



Relationship Between Integrative Leadership and Performance of Public Boarding Secondary Schools in Selected Counties Under the FCDC Kenya: The Mediating Effect of Employee Motivation

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ABSTRACT

An integrative leadership framework from an educational perspective is vital in understanding the efforts that are put in by school leaders to support overall school performance. Integrated leadership is also critical in the management and the development of partnerships aimed at increasing the quality of school performance. An integrative kind of leadership motivates members of the school community to maximize their overall performance. Integrative leadership combines the qualities of servant leadership, authentic leadership, and value-based leadership while simultaneously addressing their weaknesses. This paper sought to ascertain the mediating effect of employee motivation on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under the FCDC Kenya. This paper critiqued empirical studies linking the relationship between integrative leadership and performance and the mediating role of employee motivation. This study adopted a pragmatism research philosophy. This study also triangulated data using both qualitative and quantitative methods. The target population included all public boarding secondary schools from four FCDC Counties namely Lamu, Isiolo, Samburu, and Wajir. The study also targeted student leaders, teachers, principals, stakeholders (Board of Management representatives, County, and Teachers Service Commissions (TSC) Directors). The sample included 300 student leaders from 16 public boarding secondary schools in four FCDC Counties. A sample of 96 teachers, 16 principals, 16 Board of Management (BOM) stakeholders, 4 county directors of education and 4 TSC county directors; and 4 representatives of development partners also formed part of the sampling units. Therefore, the total sample size was four hundred and forty (N=440).

Questionnaires were used to gather information from the teachers and students while interview guides were used to gather information from the school principals, BOM representatives, and County Directors of education. Interview guides were open-ended and detailed. Data was analysed using both quantitative and qualitative data analysis approaches based on the research objectives. Descriptive statistics was used to summarize quantitative data and the results were presented in frequencies and percentages, while inferential statistics were used to test the study hypothesis. Qualitative data on the other hand was summarized and reported in themes. The study revealed that integrative leadership has a significant relationship with the performance of public boarding secondary schools in selected Counties under FCDC Kenya. Further, the study findings indicated a partial mediating effect on the mediating role of employee motivation on the relationship between integrative leadership and school performance.

Keywords: Integrative Leadership, Employee Motivation, Performance of Public Boarding Secondary Schools, Frontier Counties Development Council (FCDC)

INTRODUCTION

Integrative leadership is an emergent theory that aims to define effective leadership. Integrated leadership is critical in the management and the development of partnerships aimed at increasing the quality of school performance (Yuniawan & Putri, 2017). In essence, integrative leadership combines the qualities of servant leadership, authentic leadership, and value-based leadership while simultaneously addressing their weaknesses (De Oliveira & De Lacerda, 2015). Examining the concept of educational leadership in the US school's context, integrative management is built to hearten and generate a collaborative school domain for preferable school results than schools with imposing forms of school leadership (Al-Safran, Brown & Wiseman, 2014). Upright school management diligently entails teachers in making decisions, and these are restricted to top-level school performance (Ingersoll, Sirinides & Dougherty, 2018).

In the South African context, there is evidence that there exist linkages between integrative leadership and management and learning outcomes. A common thread emerging through previous studies is the educational value of managing time-on-task and curriculum coverage although more recent evidence suggests that the efficacy of these management practices in raising learning may be mediated through teacher capacity (Wills, 2019).

In Ghana, teachers' emolument accounted for less than 35% of the public service wage bill although teachers were perceived to be in the majority in terms of numbers (Forson & Opoku, 2014). This phenomenon did spark a wave of attrition of trained teachers to other sectors of the Ghanaian economy (Forson & Opoku, 2014).

The ASAL Counties of Kenya accommodate nearly 30 percent of the entire country's population. The major economic activity carried out in these areas includes pastoralism and small-scale farming (Harison, Mark & Imwati, 2017). Most of the frontier counties are part of Kenya's Arid and Semi-Arid Lands (ASALs) which comprise 23 of the 47 counties. The Frontier Counties Development Council is a regional grouping formed by the counties of

Garissa, Isiolo, Lamu, Mandera, Marsabit, Tana River, Samburu, Turkana, Wajir, and West Pokot to expedite its members' socioeconomic change. These Counties occupy 377,746.8 square kilometres equivalent to 65 percent of Kenya's land area and 12 percent of the population (FCDC Social Economic Blueprint, 2018-2030). The access to education, retention and completion rates in FCDC regions is low. This is because of the low economic status of the population in these areas. The level of poverty in FCDC regions and among herding localities is normally high due to repeated parchedness, cattle theft, and a belligerent environment (Ayub, 2018). School heads can chip into the students' learning most adequately by practising consolidative management which equips teachers so that they can make the good call in their executive roles and feel driven to talk about student learning needs (Tan, 2018). Matters such as unbalanced development in various regions, poverty, and corruption can best be settled by putting in place fruitful and well-organized devolved governments proficient in executing devolution strategies (Otungu, 2020). Owing to economic challenges and poor distribution of resources, the quality of education in these counties is affected. This study focussed on the performance of public boarding secondary schools in the four counties of Lamu, Wajir, Samburu, and Isiolo. Each of the Counties represents one of the regions within the FCDC. The choice of public boarding secondary schools in the study is informed by the continued dismal performance of schools in FCDC counties over the years (Stiftung, 2012).

Extant literature on previous studies has given mixed findings on the effect of integrative leadership on performance. Conceptually, previous studies focused mainly on the direct effect of integrative leadership on performance, with no studies testing the mediating and moderating effect of employee motivation and stakeholder engagement on school performance (Zhang, Sun, Liu, Zhou & Zhang, 2018; Mpaata, 2019). Additionally, in most studies, employee motivation had been conceptualised as an independent variable rather than a mediating variable (Nweneka, 2019; Bukhuni, Namusonge & Makokha, 2019; Nkirote & Thinguri, 2020). Contextually, studies on integrative leadership and public boarding secondary schools and the empirical evidence in the Kenyan context are scanty. Previous studies have manifested a methodological gap. Omar and Kavale (2016) used only quantitative methodology. Thus, this study intended to investigate the effect of integrative leadership, employee motivation, and stakeholder engagement on school performance of public secondary schools in the framework of Counties under FCDC Kenya.

Integrative Leadership

Integrative leadership prioritizes integral growth at all levels, from the single to the global (Youn, Yang & Hong, 2012). Integrative leadership holds the concerns of the stakeholders who are involved in the decision-making within a competitive business environment (Doh & Quigley, 2014; Maak, Pless & Voegtlin, 2016). In this context, integrative leadership focuses on how school administrators use management systems to increase performance, suggesting that effective leadership is demonstrated through actions that build and improve organizational abilities and management systems. The tenets of leadership need to be integrated by the leaders and the stakeholders to obtain value and human capital creation to realize high productivity and performance (Koednok, 2013). School leadership plays a crucial role in improving school efficiency by boosting the gains of national education systems around the world (Miller, 2018).

Despite the numerous numbers of factors attributed to poor performance in public secondary schools, a closer examination of the previous studies shows a lack of adequate literature to link school leadership and performance especially in the Counties under the FCDC Kenya thus the study looks at the influence of integrative leadership on school performance. Amid the ever-expanding body of literature on integrative leadership, scholars have seldom documented the actual competencies, behaviours, and skills that constitute integrative leadership (Silvia & McQuire, 2010). Hence this study sought to examine the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya.

Employee Motivation

Employee performance is seen as observable behaviours and actions that guide how a job is done as well as what results are to be expected for satisfactory job performance (Mazaki, 2017). Comighud and Arevalo (2021) observe that motivation has long been considered as primarily affecting job performance and productivity. Skilled and competent employees are assets that are needed most in a school (Lopez & Irene, 2017). Motivation plays an important role in the institution because it increases the productivity of employees and its goals can be achieved in an efficient way (Kiruja & Mukuru, 2018). Alkhateri, Khalifa, Abuelhassan, Isaac and Alrajawi (2018) emphasized the importance of employee job satisfaction as a factor influencing employee work performance. On the other hand, a highly motivated employee may be dissatisfied with every aspect of the job (Klein & Zwilling, 2022). Peiró, Kozusznik, Rodríguez-Molina and Tordera (2019) also recaps the observation that satisfied employees may not necessarily be productive employees.

According to Graves and Sarkis (2018) employee remuneration is one of the elements organizations use to attract and retain their most valuable and worthy assets. Rewards can be extrinsic or intrinsic, extrinsic rewards are tangible rewards and these rewards are external to the job or task performed by the employee (Okoth & Florah, 2019). Intrinsic rewards accrue from performing the task itself and may include the satisfaction of accomplishment or a sense of influence. Intrinsic rewards are intangible rewards or psychological rewards like appreciation, meeting new challenges, positive and caring attitude from the employer, and job rotation after attaining the goal (Bukhuni, Namusonge, & Makokha, 2019). Mosley, Pietri and Mosley Jnr. (2012) describe extrinsic motivation as the behaviour performed, not for its own sake, but for the consequences associated with it. Examples include salary, benefits, and working conditions. Extrinsic rewards come from the organization as money, perquisites, or promotions from supervisors and co-workers as recognition (Okoth & Florah (2019). Reward systems can contribute to a firm's effectiveness by influencing individual behaviour and motivating employees at work (Bukhuni et al., 2019). Qadach, Schechter and Da'as (2020) argue that reward power is available when the manager confers rewards in return for desired actions and outcomes. A reward system needs to be available to people in the same positions and be distributed fairly and equitably (Kapur, 2022). A reward is a work outcome of positive value to the individual.

There also appears little known regarding the contribution of employee motivation towards students' academic performance in these areas. It is based on this gap that the study intended

to examine the influence of employee motivation on the performance of public boarding secondary schools in selected Counties under FCDC Kenya.

Performance of Public Boarding Secondary Schools

Performance refers to the degree to which an organization attains its mission, vision, and objectives (Aguinis & Kraiger, 2009). Organizational performance is seen as a multidimensional paradigm on which the measurement of several factors is based. These factors include; quality service, customer satisfaction, and increased profits. Mokhtar, Yusoff, and Ahmad (2014) used new product success, customer retention, growth of sales and investment return to measure market orientation and business performance as constructs for measuring performance.

School leaders, especially Principals, play a critical role in establishing guidance and cultivating a supportive school atmosphere, including a constructive school mentality, as well as fostering and reinforcing staff morale and engagement, both of which are necessary to cultivate change and encourage achievement for schools in difficult situations (Day & Sammons, 2016).

According to World Bank (2018), the quality of an education system is dependent on the availability of certain key inputs which include; physical infrastructure, teachers, and curricular. To ensure academic excellence, school leadership has necessitated the collaboration of principals, staff, parents, students, and other community members (Morgan, 2015). Various factors exist and operate within the teaching and learning process, adequacy of physical faculties is one of the most crucial factors that directly affect the educational outcomes of students because it aids the process of reinforcing skills and knowledge (Ordu, 2021). Most schools especially in rural, arid, and semi-arid areas are in dire need of physical resources such as classrooms, toilets, desks, and libraries resulting in dismal performances (Wekesa, & Kitainge, 2022).

In Kenya, public schools are often criticized as inefficient and characterized by poor academic performance. Poor school management, insufficient resources, and a lack of teacher commitment are often attributed to poor performance (Mutwiri, 2015). Sustainable development goal number 4 aims at attaining education for all by the year 2030. This will allow children to access education and acquire knowledge that can be applied in their day-to-day lives. This is an aspect that the FCDC region is yet to achieve by a large margin (Ochieng, 2020). This study, therefore, intended to examine the influence of integrative leadership, among other factors on school performance in public boarding schools under FCDC Kenya.

LITERATURE REVIEW

Theoretical Review

This paper was anchored on Systems theory and supported by the Theory X and Theory Y and Full Range Leadership Theory.

Systems Theory

Systems theory is the interdisciplinary study of how systems interact with one another within a wider, more complex system. The theory seeks to expound and develop hypotheses based

on characteristics that emerge within complex systems that appear to be impossible to occur in any single system within the whole. Ludwig von Bertalanffy's research in the 1940s and 1950s, which was later published in 1968, paved the way for systems theory. The theory's goal was to lay out some fundamental laws that can be implemented in almost any scientific field.

The proponents of the systems theory which comprises business policy, organizational theory, markets, and resources postulated that organizations cannot operate as closed systems because they are environment-dependent and serving (Ansoff & McDonnell, 1990). Burnes (1996) posits that the external environment is grounded on the open systems theory, which states that organizations are affected by factors that occur in the external environment and can have effects on the factors that exist in the internal environment. A system consists of inputs (resources) such as raw materials, financial resources, information technologies, and human capital. The processes such as planning and strategy, organising, motivating and empowering, and the third part of the system include evaluation and controlling. The second phase of a system is the outputs; these outputs consist of products or services; and lastly, the outcomes such as enhanced quality of life for staff and employees or increase and improve productivity for customers/clients. The systems share feedback among every part of these four aspects of the system; inputs (resources), processes, outputs, and outcomes (Mele, Pels, Polese, 2010).

Von Bertalanffy (1968) introduced the general systems theory which has a holistic orientation. The main target of the system theory is holistic as opposition reductionism (Mele et al., 2010). System theorists conceive to build the leading complete read of a scenario (Checkland, 1999). The crucial principle of a systems theory includes the risk of revealing the true workings of various phenomena by examining the whole aspects together rather than the elements (Mele et al., 2010)

The application of systems theory within any discipline entails looking at how all the ingredients (systems) came together to make the cake (complex system/whole) and how this eventually gave us the outcome that none of these properties could produce on their own without an alteration in their environment. Some fields, such as social work, have a wide range of applications. Professionals in diverse sectors must implement systems theory to take a more comprehensive approach to their work and gain a better understanding of all the factors at work within their disciplines. In the study context, a school was considered a system, where subsystems such as integrative leadership, employee motivation, and stakeholder engagement interact with each other to yield good performance in public boarding secondary schools.

Full Range Leadership Theory (FRLT)

The Full Range Leadership Theory was developed by Bernard Bass in 1985 when he proposed an integrative model of organizational leadership as an extension of the transformational theory developed by James McGregor Burns in 1978. The integrative leadership theory was named the Full Range Leadership theory (Romascanu, Gheorghe & Stanescu, 2017). This range of leadership includes three elements that are in a continuum namely; laissez-faire, transactional leadership, and transformational leadership.

Burns (1978) was the first to identify and distinguish between transactional and transformational leadership styles, which he saw as opposite extremes of a spectrum. A transactional leader motivates subordinates through contingent exchanges (such as rewards or praise), but a transformational leader motivates subordinates to put the group's goals ahead of their own. Later, Bass (1985) reframed the two types as complementary conceptions, resulting in what is now known as full-range leadership theory. The Full Range Leadership Theory (FRLT) originated from Bass' (1985) initiative to modify Burns' (1978) theory by integrating transactional and transformational leadership styles.

The full-range leadership model is relevant to this study as it introduces the questionnaire that measures the factors of each of the three styles in the full-range leadership theory. This study supports the idea of leadership styles being on a continuum. However, despite the advent of new leadership theories such as complexity, distributed, servant, spiritual, and authentic leadership theories, the leadership styles of the FRLT (transformational, transactional, and laissez-faire) are still valid in different organisational contexts. This theory supported integrative leadership variables in explaining the relationship with organisational performance.

Theory X and Theory Y

Theory X and Theory Y was founded by McGregor in 1960. Theory X and Theory Y are theories of human work motivation and management, respectively. Two aspects of human behaviour at work were identified by the theory. One of which is positive, called Theory Y and the other which is negative, also known as Theory X. According to McGregor, managers' interpretations of the nature of individuals are based on several assumptions (Tahir & Iraqi, 2018). The theory holds that one does not feel the second need until the demands of the first have been satisfied or the third until the second has been satisfied (Para-González, Jiménez-Jiménez & Martínez-Lorente, 2018).

Motivation theory, as well as the works of Abraham Maslow, who devised the hierarchy of needs, influenced McGregor's work. McGregor's two theories describe contradictory models of workforce motivation used by managers in human resource management, organizational behaviour, organizational communication, and organizational development (Juneja, 2015). The importance of increased supervision, external rewards, and penalties is explained by Theory X. Theory Y, on the other hand, emphasizes the motivating role of job satisfaction and encourages employees to approach tasks without close supervision. Management use of Theory X and Theory Y can have different effects on employee motivation and productivity, and executives may choose to incorporate strategies from both theories into their practices (Arslan & Staub, 2013). The use of tight control and supervision is encouraged by Theory X. It implies that employees are apprehensive about organizational changes, which discourages innovation.

Managers, according to Theory Y, should create and promote a work environment in which employees can be self-directed and take initiative. Employees should be given the chance to contribute to the organization's overall well-being. Theory Y promotes decentralization of authority, teamwork, and participation in decision-making in organizations. Theory Y investigates and identifies the various ways in which an employee can make meaningful

contributions to an organization. It aligns and matches the needs and aspirations of employees with the needs and expectations of the organization (Gürbüz, Şahin & Köksal, 2014). This theory explained the relationship between employee motivation and school performance.

Mediating Effects of Employee Motivation on The Relationship Between Integrative Leadership and School Performance

Esdras and Andala (2021) studied the influence of motivation on teacher performance in boarding secondary schools in the western province of Rwanda. The sample size was achieved using simple random sampling and stratified random sampling techniques by the use of Slovin's formula. The study embraced quantitative and qualitative techniques. A descriptive research design was utilised. Data was obtained using questionnaires and interview guides. Data was analysed using descriptive and inferential statistics. The results indicated that both intrinsic and extrinsic motivations had a statistically significant relationship with the performance of the teachers. However, the study results gave a contextual gap and cannot be implicated in the public boarding secondary schools in selected counties under FCDC Kenya.

Using a mixed methodology approach, Nkirote and Thinguri (2020) looked at the influence of teachers' motivation on learning outcomes among pre-primary learners in Maara Sub County and revealed a link between teachers' performance in terms of motivation. The sample size was obtained using stratified and simple random sampling. Data was obtained using questionnaires, interview guides, and the observation checklist. The study used both qualitative and quantitative data. The study however did not consider the mediating and moderating variables. This study considered mediating and moderating the effect of employee motivation and stakeholder engagement respectively. Using a cross-sectional survey design, Cheruiyot and Kalei (2020) examined the influence of reward strategies on employee performance in public University Campuses in Kericho County. The sample size was achieved using stratified random sampling. The study used a qualitative and quantitative approach. The study used questionnaires to obtain primary data. The study revealed that there was a significant relationship reward system and employee performance. However, motivation was used as an independent variable in this study. This study considered mediating and moderating the effect of employee motivation and stakeholder engagement respectively.

Nweneka (2019) examined the relationship between motivation and teachers' job performance in public senior secondary schools in River's state. A stratified random sampling technique was used to get the sample size. Data was collected using questionnaires. The study results found that there is a strong relationship between teachers' remuneration and teacher job performance. The study findings also affirmed that the relationship between working conditions and teachers' performance is positive. There was also a strong positive correlation between teachers' promotion and their teaching performances. Bukhuni, Namusonge, and Makokha (2019) looked at the effect of motivation practices on employee performance in public secondary schools in Kenya. The study adopted a mixed research design. Stratified random sampling was employed in obtaining the sample size. Structured questionnaires were used to collect data. The study results revealed a positive and significant correlation between motivation practices and employee performance.

Forson, Ofosu-Dwamena, Opoku, and Adjavon (2021) studied the employee motivation and job performance of basic school teachers in Ghana. The study employed a quantitative approach and used questionnaires to obtain data from the respondents. The data collected was analysed using multiple regression analysis. The study findings indicated that teachers' motivation was significantly influenced by compensation package, job design, and environment and performance management system. Additionally, Kasuni (2016) investigated the relationship between motivational strategies and employee performance in selected secondary schools in Kenya. The study adopted a mixed-method approach. The study was quantitative and qualitative. The sample size was obtained using Purposive sampling, stratified sampling, and random sampling. Data was collected using a structured questionnaire and interview guides. Descriptive and inferential statistics were employed in the analysis. A significant correlation between employee performance and various motivational strategies adopted by school management was established.

Situma and Iravo (2015) examined the motivational factors affecting employees' performance in public secondary schools. The sample size was obtained using stratified sampling and purposive sampling. Data was collected using questionnaires and interview schedules. Content analysis was used to analyse qualitative data. The study results revealed that there was a statistically significant relationship between intrinsic motivational factors and the level of employee performance.

In the context of travel agents, Elbaz and Haddoud (2017) investigated the interceding role of wisdom leadership in the relationship between leadership styles and employee team performance. The study developed an integrative model based on leadership theory and the strategic leadership model, which explored the relationships between four distinct leadership styles and their impact on employee satisfaction and team performance via the mediating effect of wise leadership. Using data from 505 Egyptian travel agencies, the research found that not all leadership styles have a positive impact on employee satisfaction. The research also found that the development of wisdom leadership has a positive impact. Even though the research investigated the role of wisdom leadership in the relationship between leadership styles and employee team performance, it was carried out in the context of travel agents. The current study, therefore, explored the aspect of integral leadership and management of resources on the academic performance of public boarding secondary schools. Kanana and Omondi (2020) conducted a study in Meru County's Uringu division to examine the effect of head teachers' management skills, teacher and pupil participation, and parental involvement in primary school administration on academic success. A descriptive survey was used in this report. The target population comprised teachers, head teachers, class eight students, and parents made up the target demographic. A total of 331 teachers, head teachers, class eight students, and parents were chosen by stratified random sampling for this analysis. The survey used primary as well as secondary data. For the last five years, secondary data was gathered from KCPE reports. The average grades for the five years were used in the study. The study's main data collection instrument was a questionnaire and the data was analysed quantitatively. Additionally, correlation analysis was used to determine if the dependent and independent variables had a significant relationship. The study concluded that head teachers' administrative skills, teacher engagement, pupil participation, and parent participation all

have a strong and meaningful impact on academic achievement in Uringu division public primary schools.

Conceptual Framework for the Study

This paper investigated the mediating effect of employee motivation on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya as presented in a diagrammatical form in Figure 1.

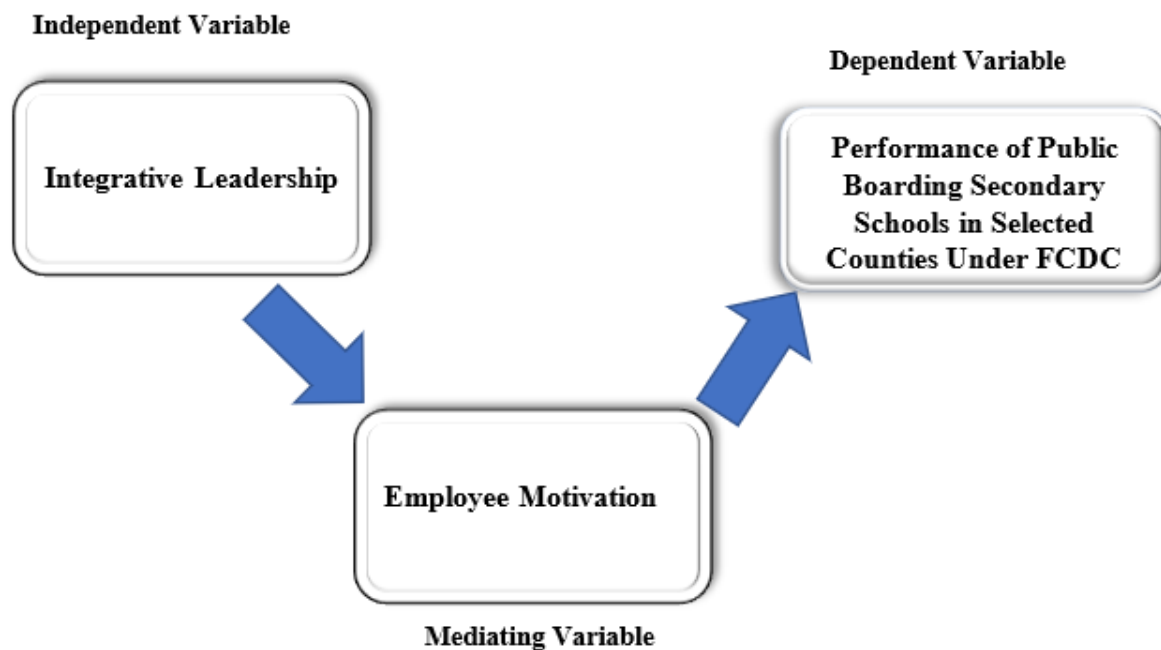


Figure1: Conceptual Framework

Hypotheses of the Study

This paper was guided by the following hypothesis

- **H₀₁:** There is no meaningful correlation between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya.
- **H₀₂:** There is no statistically significant mediating effect of employee motivation on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya.

RESEARCH METHODOLOGY

This study used pragmatism research philosophy. This study adopted this philosophy because studies based on pragmatism research philosophy can integrate the use of a variety of research methods, including qualitative, quantitative, and action research methods. This study triangulated data using both qualitative and quantitative methods. This study used a mixed-method research design. The primary reason for using mixed research in this study is to minimize the weaknesses and capitalize on the strengths of quantitative and qualitative research approaches.

Population of the Study

The study population consisted of 49 public boarding secondary schools from four selected Counties under FCDC Kenya. The study targeted student leaders, teachers, principals, and stakeholders (Board of management representatives, County directors of education and TSC, and development partner's representative) from the schools in the targeted counties.

Sampling Design

Probability sampling, with everyone having an equal chance of being selected was used. Probability and uniform sampling procedures that involved simple random were used. A cluster purposive sampling procedure was used to arrive at the sample of schools in the selected Counties owing to the vastness of the study area. To ensure a representative sample, schools were categorized according to their levels, that is, national schools, extra county, county, and sub-county schools. A stratified randomized sampling procedure was used to sample a representative number of 16 public boarding secondary schools from the four Counties. This procedure was used since secondary schools are classified under different levels (strata) including national, extra county, county schools, and sub-county schools. A purposive sampling procedure was used to arrive at 4 County directors of education and 4 development partner representatives. This technique was used since the county director of education and development partners' view are vital in answering the question of stakeholders' engagement and school performance. Each of the four counties produced one director of education and development partner representative.

Data Collection

Primary data was obtained through structured and unstructured questionnaires. All the questions were in a structured and unstructured format based on the research objectives. The study was quantitative and qualitative in nature. Primary data was obtained using structured questionnaires for Student Leaders and Teachers; unstructured questionnaires and interview guides which were given to the Principals, BOM, Directors, and Development Partners. Structured questions from the questionnaires were used to obtain quantitative data. Unstructured questions inform of interview schedules were used to obtain qualitative data. The tool was open-ended to capture in-depth data concerning the effect of integrative leadership, management of employee motivation, and stakeholders on school performance. Structured questions give the respondents the liberty of enriching their opinions by elaborating more on the topical issue. Face validity and Content validity was employed in the study to measure validity. To achieve reliability, inter-rater reliability.

Data Analysis

The collected data was analysed using both quantitative and qualitative data analysis approaches. To summarize quantitative data, descriptive statistics was used, and the results were presented in frequencies and percentages. The obtained qualitative data was analysed using content analysis. Pearson's product-moment correlation coefficient (r) was used for testing the hypothesis to show the strength of the linear relationships between the variables in the regression. The relationships between integrative leadership, the independent variable(s); Employee motivation; the mediating variable and performance, the dependent variable were tested through regression analysis.

RESULTS AND FINDINGS

Response Rate

The researcher distributed 440 questionnaires, out of which 395 responded positively by filling and returning the questionnaires. This represented an overall positive response rate of 89.8%. The remaining 10.2% were unresponsive even after several follow-ups and reminders.

Response Rate

Category	Administered Questionnaires	Response Rate
Returned	395	89.8%
Unreturned	45	10.2%
Total	440	100%

Results in Table above show that 395 respondents successfully filled and returned their questionnaires translating to 89.8% response rate. According to Mugenda and Mugenda (2003) and Kothari and Garg (2014), a descriptive study can be considered sufficient if the response rate is greater than 50%. Babbie (2004) places return rates of 60% or above as good, and return rates of 70% or higher as very good. Thus, 89.8% was considered very good for the study.

Content Analysis

Content analysis was conducted to establish correlations and patterns in relation to respondents' feedback to open ended questions on key concepts of the research, integrative leadership, employee motivation and school performance, and the relationship between the concepts and their contextual dimensions. These responses complemented the quantitative data collected using closed ended questions. The responses were categorized in form of themes for ease of making qualitative inferences and drawing conclusions. The emerging themes were developed and analysed based on the research objectives. The findings are summarised into four thematic areas as presented below.

Managing Integrative Leadership for Improved School Performance

The study sought to establish how integrative leadership improves school performance and how it can be managed to enhance performance in the school. Several aspects of integrative leadership were identified as critical to school performance. It was noted that a high-quality educational environment for students and staff is fostered in schools by effective leadership. By acquiring the essential abilities required of school leadership, leaders at all levels in the educational system may help with this. Integrative leadership involves everyone in the school, regardless of rank, to foster an atmosphere that fosters respect, trust, teamwork, and innovation. The importance of school leadership has increased on the global agenda for education policy. It has a significant impact on teachers' motivations and capabilities as well as the culture and environment of the classroom, which helps to improve educational outcomes. The efficiency and equality of education must be improved through effective school leadership.

Integrative leadership seeks to build collaboration, trust, and understanding among school staff, parents, and the community. It emphasizes the importance of each stakeholder's role in developing a successful school environment. Integrative leaders strive to create a school

culture of learning, collaboration, and mutual respect. They are committed to fostering a collaborative approach to solving problems and seek to create an environment where all stakeholders can work together to improve school performance. Integrative leaders emphasize the importance of open communication and shared decision making, which can lead to a higher level of trust, engagement, and accountability among all stakeholders. By building bridges of communication and understanding between school staff, parents, and the community, integrative leadership can help improve school performance.

The expectations for schools and school leaders are shifting as nations attempt to modify their educational institutions to meet the needs of modern society. Decentralization has become more prevalent, giving schools greater autonomy in decision-making and increasing their accountability for outcomes. Schools are under pressure to utilize more research-based teaching strategies as a result of the need to boost overall student performance while serving more diverse student populations. If given the freedom to make crucial decisions, school leaders can improve academic and student performance. However, unless it is effectively supported, autonomy alone may not necessarily result in improvements. Furthermore, it's critical to identify and limit the primary duties of school administrators. Understanding the methods most likely to enhance teaching and learning should help define the duties of school leadership. Provide increased levels of autonomy with the necessary assistance, according to policymakers. To concentrate on the procedures most likely to enhance student learning, school administrators require the necessary time, resources, and assistance. Greater levels of autonomy should be combined with a novel distributed leadership model, fresh forms of accountability, and leadership development programs for educators.

For better student learning, redefine the roles of the school's leadership. The roles and responsibilities connected to better learning outcomes ought to be at the centre of school leadership practice, according to policymakers and practitioners. To improve student outcomes, school leadership must focus on these four critical domains of responsibility, according to this study: First, supporting, assessing, and improving teacher quality: School administrators must be able to modify the curriculum to meet local needs, encourage teacher collaboration, and take part in teacher monitoring, assessment, and professional development. Secondly, Goal-setting, assessment, and accountability: Policymakers must make sure that school administrators are given latitude in determining the strategic direction of their institutions. They must also maximize their ability to create school plans and goals, track progress, and use data to inform practice.

Thirdly, strategic financial and human resource management: By offering training to school leaders, creating a position for a financial manager on the leadership team, or offering financial support services to schools, policymakers can improve the financial management abilities of school leadership teams. To better match candidates with their school's needs, school leaders should have the power to influence teacher hiring decisions. Lastly, working along with other schools: School leaders need to be aware of this new leadership dimension and their special position within it. Instead of just the pupils of one school, it may help school systems as a whole. But to get involved in issues outside the walls of their schools, school leaders need to expand their talents.

Create frameworks for school leadership for better policy and practice. The major traits, duties, and responsibilities of effective school leaders can be indicated by school leadership frameworks, which also highlight the fundamental quality of school leadership as leadership for learning. They can serve as a foundation for the consistent hiring, development, and evaluation of school leaders. Frameworks should allow for the contextualization of local and school-level criteria and specify the main areas of responsibility for school leaders. They ought to be created with professional input (Day & Sammons, 2016; Day, Sammons & Gorgen, 2020).

Managing Employee Motivation for Improved School Performance

The study assessed the role of employee motivation in school performance and how it can be managed to improve school performance. It is reckoned that an important foundational element of the workplace is motivation and it is a meaningful construct. Since it has what it takes to define employee satisfaction at the workplace, motivating people effectively is difficult thus application of strategies for increasing motivation that include;

Job Enrichment

Job enrichment offers workers the chance to develop psychologically and evolve in a professional setting (Tumi, Hasan, & Khalid, 2022). Job enrichment aims to motivate employees through their work. Research shows that employees with more enrichment aspects provide better levels of satisfaction, but it also shows that these jobs demand more training time and have a little negative impact on stress and anxiety. A job's variety and depth, or the number of activities and the autonomy, responsibility, choice, and control, are increased by job enrichment.

Merit Pay

According to a study by Wenzel, Krause, and Vogel (2019), a wage plan must show that strong performance results in higher pay levels, minimize any unfavourable effects of good performance, and link good performance to additional benefits to be motivating. Employees receive a bundle of benefits in addition to their wages, including transportation, housing, furnishings, and medical reimbursement. Others include electricity allowances and meal subsidies. Employees receive a combination of pay and benefits. Salary and perks may have an impact on effort and perseverance, according to motivational theories. Each of Maslow's hierarchy of requirements' five wants can potentially be met through pay. Pay is a maintenance component in Herzberg's two-factor model and shouldn't have a big impact on motivation. Under the expectation theory, compensation can influence behaviour and meet a variety of requirements, however, in the equity theory, pay is a key factor that is compared to that of other employees.

Flexible Working Hours

According to Davidescu, Apostu, Paul and Casuneanu (2020), flexible time is meant to both ensure that the organization's work is completed and give employees and their managers the freedom to create work schedules that take into account their personal and family demands. Workers with very different tasks, nursing moms, single parents with young children, people pursuing degrees to advance their skills and abilities or for personal growth, and others all make up the workforce that organizations must deal with today. Many of these workforces

find incentive in the idea of flexible working hours. According to research, flexible scheduling can be motivating in that it increases job satisfaction and lowers absenteeism. Being able to meet employee requirements is a healthy and effective method of motivation.

Incentives

As the value of the incentive grows, motivation rises. The prospect of winning money can serve as motivation in the context of climbing contests. Most people's actual motivators come from the feelings they get from climbing hard, winning a competition, or, in Jerry Moffatt's words, "simply burning someone off." The closer you are to the event or your objective, the more powerful the incentive motivation becomes. Establish a few short-term objectives as well as a few long-term ones to strive for regularly. It is more challenging to stay motivated when there is an excessive lag between your activities and their results. This explains why a thorough "tick-list" of tasks to do is such a powerful incentive. It was really simple to train in between climbing trips if you are consistently sending the climbs on that list.

Positiveness

Climbers who are confident and optimistic are extremely driven and successful. On the other hand, if you lack self-assurance or are consistently pessimistic, your motivation is probably approximately 20,000 miles under the sea. Your level of positivity (in general) is something you likely learned as a child more than any other quality. Fortunately, making a daily effort to change your negative beliefs can have a significant impact on your motivation and confidence. First, you must become conscious of your negative ideas. Among climbers, claims that training is ineffective or forecasts of subpar performance may be the most prevalent. Become adept at swiftly displacing negative ideas with something uplifting. Employ affirmations and self-educational phrases like "I can do it," "stick it," and "this will help me grow stronger."

Both controllable and intrinsic motivational factors, such as those related to pay scales, working conditions, performance monitoring systems, and teacher training and development, may define teachers' motivation. The effectiveness of teachers as teachers, however, is what drives management and policymakers to implement compensation plans, improved psychological aura through the improved working environment and job design, and implementation of appropriate performance management policy for continued performance enhancement. A highly motivated teacher is thought to be related to the level of satisfaction, it should be stressed that these job satisfaction criteria can also serve as job motivational factors (Ali & Anwar, 2021). Teachers differ from other types of workers in several ways. Because of this, instruments that typically assess factors that contribute to job satisfaction and motivation, such as appreciation, communication, co-workers, fringe benefits, job conditions, the nature of the work, the organization itself, policies and procedures of organizations, pay, personal growth, promotion opportunities, recognition, security, and supervision, may not always be compatible with factors that contribute to teachers' motivation in the classroom. However, other researchers claim that some of these variables might be utilized to analyse teacher performance and motivation. The general agreement on these factors is that supervision, the actual work itself, advancement, and recognition are crucial factors in determining teachers' workplace motivation.

Implementing fundamental performance management systems to regularly assess teachers' successes should be the main goal of the management of educators at all levels of education. For instance, it's crucial to adopt a "360-degree feedback system" that gives student feedback the consideration it requires. Contrary to conventional wisdom, which holds that teachers are most motivated by intrinsic factors and least motivated by the financial aspects of teaching, research shows that teachers in educational institutions are frequently distressed and demotivated for a variety of reasons, including inadequate evaluation systems, a lack of recognition from the head of the institution, and disrespect from other employees. One of the numerous reasons teachers might wish to leave the teaching profession is a lack of appreciation from superiors.

Teachers care a great deal about students' feedback, so at higher education institutions, it should be taken into consideration while evaluating and supervising teachers' performance. Teachers should be given feedback from their pupils in a methodical approach because it is an important factor in what motivates them. Educational administrators must put focus on training activities as a crucial way to inspire personnel and ensure the organization's sustainability. Because a teacher's career development begins with the professional learning platform that is available to him or her, professional growth serves as a fundamental motivator for educators (Forson et al., 2021).

Factor Analysis

Factor Analysis for Integrative Leadership:

Factor analysis was carried out on the statements of integrative leadership. According to Tabachnick and Fidell (2007), a factor loading of 0.45 is a fair measure of real-life data. Table 1 shows the factor loading for integrative leadership.

Table 1: Factor Loading for Teacher's Integrative Leadership

Integrative Leadership	Extraction
Principal's engagement of stakeholders leads to improved academic performance	0.663
The principal involves stakeholders in the management of the school	0.618
Stakeholders provide support to the school administration	0.735
Stakeholders offer useful suggestions and directions that support the school management	0.743
There are tense relationships between school principals and the school board of management that undermine school performance	0.687
Democratization of school administration should be done by increasing student and teacher participation in school boards	0.586
Teachers and students should be included in decision-making of important school policies	0.611
There is a strong link between the principal's leadership and the implementation of integrative education	0.757
Community engagement in school governance and learning contributes to the acquisition of important life skills by students	0.537
Head teachers' administrative skills, teacher engagement, pupil participation, and parent participation have a strong impact on school	0.571

performance	
Parent's participation improves the child's behaviour and social adjustments in school	0.682
Parent's participation in school administration improves the child's temperament, morale, and academic performance	0.658

According to teachers, the outputs in Table 1 show that all the statements on integrative leadership had factor loading values greater than 0.5, and therefore they were accepted and thus no sub-variable was dropped.

Factor Analysis for Employee Motivation:

Factor analysis was carried out on the statements of employee motivation. This was done by subjecting the statement to dimension reduction in SPSS with a cut-off mark of 0.5 and above. The results are shown in Table 2.

Table 2: Factor Loading for Employee Motivation

Remuneration/Salary	Extraction
Present salary	0.730
Presence of a clear salary scheme	0.747
Medical scheme	0.698
Fringe benefits	0.674
Loans	0.714
Bonuses	0.752
Salary in relation to other Jobs with the same level of skills	0.674
Pension schemes	0.714
My salary meets most of my expenditures	0.716
Salary compared to the workload	0.707
Salary compared to qualification and experience	0.753
Promotion	
Fairness in present promotion	0.776
Promotion scheme	0.687
Opportunity for career advancement	0.732
Increased social status	0.792
The promotion scheme is employee friendly	0.855
Training to promote	0.786
Promotion is associated with more rewards	0.685
Recognition	
I feel appreciated for my work	0.693
Performance is adequately rewarded	0.762
The employer awards certificates of merit	0.770
Society appreciates my work	0.666
The Administration appreciates my work	0.703
Students appreciate my work	0.676
Education stakeholders appreciate my work	0.769
I receive cash rewards for good performance	0.739
Each year the best teachers are recognized and rewarded	0.798

Our school uses non-monetary rewards (e.g., gift vouchers, trips, or Lunch/Dinner for two) to motivate us	0.731
Incentives	
The school sets targets and goals that are achievable and employees are rewarded after meeting them.	0.687
The provision of non-cash facilities, such as staff buses increases employee's performance	0.798
Increment in salary increases employees' performance	0.751
Access to company's loan increases employees' performance	0.600
Provision of training opportunities increases employees' performance.	0.723
Achievement of targets leads to improvement in employees' performance	0.682
Objective appraisal system that leads to improvement in employees' performance	0.637
Supportive work environment	0.697
The school allows employees to grow as a person, improve self-confidence overcome weakness, mature foster their self-esteem.	0.692
The school has been effective in the provision of guidance, sharing information, and providing support to complete a task.	0.635
The school has recognition for employees who perform better.	0.792
The school organises trips for teachers to motivate them when they perform well	0.810
The school organizes prize giving day in the school to reward students and teachers when exceeding the expected results	0.822
The school organises get-together parties for teachers outside the school	0.634
Training and Development	
I am trained to acquire and improve my attitude toward my work	0.812
The school organizes internal transfers which boost my skills	0.712
The school provides mentors who mentor and guide and train me	0.773
Orientations are given to new teachers in setting up toward meeting school objectives.	0.718
Time-to-time training has improved teachers' confidence in improving performances.	0.767
The training provided by my school has put me in a better position to stiff competition and meet my goals and stay at the top	0.781

According to Mabert, Soni and Venkataramanan (2003), factor loading with values greater than 0.5 should be extracted, and below 0.5 is not be considered. Under employee motivation, all the sub-variables were adopted as they had values greater than 0.5.

Factor Analysis for School Performance

Factor analysis was carried out on the statements of school performance. According to Tabachinick and Fidell (2007), a factor loading of 0.45 as a fair measure of real-life data. Table 32 shows the factor loading for the school performance of teachers' statements.

Table 3: Factor Loading for School Performance

School Performance	Extraction
Our school's performance in the national examinations is consistent over the last 5 years	.492
Our school had an average mean score (C plain) in the previous KCSE examination	.718
The majority of students in the school attained C+ and above	.469
The previous form four class in our school covered the syllabus on time before sitting for the KCSE examination.	.637
The previous form four classes in our school had done enough revision before the final examination	.468
Parents provide incentives to the best-performing teachers	.578
The school organizes prize-giving days to reward the best-performing students and teachers	.689

Under school performance, all the sub-variables were adopted as they had values greater than 0.45.

Factor Analysis for Integrative Leadership

Factor analysis was carried out on the statements of integrative leadership. According to Tabachnick and Fidell (2007), a factor loading of 0.45 as a fair measure of real-life data. Table 4 shows the factor loading for integrative leadership.

Table 4: Factor Loading for Student leaders' Integrative Leadership

Integrative Leadership	Extraction
There is a good relationship between the school's non-teaching staff and the school principal.	0.523
The school always rewards the best-performing staff and school workers	0.610
In case of conflicts among students, and student vs staff members, the school principal is involved in conflict resolution	0.707
The school principal always introduces and orients every new staff and support staff to the school fraternity	0.603
In case of indiscipline cases among the students, the school principal involves the teachers and the parents of the affected student	0.545

According to student leaders, the outputs in Table 4 show that all the statements on integrative leadership had factor loading values greater than 0.5 and therefore they were accepted and thus no sub-variable was dropped.

Inferential Statistics

Correlation Analysis:

Integrative Leadership, Employee Motivation and Performance of Public Boarding Secondary Schools in Selected Counties Under the FCDC Kenya:

Correlation analysis was carried out to determine the association between the variables, integrative leadership, employee motivation, stakeholder engagement, and Performance of

public boarding secondary schools in selected Counties under the FCDC Kenya. The mean score for each variable was calculated and the Pearson’s correlation was obtained using SPSS. The correlations were done at a 0.05 significance level with one asterisk (*) or a 0.01 significance level with two asterisks. To determine whether the correlation between variables is significant, one needs to compare the p-value to the significance level used. A significance level (denoted as α or alpha) of 0.05 works well. An alpha of 0.05 indicates that the risk of concluding that a correlation exists when no correlation exists is 5%. The p-value indicates whether the correlation coefficient is significantly different from 0 or not. When the p-value is less than or equal to 0.05 the correlation is statistically significant. However, if the p-value is greater than 0.05 or the significant level, then the correlation is not statistically significant (Di Leo, & Sardanelli, 2020). The correlation results are presented in Table 42.

Table 5: Relationship between IL, EM, and SP

Correlations				
		Integrative Leadership	Employee Motivation	School Performance
Integrative Leadership	Pearson Correlation	1	.838**	.958**
	Sig. (2-tailed)		.000	.000
	N	90	90	90
Employee Motivation	Pearson Correlation	.838**	1	.811**
	Sig. (2-tailed)	.000		.000
	N	90	90	90
School Performance	Pearson Correlation	.958**	.811**	1
	Sig. (2-tailed)	.000	.000	
	N	90	90	90

** . Correlation is significant at the 0.01 level (2-tailed).

The results in Table 5 indicate that integrative leadership is positively and significantly related to the performance of public boarding secondary schools in selected Counties under the FCDC Kenya ($r=0.958$, $p<0.05$). Employee motivation is positively and significantly related to the performance of public boarding secondary schools in selected Counties under the FCDC Kenya ($r=0.811$, $p<0.05$). Since the R-values were above 0.5, this is an indication that integrative leadership and employee motivation were strongly correlated with the performance of public boarding secondary schools in selected Counties under the FCDC Kenya.

Hypotheses Testing

Integrative Leadership and School Performance:

The first objective of the study was to establish the relationship between integrative leadership on the performance of public boarding secondary schools in selected Counties under the FCDC Kenya. A simple regression model was used to test the statistical significance of the independent variable (integrative leadership) on the dependent variable (school performance) in public boarding secondary schools in selected Counties under the FCDC Kenya. The first hypothesis was stated in the null form that there is no significant relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under the FCDC Kenya.

The hypothesis was tested by regressing integrative leadership and school performance guided by the equation $SP = \alpha_0 + \beta_0IL + \varepsilon$

Where SP = Performance of public boarding secondary schools in selected Counties under the FCDC Kenya, IL = integrative leadership

Table 6: Model Summary for Integrative Leadership

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.958 ^a	.918	.918	.11650

As presented in Table 6, the coefficient of determination R Square is 0.918. The model indicates that integrative leadership explains 91.8% of the variation in performance of public boarding secondary schools in selected Counties under the FCDC Kenya. This implies that there exists a significant relationship between teachers' integrative leadership and the performance of public boarding secondary schools in selected Counties under the FCDC Kenya.

Table 7: ANOVA

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.457	1	13.457	991.456	.000 ^b
	Residual	1.194	88	.014		
	Total	14.651	89			
a. Dependent Variable: School Performance						
b. Predictors: (Constant), Integrative Leadership						

The Analysis of Variance (ANOVA) results are shown in Table 7. Analysis of Variance consists of calculations that provide information about levels of variability within a regression model and form a basis for tests of significance. This was conducted using SPSS by using the average mean score of integrative leadership and performance of public boarding secondary schools in selected Counties under the FCDC Kenya. The results in Table 7 indicate that F-Calculated (1, 88) = 991.456, $p < 0.05$. F calculated was greater than F-Critical (1, 88) = 3.84 at a 95% confidence level. Therefore, the results confirm that the regression model of integrative leadership on the performance of public boarding secondary schools in selected Counties under the FCDC Kenya is significant overall.

Table 8: Regression Coefficients for IL and SP

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.256	.150		-1.710	.091
	Integrative Leadership	.058	.034	.958	31.487	.000
a. Dependent Variable: School Performance						

The fitted model from the result in Table 8 was;
 $OP = -0.256 + 0.058IL$

This implies that a unit increase in Integrative leadership will increase the performance of public boarding secondary schools in selected Counties under the FCDC Kenya by 0.058 unit's other factors held constant. H_{01} states that integrative leadership has no significant relationship with the performance of public boarding secondary schools in selected Counties under the FCDC Kenya. Since, the $p < 0.05$, the study rejected the null hypothesis and confirmed that integrative leadership has a significant relationship with the performance of public boarding secondary schools in selected Counties under the FCDC Kenya.

Table 9: Model Summary for Integrative Leadership

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.792 ^a	.627	.626	.28662

As presented in Table 9, the coefficient of determination for student leaders R Square is 0.627. The model indicates that integrative leadership explains 62.7% of the variation in performance of public boarding secondary schools in selected Counties under the FCDC Kenya. This implies that there exists a significant relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under the FCDC Kenya.

Table 10: ANOVA

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	41.817	1	41.817	509.029	.000 ^b
	Residual	24.892	303	.082		
	Total	66.709	304			
a. Dependent Variable: School Performance						
b. Predictors: (Constant), Integrative Leadership						

The Analysis of Variance (ANOVA) results are shown in Table 10. Analysis of Variance consists of calculations that provide information about levels of variability within a regression model and form a basis for tests of significance. This was conducted using SPSS by using the average mean score of integrative leadership and performance of public boarding secondary schools in selected Counties under the FCDC Kenya. The results in Table 10 indicate that F-Calculated (1, 303) = 509.029, $p < 0.05$. F calculated was greater than F-Critical (1, 303) = 3.84 at a 95% confidence level. Therefore, the results confirm that the regression model of integrative leadership on the performance of public boarding secondary schools in selected Counties under the FCDC Kenya is significant overall.

Table 11: Regression Coefficients for IL and SP

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.760	.161		4.731	.000
	Integrative Leadership	.827	.037	.792	22.562	.000
a. Dependent Variable: School Performance						

The fitted model from the result in Table 11 was;
 $OP = 0.760 + 0.827IL$

This implies that a unit increase in Integrative leadership will increase the performance of public boarding secondary schools in selected Counties under the FCDC Kenya by 0.827 unit's other factors held constant. H_{01} states that integrative leadership has no significant relationship with the performance of public boarding secondary schools in selected Counties under the FCDC Kenya. Since, the $p < 0.05$, the study rejected the null hypothesis and confirmed that integrative leadership has a significant relationship with the performance of public boarding secondary schools in selected Counties under the FCDC Kenya.

Mediating effect of Employee Motivation:

The second objective of the study was to examine the mediating effect of employee motivation on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya. The second hypothesis was stated in the null form that there is no significant mediating role of employee motivation on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya. The four-step technique of Baron and Kenny (1986) was utilized to evaluate the hypothesis using regression analysis. The following four conditions must be met for mediation to be confirmed. In the absence of the mediating variable, the independent variable must be significantly connected to the dependent variable.

The independent variable must be significantly related to the mediating variable in the second condition. The third condition is that the mediating variable must be significantly related to the dependent variable, and the fourth condition is that when the mediating variable's effect on the dependent variable is controlled, the independent variable's effect on the dependent variable should not be significant.

As a result, the first phase was regressing integrative leadership to school performance. If step one delivers statistically significant results, the method proceeds to step two. The process ends if step one does not produce meaningful results. It would be concluded that employee motivation does not intervene in the relationship between integrative leadership and school performance in such a scenario. Integrative leadership was regressed against employee motivation in the second step. If the results are significant, the process continues to step three since the conditions for a mediating effect have been met. A simple linear regression model was used to examine the impact of employee motivation on school performance in step three. To test for the mediating impact, there must be a statistically significant influence of employee motivation on school performance.

Finally, step four looked at the impact of integrative leadership on school performance while taking into account the impact of employee motivation. Simple linear regression analysis was used to conduct these tests. When employee motivation is controlled, the impact of integrative leadership on school performance should be statistically significant. This is a requirement when looking for a mediating impact. Tables 12, 13, 14 and 15 respectively shows the outcomes of the four steps.

Step One: integrative leadership was regressed against school performance. The results are presented in Table 12.

Table 12: Regression Results from the Test of the Effect of IL on SP

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.847 ^a	.717	.715	.41505

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.069	1	11.069	111.950	.000 ^b
	Residual	81.514	88	.926		
	Total	92.583	89			
a. Dependent Variable: School Performance						
b. Predictors: (Constant), Integrative Leadership						

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.500	.763		.656	.514		
	Integrative Leadership	.647	.187	.847	3.457	.000	1.000	1.000
a. Dependent Variable: School Performance								

Table 12 reveals a statistically significant and positive relationship ($R=.847$) between integrative leadership and school performance. Integrative leadership explains 71.7 percent of school performance, according to the coefficient of determination ($R^2=.717$). The model is statistically significant since the F-value is 111.950 and the p-value is 0.00, which is less than the level of significance of 0.05. The findings confirmed the first stage in determining whether employee motivation has a mediating effect on the relationship between integrative leadership and school performance. The mediating testing then proceeded to step two which involved testing the influence of integrating leadership on employee motivation. The results of the tests are presented in table 13.

Table 13: Regression Results from the Test of the Effect IL on EM

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.838 ^a	.702	.698	.21256

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.351	1	9.351	206.948	.000 ^b
	Residual	3.976	88	.045		
	Total	13.327	89			
a. Dependent Variable: Employee Motivation						
b. Predictors: (Constant), Integrative Leadership						

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.505	.273		1.851	.067
	Integrative Leadership	.882	.061	.838	14.386	.000

The results in Table 13 show a positive and statistically significant link between integrative leadership and employee motivation ($R = .838$). Furthermore, the coefficient of variation ($R^2 = .838$) revealed that integrative leadership explains 70.2 percent of employee motivation. In addition, the F-value was 206.948, with a P-value of .000, indicating that the model is statistically significant. As a result of the findings, it appears that the second phase of testing validates the process of testing the mediating impact to proceed to step three. Employee motivation was regressed against school performance in Step Three. The results for step three are presented in Table 14.

Table 14: Regression Results from the Test of the Effect of EM on SP

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.811 ^a	.657	.653	.23886

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.630	1	9.630	168.781	.000 ^b
	Residual	5.021	88	.057		
	Total	14.651	89			
a. Dependent Variable: School Performance						
b. Predictors: (Constant), Employee Motivation						

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.683	.290		2.352	.021
	Employee Motivation	.850	.065	.811	12.992	.000

Table 14 shows that employee motivation has a substantial association with school performance ($R = .811$), with employee motivation accounting for 65.7 percent of school performance ($R^2 = .657$) and the remaining percent explained by factors not included in the model. The model's analysis yielded an F-value of 168.781 and a P-value of 0.00, both of which are less than the 0.05 level of significance, indicating that the model is statistically significant. As a result, the criteria in the third stage of testing for a mediating impact were satisfied, and testing for the mediating effect advanced to step four. Finally, step four looked at the impact of integrative leadership on school performance while taking into account the impact of employee motivation. Simple linear regression analysis was used to conduct these tests. When employee motivation is controlled, the impact of integrative leadership on school performance should not be statistically significant at 0.5. The relevant results are summarized in Table 15.

Table 15: Regression Results Depicting Mediating Effect of EM on IL on SP

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.847 ^a	.717	.715	.41505
2	.958 ^b	.919	.917	.51702

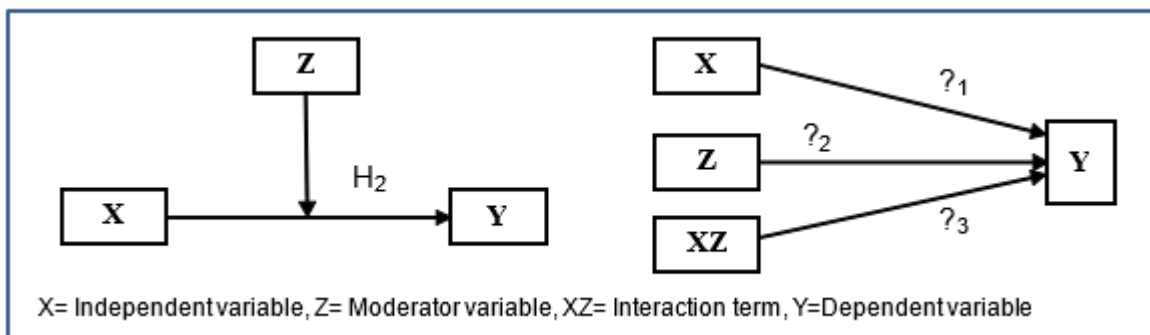
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.069	1	11.069	111.950	.000 ^b
	Residual	81.514	88	.014		
	Total	92.583	89			
2	Regression	98.460	2	6.730	91.490	.000 ^c
	Residual	6.191	87	.014		
	Total	104.651	89			

a. Predictors: (Constant), Employee Motivation, Integrative Leadership
 b. Predictors: (Constant), Employee Motivation, Integrative Leadership _Employee Motivation
 c. Dependent Variable: School Performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.500	.763		.656	.514
	Integrative Leadership	.647	.187	.847	3.457	.000
2	(Constant)	.739	.544		1.360	.082
	Integrative Leadership	.498	.172	.511	2.890	.000
	Employee Motivation	.028	.059	.027	.477	.635

The results in Table 15 show that when employee motivation is controlled integrative leadership is statistically significant (p-value=0.000 which is less than 0.05 threshold at a 95% confidence level).

In model two, employee motivation adds significantly to the school performance as the variation increased from the coefficient of 0.717 to 0.919 and p-value=.000. The results further reveal that the variance explained by employee motivation is significant and the significance was reduced from F=111.950 in the first model to (F=91.490) in the second model. The hypothesis that employee motivation intervenes in the relationship between integrative leadership and school performance was therefore accepted.



This objective was guided by the following model; $SP = \alpha + \beta_1 IL + \beta_2 EM$

Where: SP is the school performance

- IL is Integrative leadership
- EM is Employee Motivation (Mediating variable controlled)
- ε = Error term
- β = the beta coefficients of independent variables

After the regression analysis, the model became $Y = .739 + 498 + 0.028 W$

CONCLUSION

Relationship Between Integrative Leadership and School Performance

The first objective of the study was to establish the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya. A simple regression model was used to test the statistical significance of the independent variable (integrative leadership) on the dependent variable (school performance) in public boarding secondary schools in selected Counties under FCDC Kenya. The first hypothesis stated in the null form is that;

H0₁: There is no significant relationship between integrative leadership and performance of public boarding secondary schools in selected Counties under FCDC Kenya. The findings indicated that when a teacher's integrative leadership is held constant, school performance remains at 0.256. At the same time, a unit increase in teacher's integrative leadership will increase the performance of public boarding secondary schools in selected Counties under FCDC Kenya by the rate of 0.558 while when student's integrative leadership is held constant, school performance remains at 0.792. At the same time, a unit increase in student's integrative leadership will increase the performance of public boarding secondary schools in selected Counties under FCDC Kenya by the rate of 0.827. Since, the p-value $0.000 < 0.05$ is less than the critical value 0.05, the null hypothesis was rejected that there is no significant relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC. The study concluded that integrative leadership has a significant relationship with the performance of public boarding secondary schools in selected Counties under FCDC.

The integrative leadership elements were found to have a positive and significant relationship with school performance. The importance of school leadership has increased on the global agenda for education policy. It has a significant impact on teachers' motivations and capabilities as well as the culture and environment of the classroom, which helps to improve educational outcomes. The efficiency and equality of education must be improved through effective school leadership. The expectations for schools and school leaders are shifting as nations attempt to modify their educational institutions to meet the needs of modern society. Decentralization has become more prevalent, giving schools greater autonomy in decision-making and increasing their accountability for outcomes.

Schools are under pressure to utilize more research-based teaching strategies as a result of the need to boost overall student performance while serving more diverse student populations. Due to these trends, the job of school leadership in Organization for Economic

Co-Operation and Development (OECD) nations is becoming more and more characterized by a demanding set of responsibilities, including administration of finances and human resources as well as leadership for learning.

Principals are overworked in many nations; many are nearing retirement, and it is becoming more difficult to replace them. Due to overworked roles, inadequate training and preparation, restricted career opportunities, and insufficient support and rewards, prospective applicants frequently hesitate to apply. Due to these advancements, school leadership is now given top attention in educational systems all over the world. School leadership needs to be improved and made sustainable by policymakers. In total, the OECD has identified four key policy levers that might enhance school leadership practices.

According to research, school administrators can improve academic and student performance if they are given the freedom to make crucial choices. However, unless it is effectively supported, autonomy alone may not necessarily result in improvements. Furthermore, it's critical to identify and limit the primary duties of school administrators. Understanding the methods most likely to enhance teaching and learning should help define the duties of school leadership. To concentrate on the procedures most likely to enhance student learning, school administrators require the necessary time, resources, and assistance. Greater levels of autonomy should be combined with a novel distributed leadership model, fresh forms of accountability, and leadership development programs for educators. The roles and responsibilities connected to better learning outcomes ought to be at the centre of school leadership practice, according to policymakers and practitioners.

To improve student outcomes, school leadership must focus on these four critical domains of responsibility, according to this study: supporting, assessing, and improving teacher quality, School administrators must be able to modify the curriculum to meet local needs, encourage teacher collaboration, and take part in teacher observation, evaluation, and professional development. On Goal-setting, evaluation, and accountability; the ability of school leaders to define strategic direction, create school objectives and goals, track progress, and use data to enhance practice must be maximized by policymakers. By offering training to school leaders, creating a position for a financial manager on the leadership team, or offering financial support services to schools, policymakers can improve the financial management abilities of school leadership teams. To better match candidates with their school's needs, school leaders should have the power to influence teacher hiring decisions. School leaders need to be aware of this new leadership dimension and their special position within it. Instead of just the pupils of one school, it may help school systems as a whole. But to get active in issues outside of their school, school leaders need to strengthen their talents (Hitt & Tucker, 2016).

The major traits, duties, and responsibilities of effective school leaders can be indicated by school leadership frameworks, which also highlight the fundamental quality of school leadership as leadership for learning. They can serve as a foundation for the consistent hiring, development, and evaluation of school leaders. Frameworks should allow for the contextualization of local and school-level criteria and specify the main areas of responsibility for school leaders. They ought to be created with professional input. The demand for

leadership distribution, both inside and across schools, is being driven by the rising responsibility and accountability of school leadership. School boards have a lot of additional responsibilities. Although middle-management roles are seen as essential for good school leadership by practitioners, these practices are nonetheless uncommon, and frequently ambiguous, and those participating aren't usually given credit for their work. The definition of school leadership needs to be expanded, and policies and working circumstances need to be changed to reflect this. Management and succession planning can be strengthened by the distribution of leadership. To handle the problems facing modern schools and increase school efficiency, leadership can be distributed across many persons and organizational structures. This can be done informally by creating ad hoc groups based on skills and the demands of the moment, or formally through team structures and other organisations.

The idea of leadership teams has to be strengthened in national frameworks, incentive systems to recognize participation and success in these teams need to be developed, and middle-level management and prospective future leaders in the school need to get leadership development and training. Finally, policymakers should consider adjusting accountability frameworks to accommodate decentralized leadership models. Evidence suggests that successful school boards may influence the success of their institutions. To make this happen, it is critical to define the duties and obligations of school boards and to guarantee alignment between their goals and the knowledge and expertise of board members. Policymakers can assist by building support systems to guarantee active engagement in school boards, including chances for skill development, and by developing recommendations for better recruiting and selection procedures.

Evidence from various sources and national customs indicates that school administrators require specialized training to handle enlarged tasks and responsibilities. In addition to allowing for contextualization, strategies must concentrate on fostering and enhancing abilities relevant to enhancing educational outcomes. Leadership development encompasses more than just certain activities or intervention programs. In all phases and circumstances of leadership practice, it necessitates a blend of formal and informal methods. This entails supporting the school leadership career logically as it progresses through various phases. The national governance frameworks may choose whether the first training is optional or required. Governments can create national programs, work with local governments, and create incentives to encourage participation from school administrators. To make it profitable for principals to devote time to professional development in nations where the position is not tenured, a compromise must be made. Additionally, efforts must be taken to identify qualified applicants.

Induction programs are very useful for preparing and forming new school leadership practices, and they give principals crucial networks to share concerns and discuss difficulties. These programs ought to combine self-study with academic and practical knowledge. It is important to consider in-service programs in the context of school leadership opportunities for prior learning. Basic in-service programs should promote the development of leadership qualities when there are no additional starting requirements. Principals and leadership teams should also regularly receive in-service training so they can keep up with new trends and

advances. Networks, whether virtual or actual, also offer leaders and leadership teams informal development opportunities (Day, Sammons, & Gorgen, 2020).

The needs for school leadership training are met by a wide range of providers, but the training they deliver needs to be more uniform. National school leadership organizations have expanded the availability of chances for leadership development and boosted awareness in various nations. It is crucial to establish defined standards and guarantee a quality-driven focus in other nations where there are numerous providers but no national orientations. Standards, assessments, and other methods are used by many governments to monitor and control program quality. The content, design, and delivery strategies of successful programs have been discovered through a large body of research that is practice-based. It highlights the following essential elements: curriculum coherence, experience in authentic settings, cohort grouping, peer learning, mentoring, coaching, and frameworks for program and school collaboration.

The hard part is raising the standard of existing leadership and creating enduring leadership for the future (Leithwood, Harris & Hopkins, 2020). Evidence suggests that the severe effort of principals and the perception that the position is underpaid or under-supported discourage prospective recruits. Potential candidates may also be turned off by unclear hiring practices and principal professional growth opportunities. The following are some tactics to draw in, hire, and support high-performing school leaders: The effectiveness of school leadership can be significantly impacted by recruitment practices. While system-level activity is required to make sure that recruiting methods and criteria are efficient, clear, and consistent, school-level involvement is crucial for contextualizing hiring practices. The quantity and calibre of upcoming school leaders can be increased by proactive succession planning, which involves identifying and nurturing potential leaders. To lessen the weight given to seniority and draw younger, more energetic candidates from other backgrounds, eligibility standards should be widened. Traditional job interviews should not be the only method of candidate evaluation during the recruitment process. Finally, guidelines and training are also necessary for individuals on the hiring end of recruitment panels.

The availability of qualified individuals may be impacted by how appealing the salaries are for school administrators. Making school leadership more competitive and keeping pay in check with comparable grades in the public and commercial sectors are tasks for policymakers. Separate pay schedules for teachers and principals may help to draw in more applicants from the teaching workforce. To draw high-performing leaders to all schools, wage scales should, at the same time, take into account school-level elements and leadership structures. Professional associations for school administrators offer a stage for discussion, knowledge exchange, and the dissemination of best practices among experts and between experts and decision-makers (Gigliotti & Ruben, 2021). Without active participation from school leaders through their representative organizations in its preparation and implementation, workforce reform is unlikely to be successful. Giving school leaders opportunities for career advancement can help prevent principal burnout and make school leadership a more appealing career path. There are numerous approaches to increase the profession's adaptability and mobility, enabling school leaders to switch between different institutions as well as between leadership, teaching, and other careers. Examples from current country practice include lifetime contract

substitutes like renewable fixed-term contracts and possibilities for principals to take on different responsibilities like those in educational administration, group or federation leadership, or consultant leadership.

Mediating effect of Employee Motivation on The Relationship Between Integrative Leadership and School Performance

The second objective of the study was to examine the mediating effect of employee motivation on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya. The second hypothesis stated in the null form that: **H₀₂**: There is no significant mediating effect of employee motivation on the relationship between integrative leadership and performance of public boarding secondary schools in selected Counties under FCDC Kenya. The mediating effect of employee motivation on the relationship between integrative leadership and performance of public boarding secondary schools in selected Counties under FCDC Kenya. was analysed in four steps. The results indicated that steps one, two, and three were met as the P-value were below 0.05. However, in step four the p-value for employee motivation was below 0.05. Therefore, this indicated that there exists a partial mediating effect on the mediating role of employee motivation on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya.

RECOMMENDATIONS ON POLICY, PRACTICE AND THEORY

Recommendations on Policy

The study has examined ways by which integrative leadership affects the performance of public boarding secondary schools in selected Counties under FCDC Kenya. Also, the study examined the moderating effect of stakeholder engagement and the mediating effect of employee motivation between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya. The study suggests that a comprehensive policy framework that offers guidance and support to public boarding secondary schools in managing and delivering effective leadership, employee motivation, stakeholder engagement, and performance should be established and implemented. This policy should include specific metrics and goals to guide the schools towards meeting their performance objectives.

Create and promote a culture of effective communication and collaboration between the public boarding schools and the FCDC. This should include the establishment of regular meetings and forums for the exchange of ideas, feedback, and resources. To improve leadership abilities of head teachers, it is necessary to provide them with ongoing training on the value of inclusivity in decision-making, communication, and motivational methods. Good leadership in schools would raise teachers' levels of job satisfaction, which would have a favourable impact on students' school performance. Teachers who are motivated perceive their employment to be more pleasurable and meaningful hence perform their jobs more effectively. Qualified head teachers would be able to use effective incentive tactics. According to the study findings, head teachers should use a variety of leadership techniques to improve their performance in public schools. They should also sign up for leadership training to improve their leadership abilities and avoid running their schools by trial and error. Work with public boarding secondary schools to develop and support effective leadership

development and training programs. These programs should focus on skills such as team building, decision making, communication, and problem solving. Also, the government should regularly evaluate the leadership position of head teachers in school administration through the ministry of education. This will assist in recognizing the new leadership needs, and the necessary actions will be taken.

The study makes the following recommendations to enhance integrative leadership practices and school performance of public boarding secondary schools in selected Counties under FCDC Kenya: capacity development, value-based education, stakeholder involvement, and improved communication. The efficacy and efficiency of education are influenced by the values and choices made by school administrators. However, the emphasis on managing schools for academic excellence as opposed to all-around learning is more pronounced in the training and development of school leaders, principals, teachers, and other school stakeholders. A top objective in educational leadership and management should be the ongoing improvement of educational leaders' technical and leadership skills across cadres. Public boarding secondary schools are beset by social, cultural, and economic issues like student and teacher apathy, indiscipline, and parental indifference, among others, in certain areas covered by FCDC. More than just enforcing rules and procedures is needed to address these issues; ethical ideals must also be mainstreamed throughout the educational process. Inspiring intellectual and moral commitment for the best academic achievement in public boarding secondary schools in chosen counties under FCDC would require objective and intentional stakeholder involvement. Good school leadership extends beyond academic proficiency to motivate stakeholders to go above and beyond expectations while putting the organization's needs ahead of their own. Develop and implement a system of rewards and incentives for public boarding secondary schools that demonstrate high levels of performance and stakeholder engagement. This could include financial rewards, recognition awards, or other forms of reward and recognition. To improve and inspire teachers, the government should develop social rewards for them. Also, it is advised that teachers get compensation, such as housing, health, and transportation stipends, which may serve to inspire them. The study suggests that the government and school administrators develop a plan for publicly appreciating outstanding teachers for their dedication.

Recommendation on Practice

The study showed that each of the tested variables affected the performance of public boarding secondary schools in selected Counties under FCDC Kenya either individually or jointly. According to the study, Integrative leadership should be encouraged and developed through effective communication and collaboration between school administrators, teachers, students and other stakeholders. This can be achieved through the use of various tools and methods such as dialogue, critical reflection and problem solving. To encourage teachers' dedication, the principal must provide strong integrative leadership. Principals must invite teachers to share leadership responsibilities since teachers themselves can act as obstacles to the establishment of teacher integrative leadership. Teachers become more committed, professionally involved, and open to innovation when they believe that principals' integrative leadership actions are appropriate. Teachers, therefore, possess the aptitude as well as the willingness to be leaders. Since the integrative leadership style has a big impact on organizational commitment, leaders must adopt it. Important organizational outcomes, such

as organizational performance, have been linked to organizational commitment. Adopting these leadership philosophies would consequently improve organizational performance. Leaders should use both transformational and transactional leadership techniques to improve organizational commitment since they are complementary but not antagonistic. The laissez-faire leadership style should be avoided as much as possible because it undermines organizational commitment. Since employee participation moderates the relationship between integrative leadership style and organizational commitment, there is a need to implement more employee participation programs at technical institutions. Also, the current employee participation programs need to be strengthened and improved.

According to the study, School administrators should strive to empower teachers and staff by providing meaningful recognition and rewards for their contributions. This can be achieved through the use of performance-based incentives and rewards, as well as providing them with resources and training to help them improve their skills and knowledge. It is important to strategically entice, excite, and maintain teachers' attention on the tasks at hand so they stay motivated. This can be done by fostering relationships of trust and understanding with other teachers, parents, and management, while also exercising fair authority. In the study, it was found that there is only one prize given to instructors, and it is a national one. To promote optimal practices, the researcher advises the annual creation of internal achievement awards for the best-performing teachers. Last but not least, a teacher's primary responsibility is to instil knowledge and social discipline in their charges. The accomplishment of the teacher's goal depends on the type of interaction that must exist between them and the students. To promote a positive social relationship between instructors and students in light of this, the researcher proposes that a social milestone for continuous service between teachers and students be put in place.

Workers do have a key role in the development and success of the company. It implies that one way to increase employee engagement is by empowering employees. It demonstrates the degree to which employees are involved in making decisions, whether they have a relationship with the organization, and whether they are in charge of the project they are working on. Employees who are engaged to a high degree are more driven and content. Hence, one way to increase motivation is by including employees in meetings and conversations and demonstrating that their ideas and efforts are valued. Additional strategies include allowing workers the time and space to become familiar with and align with the organizational structure, giving them more accountability for the tasks they are in charge of, and giving them the freedom to select how to carry out those responsibilities. To improve the working environment, procedures, and quality as well as to provide employees with the knowledge and skills they need to perform their tasks, it is crucial to include appropriate training programs and feedback mechanisms. A good technique to satisfy motivation is to give proper credit for efforts completed and provide opportunities for progress and promotion. Other elements that contribute to employees feeling more motivated include the employment of an appropriate management style and effective communication at all levels of the organization. According to researchers, different personalities react differently to motivational factors in workers. Whether a person is more intrinsically or extrinsically motivated affects how well they perform at work. It is widely accepted that personal characteristics including personality, skills, knowledge, experience, and abilities have an

impact on a worker's performance. While choosing and motivating employees, executives must take these distinctions into account. While assessing the performance of their team, management must be cautious.

Implication for Theory

The study has reviewed expansive literature on the performance of public boarding secondary schools in selected Counties under FCDC Kenya. Empirical studies already undertaken have paid little attention to the interactions between integrative leadership, employee motivation, stakeholder engagement, and performance of public boarding secondary schools in selected Counties under FCDC Kenya. Not so much focus has been made on the integrative leadership and performance of public boarding secondary schools in selected Counties under FCDC Kenya and hence the rationale for this study. This study attempted to address contextual gaps that relate to integrative leadership, employee motivation, stakeholder engagement, and performance of public boarding secondary schools in selected Counties under FCDC Kenya.

The study found that integrative leadership had a positive effect on the performance of public boarding secondary schools in selected Counties under FCDC Kenya. The findings in the study concur with Full Range Leadership Theory which suggests that each leadership style may be classified according to where it falls on two axes: the level of the leader's engagement and the level of effectiveness. Leadership styles range from intense involvement to total disengagement. They can also be totally ineffectual or quite effective. These two axes can be used to categorize a leader's behaviours into one of three leadership philosophies: transformational, transactional, or laissez-faire. A common vision that others can adopt can be created by a transformative leader. The highly structured system of rewards and penalties based on performance is implemented by the transactional style, which is very pragmatic. Laissez-faire leadership is unhurried and unpretentious. When employees are competent and highly motivated, leaders can take a more hands-off approach that works well. The diverse styles might be arranged on a two-dimensional axis to better understand how they are linked to one another. It also made it possible to see more clearly how a style might evolve by adjusting to the natural course of a business's life cycle. According to the full-range leadership model, a leadership style can be described as existing along a two-dimensional axis of effectiveness and involvement. Each axis represents a continuum that demonstrates how a leader may show a level of interest in the work of their team or how the effectiveness of their leadership style varies with different levels of success or failure. The reality is that as a project, business, or industry develops, so can a leader's style. When a firm expands and hires a more diverse staff with a range of skill sets and personalities, a leadership style that was once necessary and effective in the early stages of a start-up may turn detrimental. A particularly helpful paradigm for comprehending the dynamic nature of leadership has been the full-range model. The implications of this study on theory X and theory Y is also important as it states that the employment of strict control and oversight is encouraged by theory X. Employee resistance to organizational changes is implied by this. As a result, it does not promote innovation. Techniques from theory Y are used by numerous organizations. According to theory Y, managers should foster an environment at work where workers have the chance to exercise initiative and self-direction. Opportunities for employees to contribute to the success of the company should be provided. In an organization, theory Y promotes

decentralized decision-making, collaboration, and teamwork. Theorem Y explores and identifies the opportunities for an individual to significantly contribute to an organization. It aligns and balances corporate needs and aspirations with the needs and aspirations of the workforce. Theory X managers frequently have a gloomy outlook on their workforce, assuming that they are naturally disengaged and disliking of their jobs. People are frequently motivated using a "carrot and stick" strategy, which can lead to repetitious work in firms run in this way. To manage and "keep eyes" on employees, performance evaluations and compensation are frequently based on observable outcomes, like as sales numbers or product output.

According to this management approach, employees dislike their jobs, shun responsibility, and require constant guidance. To deliver work, one must be threatened, coerced, and controlled. Supervision is required at all times. They lack drive and motivation; thus, they require prizes to motivate them to work toward their goals. Managers that adhere to theory Y have a positive view of their workforce and employ a decentralized, participative management style. As a result, managers and the people on their teams are encouraged to work together more frequently and with more trust. Individuals are given more responsibility, and supervisors support their efforts to improve their abilities and offer skill enhancements. Regular evaluations take place, but unlike theory X organizations, they are not intended to manage employees but rather to promote open dialogue. Organizations that adhere to theory Y frequently offer their staff members the chance to advance. This management approach presupposes that employee are: Willing to work independently, more engaged in decision-making, and Self-motivated to achieve their tasks, take pride in owning their work, seeking and accepting responsibility, requiring little guidance, seeing their job as fulfilling and difficult, and creative problem-solving.

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