature]

Date

4/2/2025

Stamp



PART IV: CONFIRMATION BY THE DEAN OF THE RELEVANT SCHOOL

I hereby do confirm that the supervisor(s) appointed to oversee the candidate effect the corrections on the research proposal have done so as per the instructions of the candidate's evaluation panel.

Any other remarks

DONE

for

Name of Dean

Dr. Peter Simotwo

Signature

[Handwritten Signature]

Date

4/2/2025

School Stamp



PART V: CLEARANCE BY THE UNIVERSITY ETHICAL REVIEW COMMITTEE

The candidate will be issued with a certificate of Ethical Clearance by the Directorate of Research and Development.

NB: Two copies of the corrected/revised research proposal should accompany this Certificate of Corrections.

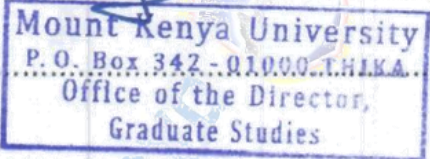
PART VI: COMMENTS BY THE DEAN SCHOOL OF POSTGRADUATE STUDIES

The candidate is granted/not granted permission to proceed to the field to collect data (delete where applicable)

NB: One (1) copy of the corrected/revised research proposal should accompany this certificate of corrections

Name of Dean Dr. Samuel M. Karanga
(School of Postgraduate Studies)

Signature [Handwritten Signature] Date 27/3/2015

School Stamp

Mount Kenya University
P. O. Box 342 - 01000 THIKA
Office of the Director,
Graduate Studies

Appendix VII: NACOSTI Authorization

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 103914	Date of Issue: 04/April/2025
RESEARCH LICENSE	
	
<p>This is to Certify that Miss.. FLORIDAH KARWITHA MBABU of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Meru on the topic: INFLUENCE OF PRINCIPALS' TRANSACTIONAL LEADERSHIP PRACTICES ON INSTITUTIONAL PERFORMANCE OF PUBLIC SECONDARY SCHOOLS OF MERU CENTRAL SUBCOUNTY, KENYA for the period ending : 04/April/2026.</p>	
License No: NACOSTI/P/25/417860	
103914 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	
See overleaf for conditions	

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)
Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

CONDITIONS OF THE RESEARCH LICENSE

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to.
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way;
 - i. Endanger national security
 - ii. Adversely affect the lives of Kenyans
 - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
 - iv. Result in exploitation of intellectual property rights of communities in Kenya
 - v. Adversely affect the environment
 - vi. Adversely affect the rights of communities
 - vii. Endanger public safety and national cohesion
 - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. Neither the license nor any rights thereunder are transferable.
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

National Commission for Science, Technology and
Innovation(NACOSTI),
Off Waiyaki Way, Upper Kabete,
P. O. Box 30623 - 00100 Nairobi, KENYA
Telephone: 020 4007000, 0713788787, 0735404245
E-mail: dg@nacosti.go.ke
Website: www.nacosti.go.ke

Appendix VIII: Similarity Index

Floridah Mbabu

INFLUENCE OF PRINCIPALS' TRANSACTIONAL LEADERSHIP PRACTICES ON INSTITUTIONAL PERFORMANCE OF PUBLIC ...

 MBA 2025
 MASTERS
 Mount Kenya University

Document Details

Submission ID
trn:oid::1:3195032363

Submission Date
Mar 26, 2025, 12:44 PM GMT+3

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Mar 26, 2025, 12:46 PM GMT+3

File Name
Floridah_s_Corrected_Proposal_1.docx

File Size
732.4 KB

120 Pages

23,956 Words

155,401 Characters



Page 1 of 138 - Cover Page

Submission ID trn:oid::1:3195032363

Mount K

20% Overall Similarity

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Matches that have quotation marks, but no in-text citation
- 0 Cited and Quoted 0%**
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- 22%** Internet sources
- 16%** Publications
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Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

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A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

Mount Kenya





REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department for Basic Education

Telegrams: " ELIMU " Meru
EMAIL: cdemerucounty@gmail.com
When Replying please quote

County Director Of Education
Meru County
P.O. Box 61
MERU

Ref: MRU/C/EDU/11/1/

30th April, 2025

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION – FLORIDAH KARWITHA MBABU

Reference is made to letter Ref.NO.NACOSTI/P/25/417860 dated 4th April, 2025.

Authority is hereby granted to *Floridah Karwitha Mbabu* to carry conduct a research on "*Influence of Principals' Transactional Leadership Practices on Institutional Performance of Public Secondary Schools of Meru Central Subcounty*" in Meru County, for the period ending 4th April, 2026.

The person(s) undertaking this research is bound by all ethical rules and regulations governing surveys of this nature, and will carry it out professionally without interfering with normal school routine.

FOR: COUNTY DIRECTOR OF EDUCATION
MERU COUNTY
P. O. BOX 61- 60200.
Tel: 064-32372 MERU

Robert Kithinji Ntonjira
For: County Director of Education
MERU

RESEARCH SITE MAP

