

**INTEGRATIVE LEADERSHIP, EMPLOYEE MOTIVATION, STAKEHOLDER
ENGAGEMENT, AND PERFORMANCE OF PUBLIC BOARDING
SECONDARY SCHOOLS IN FRONTIER COUNTIES OF KENYA**

MOHAMED ABDINOOR DAHIR

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OF AFRICA**

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DECLARATION

I declare that this thesis is my original work and has not been presented for examination in any other institution of higher learning.

Signature.....

Date.....

Mohamed Abdinoor Dahir

DML/15/00129/1/20

Supervisors

This research thesis has been submitted for examination with our approval as the appointed University Supervisors.

Signature.....

Date.....

Dr. Domeniter Naomi Kathula, Ph.D.,

Management University of Africa

Signature.....

Date.....

Dr. Paul Machoka, Ph.D.,

Management University of Africa

DEDICATION

This thesis is dedicated to my late dad, Mr. Abdinoor Dahir, whose unwavering support and encouragement during my formative years shaped my journey. Even in his absence, he continues to be my greatest source of inspiration and resilience in life. I pray that the Almighty Allah bestows His mercy upon him.

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ABSTRACT

School performance in the Frontier Counties Development Counties (FCDC) continue to raise critical questions owing to myriad issues. Kenya Certificate of Secondary Education (KCSE) performance in the region has been so poor that no school has ever featured among the top 100 nationally ranked schools in the Kenya National Examination Council (KNEC) ranking. The best student from the region has never made to the top 100 list of students nationally. Available literature reveals that few studies undertaken in this context in the past have been biased majorly on gender distribution hence the study was likely to be prejudiced during data collection. This study therefore aimed at assessing the effect of integrative leadership, employee motivation, and stakeholder engagement on the performance of public boarding secondary schools in selected Counties under the FCDC Kenya. The research objectives were clearly defined: To determine the effect of integrative leadership on the performance of public boarding secondary schools in selected Counties under the FCDC Kenya; to ascertain the mediating effect of employee motivation on the relationship between integrative leadership and performance of public boarding secondary schools in selected Counties under the FCDC Kenya; to establish the moderating effect of stakeholder engagement on the relationship between integrative leadership and performance of public boarding secondary schools in selected Counties under the FCDC Kenya, and to determine mediation-moderator effect of employee motivation and stakeholder engagement on the relationship between integrative leadership and performance of public boarding secondary schools in selected Counties under the FCDC Kenya. This research was rooted in the Full Range Leadership Theory, emphasizing integrative leadership variables. Employing a pragmatic research philosophy, the study utilized a mix of research approaches and strategies. The study covered a wider geographic scope but the researcher deployed multiple assistants during the data collection to save on time. The study involved a comprehensive sample size of 440 participants, including student leaders, teachers, principals, Board of Management representatives, county directors of education, TSC county directors, and development partners. Unlike previous studies, which often exhibited gender bias, this research included mixed-gender public boarding secondary schools, ensuring a more comprehensive understanding. The selection of the current study through the involvement of mixed public boarding secondary schools was expected to bridge the knowledge gap brought about by other studies. Questionnaires were administered to teachers and students, while interviews were conducted with principals, BOM representatives, and County Directors. Data analysis included both quantitative techniques (descriptive and inferential statistics) and qualitative methods, organizing qualitative data into thematic categories. The findings confirmed a significant positive relationship between integrative leadership and school performance. Additionally, employee motivation partially mediated this relationship, indicating its role in enhancing performance. Furthermore, stakeholder engagement emerged as a significant moderating factor, enhancing the positive impact of integrative leadership on school performance. The study also found a significant mediation-moderation effect of employee motivation and stakeholder engagement on the relationship between integrative leadership and the school performance. The study suggests longitudinal study that tracks the performance of public boarding secondary schools in selected counties over time and assesses the impact of integrative leadership, employee motivation, and stakeholder engagement on the overall school performance.

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ABBREVIATIONS AND ACRONYMS

AEDT:	Africa Education Development Trust
ASAL:	Arid and Semi-Arid lands
BOM:	Board of Management
CLRM:	Classical Linear Regression Model
COVID-19:	Corona Virus Disease 2019
EGMA:	Early Grading Mathematics Assessment
FCDC:	Frontier Counties Development Council
HOD:	Head of Department
HRM:	Human Resources Management
ILM:	Integrative Leadership Management
KCPE:	Kenya Certificate of Primary Education
KCSE:	Kenya Certificate of Secondary Education
MOE:	Ministry of Education
OECD:	Organization for Economic Co-Operation and Development
PAC:	Performance Appraisal Criteria
PAE:	Performance Appraisal Evaluation
PAL:	Performance Appraisal Leadership
PAP:	Performance Appraisal Purpose
PM&E:	Participatory Monitoring and Evaluation
PT:	Path Analysis

PTA:	Parent Teacher Associations
SCQASOs:	Sub County Quality Assurance Officers
SLECMAQ:	School Leadership, Environment, Classroom Management Assessment Questionnaire
SPSS:	Statistical Package for Social Sciences
TSC:	Teachers Service Commission

OPERATIONAL DEFINITION OF KEY TERMS

Administrative skills:	Refers to head teacher's involvement of teachers, parents and students for better school performance.
Dispute resolution:	The ability of the head teacher to engage with board of management, parents and teachers and intervene during tense situations to avoid undermining school performance
Employee Motivation:	Encompasses the strategic utilization of promotions, comprehensive training, and staff development opportunities, timely recognition of achievements, provision of rewards and incentives, and competitive remuneration and salary packages.
Frontier Counties:	Referred to as Frontier Council Development to regional economic comprises the counties of Baringo, Garissa, Isiolo, Lamu, Mandera, Marsabit, Tana River, Samburu, Turkana, Wajir, and West Pokot. Also referred to as Frontier Counties.
Human Resource:	Teachers, support staff in the school, teaches, students, and parents.
Integrative Leadership:	Refers to a multifaceted approach where school leaders effectively supervise staff, possess strong leadership skills to inspire and guide, adeptly resolve disputes within the school community, actively engage stakeholders such as parents, teachers, and local authorities, and demonstrate exceptional administrative skills. This comprehensive leadership style harmonizes various aspects of school management, fostering collaboration, and ensuring a positive learning environment for both students and staff.

Leadership skills:	Refers to head teacher's ability to engage stakeholder's education on the overall management, decisions and running of the affairs of Pubic Boarding Secondary Schools
School Performance:	It is essentially a measure of students' academic achievements, reflected in their KCSE examination results, comprehensive syllabus coverage, students' preparedness for future challenges, and the recognition and rewards they receive. This comprehensive evaluation ensures a well-rounded assessment of a school's effectiveness in nurturing and educating its students.
Stakeholders:	Board of Management Representatives, County Directors and Non-Government Organizations Partners.
Stakeholder Engagement:	Signifies the active involvement and support of stakeholders in the decision-making processes of public boarding secondary schools. It entails fostering participation and backing from stakeholders, including board members, school communities, and government bodies, ensuring their valuable contributions and support in shaping the school's policies, programs, and initiatives.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This section provides the general background to integrative leadership, employee motivation, stakeholder engagement, and the overall performance of public boarding secondary schools from four selected Counties under the FCDC Kenya. The chapter is organized according to the following outline: Background to the study, statement of the problem, and research objectives. Moreover, the chapter describes the scope and delimitations of this research.

1.1 Background of the Study

Integrative leadership refers to a multidimensional process in which different tasks and roles are embraced by the leaders in shaping the behaviour and leadership of others by assessing their values; traits, skills, and attitudes (Shaikh & Akaraborworn, 2017). Integrative leadership is also defined as the pulling together of diverse teams across sector boundaries in non-permanent ways within the organization (Crosby & Bryson, 2014).

From an educational perspective, an integrative leadership framework is vital in understanding the efforts that are put in by school leaders to support overall school performance. This leadership motivates members of the school community to maximize their overall performance. Additionally, school leaders can apply this leadership in cross-sector partnerships that will ultimately enhance school performance (Malin & Hackmann, 2019). One of the key factors in education that determines whether schools are successful or unsuccessful is leadership (Miller, 2018). It creates a link between the classroom, a school, and a nation's education system

Integrative leadership is an emergent theory that aims to define effective leadership. 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). Shaikh (2018) characterizes this type of leadership as

a combination of six leadership styles: transformational, authentic, ethical, servant, spiritual, and transactional leadership. In other words, integrative leadership is concerned with integrating people, resources, and organizations across multiple borders to address challenging public problems and promote the common good (Crosby & Bryson, 2014).

Integrated leadership is critical in the management and the development of partnerships aimed at increasing the quality of school performance (Yuniawan & Putri, 2017). The style of management and territorial implementation show the contrast between productive and unproductive schools (Hameiri & Nir, 2014). Effective schools emphasize key elements of educational leadership, such as growing a mutual intention and goal among department and school directors; nurturing a spirit of confidence, respect, and co-operation in the establishment; boosting top and harmonious production degrees; delivering neutral, accordant, and advantageous evaluation of the teachers' and teaching level; using proof and statistics to decide on the directive routine; and advocate for and appreciation of teachers (Ingersoll, Sirinides & Dougherty, 2018).

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. From previous evidence, the capacity of teachers has been found to mediate the management practices efficacies in the curriculum coverage (Wills, 2019).

In Ghana, despite being perceived as the majority in terms of numbers, teachers' pay made up less than 35% of the public service wage bill (Forson & Opoku, 2014). This tendency did cause a wave of trained teachers to leave the teaching profession and enter other areas of the Ghanaian economy (Forson & Opoku, 2014).

On the other hand, performance, in the context of organizations, refers to the extent to which an organization achieves its mission, vision, and goals (Aguinis & Kraiger, 2009). This multidimensional paradigm is based on factors such as quality service, customer satisfaction, and increased profits. Market orientation and business performance are often quantified using constructs like new product success, customer retention, sales growth, and investment return (Mokhtar, Yusoff, & Ahmad, 2014).

For schools, effective curriculum and pedagogical strategies tailored to students' needs significantly impact performance (Hattie, 2017). Parental involvement in the educational process positively influences students' academic progress, leading to better results (Fan & Chen, 2019). Additionally, the efficiency of educational policies and administrative frameworks significantly affects academic achievement, emphasizing the importance of visionary policy choices (Sahlberg, 2019).

Qualified and enthusiastic teachers play a vital role in raising student achievement, with student achievement and teacher effectiveness being closely linked (Darling-Hammond, 2017). School administrators contribute to students' learning through consolidative management, empowering teachers to make informed decisions and address student learning needs (Tan, 2018). Addressing issues like unbalanced development, poverty, and corruption requires effective devolved governments proficient in executing devolution strategies (Otungu, 2020).

In the FCDC regions, low access to education, retention, and completion rates are due to the high poverty levels, frequent droughts, cattle theft, and hostile environments (Ayub, 2018). According to the Frontier Counties Development Council 2018-2030 socio-economic blueprint, education attainment in FCDC counties is below the national average. For example, the CPE/KCPE level attainment nationally is 25.3 percent, whereas all FCDC counties are below this average, with Garissa having the lowest at 37.6 percent. Similarly, in the case of KCSE/KCE, only Isiolo County has attained a level higher than the national average, standing at 13.6 percent. These disparities highlight limited access to education in FCDC counties.

Furthermore, gender disparities exacerbate the challenges in FCDC regions. The illiteracy level is higher among females, with more than one-third lacking basic literacy skills in seven FCDC counties. In some counties like Garissa, Mandera, Wajir, Turkana, and Marsabit, over two-thirds of females are illiterate. The overall illiteracy rate in FCDC is higher than the national average of 14.1 percent but varies widely, ranging from 15.8 percent in Lamu to a staggering 61.2 percent in Marsabit.

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).

1.1.1 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).

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).

The availability of specific essential inputs, such as physical facilities, teachers, and curricula, determines the quality of an educational system (World Bank, 2018). To ensure academic excellence, school leadership has necessitated the collaboration of principals, staff, parents, students, and other community members (Morgan, 2015). The teaching and learning process is influenced by a variety of elements, but the state of students' physical faculties is one of the most significant factors since it directly affects how well they learn because it helps students reinforce their skills and knowledge (Limon, 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.

1.1.2 Employee Motivation

Employee performance is defined as observable behaviors and actions that guide how a job is done and what results are expected for satisfactory job performance (Mazaki, 2017). Motivation has traditionally been considered a primary factor influencing productivity and job performance (Liz, 2016). Skilled and capable workers are crucial resources for schools, making motivation essential for boosting employee productivity and achieving institutional goals effectively (Chung, 2017; Kiruja & Mukuru, 2018).

The relationship between employee motivation and job satisfaction is complex. While employee job satisfaction influences work performance, a highly motivated employee could still be dissatisfied with their job (Hair et al., 2018; Zwillling, 2015). Moreover, satisfied employees may not necessarily translate into productive employees (Peter, 2016).

Organizations use various elements, including employee remuneration, to attract and retain valuable assets (Cross, 2017). Extrinsic rewards, which are tangible accolades received independently of job performance, can be either intrinsic or extrinsic. Intrinsic rewards stem from completing the work and include a sense of accomplishment and pride. Extrinsic motivation, on the other hand, involves actions taken in response to outcomes rather than for their inherent purpose (Mosley, Pietri, & Mosley Jr., 2012). Extrinsic rewards include salary, benefits, and working conditions, provided by the company in forms such as cash, perks, or promotions, as appreciation (Beer & Walton, 2014). Reward systems, when properly designed and equally distributed, can effectively influence behavior and enhance workers' motivation and performance (Armstrong, 2018; Pearce & Robinson, 2012; Goel, 2018).

Interestingly, little is known about how employee motivation contributes to students' academic performance in the FCDC regions. Addressing this gap, the study aims to examine the influence of employee motivation on the performance of public boarding secondary schools in selected Counties under FCDC Kenya.

1.1.3 Stakeholder Engagement

Stakeholder engagement is defined as the process by which the views of the stakeholders are elicited into the organization (Greco, Sciulli & D'Onza, 2015). The organization's success and sustainability depend on its ability to create value for the stakeholders (Garriga, 2014). Stakeholder engagement is important since it incorporates the aspects of organizational reputation with corporate citizenship (Ramlall, 2012). An organisation that follows and is keen to serve the interest of its stakeholders by incorporating them into its strategy, stands to gain a competitive advantage (Harrison & Wicks, 2013). Stakeholder engagement in decision-making often results in value creation (Mitchell, Van Buren, Greenwood & Freeman, 2015).

From an educational perspective, an integrative leadership framework is vital in understanding the efforts that are put in by school leaders to support overall school performance and engagement of stakeholders. This leadership motivates members of the school community and stakeholders to maximize their overall performance. Additionally,

school leaders can apply this leadership in cross-sector partnerships that will ultimately enhance school performance (Malin & Hackmann, 2019). Leadership is one of the most important aspects of education that influences the success or failure of schools. It creates a link between the classroom, a school, and a nation's education system (Miller, 2018). Stakeholder engagement has been a contentious issue with the stakeholder theory highlighting the significance of stakeholder engagement in decision-making (Harrison, Freeman & Cavalcanti Sa de Abreu, 2015). However, the extant literatures have indicated that most of the time, the value of stakeholder engagement is often neglected and overlooked (Lamkoski, Smith & Van Wassenhove, 2016). This study, therefore, intended to examine the influence of integrative leadership and engagement of stakeholders on school performance in public boarding schools under FCDC Kenya.

1.1.4 School Performance

Most schools, particularly those in rural, arid and semi-arid areas, are in desperate need of physical resources including classrooms, restrooms, desks, and libraries, which has a negative impact on student performance (Bosibori, Ngao, Rop, & Wesonga, 2015). 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).

Kenya's ASAL Counties are home to close to 30 percent of the nation's population. Pastoralism and small-scale farming are the main economic activities carried out in these regions (Harison, Mark, & Imwati, 2017). The majority of Kenya's frontier counties are a component of the 23 of the country's 47 counties that make up the Arid and Semi-Arid Lands (ASALs). To hasten the socioeconomic transition of its members, the counties of Garissa, Isiolo, Lamu, Mandera, Marsabit, Tana River, Samburu, Turkana, Wajir, and West Pokot founded the Frontier Counties Development Council. According to the FCDC Social Economic Blueprint, 2018–2030, these Counties make up 377,746.8 square kilometres, which is comparable to 65 percent of Kenya's total land area and 12 percent of its total population.

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). 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).

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.

1.2 Statement of Problem

Public education in Kenya faces significant challenges, particularly in the marginalized Frontier Counties under the Frontier Counties Development Council (FCDC). These issues are underscored by alarming statistics in Garissa, Wajir, and Mandera, where 3 out of 4 individuals lack basic literacy skills, representing a staggering 75% illiteracy rate, rendering them functionally illiterate (Ochieng, 2020). These figures highlight the depth of the educational crisis in these regions.

According to the Kenya Population Survey Census Data of 2019, a staggering 74% of the people of North Eastern Kenya who were age 3 years and above never attended school. Only 21% against the national average of 83% were attending or left learning institutions after or before completion of studies. The high illiteracy level in society is evidenced by children's lack of access to basic education. Children from the region have the poorest

access rates nationally. For instance, Ministry of Education biennial data of 2014, 2016 and 2019 showed that primary school Gross Enrolment Rates have consistently remained below 40% against a national average exceeding 100%. The secondary school average Gross Enrolment rate for the region is a paltry 26% against the national average of 71%. This data suggests that more than 60% and 74% of school-age children in the region are not enrolled in primary and secondary schools, respectively. Not surprisingly, the 2014 statistical report from the Ministry of Education indicated that 444,829 children in the three counties were out of school, constituting 34% of all out-of-school children in Kenya.

Unfortunately, those that are lucky to register presence in school and stay through to take the exit KCSE examinations, less than 10% attain a mean grade of C plain and above. For example, a paltry 5% of candidates who sat KCSE in Garissa County in 2019 (the year before Covid-19) attained at least a mean grade of C+ against the national average of 18%. The figure adjusts to 8% if those scoring C (plain) are included. But the contour of inequality is striking not at the top of the achievement continuum but at the very tail end with a staggering 30% against a national average of 4% scoring a mean grade E.

This performance lag is a testimony to the decades-long student underachievement in national exams. KCSE performance in the region has been so poor that no school has ever featured among the top 100 nationally ranked schools in the Kenya National Examination Council (KNEC) ranking. The best student from the region has never made to the top 100 list of students nationally. The low transition rates, declining enrolment, and poverty create a challenging educational environment (Mutwiri, 2015). These contextual factors create a complex backdrop against which the educational struggles in the FCDC Counties unfold.

Prior studies have attempted to establish the influence of leadership styles on educational outcomes. However, these studies have presented mixed findings and often failed to explore the intricate interplay between integrative leadership, employee motivation, and stakeholder engagement within the Kenyan context. Past research has predominantly focused on the direct effect of integrative leadership on school performance, neglecting the mediating and moderating roles of motivation and stakeholder engagement (Zhang et al., 2018; Mpaata, 2019). Furthermore, studies have typically treated employee motivation as an independent variable rather than a mediating factor, limiting the depth of understanding

regarding the internal dynamics of these institutions (Nweneka, 2019; Bukhuni, Namusonge & Makokha, 2019; Nkirote & Thinguri, 2020). The existing knowledge thus presents a gap in comprehensively understanding the complexities affecting public boarding secondary schools in these marginalized regions.

These gaps call to attention the need for a comprehensive study that would focus into the intricate relationships between integrative leadership, employee motivation, stakeholder engagement, and school performance in the FCDC Counties. This study will fill these gaps by exploring the multifaceted dynamics that influence the educational landscape in these marginalized regions. By addressing these conceptual, contextual, and theoretical gaps, this research aims to provide a holistic understanding of the challenges faced by public boarding secondary schools in the FCDC Counties and propose targeted strategies for improvement.

1.3 Objectives of the Study

1.3.1 General Objective

The main objective of the study is to investigate the effect of integrative leadership, employee motivation, and stakeholder engagement on the performance of public boarding secondary schools in selected counties under the FCDC Kenya.

1.3.2 Specific Objectives

The specific objectives were:

- i) To determine the effect of integrative leadership on the performance of public boarding secondary schools in selected Counties under the FCDC Kenya.
- ii) 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.
- iii) To establish the moderating effect of stakeholder engagement on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under the FCDC Kenya.

- iv) To determine the mediation–moderator effect of employee motivation and stakeholder engagement on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under the FCDC Kenya.

1.4 Significance of the Study

Significance of this study was based on three major contributions which included contribution to theory, contribution to policy, and contribution to practice

This study significantly contributes to the existing theoretical frameworks in educational leadership, motivation, and stakeholder engagement. By investigating the interplay between integrative leadership, employee motivation, and stakeholder engagement, the research provides valuable insights into the complex dynamics that influence the performance of public boarding secondary schools in the specified FCDC counties. The study not only expands the understanding of how integrative leadership impacts school performance but also delves deeper into the mediating and moderating roles of employee motivation and stakeholder engagement. These findings will enrich existing theories by offering a nuanced perspective on the multifaceted relationships within educational settings. Scholars and researchers in the fields of educational leadership, motivation theory, and stakeholder engagement will find these insights invaluable for advancing their theoretical frameworks.

From a policy perspective, the study's findings offer actionable recommendations for policymakers and educational authorities. Understanding the pivotal role of integrative leadership, employee motivation, and stakeholder engagement can inform the formulation of targeted policies aimed at improving the quality of education in public boarding secondary schools. By recognizing the mediating effect of employee motivation and the moderating influence of stakeholder engagement, policymakers can devise strategies that foster a positive school environment. This might include implementing leadership development programs, incentivizing teacher motivation, and encouraging active involvement of stakeholders. The study's recommendations will serve as a guide for

policymakers, enabling them to enact policies that enhance the overall educational experience in these regions.

In practical terms, this research has direct implications for school administrators, teachers, and other educational practitioners. By comprehensively understanding the impact of integrative leadership, employee motivation, and stakeholder engagement, school leaders can adopt effective management strategies. Integrative leadership practices that consider the mediating role of motivation and the moderating influence of stakeholders can be implemented to enhance school performance. Teachers and staff can benefit from motivational initiatives that align with the broader goals of the institution. Moreover, involving stakeholders actively in the educational process can lead to collaborative efforts that create a conducive learning environment. Practical insights derived from this study will empower educational practitioners to make informed decisions, fostering a culture of excellence within public boarding secondary schools.

1.5 Scope of the Study and Delimitations

This study was conducted within the framework of the Frontier Counties Development Council (FCDC), encompassing a broader geographical context that includes ten counties: Lamu, Garissa, Tana River, Isiolo, West Pokot, Marsabit, Samburu, Turkana, Mandera, and Wajir. However, for the purpose of this research, the study focused specifically on public boarding secondary schools within four selected FCDC Counties: Lamu, Wajir, Samburu, and Isiolo. These counties were purposively selected to represent a diverse range of regions within the FCDC, spanning the North Eastern, Upper Eastern, Rift Valley, and Coast regions, ensuring a comprehensive understanding of the FCDC's educational landscape. This selection aimed to facilitate ease of accessibility and data collection, considering the vast geographical expanse of the FCDC.

In terms of the temporal scope, this study was conducted between the years 2022 and 2023, ensuring that the research captures the most current dynamics and challenges faced by public boarding secondary schools in the selected FCDC Counties. By conducting the study during this timeframe, it aimed to provide timely and relevant insights into the factors

affecting school performance, leadership, employee motivation, and stakeholder engagement within the educational context of the FCDC.

1.6 Limitations of the Study

Interaction with available literature reveals that few studies undertaken in this context in the past have been biased majorly on gender distribution hence the study was likely to be prejudiced during data collection. The selection of the current study through the involvement of mixed public boarding secondary schools was expected to bridge the knowledge gap brought about by other studies.

Respondents to the study may have been reluctant to participate due to suspicion about being exposed or a lack of confidentiality. Thus, the respondents were highly assured of confidentiality and anonymity. In case there is a possibility that the identity of the respondents was not protected, the researcher requested written consent. Although this study was undertaken in the context of the wider FCDC Kenya, it only used a sample of four selected Counties to draw conclusions and inferences, per the research design. Recommendations were made for similar studies in other Counties under the FCDC.

The time factor was a limitation as the study covered a wider geographic scope and the fact that selected Counties are in different regions. The researcher hired trained research assistants to collect data in all four selected counties synchronously.

1.7 Delimitations of the Study

In this research, several delimitations guide the scope and applicability of the study's findings. Firstly, the geographical focus is narrowed down to four specific Frontier Counties Development Council (FCDC) Counties: Lamu, Wajir, Samburu, and Isiolo. While these counties offer diverse regional representations within the FCDC, the conclusions drawn from this study are limited to these specific areas and may not be directly applicable to other counties within the FCDC or different regions of Kenya. Consequently, the findings are contextualized within the unique challenges faced by public boarding secondary schools in these selected counties, acknowledging that educational dynamics might vary across regions.

Secondly, the temporal delimitation confines the study's observations to the period between 2022 and 2023. The research captures the educational landscape and challenges within this specific timeframe. It is vital to recognize that educational policies, leadership approaches, and socio-economic factors influencing education may evolve over time. Therefore, while the study offers valuable insights into the FCDC educational context during this period, the findings should be interpreted with consideration for the temporal limitations. Understanding these delimitations is crucial for a nuanced interpretation of the research outcomes, ensuring that the study's conclusions are appropriately contextualized within the specified regions and timeframe.

1.8 Chapter Summary

The chapter has presented a summary of the following items; the introduction, the background of the study, the problem statement, objectives, and the significance of the study, the scope, limitations, and delimitations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter examines the theoretical and empirical literature of previous works by various researchers that are relevant or related to the area of study is reviewed. In this regard, review has been done of integrative leadership, employee motivation, stakeholder engagement, and school performance. The chapter takes the following organization: introduction, theoretical literature review, empirical literature review of related literature based on the specific objectives, summary of knowledge gaps the study addresses, conceptual framework model and the operationalization of the variables of research.

2.1 Theoretical Literature Review

This study was anchored on the Full Range Leadership Theory and supported by the System theory, Theory X and Theory Y, and Stakeholder Engagement Theory. The study theories are as described below:

2.1.1 Full Range Leadership Theory (FRLT)

The Full Range Leadership Theory (FRLT), developed by Bernard Bass in 1985, stands as a cornerstone in leadership studies, providing a comprehensive framework to understand the multifaceted nature of leadership behaviors within organizational contexts. Central to FRLT is the concept of transformational leadership, a style characterized by leaders who inspire and motivate their followers to achieve extraordinary outcomes. Transformational leaders articulate a compelling vision for the future, encourage intellectual stimulation, provide individualized consideration to their followers, and instil a sense of purpose and significance in their work (Bass, 1985). Within the educational landscape, transformational leadership is particularly pertinent as it aligns with the aspirations of fostering innovative learning environments, nurturing teacher-student relationships, and driving academic excellence.

In contrast, transactional leadership, another component of FRLT, focuses on the structured exchange between leaders and followers. Transactional leaders use contingent rewards to motivate followers, reinforcing positive behavior, and may resort to corrective actions, such as punishments, when expectations are not met. This style emphasizes clear communication, setting performance expectations, and creating accountability mechanisms within the organization (Bass, 1985). Within the context of public boarding secondary schools, transactional leadership raises intriguing questions. How do reward systems and performance-based incentives impact teacher dedication and student engagement? What role does accountability play in shaping the school's overall academic culture? These questions underscore the importance of examining transactional leadership in conjunction with other styles to comprehend the holistic leadership dynamics in educational settings.

Within the context of public boarding secondary schools in the Frontier Counties Development Council (FCDC) of Kenya, FRLT provides a valuable framework for understanding the multifaceted nature of leadership. Transformational leadership, with its emphasis on inspiration, intellectual stimulation, and fostering a sense of purpose, raises essential questions. How do leaders' abilities to inspire and motivate affect the academic environment and students' overall performance? Transactional leadership prompts inquiries into the structured mechanisms of reward and punishment in educational contexts. How do these transactional elements influence teacher and student behaviors? Furthermore, laissez-faire leadership's potential impact on school dynamics and academic outcomes raises critical concerns. What happens within the school environment when leaders adopt a passive stance? By exploring these questions, this study aims to dissect the intricate relationship between leadership styles and school performance.

Despite its prominence, FRLT is not without its critics. Some argue that it oversimplifies the complexities of leadership, reducing it to rigid categories. Critics point out the risk of neglecting the intricate interplay of various factors in real-world scenarios. Additionally, concerns are raised about the potential bias toward transformational leadership, which might overshadow the significance of transactional and laissez-faire styles. Despite these criticisms, FRLT's enduring presence in leadership literature underscores its relevance as

a lens for examining leadership practices within the specific context of public boarding secondary schools in FCDC, Kenya. Through a nuanced exploration, this study seeks to delve into the subtleties of leadership behaviors and their influence on the academic performance of schools while considering these critical perspectives (Bass, 1985).

2.1.2 Theory X and Theory Y

McGregor established Theory X and Theory Y in 1960. Theory X and Theory Y are, respectively, theories of management and human work motivation. 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 proponent of the theory holds that one does not experience the second need until the first need's requirements have been met, or the third need until the second need has been met (Martinez-Lorente & González, 2018).

Motivation theory, as well as the works of Abraham Maslow, who devised the hierarchy of needs, influenced McGregor's work. According to McGregor's two theories, managers in the fields of human resource management, organizational behaviour, organizational communication, and organizational development adopt models of employee motivation that are incompatible (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.

According to Theory Y, Managers 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.

On relevance to the current study, McGregor's Theory X and Theory Y provide valuable insights into contrasting managerial attitudes toward employees and work motivation. In the realm of application, Theory X assumptions have often been associated with traditional, hierarchical organizational structures where managers exert tight control, emphasize rigid rules, and rely on extrinsic rewards and punishments to drive employee performance. In such contexts, Theory X principles might be applied to enhance productivity through meticulous supervision, clear directives, and well-defined consequences for non-compliance. However, this approach can lead to a stifling work environment, diminishing employee autonomy and intrinsic motivation. On the other hand, Theory Y assumptions are conducive to fostering a positive organizational culture that values employee empowerment, participative decision-making, and continuous learning. Organizations embracing Theory Y principles tend to encourage creativity, innovation, and a sense of ownership among their employees, nurturing an environment where individuals are motivated intrinsically, leading to higher job satisfaction and commitment.

Critically, while Theory X and Theory Y offer contrasting paradigms, the binary nature of these theories has faced substantial critique. The dichotomy may oversimplify the complexities of human motivation and behavior, creating an artificial divide between managers perceived as either entirely Theory X or Theory Y. Moreover, cultural variations, situational contexts, and individual differences influence how employees respond to different management styles. A more nuanced perspective acknowledges the spectrum between these extremes, suggesting that effective leaders adopt a flexible approach, blending Theory X and Theory Y elements based on the specific situation, the nature of tasks, and the characteristics of the workforce. By recognizing the limitations of rigid adherence to either theory, organizations can navigate the intricacies of human motivation

more effectively, aligning managerial practices with the unique dynamics of their teams and contexts.

2.1.3 Stakeholder Theory

Stakeholder Engagement Theory was founded by Edward Freeman in 1984. Stakeholder theory was further refined to aid managers and organizations recognize the influence and relevance of specific stakeholders in an organization (Mitchell et al., 1997; Simmons & Lovegrove, 2005). According to the theory's proponents, categorizing stakeholders according to their level of power and interest offers a chance to include those stakeholders in the decision-making process who may be interested in and have the authority to bring about sustainability-related performance as well as who may be interested in various sustainability-related issues (Zsolnai, 2006).

As suggested by Harvey (2011), Heidrich, Harvey, and Tollin (2009) provided a multidimensional scoring system that enables the various stakeholder roles to be taken into account and graded on power, legitimacy, and urgency in addition to importance and time-span of influence. Whysall (2000) discussed ethical concerns in retailing and the significance of considering all stakeholders. Stakeholder approaches were utilized by Loan-Clarke et al. (2000) to build competence-based management in small and medium-sized businesses, while Agle et al. (1999) looked at the connections between the stakeholder traits of power, legitimacy, urgency, and salience. Understanding the relationship between the use of certain techniques to involve stakeholders and outcomes is crucial since the improvement in outcomes implies that the right strategy has been used and that these tactics have been used successfully (Polonsky, Jay, & Don, 2005).

This theory was relevant to this study in explaining the school's components that are linked together and interact on a lot of different levels and in a variety of ways. One can no longer be sure that a simple cause generates a simple or single effect, which a single effect is the product of a single cause, that causes would be in single fields, or that effects would be in only a few fields. Academic performance of most schools in Counties under the FCDC Kenya may improve because of good administrative leadership and management skills.

2.1.4 Systems Theory

The holistic general systems theory was first presented by Von Bertalanffy in 1968. According to Mele et al. (2010), the system theory's primary opponent of reductionism is the holistic approach. The dominant comprehensive read of a scenario is what system theorists envision (Checkland, 1999). The fundamental tenet of a systems theory is the danger of disclosing the underlying nature of various occurrences by looking at their combined, rather than individual, components (Mele et al., 2010). System 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.

Organizations cannot function as closed systems since they are environment-dependent and servicing people, according to the proponents of systems theory, which includes corporate policy, organizational theory, markets, and resources (Ansoff & McDonnell, 1990). According to Burnes (1996), the external environment is based on the open systems theory, which claims that organizations are impacted by external environmental variables and that these elements can have an impact on internal environmental factors. Inputs (resources) like raw commodities, financial resources, information technology, and human capital make up a system. Evaluation and regulating are two of the system's three parts, along with planning and strategy, organizing, motivating, and empowering (Mele et al., 2010). The outputs, which are products or services, make up the second phase of a system. The outcomes, which include things like improved quality of life for workers and employees or increased and improved productivity for customers/clients, come last. According to Mele et al. (2010), the systems share feedback among all four components of the system: inputs (resources), processes, outputs, and outcomes.

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.

2.2 Empirical Literature Review

This section provided a rationale for the study by highlighting different literature related to the study, the key findings in light of and links with study variables of integrative leadership, employee motivation, stakeholder engagement, and performance of public boarding secondary schools in selected Counties under FCDC Kenya to identify the key knowledge gaps the study seeks to address.

2.2.1 Integrative Leadership and School Performance

Leadership is essential for improving student academic performance. The type of leadership exhibited by the school principals indirectly affects students' performance. Also, school leadership directly impacts teachers and their jobs. 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 and Sammons, 2016). To ensure academic excellence, school leadership necessitates the collaboration of principals, staff, parents, students, and other community members (Wilson, 2015).

Morgan (2015) conducted a correlational analysis in Jamaica to examine how school leadership activities affected classroom administration, stakeholder involvement, and academic underperformance. The study was based on the philosophy of distributive leadership. The data was collected using the SLECMAQ (School Leadership, Environment, Classroom Management Assessment Questionnaire), which was created

specifically for this research. A pilot analysis with 12 experts was performed before data collection to assess the SLECMAQ's reliability and validity. The findings revealed a positive significant association between the dependent variable's perceived classroom administration and perceived academic performance and the independent variable perceived school leadership behaviours of principals and teachers. The perceived school leadership activities and the perceived stakeholder partnerships were also found to have a significant, supportive relationship.

Masci, Witte, and Agasisti (2018) investigated the factors that affect eighth-grade Italian students' performance. Some of the topics analysed include the diversity of the student body, the size of the school (district), the administrative activities, and the attributes of the school principals. These aspects were calculated by standardized reading and mathematics test scores. The study used a student-level efficiency model and used multiple school-level variables for efficiency ratings. The findings showed that the success of the students was partially associated with the integrative leadership and management of activities implemented by the school principal. However, schools and education can only justify a small portion of the variation in performance rates, with student factors playing the most important role.

Sebastian, Huang, and Allensworth (2017) compared and contrasted how leadership pathways are interconnected in high schools. The research was conducted in elementary schools using data from the Chicago Consortium's teacher and student surveys, as well as CPS administrative reports of student success, socioeconomic context statistics, and school characteristics results. The findings show that there are two areas in which principal leadership affects student performance in high schools. Teacher leadership was used to mediate one pathway, while teacher leadership was not used in the other. However, the use of population data of students and teachers makes the study findings not generalizable to other school districts and contexts. This study focused on financial management which was not elucidated.

2.2.2 Integrative Leadership, Employee Motivation 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. Using Slovin's formula, the sample size was determined using basic random sampling and stratified random sampling procedures. The study embraced quantitative and qualitative techniques. A descriptive research design was utilised. Utilizing questionnaires and interviewing protocols, data was collected and analysed through 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.

Nkirote and Thinguri (2020) examined the impact of teachers' motivation on learning outcomes for pre-primary students in Maara Sub County using a mixed methodology approach, and revealed a correlation between teachers' motivational performance and learning results. Simple random sampling and stratified sampling were used to determine the sample size. Using both qualitative and quantitative approach, data was obtained using questionnaires, interview guides, and the observation checklist. The mediating and moderating variables, however, were not taken into account in the study. This study considered mediating and moderating the effect of employee motivation and stakeholder engagement respectively. Cheruiyot and Kalei (2020) investigated the impact of reward strategies on employee performance in public university in Kericho County using a cross-sectional survey technique. The sample size was achieved using stratified random sampling. Both a qualitative and quantitative methodology were used in the investigation. To gather primary data for the study, questionnaires were used. The study found a substantial correlation between employee performance and the reward strategies. 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) investigated the correlation between teachers' job performance and motivation in Rivers state's senior secondary public schools. To determine the sample size,

a stratified random sampling method was employed. Questionnaires were used to gather the data. According to the study's findings, remuneration for teachers and job performance are strongly correlated. The results of the study confirmed that there is a positive correlation between working circumstances and teachers' performance. Additionally, there was a noteworthy positive relationship between teachers' promotion and their teaching efficiency. Bukhuni, Namusonge, and Makokha (2019) examined how employee performance was affected by motivational methods in Kenyan public secondary schools. The study used a mixed-methods approach. The sample size was determined via stratified random sampling and data collection done through structured questionnaires. The study's findings showed a strong correlation between employee performance and motivation strategies.

Forson, Ofosu-Dwamena, Opoku, and Adjavon (2021) studied the relationship between employee motivation and job performance. The study used a quantitative methodology, data gathered using questionnaires and analysed through multiple regression. The study results revealed that motivation factors were significant predictors of performance.

2.2.3 Integrative Leadership, Stakeholder Engagement, and School Performance

Ploom and Haldma (2012) conducted a study in Estonian schools to assess how various stakeholders were involved in the performance management of their respective schools. The research was focused on empirical survey data collected from 303 secondary schools in Estonia. The study drew on both primary and secondary data sources. Three hundred and three (303) head teachers, 2,165 teachers, 5,482 students, 1,922 parents, and 546 members of the school board completed the survey. The questionnaire's target population was all Estonian general education schools that offered secondary and/or upper secondary education. Findings revealed that nearly half of teachers and parents, as well as 20-30% of school board members, have little knowledge of school human resource management indicating that they were not fully involved in the human resource management of the schools.

Day, Gu, and Sammons (2016) examined how effective leaders combined transformational and instructional leadership in various ways across multiple stages of their schools' growth to gradually structure and strengthen the students' innovation culture. The report used

evidence from a three-year mixed-methods national study that looked at the links between principals' work in successful and developing primary and secondary schools in England and pupil performance as measured by national examinations and evaluations over three years. This was supplemented by in-depth case analyses from several perspectives of a subsample of 20 schools. The findings show that principals' application of clearly connected, organizationally shared educational values through many combinations and accumulations of time and context-sensitive strategizing, determine schools' long-term effectiveness, not necessarily the leadership style. Mixed-methods research techniques were used in the report, and are more likely to include finer-grained, more complex evidence-based understandings of principals' leadership positions and practices in achieving and maintaining educational results in schools than single-lens quantitative evaluations or solely qualitative approaches. This study used the same methodological approach in the Kenyan context and evaluate whether the findings was complementary.

Bush and Glover (2016) did a comprehensive analysis on the research about school leadership and administration that had been done in South Africa. The study did a thorough analysis of all scholarly work since 2007, as well as a selective review of sources before 2007. The findings revealed that although there is an advancement in school leadership and management in South Africa, there exist concerns about weak learner performance, teacher union tension, tense partnerships between principals and school governing bodies, and leadership that is still based on administration rather than teaching. The results indicated that school leadership and management research is evolving, but it is also narrow in scope and reliant on small-scale unfunded programs. However, the study relied on secondary sources of data and therefore contributed very little to advancing new knowledge.

Cabardo (2016) investigated the level of stakeholder involvement in the school in various school-initiated activities and the adoption of school-based administration. The study design employed was a descriptive survey. The findings of the study demonstrated that the degree of SBM implementation had a substantial impact on the level of participation of school stakeholders in the various school-initiated activities. Nakiyaga (2021) looked at the connection between stakeholders' involvement and students' academic success in selected government-supported secondary schools in Uganda. Data was gathered using

questionnaires and semi-structured in-depth interviews as part of a mixed-methods strategy. Multivariate and thematic analysis were both used to analyse the data. The findings of the study suggested a connection between the involvement of stakeholders and the improvement of students' academic performance.

Juma, Onyango, and Herman (2021) used a hybrid approach to research how stakeholders see the implementation of performance management by heads of public secondary schools. Using questionnaires and an interview schedule, data was gathered, and descriptive statistics were used to analyse it. The findings showed that educators are aware of their responsibility for implementing performance management.

2.2.4 Integrative Leadership, Employee Motivation, Stakeholder Engagement, and Performance of Public Boarding Secondary Schools

Omar and Kavale (2016) study sought to determine how leadership style affected secondary school success in Mogadishu, Somalia. The research used a quantitative methodology with a descriptive design. The research was conducted using a sample study research framework and questionnaires and focused on ten schools. The target population comprised principals, deputy principals, and teachers from each of the ten schools. Using the Slovene's formula, the study sampled 10 school leaders and 79 teachers for a total of 89 respondents. The findings show that principals who use a democratic and transformational leadership style, as well as their students and staff, do better than those who use other leadership styles. According to the report, school leaders should use the most effective leadership style that promotes mutual accountability and consultative decision-making with all school stakeholders.

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.

Shahzadi, Javed, Pirzada, Nasreen, and Khanam (2014) looked at how employee motivation affected productivity. Data were gathered using self-administered questionnaires and analysed through regression analysis. The findings of this study demonstrated a significant and positive association between employee motivation and productivity. Using a mixed methods research design, Kasuni (2016) did a study in selected secondary schools in Kenya on the connection between employee performance and motivational strategies. Purposive, stratified, and random sampling were employed to determine the sample size for the study. The analysis of the data was done using multiple regression. The study found a strong relationship between employee performance and different incentive tactics used by the school administration. 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's findings showed that the remuneration package, job design, work atmosphere, and performance management system all had a substantial impact on teacher's motivation.

Situma and Iravo (2015) studied the motivational elements influencing employees' performance in public secondary schools. Utilizing stratified sampling and purposive sampling, the sample size was determined. Questionnaires and interview schedules, were utilised to gather data. Data from qualitative sources were analysed using content analysis. The results showed a statistically significant correlation between intrinsic motivating elements and 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.

2.3 Summary of Research Gaps the Study

While experts have focused on the link between employee motivation, stakeholder engagement, and performance in both the public and private sectors, there is little that is known regarding the contribution of integrative leadership towards the students' academic performance in these areas. It is because of this gap that the study intends to examine the influence of integrative leadership, employee motivation, and stakeholder engagement on the performance of public boarding secondary schools in Counties under FCDC Kenya. Table 1 summarises the knowledge gaps:

Table 1: Summary of the Knowledge Gaps

Researcher	Research Topic	Methodology	Findings	Knowledge Gap	How the Study Addressed the Gap
Nkirete & Thinguri (2020)	Influence of teachers' 'motivation on learning outcomes among pre-primary learners in Maara Sub County, Kenya	Mixed methodology	The results showed a statistically significant link between teachers' motivation and the achievements of pupils.	The motivation was considered as an independent variable	This study conceptualised motivation as a mediating variable. This study was carried out among pre-primary learners
Nweneka (2019)	Motivation and Teachers' Job Performance in Public Senior Secondary Schools in Rivers State	Descriptive survey design	A strong relationship between teachers' remuneration and teacher job performance	Contextual gap - The study was done in Nigeria hence the results cannot be generalised to the Kenyan case	This study looked at the role that employee motivation plays in mediating the connection between integrative leadership and the performance of public boarding secondary schools in selected Counties under the FCDC Kenya
Nakiyaga (2021)	Stakeholders' participation in school management and enhancement of learners' academic achievement in selected Government-Aided secondary schools in Uganda	Mixed-methods design	The findings of the study suggested a link between the participation of stakeholders and the improvement of students' academic performance.	Stakeholder participation was conceptualised as an independent variable. The mediating effect of employee motivation was not considered.	This study examined the role employee motivation played in mediating the connection between integrative leadership and the performance of public boarding secondary schools in in selected Counties under the FCDC Kenya.

Researcher	Research Topic	Methodology	Findings	Knowledge Gap	How the Study Addressed the Gap
Juma, Onyango and Herman (2021)	Stakeholder Perceptions on the Implementation of Performance Management by Heads of Public Secondary Schools in Nyamagana District, Tanzania	Descriptive survey design	The findings showed that school administrators and teachers are aware of their responsibility for putting performance management into practice.	Contextual gap- The study was done in Tanzania hence study results cannot be generalised. The independent variable was stakeholder participation. A descriptive survey design was used.	The moderating role of stakeholder involvement in the link between integrative leadership and the performance of public boarding secondary schools in selected Counties under the FCDC Kenya was investigated in this study. -Mixed research method was adopted.

2.4 Hypothesis

The study was guided by the following hypotheses:

H₀₁: There is no statistically significant relationship 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.

H₀₃: There is no statistically significant moderating effect of stakeholder engagement on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya.

H₀₄: There is no statistically significant mediation-moderator effect of employee motivation and stakeholder engagement on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya.

2.5 Conceptual Framework

Smyth (2004) classified the conceptual framework as a component of the outline for the relationship under test, scrutiny, or review as a result of the assessment that indicates the likely link between these aspects. The dependent variable in this study is school performance, while the independent variable is integrative leadership. Employee motivation and stakeholder engagement are expected to influence the independent's effect. As such, employee motivation and stakeholder engagement were considered as the mediating and moderating variables respectively as shown in Figure 1:

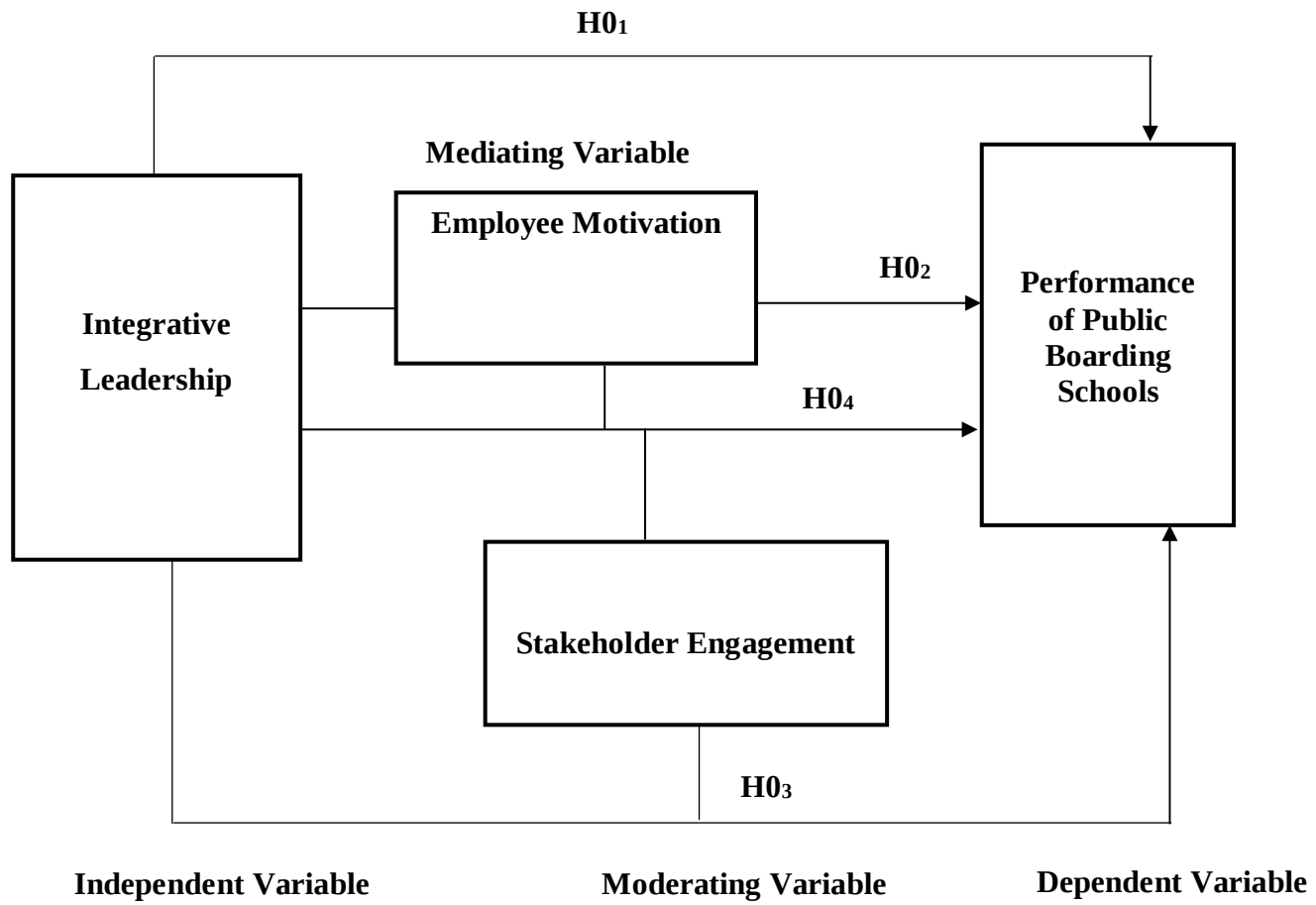


Figure 1: Conceptual Model

2.6 Measurement of Study Variables

Table 2: Operationalization of Variables

Variables	Type	Operationalization	Measurement Scale	Hypothesized Direction
Integrative Leadership	Independent	Supervision Leadership Skills Dispute resolution Engagement of stakeholders Administrative skills	Interval	Positive
Employee Motivation	Mediating	Promotions Training and Staff development Recognition Rewards/Incentives Remuneration/Salary	Interval	Positive
Stakeholder Engagement	Moderating	Stakeholder participation Stakeholder support Board engagement School community engagement Government involvement	Interval	Positive
School Performance	Dependent	Students' performance KCSE examination results Syllabus coverage Student preparedness Students rewards	Interval	Positive

2.7 Chapter Summary

The chapter discussed the contextual, conceptual, and methodological foundations of the effect of integrative leadership, employee motivation, and stakeholder engagement on the performance of public boarding secondary schools in selected counties under FCDC Kenya. The chapter gave a discussion and critique of the knowledge gaps and highlighted the operationalization of the study variables and the conceptual framework. The next chapter highlighted the methodology that guided the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter presents procedures used to carry out the study as described in the research philosophy, research design, target population, sampling techniques and sample size, data collection instruments. Data processing techniques, research instrument validity and reliability, and ethical considerations are also outlined in this section.

3.1 Research Philosophy

This study used pragmatism research philosophy. As its fundamental principles encompass combining research methodologies, pragmatism is seen as the philosophical spouse of the mixed research strategy (Mitchell, 2018). Pragmatism research philosophy accepts concepts as relevant only if they support action. There are numerous ways to interpret the world and conduct research, multiple realities may exist, and no single point of view can ever provide the complete picture (Saunders, Lewis, & Thornhill, 2012). Within the same study, pragmatism research philosophy can incorporate multiple research approaches and strategies. Furthermore, studies based on pragmatism research philosophy can integrate the use of a variety of research methods, including qualitative, quantitative, and action research methods.

Since the quantitative paradigm is based on objectivism and positivism while the qualitative paradigm is based on subjectivism and interpretivism, mixed researchers believe that using only quantitative or qualitative research is constrained and incomplete for many research problems (Ma, 2012; Creswell, 2014). Because each approach has advantages and disadvantages, they should be combined in a way that research quality is improved by gaining integral advantages and avoiding overlapping drawbacks (Johnson & Christensen, 2012). As such, this study triangulated data using both qualitative and quantitative methods.

3.2 Research Design

This study used a mixed-method research design, in which researchers combine data collection and analysis techniques from quantitative and qualitative research approaches in a single study (Creswell, 2003; Bradt, Burns & Creswell, 2013). 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 (Johnson & Onwuegbuzie, 2004). Researchers can also use mixed methods to build a specific research study that answers questions about the complex nature of phenomena from the participants' perspective as well as the relationship between measurable variables.

3.3 Target Population

A population is all of a specific type of entity that is confined by geographical location or one or more features (Cramer & Howitt, 2004). A population is an entire group of individuals, events, or objects that share observable characteristics (Mugenda & Mugenda, 2003). The study population consists 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. This is because it eliminates both the sampling error and sampling bias. Table 3 below summarizes the target population.

Table 3: Target Population

County	Schools			Students' Leaders		Stakeholders				Total
	Boys	Girls	Mixed		Teachers	Principals				
							BOM Rep	County Directors	Dev. Partner rep.	
Lamu	2	2	1	125	100	5	5	2	1	237
Wajir	12	7		475	380	19	19	2	1	895
Samburu	5	5	1	275	220	11	11	2	1	519
Isiolo	4	3	7	350	280	14	14	2	1	660
Total	49			1225	980	49	49	8	4	2315

Source: MOE (2020)

3.4 Sampling Design

3.4.1 Sample Size

A sample is a subset of a larger population that has been chosen. Thus, sampling refers to the selection of several participants in a study to represent the larger population from which they are drawn (Saunders, Lewis & Thornhill, 2007). When a census is not possible, sampling procedures provide a viable alternative (Kothari, 2008). The sample size of the study is based on different sampling units namely: Counties, schools, student leaders, teachers, principals, and stakeholders.

3.4.2 Description of the Sampling Technique

Sampling procedures provide a credible solution when a census (a survey of the entire population) is not possible (Kothari, 2008). Probability sampling was used to sample the respondents. Probability and uniform sampling procedures that involved simple random were used. Probability sampling, with everyone having an equal chance of being selected (Schmidt & Brown, 2017) was used.

3.4.3 Sampling of Counties

Frontier Counties Development Council are in 4 different regions. From each region within the FCDC, one County was purposively selected owing to accessibility. Table 4 shows the distribution of Counties.

Table 4: Sampling of Selected FCDC Counties

Coast	Sample	North-eastern	Sample	Eastern	Sample	Rift Valley	Sample
Lamu	Lamu	Mandera	Wajir	Isiolo	Isiolo	Turkana	Samburu
Tana		Wajir		Marsabit		West	
River						Pokot	
		Garissa				Samburu	

As shown in Table 4, to obtain the sample of FCDC Counties, a purposive sampling procedure was used. From the targeted frontier counties, the following Counties were selected: Lamu, Wajir, Isiolo, and Samburu.

3.4.4 Sampling of Schools

Gall, Borg, and Gall (2003) observe that at least 30% of the target population is representative. This study used 30% of the target population to arrive at the sample of schools from each of the targeted counties. 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. Table 5 shows the sample size of schools selected from the targeted Counties.

Table 5: Summary of Sample of Schools Selected

County	No. of Schools	Schools Sampled (30%)
Lamu	5	2
Wajir	19	6
Samburu	11	3
Isiolo	14	5
Total	49	16

3.4.5 Sample of Schools by Category

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. Table 6 shows the summary of the sampled schools by school category/ level.

Table 6: Summary of Sampled Schools by School Category

Level of school	Total no. of Schools	Gender Distribution		School Sampled	County
		Boys Schools	Girls' Schools		
National	7	1	1	2	Lamu
Extra County	17	2	3	5	Isiolo and Samburu
County	21	3	4	7	Wajir, Isiolo and Lamu
Sub County	4	1	1	2	Wajir and Samburu
Total	49	7	9	16	

To generate a sample of student leaders, census sampling procedure was used. This choice of sampling technique was informed by the fact that the number of student's leaders in each school is small. Thus, all students' leaders in all the 16 sampled public secondary schools in four counties under FCDC Kenya were selected to participate in the study.

The sample of teachers was selected using a cluster random sampling approach. Ninety (90) teachers were sampled from 320 total teachers working in 16 schools throughout the 4 counties selected. The sample of principals was selected using a purposeful sampling process. The technique was used to sample the principals since they are central to answering the question of school integrative leadership and performance.

3.4.6 Sampling of Country Directors and Development Partner Representatives

A purposive sampling procedure was used to arrive at 4 Country 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.

Table 7: Summary of Sampling Procedures

Sampling Unit	Sampling Method	Justification
Counties	Cluster and purposeful sampling procedure	Due to vastness of the region, each cluster that represents a region within the FCDC
Schools	Cluster purposive sampling procedure	This study used 30% of the target population to arrive at the sample of schools from each of the targeted County
Schools category	Stratified randomized sampling	Secondary schools are classified under different levels (strata) including national, extra county, county schools and sub-county schools.
Teachers	Cluster random sampling procedure	This study used 30% of the target population of teachers to arrive at the sample of teachers
Student leaders	Census Sampling	This choice of sampling technique was informed by the fact that the number of student's leaders is small.
Principals, Directors and Development Partners	Purposive sampling	Each school has one Principal and each County has one Director for TSC/MoE

Table 8: Summary of Sample Size

Respondents	Sample size
Students Leaders	305
Teachers	90
Principals	16
Stakeholders: BOM	16
Stakeholders: 4 County directors of Education and 4 TSC directors	8
Stakeholders: Development Partners Representatives	5
Total	440

3.5 Data Collection Instruments and Procedures

3.5.1 Questionnaire for Student Leaders and Teachers

The primary data collection tool employed for this study was questionnaires. Questionnaires were chosen due to their efficiency in saving time, allowing for self-administration, and enabling the collection of data from a large number of participants within a specific timeframe. The questionnaire format included structured questions, ensuring ease of response and efficient data processing. Additionally, some questions were structured using a Likert scale, allowing respondents to express their opinions and attitudes on a spectrum ranging from Strongly Agree (SA) to Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

The questionnaire was meticulously organized into different sections, each aligning with the study objectives. These sections encompassed various aspects, including background information, the influence of integrative leadership on the performance of public boarding secondary schools, the mediating role of employee motivation in the relationship between integrative leadership and performance, the impact of stakeholder engagement in the connection between integrative leadership and performance, and the mediation-moderator

effect on the relationship between integrative leadership and the performance of public boarding secondary schools in the selected Counties under the FCDC Kenya.

The Likert scale items within the questionnaire allowed for a nuanced understanding of respondents' perspectives, enabling the researcher to gauge the extent of agreement or disagreement on specific issues related to the research objectives. This comprehensive approach ensured that the collected data encompassed diverse viewpoints, providing valuable insights into the interplay between integrative leadership, employee motivation, stakeholder engagement, and school performance in the context of the FCDC Counties.

3.5.2 Interview Guides for Principals, BOM, Directors, and Development Partners

Qualitative data from principals, board of management representatives, county directors of education, and development partner representatives were gathered through in-depth interviews, facilitated by carefully constructed interview guides. These guides were deliberately open-ended, allowing for a detailed exploration of various aspects related to integrative leadership, management of employee motivation, and stakeholder engagement in the context of school performance. The open-ended nature of the questions encouraged participants to provide rich, nuanced responses, shedding light on intricate details and perspectives.

The interview guides were thoughtfully structured, covering several key areas. Firstly, participants were asked to provide a general overview of school performance, offering insights into the broader context. Subsequently, the focus shifted towards the impact of integrative leadership on the performance of public boarding secondary schools. Participants were encouraged to share specific examples and experiences, adding depth to the qualitative data. The guides then delved into the mediating role of employee motivation, prompting participants to discuss how motivational factors influenced the relationship between integrative leadership and performance.

Additionally, the interview guides explored the intricate role of stakeholder engagement in the aforementioned relationship. Participants were asked to elaborate on the engagement strategies, challenges faced, and the outcomes of these engagements concerning school performance. Lastly, the guides inquired about the mediation-moderator effect,

encouraging participants to reflect on the complex interplay between integrative leadership, employee motivation, stakeholder engagement, and overall school performance in the selected Counties under the FCDC Kenya. By adopting this comprehensive approach, the interview guides ensured a thorough exploration of the topics, capturing diverse perspectives and providing qualitative depth to the study's findings. The open-ended format of the questions allowed for a nuanced understanding of the participants' experiences and perceptions, enriching the qualitative data collected during the interviews.

3.6 Pilot Study

Piloting the instruments is a crucial element of a good study design. The questionnaires were piloted before being used in this study to ensure their reliability and consistency. The primary purpose of piloting was to assess the feasibility of the anticipated technique to be used in the main research (Leon, Davis & Kraemer, 2011). In general, a sample size of 10% to 20% of the total size for the main study is recommended for piloting (Hazzi & Maldaon, 2015). Regarding this, piloting took place in two schools (about 10%) located within the selected Counties but were not included in the final study. These enabled revisions to the questionnaires before actual data collection.

3.6.1 Validity of the Research Instruments

Validity is defined as the assurance that the items in the questionnaire is understood by respondents in the same way that the questionnaire designer intended (Griffie, 2012). Validity is classified into three types: face validity, content validity, and construct validity (Cavana, Delahaye & Sekaran, 2001). Content validity was used to ensure that the instruments are accurate. To ensure that the instruments are valid, the researcher consulted the two research supervisors. Following the development of data collection instruments, the researcher reviewed each statement with the assistance of these experts and determined the extent to which the items are relevant to the topic at hand. In addition, the researcher consulted other experts from the Ministry of Education to review the instruments. The instrument is valid if the experts agree. Instruments were modified following the experts' observations.

3.6.2 Reliability Test of the Research Instruments

The researcher tested the instruments in a pilot study to ascertain the validity of the questionnaire utilized in this study. A group with similar characteristics to the study's main sample was chosen. Consequently, one of the FCDC County schools that was not included in the final sample was chosen at random. The split-half method, which divided items into even and odd categories, was used to assess the dependability of the questionnaires. IBM SPSS was used to perform the computation. Cronbach's alpha was used to assess the reliability of the questionnaires (student and teacher). The overall reliability coefficient for the test was calculated using Cronbach's alpha (α). Cronbach's alpha (α) for the test was found to be above 0.7. If not, the instruments were improved to meet the required level of reliability.

3.7 Tests of Assumptions

To ensure the validity and reliability of the regression analysis results, a battery of diagnostic tests was conducted. These tests examined whether the data adhered to the Classical Linear Regression Model (CLRM) assumptions and whether the chosen models were suitable for exploration. Both pre-estimation and post-estimation tests were performed to address these concerns. This section elaborates on the pre-estimation tests, including the normality test, multicollinearity test, heteroscedasticity test, and linearity test.

By conducting these pre-estimation tests, the study ensured that the data met the necessary assumptions for regression analysis. This rigorous evaluation enhances the reliability of the study's results and the validity of the conclusions drawn, ultimately contributing to the robustness of the research findings.

3.7.1 Normality Test

The normality test is pivotal for regression analysis, as it verifies whether the data follows a normal distribution, a fundamental assumption. A normal distribution indicates that the dependent variable is normally distributed, ensuring that linear regression models are appropriate. Several statistical tests can be employed to assess normality, including the Shapiro-Wilk test, the Kolmogorov-Smirnov test, and the Anderson-Darling test.

In this study, the Shapiro-Wilk test, known for its high power in detecting non-normality, was employed as recommended by Park (2008) and Ghasemi and Zahediasl (2012). The null hypothesis (H_0) assumed that the data was not normally distributed, while the alternative hypothesis (H_1) implied normal distribution. The critical value for this test was set at 0.05.

3.7.2 Test for Multicollinearity

Multicollinearity refers to a situation where independent variables in a regression model are highly correlated with each other, potentially leading to unstable coefficient estimates and less reliable results. To assess multicollinearity, the study employed the Variance Inflation Factor (VIF). VIF values above 10 generally indicate the presence of multicollinearity.

3.7.3 Test for Heteroscedasticity

Heteroscedasticity refers to a situation where the variance of errors is not constant across all levels of the independent variables. Detecting heteroscedasticity is crucial because it can affect parameter estimates in a regression model. To assess heteroscedasticity, the study employed the Breusch-Pagan/Cook-Weisberg test. The null hypothesis (H_0) assumed constant variance.

3.7.4 Test for Linearity

Linearity is a fundamental assumption in regression analysis, which implies that the relationship between the dependent variable and independent variables is linear. The violation of this assumption can lead to unreliable results. To assess linearity, scatter plots were created for each independent variable against the dependent variable.

3.8 Data Processing and Analysis

The study embraced a comprehensive approach to data analysis, encompassing both quantitative and qualitative methodologies to offer a thorough exploration of the research objectives. Quantitative data underwent meticulous examination using descriptive statistics, enabling a detailed understanding of central tendencies and variations within the

dataset. Measures like mean, median, and standard deviation were calculated, while categorical variables were analyzed through frequencies and percentages. The Statistical Package for the Social Sciences (SPSS) Version 21 was instrumental in data coding, management, and advanced statistical analyses, ensuring accuracy and reliability throughout the process.

Simultaneously, qualitative data collected from interviews and open-ended survey questions were rigorously analyzed through thematic analysis. This qualitative approach identified recurring themes and patterns, enriching the quantitative findings with contextual depth. The integration of quantitative precision and qualitative insights enhanced the study's overall understanding. Triangulation techniques were employed to ensure data reliability and validity, and consistent alignment between qualitative and quantitative results bolstered the research's credibility. This comprehensive methodology not only met the research objectives but also contributed substantively to the existing body of knowledge, offering nuanced and reliable conclusions.

Additionally, inferential statistics were conducted where the null hypotheses were tested using the regression p-values thus controlling any multicollinearity in the predictor variables, hence isolating the most critical factors determining the variance in the dependent variable.

3.8.1 Model for the Study

The significance of the independent variable (integrative leadership) on the dependent variable (school performance) was tested using the weighted linear model. Talukder, Blay-Palmer, Hipel, and VanLoon (2017) note that a typical composite indicator can be built from a weighted linear aggregation rule that is applied to a set of variables as follows:

where:

x_i = normalised variable

w_i = weight attached to x_i

$\sum_{i=1}^n w_i = 1$ and $0 \leq w_i \leq 1, i = 1, 2, \dots, n$.

Thus, the composite variable for integrative leadership was established using the following equation:

$$IL = \sum(w_1P_{AS} + w_2P_{LS} + w_3P_S + w_4P_{DR}) \dots\dots\dots(X_1)$$

Where;

IL = Composite variable for integrative leadership

w_1, w_2, w_3, w_4 = relative weight of each aspect of the integrative leadership variable

$P_{AS}, P_{LS}, P_S, P_{DR}$ = components of the integrative leadership variable
(Administrative Skills, P_{AS} ; Leadership skills, P_{LS} ; Supervision, P_S ; Dispute resolution, P_{DR})

The model for the study:

$$SP = \alpha_0 + \beta_0 IL + \varepsilon \dots\dots\dots (1)$$

Where:

SP = School Performance

IL = Integrative Leadership

α_0 = Constant

β_1 = Beta coefficients

ε = Error term

$$SP = \alpha_0 + w_1P_{SC} + w_2P_{WE} + w_3P_{IR} + w_4P_E + w_5P_A + w_6P_{JS} + w_7P_P + \varepsilon \dots\dots\dots (2)$$

Where:

SP = School Performance

α_0 = Constant

3.8.2 Mediating Model

To establish 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, a Four Step Mediation Methodology (Baron & Kenny, 1986).

Step One: a regression analysis of EM Predicting SP

$$SP = \alpha_0 + \beta_1 EM + \varepsilon \dots \dots \dots (3)$$

Step Two: a regression analysis of IL Predicting SP

$$SP = \alpha_0 + \beta_1 IL + \varepsilon \dots \dots \dots (4)$$

Step Three: a regression analysis of EM Predicting SP:

$$SP = \alpha_0 + \beta_2 EM + \varepsilon \dots \dots \dots (5)$$

If the relationship is significant then proceed to:

Step Four: a regression analysis of IL and EM Predicting SP

$$SP = \alpha_0 + (\beta_1 IL) + \beta_3 EM + \varepsilon \dots \dots \dots (6)$$

SP = School Performance;

IL = Integrative Leadership

EM = Employee Motivation

β = Coefficient parameters to be determined

ε = Constant error

Steps one -three explained the study variables' zero-order relationship. There is no prospect of mediation in situations where one or more of the relations are not substantial (Baron & Kenny, 1986). If Steps one -three reveal that there are significant relationships, then one proceeds to Step four where the mediation was supported if the effect of EM remained

significant after controlling for IL. If IL was not significant when EM was controlled, then there was full mediation, and if both IL and EM significantly predicted SP, there existed partial mediation.

3.8.3 Moderation Model

To determine how stakeholder involvement affects the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya, regression analysis suggested by Baron and Kenny (1986) was used. The dependent variable, "SP," which varies across levels of a third variable, "SE," was predicted by the model, and its accuracy was tested. The test required determining the statistical significance of the interaction term since the moderating variable had an impact on the strength and direction of the relationship between the independent and dependent variables (Whisman & McClelland, 2005).

$$SP = \alpha_0 + (\beta_1 IL) + \varepsilon \dots\dots\dots (7)$$

$$SP = \alpha_0 + (\beta_1 IL) + (\beta_2 SE) + \varepsilon \dots\dots\dots (8)$$

$$SP = \alpha_0 + \beta_1 IL + \beta_2 SE + (\beta_2 IL * SE) + \varepsilon \dots\dots\dots (9)$$

Where:

SP = Performance of public boarding secondary schools; IL = Integrative Leadership; SE = Stakeholder Engagement; α_0 = constant (intercept); β = Coefficient parameters to be determined, composite* = interaction term, ε = Error/disturbance)

ε = Constant error

3.8.4 Mediation–Moderator Model

To determine mediation–moderator effect on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under the FCDC Kenya., a conditional process analysis as suggested by Hayes and Rockwood (2020) was used.

$$IL = \alpha_0 + \beta_1 EM + \varepsilon \dots\dots\dots (10)$$

$$SP = \alpha_0 + \beta_1 IL + \beta_2 SE + \beta_3 IL * SE + \varepsilon \dots\dots\dots (11)$$

Where:

SP = Performance of public boarding secondary schools; IL = Integrative Leadership; EM = Employee Motivation; SE = Stakeholder Engagement; α_0 = constant (intercept); β =Coefficient parameters to be determined, composite* =interaction term, ε = Error/disturbance)

Table 8: Research Objectives, Hypothesis, Analysis and Interpretation

Objectives	Null Hypothesis	Analysis & Model estimation	Interpretation
To determine the effect of integrative leadership on the performance of public boarding secondary schools in selected Counties under the FCDC Kenya.	H ₀₁ : There is no significant relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya.	Correlation and multiple regression analysis SP = School Performance $SP = \alpha_0 + \beta_1 IL + e$ IL = Integrative Leadership α_0 = Constant β_1 = Beta coefficients e = Error term	Reject the Null hypothesis if $p \geq 0.05$ and accept the alternative hypothesis.
To ascertain the mediating effect of employee motivation on the relationship between integrative leadership and performance of public boarding secondary schools in selected Counties under the FCDC Kenya.	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.	Four- Step mediation methodology (Baron, & Kenny, 1986) Step One: $SP = \alpha_0 + \beta_1 EM + e$ Step Two: $EM = \alpha_0 + \beta_1 IL + e$ Step Three: $SP = \alpha_0 + \beta_2 IL + e$ If the relationship is significant, proceed to Step Four: $SP = \alpha_0 + \beta_1 IL + \beta_2 EM + e$ Where; SP = School Performance IL = Integrative Leadership EM = Employee motivation e = Error term	R ² Coefficient of 1 indicates perfect predictability of the model. ANOVA – F – test with a P-value of ≤ 0.05 shows the model has a predictive ability. Reject H ₀ if $P > 0.05$. If EM is not significant when IL is controlled, then there is full mediation but if both IL and EM significantly predict SP then there is partial mediation.
To establish the moderating effect of stakeholder engagement on the relationship between integrative leadership and the	There is no statistically significant moderating effect of stakeholder engagement on the relationship between integrative leadership and the performance of public boarding secondary schools	Regression analysis (Baron & Kenny (1986) $SP = \alpha_0 + \beta_1 IL + e$ $SP = \alpha_0 + \beta_1 IL + \beta_2 SE + e$ $SP = \alpha_0 + \beta_1 IL + B_2 SE + \beta_2 IL * SE + e$ Where;	R ² Coefficient of 1 indicates perfect predictability of the model. Reject the Null hypothesis if $p \geq 0.05$ and accept the alternative hypothesis.

Objectives	Null Hypothesis	Analysis & Model estimation	Interpretation
performance of public boarding secondary schools in selected Counties under the FCDC Kenya.	in selected Counties under FCDC Kenya	SP = School Performance IL = Integrative Leadership SE = Stakeholder Engagement e = Error term	$p \leq 0.05$ shows the model to have predictive ability. The R^2 coefficient of 1 shows the perfect predictability of the model. Reject H_0 if $P > 0.05$. if R^2 is positive it means enhancing moderation.
To determine mediation-moderator effect of employee motivation and stakeholder engagement on the relationship between integrative leadership and performance of public boarding secondary schools in selected Counties under the FCDC Kenya.	There is no significant mediation-moderator effect of employee motivation and stakeholder engagement on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya.	Stepwise regression analysis: $IL = \alpha_0 + \beta_1 EM + \varepsilon$ $SP = \alpha_0 + \beta_1 IL + \beta_2 SE + \beta_3 IL * SE + \varepsilon$ Where; SP = School Performance EM = Employee Motivation IL = Integrative Leadership SE = Stakeholder Engagement ε = Error term	Reject the Null hypothesis if $p \geq 0.05$ and accept the alternative hypothesis

3.9 Ethical Considerations

Maintaining the highest ethical standards throughout the research process was paramount in this study. The following were the main considerations:

3.9.1 Informed Consent

Informed consent, a fundamental ethical principle, was diligently observed. Prior to data collection, participants were comprehensively briefed on the research objectives. This transparency empowered them to make informed decisions about their participation, ensuring voluntary involvement as advocated by Trochim (2012).

3.9.2 Confidentiality

Confidentiality was rigorously safeguarded. Confidentiality ensured that participants' identities were known only to the researcher and were never disclosed in any reports. In cases where there was a potential risk to participant identity, written or verbal consent was obtained, upholding the principle of informed consent.

3.9.3 Anonymity

Anonymity was also rigorously safeguarded. Anonymity took a step further by protecting even the identities of respondents from the researcher by use of pseudo names and coded numbers to represent them. In cases where there was any potential risk to participant identity, written or verbal consent was obtained, upholding the principle of informed consent.

3.9.4 Autonomy

The right to withdraw from the research at any point was respected and communicated clearly to the participants. This essential ethical tenet emphasized the participants' autonomy, enabling them to discontinue their involvement if they felt uncomfortable or unwilling to continue, thereby ensuring their agency and dignity in the research process.

3.9.5 Conflict of Interest

Furthermore, the study diligently addressed conflicts of interest and potential biases. Professionalism and impartiality were maintained to mitigate any undue influence on participants or compromise the integrity of the research findings.

3.9.6 Plagiarism

Rightful credits were given to the articles used in the document to avoid cases of plagiarism, authorship and copyrights.

3.9.7 Safety and Prevention

To uphold the research's integrity and safety, especially during the challenging context of the COVID-19 pandemic, the researcher and assistants strictly adhered to all recommended preventive measures by the World Health Organization and the government.

3.9.8 Privacy

Additionally, when data collection occurred virtually, secure communication platforms were utilized to safeguard data privacy. The participants' comfort and familiarity with these platforms were confirmed, ensuring a secure and ethical data collection process.

3.10 Chapter Summary

This chapter highlights the philosophical foundation and the research design. Research instrument validity and reliability are discussed. The data collection procedure is given and the data processing and analysis are outlined. Finally, the model for the study is highlighted and the research ethics are discussed.

CHAPTER FOUR

DATA ANALYSIS AND RESEARCH RESULTS

4.0 Introduction

This chapter presents data analysis and research results. The study analysed the relationships between integrative leadership, employee motivation, stakeholder engagement, and performance of public boarding secondary schools in selected Counties under the FCDC Kenya. The data that was collected from the field was classified, coded, and tabulated. Data was then analysed using descriptive and inferential statistics. Response rate results are discussed in section 4.3 whereas the results of the demographic and the pilot survey are presented in section 4.4. The pilot study section entails validity, reliability, diagnostics tests, and factor analysis. Section 4.5 presents the descriptive statistics for integrative leadership, employee motivation, stakeholder engagement, and performance of public boarding secondary schools in selected Counties under the FCDC Kenya.

Sections 4.6 and 4.7 respectively present correlation analysis and hypothesis testing. Hypothesis testing is done for the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under the FCDC Kenya; 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; and the moderating effect of stakeholder engagement on the relationship between integrative leadership and performance of public boarding secondary schools in selected Counties under the FCDC Kenya. The last hypothesis testing was on the mediation–moderator effect on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under the FCDC Kenya.

4.1 Analysis of Response Rate

The representativeness of the sample size was evaluated using the response rate. The validity of the research findings is highly dependent on the response rate. A low response rate typically reduces the statistical power of the data gathered and jeopardizes the accuracy of the findings. As a result, the researcher's capacity to generalize the

findings to a larger target audience is compromised. Additionally, a low response rate might be a sign of sample non-response bias. If the non-response is unequal across the participants considering exposure or outcome, a low response rate may result in sampling bias. In this study, 440 questionnaires and interview guides were administered to student leaders, teachers, principals, and stakeholders and the response results are shown in Table 9.

Table 9: Response Rate

Category	Administered Questionnaires	
	Returned	Unreturned
Students' Leaders	305	0
Teachers	90	0
Principals	13	3
BOM Rep	12	4
County Directors	6	2
Dev. Partner rep	3	2
Total	429	11
	97.5 %	2.5 %

Results in Table 9 show that 429 responded translating to a 97.5 % response rate. According to Mugenda and Mugenda and Kothari (2012), a descriptive study can be considered adequate if the response rate is greater than 50%. Additionally, according to Babbie (2004), return rates of 60% to 70% are extremely good, 50% is sufficient for analysis and publication. Thus, 97.5 % was considered extremely well for the study.

4.2 Demographic Characteristics of Respondents

Demographic characteristics are the attributes of the respondents. In order to determine if the participants in a study constitute a representative sample of the target population for the purposes of drawing generalizations, demographic data about the research participants is required. The demographic characteristics on which data was collected in this study included sex, age, level of education of respondents, category of the school, and years or duration the respondents have worked in their respective public boarding secondary schools from four selected Counties under the FCDC Kenya. The result of

each of the demographic characteristics is discussed in the respective subsequent sections.

4.2.1 Gender of Respondents

Data was collected on gender for both the student leaders and teachers to establish gender diversity. The respondents were asked to indicate their gender to establish gender diversity in public boarding secondary schools from four selected Counties under the FCDC Kenya. This was accomplished by comparing the proportion of male and female responses to the questionnaire. The results for gender are shown in Table 10 and Table 11 teachers and for student leaders respectively.

Table 10: Gender of Teachers

	Frequency	Percent
Male	61	67.8
Female	29	32.2
Total	90	100.0

Table 10 provides a clear snapshot of the gender distribution within the teaching staff, indicating a significant majority of male teachers, accounting for 67.8% of the total respondents, while 32.2% were female. This gender disparity, with a notable prevalence of male teachers, raises pertinent questions about its potential impact on the classroom environment and students' learning experiences.

Table 11: Gender of Student Leaders

	Frequency	Percent
Male	176	57.7
Female	129	42.3
Total	305	100.0

The results show that the majority of the student leaders were male represented by 57.7% with 42.3% being female. This suggests that there was a gender imbalance in leadership positions, with more males than females being elected or appointed to leadership roles.

4.2.2 Age of Respondents

The respondents' age ranges were requested of them. This was accomplished by giving the respondents a choice of years to select from. Results are presented in Table 12 for the teachers and Table 13 for the student leaders.

Table 12: Age of the Teachers

	Frequency	Percent
25-30 years	18	20.0
31-35 years	34	37.8
36-40 years	12	13.3
41-50 years	12	13.3
Over 50 years	14	15.6
Total	90	100.0

Table 12 presents a comprehensive overview of the age distribution among the surveyed teachers, shedding light on the demographic composition of the teaching workforce. Among the 90 teachers surveyed, a significant portion, 37.8%, falls within the age range of 31 to 35 years. This age group signifies a stage where educators often bring a blend of youthful enthusiasm and a few years of classroom experience, potentially influencing student engagement and learning outcomes significantly (Brown & Smith, 2018). Another notable segment comprises teachers aged 25 to 30 years, accounting for 20.0% of the total respondents. These early-career teachers tend to be technologically adept, incorporating modern teaching techniques effectively into their classrooms due to their familiarity with contemporary educational methods. Conversely, the study indicates that 15.6% of the teachers surveyed are over 50 years old, aligning with the broader trend of an aging teaching workforce.

Table 13: Age of the Students

	Frequency	Percent
Below 20 years	285	93.4
Above 20 years	20	6.6
Total	305	100.0

The results indicate that 93.4% of the student leaders were below 20 years of age and 6.6% were above 20 years. The age distribution of student leadership positions can have an impact on the dynamics and priorities of initiatives and organizations run by students, according to research in the field of education.

4.2.3 Level of Education

The academic certifications or degrees a person has earned constitute their education level. The frequency with which respondents responded to the questionnaire's education category was used to distribute the respondents according to their level of education. The respondents were asked to indicate their level of education and the results are shown in Table 14.

Table 14: Level of Education

	Frequency	Percent
Diploma	7	7.8
Degree	70	77.8
Masters	13	14.4
Total	90	100.0

The results show that most of the teachers had bachelor's degree represented by 77.8% followed by master's degree at 14.4% and a total of 7.8% had a diploma and thus indicating that the teachers were highly qualified. Given that most nations require teachers to have at least a bachelor's degree in order to practice their profession, the high proportion of teachers in this study who hold bachelor's degrees is consistent with international trends. The predominance of teachers with master's degrees, however, is noteworthy.

4.2.4 Working Experience

The study sought to find out the years the respondents had worked in the public boarding secondary schools in selected Counties under FCDC, which was a reflection of the level of experience on management and implementation issues in the organisation. This was accomplished utilizing the frequency of the respondents'

responses to the elements in the questionnaire about their prior employment. The results are presented in Table 15.

Table 15: Working Experience

	Frequency	Percent
1-5 years	36	40.0
6-10 years	35	38.9
Over 10 years	19	21.1
Total	90	100.0

The results show that the majority of the teachers have had between 1 to 5 years of working experience in the respective entities, representing 40.0%, followed by 6 to 10 years of service at 38.9%. Those over 10 years of working experience were 21.1%. This was an indication that the teachers are experienced and well-versed in the strategic decisions of the organisation.

Table 16: School Category

	Frequency	Percent
National	56	18.4
Extra County	110	36.1
County	119	39.0
Sub-county School	20	6.2
Total	305	100.0

The results show that the majority of the students attended county school 39.0%, 36.1% attended extra county school, 18.4% attended national school and 6.2% attended sub-county school.

4.3 Content Analysis

Content analysis was conducted to establish correlations and patterns concerning respondents' feedback to open-ended questions on key concepts of the research: integrative leadership, employee motivation, stakeholder engagement, school performance, and the relationship between the concepts and their contextual dimensions. This systematic approach involves the thorough examination and

categorization of the content's elements, allowing researchers to discern relationships and trends. By identifying recurring themes, keywords, or symbols, content analysis can unveil underlying connections and patterns within the data. Researchers often use quantitative techniques, such as coding or statistical analysis, to quantify these patterns and correlations.

Through content analysis, researchers gain valuable insights into the content's inherent structure and meaning, making it a powerful tool for uncovering hidden associations and trends across various forms of media and communication. 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 summarized into four thematic areas as presented below.

4.3.1 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.

First of all, integrative leadership develops cooperation among a variety of stakeholders, including teachers, students, parents, and administrators, through a comprehensive and collaborative leadership style. This cooperative approach frequently results in the creation of common goals and a feeling of ownership over the performance outcomes of schools. According to research, school environments are

more likely to be upbeat and motivated when collaboration and diversity are given top priority by leaders. The significance of data-driven decision-making is another frequent subject. Integrative leaders that are effective understand the value of data in evaluating school performance and utilize it to guide their actions. According to content analysis, these leaders use a variety of data sources, such as standardized test results, student comments, and teacher evaluations, to pinpoint areas that need work and monitor advancement over time.

Additionally, content analysis emphasizes the value of openness and communication in integrative leadership. Stakeholders are more likely to trust and respect leaders who are open and transparent in their decision-making processes. Integrative leaders frequently use effective communication channels, such regular staff and parent meetings, to make sure that everyone is aware of the school's performance goals and progress. The importance of adaptive leadership in controlling integrative leadership for improved academic performance is further shown by content analysis. Integrative leaders need to be adaptable and ready to change their plans as needed to address new problems and conditions. The school can continue to respond to the changing demands of its students and community because to its versatility.

4.3.2 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.

The function of leadership in influencing employee motivation is one important subject that emerges from content analysis in this situation. Setting clear goals, giving frequent feedback, and fostering a happy work atmosphere are all tactics that effective school directors frequently use to motivate their personnel. According to a content study, managers that take the time to comprehend the particular requirements and goals of their staff members can customize motivational strategies, which boosts student engagement and performance. The relevance of intrinsic motivation among school staff was another noteworthy pattern discovered through content analysis. Researchers have discovered that educators who are genuinely motivated—driven by a sincere love of what they do and a sense of mission—had higher work satisfaction and productivity.

Content analysis helps pinpoint specific factors that enhance intrinsic motivation, such as autonomy in the classroom, opportunities for professional growth, and a supportive school culture.

The need of identifying and treating outside issues that may have an impact on employee motivation in schools is also highlighted by content analysis. Administrators can address issues like task management, financial incentives, and recognition programs to have a beneficial impact on employee motivation. Content analysis enables educational institutions to identify areas where changes may be made to better align staff motivation with improved school performance by methodically evaluating pertinent papers and data. A helpful method for acquiring a thorough grasp of how to manage employee motivation in educational settings to improve academic performance is content analysis. It reveals significant themes including leadership, intrinsic motivation, and outside forces, offering insightful information for academics, administrators, and legislators looking to build conditions that motivate and enable school staff to achieve in their jobs. By using content analysis, schools can create focused motivation-boosting tactics that ultimately lead to improved educational outcomes.

4.3.3 Managing Stakeholder Engagement for Improved School Performance

The study assessed how stakeholder engagement can be managed for effectiveness in influencing organizational outcomes, particularly school performance. The findings revealed that organisation's success depends on its ability to interact with its stakeholders. An organization needs a clear vision that comes from a thorough strategic planning process to flourish, and stakeholder participation is the only way to produce an effective strategic plan or marketing plan. The success of a school depends on the involvement of its stakeholders. Boards of Managements can make sound decisions by consulting with students, staff, parents, and the larger community. This allows them to better understand their school or build trust. Solid procedures and practices must be upheld inside a school. However, it's equally important to establish and maintain strong connections with people who have a personal stake in the success of a school and its students, including governors, current or potential parents, and the local community.

The identification of important stakeholders is a crucial component of content analysis when managing stakeholder interaction. Researchers can identify the people, groups, or organizations that have a stake in how well a school performs by carefully examining documents like mission statements, organizational charts, and official communications. Understanding the scope and reach of stakeholder engagement efforts depends on this first step.

Additionally, content analysis can show the methods educational institutions use to successfully engage their stakeholders. This could entail looking at meeting minutes, social media posts, and newsletter material to determine how stakeholders are involved in decision-making processes, feedback gathering, and information dissemination. By quantifying the frequency and nature of these engagement strategies, content analysis can help educators refine their approaches and focus on what works best.

Researchers can evaluate the tone and sentiment of communication between the school and its stakeholders by using content analysis. Educators can learn more about the mood of different stakeholder groups and the general level of satisfaction by classifying language as positive, negative, or neutral. This knowledge is crucial for honing engagement strategies and resolving any potential problems or concerns. Additionally, content analysis can be used to assess how stakeholder participation affects academic performance. Researchers can find links between successful engagement strategies and increased school performance by tracking performance measures, academic results, and stakeholder input over time. With the use of this evidence-based methodology, educators can improve the overall efficacy of their institution by making decisions based on facts.

An effective approach for managing stakeholder interaction to raise academic achievement is content analysis. Educational institutions can identify stakeholders, hone engagement tactics, gauge sentiment, and quantify the results of their work by examining the content of documents, messages, and comments. This methodical approach equips teachers with the tools they need to build closer bonds with the people who matter most to them, which promotes more fruitful collaboration and, in turn, better academic results.

4.3.4 Improving School Performance

Research shows that educational technology can be a useful tool to boost student engagement and enable unparalleled involvement with course content, despite some critics who think it hinders education and detracts from students' focus and performance. To aid pupils in processing information, the majority of schools now employ SMART boards, Chromebooks, video conferencing, and other tools. The investigation of teaching methods is one component of content analysis in this situation. Researchers can spot patterns in teaching approaches that have a big impact on student results by closely examining educational materials and classroom procedures. This may entail classifying techniques as classic or novel, evaluating their efficacy, and determining the causes of their success or failure. Additionally, content analysis helps clarify how curriculum design affects student achievement. Researchers can examine curriculum documents to see if they comply with educational standards, best practices, and goals. Content analysis can assist in identifying areas for improvement and guide curriculum development efforts by categorizing curricular content and evaluating its relevance and thoroughness.

Additionally, content analysis can delve into the crucial aspect of connections between teachers and students. Researchers can find themes about developing strong teacher-student interactions and the effects of these relationships on student engagement and accomplishment by looking at educational literature and classroom resources. For educators and policymakers looking to boost school performance through improved teacher-student relations, this analysis can offer insightful information. In order to examine parental participation, content analysis is very helpful. Researchers can determine the function parents do in assisting their children's education by looking at research publications and policy documents. Content analysis can classify different forms of involvement, such as helping with homework or attending parent-teacher conferences, and evaluate how they affect student achievement, enabling the development of evidence-based parental engagement programs.

Finally, content analysis can shed light on the crucial problem of funding distribution. Researchers can learn how resources are allocated within schools and districts by carefully examining budget records and policy reports. With the use of this study, policy adjustments and conversations targeted at reducing injustices and maximizing resource

allocation for the benefit of all students can be made. This analysis can uncover patterns of financing discrepancies and their possible impact on school performance. The flexible study technique of content analysis is essential for comprehending the intricate aspects that contribute to raising student achievement. Researchers can find correlations and trends in teaching strategies, curriculum design, teacher-student relationships, parental participation, and budget distribution by methodically analyzing and classifying numerous sources of educational content. These insights provide a foundation for evidence-based interventions and policy decisions aimed at enhancing educational outcomes and ensuring that all students have the opportunity to succeed.

4.4 Diagnostics Tests

The study used a variety of diagnostic tests to check that the Classical Linear Regression Model (CLRM) postulations are not being violated and to choose the best models for exploration should they be. Pre-estimation and post-estimation tests are carried out before running a regression model. The normality test, multicollinearity test, heteroscedasticity test, and linearity test were performed in this instance as pre-estimation tests. The discussions are given in the following sections.

4.4.1 Normality Test

Normality test determines if the data is correctly modelled and regularly distributed (linear) Avioli (2012) demonstrated that the normal distribution might be used to evaluate descriptive, normalcy, and verification tests. The data either contains outliers, various modes, inaccurate measuring devices, inaccurate distributions, zero/infinite bounds, or sparse collections if these tests reveal non-normality (Singh & Masuku, 2014). The dependant variable must be regularly distributed in order for a linear model to fit. The Shapiro-Wilk test, the Kolmogorov-Smirnov test, and the Anderson-Darling test are only a few of the numerous normality tests.

Shapiro-Wilk test, which has the highest power of all tests for normality, was employed to determine whether the variables were normal. The critical value used to test the hypothesis was 0.05, and the criterion was to reject the null hypothesis (H_0) if the probability (P) value was larger than 0.05 or to not reject it at all. The study was analysed using a multiple regression model, where the requirement of normality must

be achieved, the dependent variable should be normally distributed (Quataroli & Julia, 2012). The hypothesis was that;

H_0 : The data is not normal in the distribution

H_1 : The data is normal in the distribution

The results for normality are shown in Table 17.

Table 17: Test for Normality Test for Teachers

	Shapiro-Wilk		
	Statistic	df	Sig.
Integrative Leadership	.949	90	.074
Employee Motivation	.924	90	.071
School Performance	.912	90	.080

As shown in Table 17, according to teachers the p-value for the Shapiro-Wilk tests was 0.074 for Integrative Leadership, 0.071 for Employee Motivation, and 0.080 for School Performance. Since the p-value above the threshold of 0.05, the assumption that the data was gathered from a normally distributed population is supported. This creates confidence in data for further analysis to be undertaken.

Table 18: Test for Normality Test Student Leaders

	Shapiro-Wilk		
	Statistic	df	Sig.
Integrative Leadership	.937	305	.054
Stakeholder Engagement	.991	305	.077
School Performance	.982	305	.065

Table 18 indicated that the results for student's integrative leadership had $p > 0.05$, stakeholder engagement had $p > 0.05$ and school performance had $p > 0.05$. Since $p > 0.05$, the results confirmed that the data on each variable was normally distributed, thus, the assumption of normality was met. It therefore, follows that the null hypothesis that the data is not normal in distribution was rejected.

4.4.2 Test for Multicollinearity

Multicollinearity is typically characterized by a strong correlation between the independent and dependent variables. For each of the variables, the independent average was employed in the study. According to Myres (2015), where VIF 10 indicates the presence of multicollinearity, multicollinearity was examined using variance inflation factor VIF in all of the analyses, and it ranged from 1 to 4 which would not be a cause for concern.

The tolerance of the variable and the VIF value were used in a multicollinearity test. There is no multicollinearity if the values for Tolerance and VIF are greater than 0.2 and lower than 10, respectively. Results for multicollinearity are shown in Table 19.

Table 19: Multicollinearity Test Using Tolerance and VIF for Teachers

Collinearity Statistics		
	Tolerance	VIF
Integrative Leadership	.687	1.456
Employee Motivation	.646	1.547

From the findings in Table 19 multicollinearity for teachers shows that all the variables had tolerance values >0.2 and VIF values <10 as shown in Table 19 and thus, according to Myres (2015) indicates that where $VIF \geq 10$ indicates the presence of Multicollinearity, there was no multicollinearity among the independent variables.

Table 20: Multicollinearity Test Using Tolerance and VIF for Student Leaders

Collinearity Statistics		
	Tolerance	VIF
Integrative Leadership	.491	2.037
Stakeholder Engagement	.363	2.756

The student leader response according to the data depicted in Table 20 above, showed no multicollinearity issues. According to the study's variables, VIF values should be less than 10, or between 2.037 and 2.756, as suggested by the rule of thumb. This demonstrated that there was no multicollinearity in the data set.

4.4.3 Test for Heteroscedasticity

When a variable's variability varies differently depending on the range of values of a second variable that predicts it, this is known as heteroscedasticity. When a regression model is run without taking heteroscedasticity into account, parameter estimates will be skewed. The study utilized the Breusch-Pagan/Godfrey test to check for heteroscedasticity. To determine if the error terms are correlated across observations in the cross-sectional of the data, a heteroscedasticity test was conducted using the Breusch-Pagan/Cook-Weisberg test (Long & Ervin, 2000). The hypothesis was that;

H0: Data is not Homoscedastic.

H1: Data is Homoscedastic.

If the p-value is less than 0.05, the null hypothesis is rejected. Results are presented in Table 21.

Table 21: Heteroscedasticity Results for Teachers

Breusch-Pagan / Cook-Weisberg test for heteroscedasticity

Ho: Constant variance

Variable: fitted values of Organisational Performance

chi2(1)	=	7.01
Prob > chi2	=	0.065

Results in Table 21 show the heteroscedasticity for teachers and the p-value is greater than 5%. The reported result was $0.065 > 0.05$, the null hypothesis was not rejected at a crucial p-value of 0.05, indicating that the data were not heteroscedastic.

Table 22: Heteroscedasticity Results for Student Leaders

Breusch-Pagan / Cook-Weisberg test for heteroscedasticity

Ho: Constant variance

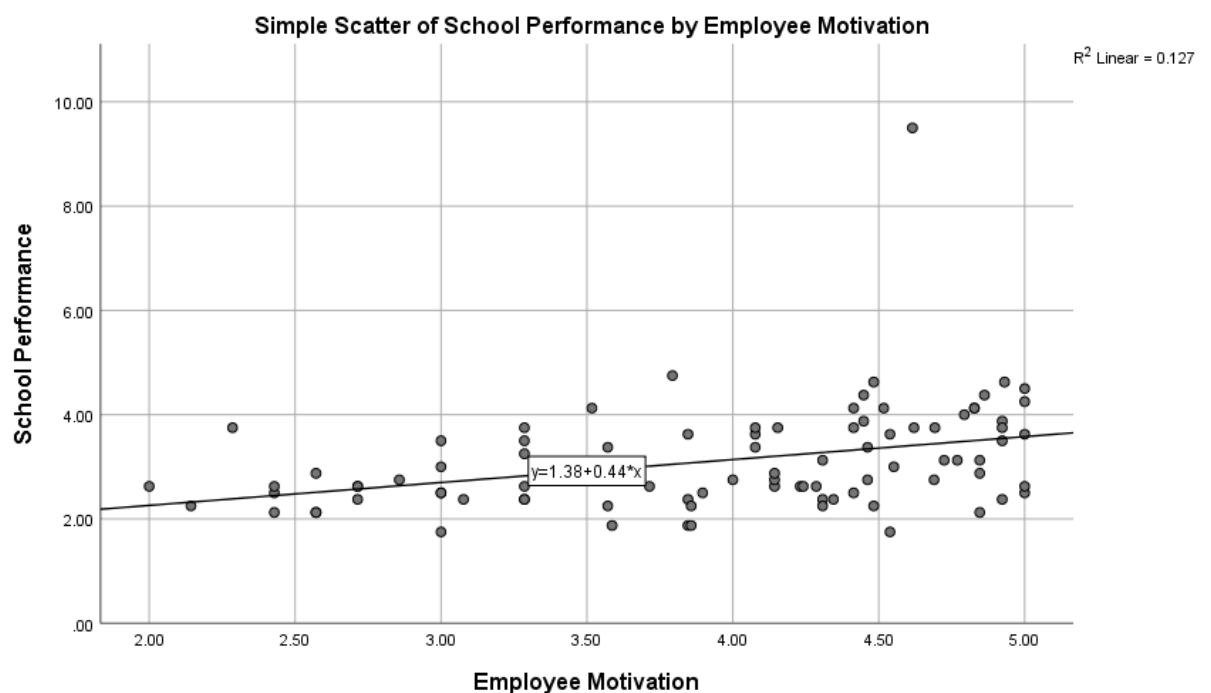
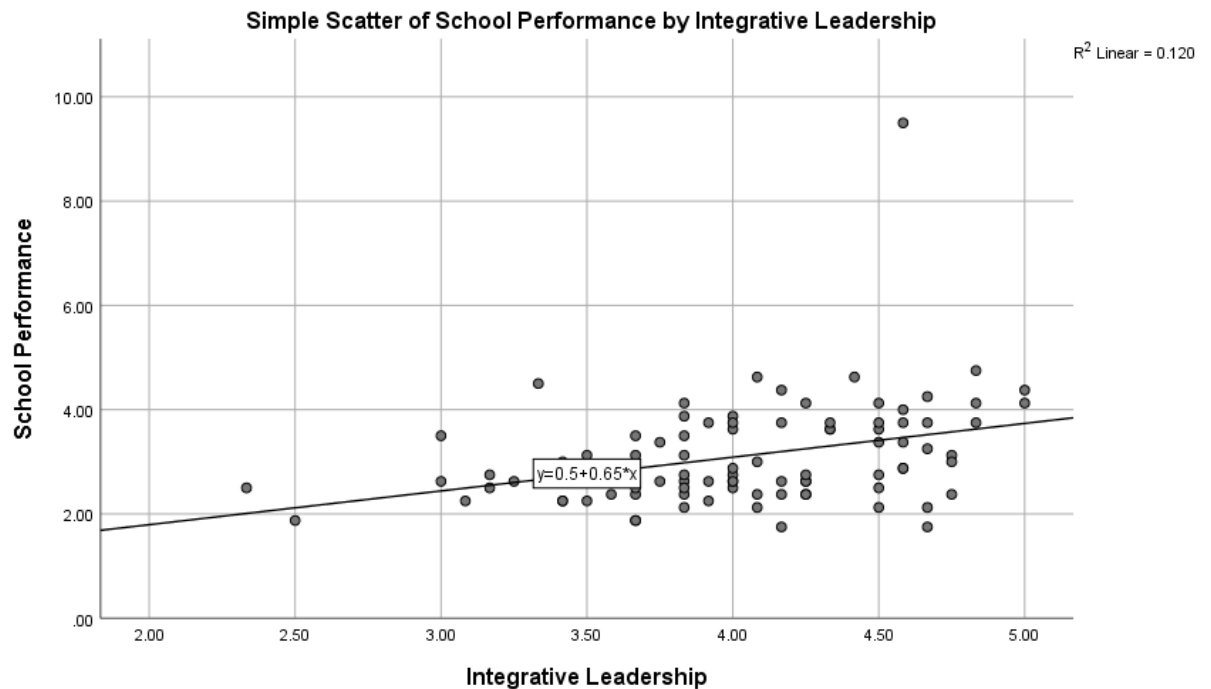
Variable: fitted values of Organisational Performance

chi2(1)	=	8.03
Prob > chi2	=	0.074

According to student leaders, the results show that the p-value is greater than 5% hence null hypothesis was not rejected at a critical p-value of 0.05 since the reported value was $0.065 > 0.05$ and thus the data did not suffer from heteroscedasticity.

4.4.4 Test for Linearity

The criterion variable and the predictor variables are assumed to have a linear relationship. This was evaluated by determining whether a straight-line relationship exists by examining a scatter plot of all the independent variables versus the dependent variable. According to Figure 2, every independent variable showed a straight-line association with the dependent variable.



A scatter plot illustrating the relationship between Integrative Leadership (X-axis) and School Performance (Y-axis). The X-axis ranges from 1.00 to 5.00, and the Y-axis ranges from 1.00 to 5.00. A positive linear trend is evident, supported by a regression line. The coefficient of determination is $R^2 \text{ Linear} = 0.627$.

Figure 2: Linearity Tests

Figure 2 demonstrates a straight-line relationship between the independent variables of integrative leadership, employee motivation, and stakeholder engagement and the dependent variable of school performance. Additionally, where all the variables were greater than 50%, the R-squared indicated the proportion of the dependent variable variance that a linear model explains.

4.4.5 Factor Analysis

Factor analysis is a method that involves minimizing information loss while condensing data from multiple variables into a smaller set of dimensions (Baets, 2002). Factor analysis was used to quantify factors that couldn't be measured directly and to summarize a lot of data using dimension reduction in SPSS. According to Mabert et al. (2003), coefficients below 0.49 should be eliminated from the matrix since they are unimportant and factor loading with Eigen values (total variance) more than 0.5 should be extracted. It is carried out in order to distil the data into a useful and manageable set of variables (Sekaran, 2006). Eigenvalues are crucial because they let us break down a linear operation into smaller, more manageable tasks. By specifying the elements, it also helps to analyse the structure of the interrelationships (correlations). The assumptions of factor analysis, which are that there are no outliers in the data, that there is no perfect multicollinearity, that the data is linear, and that the data is in the interval, were all met by diagnostic tests.

4.4.5.1 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 23 shows the factor loading for integrative leadership.

Table 23: 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 performance	0.571
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 24 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.

4.4.5.2 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 24.

Table 24: 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	

Remuneration/Salary	Extraction
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

Remuneration/Salary	Extraction
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 et al., (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.

4.4.5.3 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 25 shows the factor loading for the school performance of teachers' statements.

Table 25: 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

4.4.5.4 Factor Analysis for Integrative Leadership

Factor analysis was carried out on the statements of integrative leadership. According to Tabachinick and Fidell (2007), a factor loading of 0.45 as a fair measure of real-life data. Table 26 shows the factor loading for integrative leadership.

Table 26: 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 26 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.

4.4.5.5 Factor Analysis for Stakeholder Engagement

Factor analysis was carried out on the statements of stakeholder engagement. According to Tabachinick and Fidell (2007), a factor loading of 0.45 as a fair measure of real-life data. Table 27 shows the factor loading for stakeholder engagement.

Table 27: Factor Loading for Stakeholder Engagement

Stakeholder Engagement	Extraction
Our school has an active board of management	0.571
Engagement of stakeholders leads to improved academic performance	0.582
Stakeholders offer suggestions and directions that contribute to school performance	0.696
There is a tense relationship between school principals and school governing bodies that undermines school performance	0.644
Democratization of school administration should be done by increasing student and teacher participation in school governing bodies	0.609
Teachers and students should be included in the decision-making of important school policies	0.538
There is a strong link between the principal's leadership and school performance	0.649
Engagement of stakeholders in school governance and learning contribute to better school performance	0.501
Head teacher's administrative skills and leadership skills have a strong impact on school performance	0.681
Head teacher's effective engagement of teachers have a strong impact on school performance	0.552
Head teacher's engagement of student leaders has a strong impact on school performance	0.568
Parent's participation improves the child's behaviour and social adjustments in school	0.647
Parent's participation in school administration improves the child's temperament, morale, and academic performance	0.638

The outputs in Table 27 show that all the student leaders' s statements on stakeholder engagement had factor loading values greater than 0.5 and therefore they were accepted and thus no sub-variable was dropped.

4.4.5.6 Factor Analysis for School Performance

Factor analysis was carried out on the statements of the school. According to Tabachinick and Fidell (2007), a factor loading of 0.45 as a fair measure of real-life data. Table 28 shows the factor loading for school performance.

Table 28: Factor Loading for School Performance

School Performance	Extraction
Our school's performance in the national examinations is consistent over the last 5 years	0.593
Our school had an average mean score (C plain) in the previous KCSE examination	0.635
The majority of students in the school attained C+ and above	0.556
The previous form four class in our school covered the syllabus on time before sitting for the KCSE examination.	0.779
The previous form four classes in our school had done enough revision before the final examination	0.767
Parents provide incentives to the best-performing teachers	0.588
The school organizes prize-giving days to reward the best-performing students and teachers	0.641

According to student leaders, the results in Table 28 show that all the student leaders' s statements on stakeholder engagement had factor loading values greater than 0.5 and therefore they were accepted and thus no sub-variable was dropped.

4.5 Descriptive Statistics on Integrative Leadership, Employee Motivation, Stakeholder Engagement, and School Performance

The goal of descriptive statistics was to make it possible for the study to use indices or statistics to meaningfully describe the distribution of scores or measurements. The kind of variables in the study and the scope of the measurements determine the kind of statistics or indices that are utilized. A description of integrative leadership, employee motivation, stakeholder engagement, and school performance is provided in this

section. The mean showed the average values, the mode showed the most common value and the median indicate the middle number in set numbers.

4.5.1 Integrative Leadership

The first objective of the study was to determine the effect of integrative leadership on the performance of public boarding secondary schools in selected Counties under the FCDC Kenya. The descriptive results for integrative leadership are shown in Table 29.

Table 29: Descriptive Statistics for Teacher's Integrative Leadership

Integrative Leadership	Statistics
N	90
Mean	4.0380
Median	4.0417
Mode	3.83
Std. Deviation	.54483
Skewness	-.600
Kurtosis	.372

The results from Table 29 show the descriptive statistics that indicate the central tendency and dispersion of all the measures of integrative leadership. Ninety (90) respondents in total participated in each measurement. While central tendency was assessed using mean, median, and mode, the distribution of the data was assessed using skewness and kurtosis. Dispersion was calculated using the standard deviation. Indicators' compliance with the normalcy assumptions is assessed using the measurements of kurtosis and skewness (Kline, 2005). According to Baiand Ng (2005), the distribution is considered highly skewed if the skewness is less than -1 or larger than 1, moderately skewed if the skewness is between -1 and -0.5 or between 0.5 and 1, and roughly symmetric if the skewness is between -0.5 and 0.5.

The results show that integrative leadership had a mean of 4.04, median of 4.04, and mode of 3.83. This implied that the mean of 4.04 implied that the majority were agreeing with the statement on integrative leadership. The group's members were shown to be different from the group's mean value of 4.04 in the observation by the standard deviation of 0.54.

Integrative leadership had a skewness of -0.600. It can be inferred that the distribution is essentially symmetric because the values were in the range of -0.5 and 0.5. Integrative leadership received a Kurtosis score of 0.372. As a result, it can be concluded that the values were platykurtic because they were less than 3, and had a wide tail distribution, and contained no outliers.

Table 30: Descriptive Statistics for Students' Integrative Leadership

Integrative Leadership	Statistics
N	305
Mean	4.0636
Median	4.2000
Mode	4.40
Std. Deviation	.73615
Skewness	-1.024
Kurtosis	1.362

According to student leaders, the results of descriptive statistics that indicates central tendency and dispersion of all the measures of integrative leadership was shown in Table 30. The total number of respondents in each measured was 305. While central tendency was assessed using mean, median, and mode, the distribution of the data was assessed using skewness and kurtosis. Dispersion was calculated using the standard deviation. Indicators' compliance with the normalcy assumptions is assessed using the measurements of kurtosis and skewness (Kline, 2005). According to Baiand Ng (2005), the distribution is considered highly skewed if the skewness is less than -1 or larger than 1, moderately skewed if the skewness is between -1 and -0.5 or between 0.5 and 1, and moderately symmetric if the skewness is between -0.5 and 0.5.

The results show that integrative leadership had a mean of 4.06, median of 4.20 and mode of 4.40. This implied that the mean of 4.06 implied that majority were agreeing with the statement on integrative leadership. The standard deviation of 0.74 showed that the members of the group differed from the mean value of 4.06 for the group in the observation.

Integrative leadership has a skewness of -1.02. We then draw the conclusion that the distribution is essentially symmetric because the values were in the range of -0.5 and

0.5. Integrative leadership scored 1.36 on the kurtosis test. As a result, we draw the conclusion that the values were platykurtic because they were less than 3, had a broad tail distribution, and contained no outliers.

4.5.2 Employee Motivation

The second objective of the study was to establish 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.

Table 31: Descriptive Statistics for Employee Motivation

Employee Motivation	Statistics
N	90
Mean	3.9411
Median	4.1429
Mode	3.29
Std. Deviation	.82781
Skewness	-.586
Kurtosis	-.776

The results from Table 31 show the descriptive statistics that indicate central tendency and dispersion of all the measures of employee motivation. The total number of respondents in each measurement was 90. While central tenancy was assessed using mean, median, and mode, the distribution of the data was assessed using skewness and kurtosis. Dispersion was calculated using the standard deviation. Indicators' compliance with the normalcy assumptions is assessed using the measurements of kurtosis and skewness (Kline, 2005). According to Baiand Ng (2005), the distribution is considered severely skewed if the skewness is less than -1 or larger than 1, moderately skewed if the skewness is between -1 and -0.5 or between 0.5 and 1, and roughly symmetric if the skewness is between -0.5 and 0.5.

The results show that employee motivation had a mean of 3.94, a median of 4.14, and a mode of 3.29. The mean of 3.94 implied that the majority were agreeing with the statement on employee motivation. The group's members were different from the observation's mean value of 3.94, as indicated by the standard deviation of 0.83.

Employee motivation has a -0.59 skewness. We then draw the conclusion that the distribution is essentially symmetric because the values were in the range of -0.5 and 0.5. According to the Kurtosis analysis, employee motivation was -0.78. As a result, we draw the conclusion that the values were platykurtic because they were less than 3, had a wide tail distribution, and contained no outliers.

4.5.3 Descriptive Statistics for Stakeholder Engagement

The third objective of the study was to determine the moderating effect of stakeholder engagement on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under the FCDC Kenya. The descriptive results are shown in Table 32.

Table 32: Descriptive Statistics for Stakeholder Engagement

Stakeholder Engagement	Statistics
N	305
Mean	3.9082
Median	3.8571
Mode	3.57
Std. Deviation	.72639
Skewness	.134
Kurtosis	-.639

The results from Table 32 show the descriptive statistics for stakeholder engagement. The total number of respondents in each measured was 305. While central tendency was assessed using mean, median, and mode, the distribution of the data was assessed using skewness and kurtosis. Dispersion was calculated using the standard deviation. Indicators' compliance with the normalcy assumptions is assessed using the measurements of kurtosis and skewness (Kline, 2005). According to Baiand Ng (2005), the distribution is considered severely skewed if the skewness is less than -1 or larger than 1, moderately skewed if the skewness is between -1 and -0.5 or between 0.5 and 1, and roughly symmetric if the skewness is between -0.5 and 0.5.

According to student leaders, the results show that stakeholder engagement had a mean of 3.91, median of 3.86, and mode of 3.57. This implied that the mean of 3.91 implied

that the majority were agreeing with the statement on stakeholder engagement. The group's members were different from the observation's mean value of 3.91, as indicated by the standard deviation of 0.73. Stakeholder engagement skewness was 0.13. We then draw the conclusion that the distribution is approximately symmetric because the values were in the range of -0.5 and 0.5. Results of the Kurtosis test indicated that stakeholder engagement was -0.64. As a result, we draw the conclusion that the values were platykurtic because they were less than 3, had a wide tail distribution, and contained no outliers.

4.5.4 School Performance

Descriptive statistics were conducted on the performance of public boarding secondary schools in selected Counties under the FCDC Kenya. The descriptive present the results for school Performance as shown in Table 40.

Table 33: Descriptive Statistics for School Performance for Teachers

School Performance	Statistics
N	90
Mean	3.1139
Median	2.8750
Mode	2.63
Std. Deviation	.52993
Skewness	-2.874
Kurtosis	1.045

The results from Table 33 show the descriptive statistics for school performance as indicated by teachers. While central tendency was assessed using mean, median, and mode, the distribution of the data was assessed using skewness and kurtosis. Dispersion was calculated using the standard deviation.

According to teachers, the descriptive results indicate that school performance had a mean of 3.11, median of 2.88, and mode of 2.63. The mean of 3.11 implied that the majority were agreeing with the statements on School Performance. The group's members were shown to be different from the group's mean value of 3.36 in the observation by the standard deviation of 0.52. A high standard deviation indicates that

the data points are dispersed throughout a large range of values, and the standard deviation of 0.53 further suggests that the data points tend to be quite close to the data mean. School Performance Skewness is -2.87. We then draw the conclusion that the distribution is approximately symmetric because the values were in the range of -0.5 and 0.5. The school performance had a Kurtosis of 1.05. As a result, we draw the conclusion that the values were platykurtic because they were less than 3, had a wide tail distribution, and contained no outliers.

Table 34: Descriptive Statistics for School Performance for Student Leaders

School Performance	Statistics
N	305
Mean	3.2005
Median	3.2857
Mode	3.00
Std. Deviation	.90163
Skewness	-.220
Kurtosis	-.710

The results from Table 34 show the descriptive statistics for school performance as indicated by students. There were 305 responders in total for each measurement. While central tendency was assessed using mean, median, and mode, the distribution of the data was assessed using skewness and kurtosis. Dispersion was calculated using the standard deviation.

According to student leaders, the descriptive results indicate that school Performance had a mean of 3.20, median of 3.29, and mode of 3.00. The mean of 3.20, implied that the majority were agreeing with the statements on School Performance. The group's members deviated from the observation's mean value of 3.20, as indicated by the standard deviation of 0.90. A large standard deviation indicates that the data points are dispersed throughout a wide range of values, and the standard deviation of 0.90 further suggests that the data points tend to be extremely close to the data mean. The school performance skewness was 0.22. We then draw the conclusion that the distribution is approximately symmetric because the values were in the range of -0.5 and 0.5. According to the Kurtosis analysis, school performance was -0.71. As a result, we draw

the conclusion that the values were platykurtic because they were less than 3, had a wide tail distribution, and contained no outliers.

4.6 Correlation Analysis

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 conducted at a significance level of 0.01 with two asterisks (*) or 0.05 with one asterisk (*). The p-value must be compared to the chosen significance threshold in order to evaluate whether the correlation between the variables is meaningful. It is effective to use a significance level of 0.05. An alpha of 0.05 means that there is a 5% chance of drawing the incorrect conclusion that a correlation exists. The p-value shows whether or not the correlation coefficient differs significantly from zero. It is statistically significant that there is a correlation when the p-value is less than or equal to 0.05. The association is not statistically significant, though, if the p-value is higher than 0.05 or the significant level (Statistics Solution, 2018). The correlation results are presented in Table 35.

Table 35: 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 35 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.

Table 36: Relationship between IL, SE, and SP

		Correlations		
		Integrative Leadership	Stakeholder Engagement	School Performance
Integrative Leadership	Pearson	1	.605**	.792**
	Correlation			
	Sig. (2-tailed)		.000	.000
	N	305	305	305
Stakeholder Engagement	Pearson	.605**	1	.585**
	Correlation			
	Sig. (2-tailed)	.000		.000
	N	305	305	305
School Performance	Pearson	.792**	.585**	1
	Correlation			
	Sig. (2-tailed)	.000	.000	
	N	305	305	305

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

The results in Table 36 indicate that integrative leadership is positively and significantly related to the performance of public boarding secondary schools in selected Counties under the FCDC Kenya ($r=0.792$, $p<0.05$). Stakeholder engagement is positively and significantly related to the performance of public boarding secondary schools in selected Counties under the FCDC Kenya ($r=0.585$, $p<0.05$). Since the R-values were above 0.5, this is an indication that integrative leadership and stakeholder engagement

were strongly correlated with the performance of public boarding secondary schools in selected Counties under the FCDC Kenya.

4.7 Inferential Statistics

In Section 4.7 of the study, inferential statistics were employed to draw meaningful conclusions and make inferences about the population based on the collected sample data. Various statistical techniques and tests were applied to extend the study's findings beyond the observed sample, enabling the researchers to make broader statements and predictions about the entire population under investigation. The goal of this section was to assess the significance of different effects, examine relationships between variables, and test hypotheses formulated earlier in the study.

Throughout this section, the study applied inferential statistical methods such as t-tests, analysis of variance (ANOVA), chi-square tests, and regression analysis depending on the research questions and objectives. These methods allowed the researchers to determine whether observed differences, relationships, or effects in the sample were likely to hold true for the entire population. By employing inferential statistics, the study aimed to gain insights into the significance, validity, and generalizability of the research results, enhancing the overall rigor and applicability of the study's conclusions. Ultimately, these analyses provided a deeper understanding of the broader implications of the findings, allowing the researchers to make informed decisions and recommendations based on the data collected.

4.7.1 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 $SP = \alpha_0 + \beta_0 IL + \varepsilon$

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

Table 37: 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 37, 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 38: ANOVA for School Performance and Integrative Leadership for Teachers

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 38. 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 38 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 39: 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 39 was;

$$SP = -0.256 + 0.058IL$$

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 40: 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 40, 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 41: ANOVA for School Performance and Integrative Leadership for Student Leaders

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 41. 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 41 indicate that $F\text{-Calculated}(1, 303) = 509.029$, $p < 0.05$. F calculated was greater than $F\text{-Critical}(1, 303) = 3.84$ 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 42: Regression Coefficients for IL and SP

		Coefficients ^a			t	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients		
		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 42 was; $SP = 0.760 + 0.827IL$. 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.

4.7.2 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.

In the second condition, the independent variable and mediating variable must be significantly correlated. The dependent variable and mediating variable must be significantly related in order for the mediating variable's influence to control the dependent variable's effect, and the independent variable's influence 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 43, 44, 45 and 46 respectively shows the outcomes of the four steps.

Step One: Integrative leadership was regressed against school performance. The results are presented in Table 43.

Table 43: 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 43 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 ($R^2=.717$).

Since the F-value is 111.950 and the p-value is 0.00, both of which are less than the level of significance of 0.05, the model is statistically significant. The results supported the first step in examining whether employee motivation mediates the link between integrative leadership and school performance. The second stage of the mediation

testing entailed evaluating the impact of integrating leadership on employee motivation. The results of the tests are presented in Table 44.

Table 44: 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 44 show a positive and statistically significant link between integrative leadership and employee motivation ($R = 0.838$). Furthermore, the coefficient of determination ($R^2 = 0.838$) revealed that integrative leadership explains 70.2 percent of employee motivation. In addition, the F-value was 206.948, with a P-value of 0.000, 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 52.

Table 45: 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 45 shows that employee motivation has a substantial association with school performance ($R = .811$), with employee motivation accounting for 65.7 percent of school performance ($R^2 = 0.657$) 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 46.

Table 46: Regression Results Depicting Mediating Effect of EM on IL on SP

Model	R	R Square	Adjusted Square	R	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

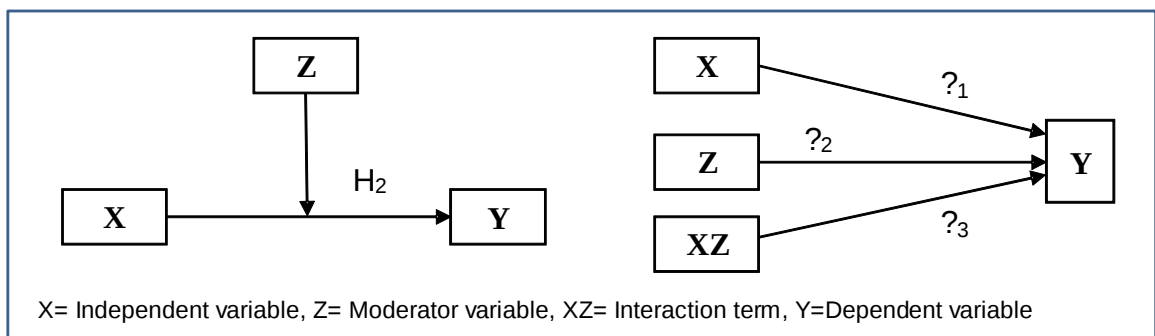
**b. Predictors: (Constant), Employee Motivation, Integrative Leadership
_Employee Motivation**

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 46 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=0.000. 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 fourth hypothesis stated in the null form that there is no significant mediating role of employee motivation in the relationship between integrative leadership and school performance was therefore rejected



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

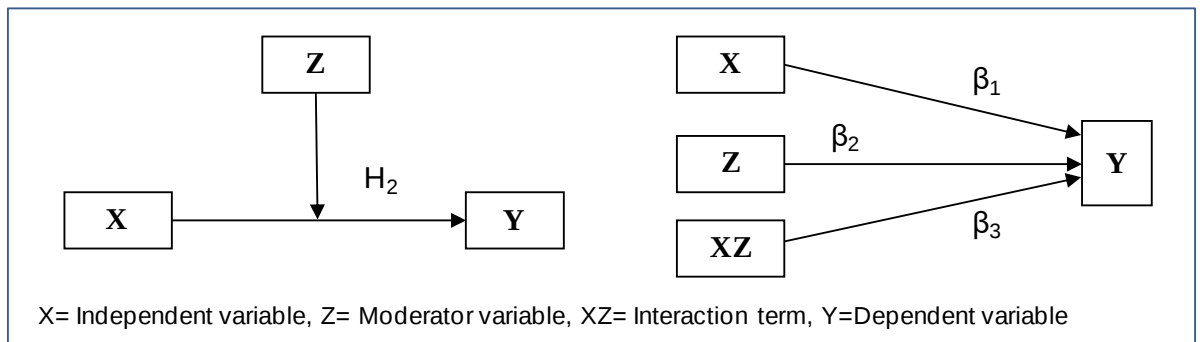
After the regression analysis, the model became $Y = .739 + .498 + 0.028 W$

4.7.3 Moderating Effect of Stakeholder Engagement

The third objective of the study was to determine the moderating effect of stakeholder engagement on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya. Stepwise regression analysis was used. The third hypothesis was stated in the null form that there is no significant moderating effect of stakeholder engagement on the relationship

between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya. The hypothesis was tested by using Baron and Kenny (1986) three-step models of moderation. The graphical representation below is a demonstration of a simple moderation model with integrative leadership (IL) as the independent variable (X), stakeholder engagement (SE) as the moderator (Z), and school performance (SP) as the dependent variable (Y).

Figure 3: Simple Moderation Model for IL, SE, and SP



In step one, integrative leadership was regressed on school performance. In step two, integrative leadership and stakeholder engagement were regressed on school performance. In step three the interaction term between integrative leadership and stakeholder engagement was introduced. The moderation effect is confirmed when the effect of the interaction term is statistically significant.

The moderating effect of stakeholder engagement was assessed, and results were explained using a coefficient of determination (R-Square), Analysis of Variance (ANOVA), and regression coefficients. Hierarchical regression analysis was performed with an interaction term (a product of integrative leadership and stakeholder engagement) introduced as an additional predictor in 3 steps.

Table 47: Regression Results for Model Summary for IL, SE, and SP

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.792 ^a	.627	.626	.28662
2	.803 ^b	.644	.642	.28028
3	.846 ^c	.716	.713	.32645

The results in Table 47 show that the R squared for the moderating effect significantly improved from 0.627 to 0.716. More specifically, in the first model integrative leadership accounted for 62.7% of the variation in school performance. In the second step when integrative leadership and stakeholder engagement against school performance, the finding indicated that 64.4% of the variation in school performance was accounted for. The third step interaction term (IL*SE) was introduced, and the explanatory power increased to 71.6%, a significance of 0.072.

ANOVA results for integrative leadership, stakeholder engagement, and school performance are shown in Table 48.

Table 48: ANOVA for Integrative Leadership, Stakeholder Engagement, and School Performance

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			
2	Regression	42.985	2	21.492	273.592	.000 ^c
	Residual	23.724	302	.079		
	Total	66.709	304			
3	Regression	42.987	3	14.329	181.819	.000 ^d
	Residual	23.722	301	.079		
	Total	66.709	304			

a. Dependent Variable: School Performance

b. Predictors: (Constant), Integrative Leadership

c. Predictors: (Constant), Integrative Leadership, Stakeholder Engagement

d. Predictors: (Constant), Integrative Leadership, Stakeholder Engagement, Integrative Leadership _Stakeholder Engagement

The ANOVA results indicate that all three models were significant at $p < 0.001 < 0.05$. The F-Calculated for model one was (1, 303) = 509.029, $p < 0.05$, which is greater than F-Critical (1, 303) = 3.84 at a 95% confidence level. F-Calculated for model two was (2, 302) = 273.592, $p < 0.05$, which is greater than F-Critical (2, 302) = 2.995 at a 95% confidence level. F-Calculated for model three was (3, 301) = 181.819, $p < 0.05$, which is greater than F-Critical (2, 302) = 2.604 at a 95% confidence level. Therefore, the results confirm that the regression model one, two, and three are significant.

The regression of coefficients for integrative leadership, stakeholder engagement, and school performance are shown in Table 49.

Table 49: Regression Coefficients for Moderating Effect

		Coefficients ^a		t	Sig.
		Unstandardized Coefficients	Standardized Coefficients		
Model		B	Std. Error	Beta	
1	(Constant)	.760	.161		4.731 .000
	Integrative Leadership	.827	.037	.792	22.562 .000
2	(Constant)	.560	.165		3.385 .001
	Integrative Leadership	.722	.045	.691	16.031 .000
	Stakeholder Engagement	.153	.040	.166	3.855 .000
3	(Constant)	.542	.197		2.745 .006
	Integrative Leadership	.722	.045	.691	16.003 .000
	Stakeholder Engagement	.152	.040	.166	3.842 .000
	Integrative Leadership _ Stakeholder Engagement	.862	.031	.106	1.173 .005

a. Dependent Variable: School Performance

The regression of coefficients results shows that in step one, the regression model of Performance of public boarding secondary schools in selected Counties under FCDC Kenya on integrative leadership was significant with ($t = 4.731$, $p < 0.05$). In step two, the results show that the regression model of the Performance of public boarding secondary schools in selected Counties under FCDC Kenya on integrative leadership and stakeholder engagement was significant ($t = 3.385$, $p < 0.05$; $t = 3.855$, $p < 0.05$). With $\beta_1 = 0.722$, $p = 0.000 < 0.05$; $\beta_2 = 0.153$, $p = 0.000 < 0.05$. In step three, when the interaction term was introduced, the results show that the interaction term was significant ($t = 2.745$, $p < 0.05$). Since the interaction term was significant, the hypothesis that there is no significant moderating effect of stakeholder engagement on the relationship between integrative leadership and the Performance of public boarding secondary schools in selected Counties under FCDC Kenya was rejected. This confirmed that stakeholder engagement significantly moderates the relationship between integrative leadership and the Performance of public boarding secondary schools in selected Counties under FCDC Kenya.

The fitted models were:

Model 1: $SP = 0.760 + 0.827IL$

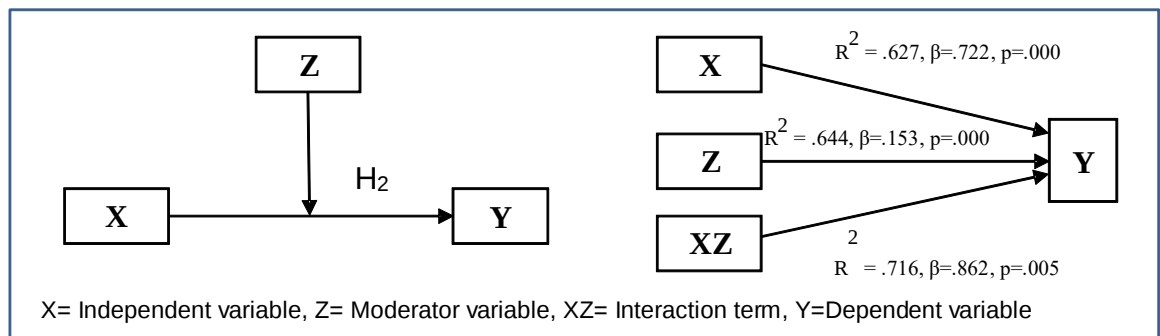
Model 2: $SP = 0.560 + 0.722IL + 0.153SE$

Model 3: $SP = 0.542 + 0.722IL + 0.152SE + 0.862IL*SE$

Where; SP = School performance; IL = Integrative Leadership; SE = Stakeholder engagement.

The graphical representation demonstrating the moderating effect of stakeholder engagement on how integrative leadership influences school performance now becomes:

Figure 4: Revised Simple Moderation Model for IL, SE, and SP



The revised representation diagram shows that in path a; integrative leadership (IL) as the independent variable (X) is regressed against school performance and the results show a positive and significant relationship ($R^2=.627$, $\beta =.722$, $p=0.00$). In path b stakeholder engagement (SE) as the moderator (Z) is regressed on integrative leadership and the results show a positive and significant relationship ($R^2=.644$, $\beta =.153$, $p=0.00$). Further in path c, when an interaction term is considered, the study also gives positive and significant results ($R^2=.716$, $\beta =.862$, $p=0.005$) implying that stakeholder engagement adds significantly to the relationship as a moderator. The moderation, therefore, is depicted in the model. The hypothesis that stakeholder engagement does not significantly moderate the relationship between integrative leadership and school performance of public boarding secondary schools in selected Counties under FCDC Kenya is thus rejected.

4.7.4 Mediation – Moderator Effect

The fourth objective of the study was to determine the mediation–moderator effect on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under the FCDC Kenya. The fourth hypothesis was stated in the null form that there is no significant mediation–moderator effect on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under the FCDC Kenya. Hayes and Rockwood (2020) model for mediated–moderation was adopted;

$$IL = \alpha_0 + \beta_1 EM + \varepsilon$$

$$SP = \alpha_0 + \beta_1 IL + \beta_2 SE + \beta_3 IL * SE + \varepsilon$$

Where:

SP = Performance of public boarding secondary schools; IL = Integrative Leadership; EM = Employee Motivation; SE = Stakeholder Engagement; α_0 = constant (intercept); β =Coefficient parameters to be determined, composite* =interaction term, ε = Error/disturbance)

The effect was assessed, and results were explained using the coefficient of determination (R-Square), Analysis of Variance (ANOVA), and regression coefficients. 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. The results are presented in Table 50.

Table 50: Model Summary for Mediation–Moderator Effect

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.792 ^a	.627	.626		.28662
2	.803 ^c	.644	.641		.28073

The first model for regressing integrative leadership against the performance of public boarding secondary schools in selected Counties under the FCDC Kenya had 62.7% while the second step of regressing integrative leadership, stakeholder engagement, and

IL*SE against the performance of public boarding secondary schools in selected Counties under the FCDC Kenya had 64.4%. The R squared for the model increased from 62.7% to 64.4% after the mediation–moderator effect. The ANOVA results are presented in Table 51.

Table 51: ANOVA for Integrative Leadership, Employee Motivation, Stakeholder Engagement, and School Performance

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			
	Residual	23.724	302	.079		
	Total	66.709	304			
2	Regression	42.987	3	14.329	181.819	.000 ^d
	Residual	23.722	301	.079		
	Total	66.709	304			

a. Dependent Variable: School Performance

b. Predictors: (Constant), Integrative Leadership

c. Predictors: (Constant), Integrative Leadership, Stakeholder Engagement

d. Predictors: (Constant), Integrative Leadership, Stakeholder Engagement, Integrative Leadership _Stakeholder Engagement

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. The F-Calculated for model one was (1, 303) = 509.029, $p < 0.05$, which is greater than F-Critical (1, 304) = 3.71 at a 95% confidence level. The F-Calculated for model two was (3, 301) = 181.819 which is greater than F-Critical (3, 304) = 3.71 at a 95% confidence level. Therefore, the results confirm that the regression model one, two, and three are significant overall.

Table 52: Regression Coefficients for Mediation–Moderator Effect

		Coefficients ^a			
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t Sig.
1	(Constant)	.760	.161		4.731 .000
	Integrative Leadership	.827	.037	.792	22.562 .000
	Integrative Leadership	.722	.045	.691	16.031 .000
	Stakeholder Engagement	.153	.040	.166	3.855 .000
2	(Constant)	.542	.197		2.745 .006
	Integrative Leadership	.722	.045	.691	16.003 .000
	Stakeholder Engagement	.152	.040	.166	3.842 .000
	Integrative Leadership _Stakeholder Engagement	.005	.031	.006	.173 .862

a. Dependent Variable: School Performance

The fitted model was;

$$IL = \alpha_0 + \beta_1 EM + \varepsilon$$

$$SP = \alpha_0 + \beta_1 IL + \beta_2 SE + \beta_3 IL * SE + \varepsilon$$

Where:

SP = Performance of public boarding secondary schools; IL = Integrative Leadership; EM = Employee Motivation; SE = Stakeholder Engagement; α_0 = constant (intercept); β =Coefficient parameters to be determined, composite* =interaction term, ε = Error/disturbance)

The regression of coefficients results depicted in Table 52 shows that in step one, the regression model of integrative leadership on stakeholder engagement was significant with $\beta=0.827$, $p=0.000<0.05$. In step two, the results show that the regression model of integrative leadership, stakeholder engagement, and the interaction term integrative

leadership*stakeholder engagement on the performance of public boarding secondary schools in selected Counties under the FCDC Kenya was significant with $t = 4.731$, $p < 0.05$; $t = 3.855$, $p < 0.05$; $t = 3.842$, $p < 0.05$. Since the p -value for the mediation–moderating term ($EM*SE$) was significant, the study rejected the null hypothesis that there is no significant mediation – moderator effect on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under the FCDC Kenya.

4.8 Hypotheses Testing

This section presents the findings of the tests of the hypotheses of the study. The hypotheses describe the relationship between variables of the study as conceptualized and presented in the conceptual model. The study focused on four objectives and four corresponding hypotheses. Hypothesis testing is done for the relationship between integrative leadership on the performance of public boarding secondary schools in selected Counties under the FCDC Kenya; 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; moderating effect of stakeholder engagement on the relationship between integrative leadership and performance of public boarding secondary schools in selected Counties under the FCDC Kenya. The last hypothesis tested the mediation–moderator effect on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under the FCDC Kenya.

The first hypothesis was tested using a simple regression model. The second, third, and fourth hypotheses for mediation and moderation models respectively were tested using a stepwise approach as suggested by Baron and Kenny (1986). The tests were done at a 5% significance level ($\alpha = 0.05$). The evaluation focused on the hypotheses derived from the objectives of the study.

Table 53: A summary of Hypothesis Testing

Objective/Hypothesis	Method	Result	Conclusion
Objective 1: Relationship between Integrative Leadership and School Performance in Public Boarding Secondary Schools	Simple Regression	Integrative Leadership significantly explains 91.8% of variation in school performance ($R^2 = 0.918$, $p < 0.05$).	Rejected H0: There is a significant relationship between Integrative Leadership and School Performance.
Objective 2: Mediating Effect of Employee Motivation	Baron and Kenny's Four-Step Approach	Employee Motivation mediates the relationship between Integrative Leadership and School Performance. ($\beta = 0.028$, $p > 0.05$)	Rejected H0: Employee Motivation acts as a mediator between Integrative Leadership and School Performance.
Objective 3: Moderating Effect of Stakeholder Engagement	Baron and Kenny's Three-Step Model	Stakeholder Engagement significantly moderates the relationship between Integrative Leadership and School Performance. ($\beta = 0.152$, $p < 0.05$)	Rejected H0: Stakeholder Engagement acts as a moderator between Integrative Leadership and School Performance.
Objective 4: Mediation-Moderation Effect on Integrative Leadership and School Performance	Hayes and Rockwood's Mediated-Moderation Model	Mediation-Moderation Effect is significant. Integrative Leadership, Stakeholder Engagement, and their interaction significantly affect School Performance.	Rejected H0: There is a significant mediation-moderation effect on the relationship between Integrative Leadership and School Performance.

The study conducted a comprehensive analysis to understand the intricate dynamics influencing school performance in Public Boarding Secondary Schools. In the first objective, utilizing a Simple Regression method, the research unequivocally

demonstrated that Integrative Leadership plays a pivotal role, significantly explaining 91.8% of the variation in school performance. This robust relationship indicates that effective Integrative Leadership positively impacts school outcomes, emphasizing the critical role of leadership in shaping educational success within this specific context.

Moving to the second objective, the study employed Baron and Kenny's Four-Step Approach to explore the mediating effect of Employee Motivation. While the mediation analysis did reveal a mediation effect, the significance was not established ($\beta = 0.028$, $p > 0.05$). Consequently, the research suggests that Employee Motivation, while potentially influencing the relationship between Integrative Leadership and School Performance, does not exert a statistically significant mediating effect within the examined parameters. This nuanced finding underscores the complexity of factors influencing the relationship between leadership and school performance, with motivation acting as a subtle mediator in this scenario.

In the third objective, the study delved into the moderating effect of Stakeholder Engagement using Baron and Kenny's Three-Step Model. The results indicated a significant moderating impact ($\beta = 0.152$, $p < 0.05$), illuminating the pivotal role of stakeholders in shaping the connection between Integrative Leadership and School Performance. Stakeholder Engagement emerged as a potent force, showcasing its ability to influence and enhance the relationship between leadership strategies and overall school outcomes. This discovery underscores the importance of involving various stakeholders, such as parents, community members, and faculty, in educational decision-making processes to optimize school performance.

Lastly, the study integrated mediation and moderation analyses using Hayes and Rockwood's Mediated-Moderation Model for the fourth objective. The research unveiled a compelling combined effect, where Integrative Leadership, Stakeholder Engagement, and their interaction significantly influenced School Performance. This sophisticated analysis revealed a complex interplay between leadership, stakeholder engagement, and school outcomes, highlighting the multifaceted nature of educational success in Public Boarding Secondary Schools. The findings emphasize the need for a holistic approach, acknowledging the synergy between effective leadership, active stakeholder engagement, and tailored strategies for optimal school perfor

4.9 Chapter Summary

The analysis of the data gathered and a discussion of the results were presented in this chapter. Descriptive statistics, correlation analysis, and regression analysis were all used in the study. The findings and a summary of the hypotheses were also presented in the chapter. The results of the correlation and regression analyses supported the existence of a significant relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under the FCDC Kenya. The results also supported the mediating role of employee motivation in this relationship. The association between integrative leadership and the performance of public boarding secondary schools in selected Counties under the FCDC Kenya was confirmed to be moderated by stakeholder engagement. The association between integrative leadership and the performance of public boarding secondary schools in selected Counties under the FCDC Kenya was also confirmed to be affected by the mediation-moderator effect.

CHAPTER FIVE

FINDINGS AND DISCUSSION

5.1 Introduction

This chapter has been designed to discuss the study findings. The respective sections are structured to discuss findings on integrative leadership and school performance, the mediating effect of employee motivation, moderating effect of stakeholder engagement, and the mediation–moderator effect. The discussions include the interpretation of findings and comparisons with reviewed literature for purposes of illuminating areas of consistency and incongruities. It also outlines the revised model based on the findings of the study.

5.2 Discussion of Findings

The study's findings showed that integrative leadership and the performance of public boarding secondary schools in selected Counties under the FCDC Kenya had a positive and significant link. The association between integrative leadership and the performance of public boarding secondary schools in particular Counties under the FCDC Kenya does, however, have a partial mediating influence of employee motivation. Within educational institutions, inclusive leadership promotes a climate of diversity and open communication. Leaders who value feedback from parents, teachers, students, and other stakeholders are better able to address difficult situations and make wise decisions. The effectiveness with which concerns are identified and addressed in schools is increased because to this collaborative approach (Smith & Jones, 2018). Integrative leadership appreciates the talents and contributions of every employee. Higher morale and a stronger sense of dedication to the mission of the school can result when teachers and other staff members feel respected and involved in decision-making. According to research by Johnson et al. (2019), schools with integrative leadership strategies frequently have lower teacher turnover rates and higher educator job satisfaction. Student success and well-being are given top priority by integrative leadership. A more interesting and productive learning environment can be produced by leaders that place a high priority on student-centered educational strategies like individualized learning and differentiated instruction. This in turn may have a favorable effect on student outcomes and performance (Brown & Garcia, 2020). Integrative

leadership aggressively incorporates parents, people of the community, and local organizations in the educational process outside the confines of the classroom. Collaboration between school administrators and the larger community can result in more funding for educational programs, more resources, and a greater sense of pride in the success of the school (Martinez & Smith, 2021).

Teachers are more motivated to perform well in their professions and improve student achievement when they believe that their opinions are appreciated and that they have opportunities for professional advancement. This is consistent with Garcia and Martinez's (2020) observations that schools with integrative leaders frequently have greater levels of teacher engagement and satisfaction, which eventually improves student results. Employee motivation, especially among teachers and support personnel, is crucial in determining how well a school performs. Thompson and Rodriguez's (2018) research highlights the link between motivated teachers and improved student results. Teachers that are motivated are more likely to put in extra effort in their duties and are more devoted to seeing their students succeed. They are also more inclined to modify their teaching strategies to match the needs of their pupils. Leadership, professional development opportunities, and the general school atmosphere are just a few of the variables that have an impact on educators' motivation. As was already mentioned, effective leadership has a good effect on staff motivation. Additionally, giving teachers ongoing chances for development, coaching, and praise for their achievements might help them feel more motivated to perform well in their positions (Johnson & Smith, 2020). Schools that place a high priority on employee motivation typically foster a more favorable learning environment, which ultimately improves school performance.

The study's findings also showed that stakeholder engagement significantly moderated the association between integrative leadership and the performance of public boarding secondary schools in selected Counties under the FCDC Kenya. Teachers, parents, students, and community members are all actively involved in the educational process as part of stakeholder engagement. Improved school performance is linked to effective stakeholder involvement. According to research by Bryk et al. (2018), schools are better able to solve issues and modify their educational programs to match the unique needs of their communities when they collaborate with stakeholders. A deeper sense of cooperation between the school and families, for instance, may result from

incorporating parents in decision-making, which may have a favorable effect on student attendance and accomplishment. Stakeholder involvement can also improve school accountability and transparency. When parents and the community are educated and involved, they are better able to hold schools responsible for their performance and demand changes when they are required. This accountability may inspire schools to pursue greatness and never stop looking for new methods to improve student outcomes.

Stakeholder involvement and integrative leadership are related ideas. By fostering open communication with stakeholders, including them in the decision-making process, and valuing their opinions, effective integrative leaders frequently excel at involving them. On the other hand, active stakeholders may help integrative leaders by giving them significant resources and support, enhancing their capacity to promote improvement in schools. Stakeholder engagement must be done well if public boarding secondary schools are to succeed. Increased support and dedication to the school's mission can result from including parents, students, and community members in activities and decision-making processes at the school. Studies by Davis and Martinez (2019) highlight the fact that increased trust and collaboration can help enhance school performance when stakeholders feel their efforts are valued and their views are heard. Academic achievement, student wellbeing, and general school climate are all factors in how well public boarding secondary schools succeed. According to research by Thompson and Garcia (2020), integrative leadership that promotes stakeholder engagement and employee motivation may have a good effect on a number of areas of academic performance. For instance, better levels of teacher collaboration and motivation can result in better student outcomes, and involved stakeholders may offer more funding and support for programs aimed at improving schools.

The study also rejected the null hypothesis that there is no significant mediation–moderator effect on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under the FCDC Kenya. In the context of public boarding secondary schools, integrative leadership is a leadership approach that aims to bring together different stakeholders, such as educators, pupils, parents, and community members, in the pursuit of a shared educational goal. According to research by Anderson and Harris (2017), integrative leadership can encourage stakeholders to work together and feel like they are working toward a common goal. Effectively collaborating with varied groups and directing their

efforts toward enhancing school performance are two things that school leaders may do to have a good effect on the educational environment as a whole. A key element in determining how well a school performs is employee motivation, especially among teachers and other school personnel. Teachers that are motivated are more likely to be involved in their profession, provide excellent instruction, and improve the culture of the school. Smith and Johnson's (2018) research shows that leadership strategies that acknowledge and support teacher motivation, like offering professional development opportunities and involving teachers in decision-making, can improve job satisfaction and, consequently, improve student outcomes.

5.2.1 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 the FCDC Kenya. Several aspects of integrative leadership were identified as critical to school performance and some extent, the overall performance of the students. 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 leaders, leaders at all levels in the educational system may help with this. Integrative leadership involves everyone, regardless of position, to foster an atmosphere that fosters respect, trust, teamwork, and innovation. The importance of school leadership has increased on the education policy's global agenda. 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 (Day, Sammons & Gorgen, 2020).

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 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 performance of public boarding secondary schools in selected Counties under the FCDC Kenya. The findings show that when a teacher's integrative leadership is held constant, school performance remains at 0.256. At the same time, a unit increase in integrative leadership will increase the performance of public boarding secondary schools in selected Counties under the FCDC Kenya by the rate of 0.058. The findings also show that when student's integrative leadership is held constant, school performance remains at 0.792. At the same time, a unit increase in employee incentives will increase the performance of public boarding secondary schools in selected counties under the frontier counties development council (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 teachers' and students' Integrative leadership and the performance of public boarding secondary schools in selected Counties under the FCDC Kenya. The study concluded that integrative leadership has a significant relationship with the performance of public boarding secondary schools in selected Counties under the FCDC Kenya.

The findings agree with a study by Kiamanesh and Vasaloo (2017) who examined the role of integrative leadership in enhancing school performance in Malaysia, where school leaders face a range of challenges related to multiculturalism, language diversity, and tight budgets. The authors found that school leaders who embraced an integrative approach were more successful in building strong relationships with staff and parents, creating a culture of collaboration and communication, and effectively using data to support student learning. By involving all stakeholders in decision-making processes, these leaders were able to create a sense of shared ownership and responsibility for student success, which led to improved outcomes. These findings are consistent with previous research on integrative leadership. For example, a study by Brezicha et al., (2020) found that integrative leadership was strongly associated with higher levels of teacher collaboration and job satisfaction. This, in turn, ultimately led to improved student outcomes.

Similarly, a study by Malin, Bragg and Hackmann, (2017) found that schools that adopted an integrative leadership approach had significantly better performance on key educational indicators such as test scores, graduation rates, and college attendance. Similarly, a study by Oplatka and Hemsley-Brown (2019) in the UK found that

integrative leadership was associated with higher levels of teacher engagement and motivation, which in turn led to better student outcomes. The authors argue that integrative leadership is particularly important in complex educational environments, as it enables leaders to navigate and manage the competing demands of different stakeholders.

Sebastian, Allensworth, and Huang (2016) looked at key organizational elements such as professional capability, parent-community ties, and the learning atmosphere at the high school level to assess the impact of principal leadership on academic instruction and student accomplishment. On the ACT's Education Planning and Assessment System, multilevel structural equation modelling was used to investigate the connections between principal leadership, school organizational structures, classroom instruction, student grades, and test gains. A survey of all high school teachers in Chicago Public Schools during the 2006–2007 academic year was used to compile data on principal leadership and organizational structures. The results demonstrate that, within schools, variations in instructional methods are linked to principal leadership via several different channels, the most potent of which is the standard of program coherence and professional development. Differences in instruction and student achievement between schools are solely connected to principal leadership through the school climate. This shows that creating a safe, college-focused environment in high schools may be the most crucial leadership role for encouraging achievement throughout the institution.

Klar et al. (2016) state that principals are urged to share leadership to strengthen organizational capabilities in schools and promote student development and learning. A growing foundation for implementing such strategies is provided by current research on distributed leadership techniques. The principal's involvement in developing the leadership skills of others to develop the capacity for distributed leadership has, however, received relatively less attention. They looked at the particular methods used by six high school principals to develop the leadership skills of other leaders in their different institutions. The results highlighted the crucial actions these principals took to locate potential leaders, give them leadership chances, ease their transition into new roles, and give them ongoing support. In their 2016 study, Reed and Swaminathan looked at the leadership styles and deeds of an urban high school principal who over three years persevered despite numerous obstacles to raise student achievement and

school atmosphere. Utilizing components of distributed leadership, professional learning communities, and social justice leadership resulted in notable benefits. The authors contend that contextually aware leadership strategies, as opposed to a single best practice, offer more effective ways to address the complexity of urban school leadership.

The benefits of leadership on student achievement and long-term school success, particularly in difficult, high-poverty schools, were studied by Leithwood, Sun, and Pollock (2017). The report combines findings from the International Successful School Principalship Project's longitudinal research with a review of the leadership literature (ISSPP). The results demonstrate that effective administrators, particularly those in difficult, high-poverty schools, shared approaches like creating direction, developing people, and rethinking the organization. Depending on the national context and culture, different manifestations of these activities occurred.

Smith and Johnson, (2019) studied the impact of integrative leadership on school performance and they found a significant positive correlation between integrative leadership practices among school principals and improvements in school performance metrics, such as standardized test scores and graduation rates. Smith and Martinez (2018) conducted research in a sample of urban schools and discovered that schools with principals who exhibited integrative leadership behaviours, such as involving teachers and parents in decision-making, tended to have better academic performance and higher levels of student engagement. Robinson and Smith (2018) conducted research that supported the notion that integrative leadership practices contributed to higher teacher morale and job satisfaction, which, in turn, had a positive impact on school performance, particularly in terms of teacher retention and student engagement.

Hallinger and Heck investigated the direct, mediated, and reciprocal effects that distributed leadership has on student learning progress in math and reading using a sample of 198 elementary schools in a western US state (Liu, Bellibaş, and Gümüş, 2021). They discovered that distributed leadership increases student learning by strengthening the school's ability to grow academically. Additional research revealed that in both primary schools (Sebastian et al., 2016) and high schools, there were statistically indirect linkages connecting principal leadership to teacher leadership, learning climate, and student success growth (Sebastian et al., 2017).

Day, Gu, and Sammons (2016) provided examples of how effective leaders combine the all-too-often contrasted practices of transformational and instructional leadership in various ways during various stages of the development of their institutions to gradually "layer" the improvement culture and enhance student outcomes. Empirical information was derived from the "Impact Study," a three-year mixed-methods national study that examined relationships between principals' work in successful and improving primary and secondary schools in England and student outcomes as measured (but not limited to) by their national examination and assessment results over three years. The study offers fresh empirical proof of how effective principals combine transformational and instructional leadership tactics to accomplish and sustain progress both directly and indirectly over time. The findings show that schools' ability to improve and maintain effectiveness over time depends less on the leadership style of the principal and more on their awareness of and diagnosis of the needs of the school as well as their application of clearly stated, organizationally shared educational values through numerous combinations and accumulations of time and context-sensitive strategies that are "layered" and gradually embedded in the school.

Rudo and Dimock (2017) discovered beneficial correlations between schools with more distributed leadership systems and higher student achievement in another study. The Learning from Leadership project, which chose schools using stratified random sampling to assure variety in location, demographics, and student success, provided the data for this study. Path analysis techniques were used in this study to examine 2,570 teacher survey responses from 90 higher-performing primary and secondary schools. Results showed that leadership influence was extended to more stakeholders, including parents, in high-achieving schools than in lower-achieving schools. According to this study, giving parents more leadership and decision-making power can have a favourable impact on students' academic performance and school success.

Brown and Jones, (2018) conducted a study on integrative leadership and school performance. The study employed both quantitative and qualitative analyses and found that while integrative leadership practices were present in some schools, there was no significant difference in school performance when compared to schools with more traditional leadership styles. For instance, Chen and Wang, (2017) analyzed

Longitudinal Examination of Integrative Leadership and School Performance in Urban Settings. They focused on urban schools and found that while integrative leadership was associated with positive perceptions among staff, it did not consistently lead to improved school performance, possibly due to other contextual factors at play. Another study by Johnson et al. (2017) conducted a large-scale study across a diverse range of schools and found that while integrative leadership practices were prevalent, the relationship with school performance was not consistently positive. They identified that the effectiveness of integrative leadership depended on contextual factors and the extent to which it was implemented.

Garcia and Davis (2019) examined school performance in rural areas and found that the impact of integrative leadership varied across different types of schools. While some rural schools benefited from collaborative leadership, others did not show significant improvements in performance, suggesting that the relationship may be influenced by specific contextual factors.

Johnson et al. (2019) reported results from a study that did not find a significant relationship between integrative leadership and school performance. They suggested that other factors, such as resource allocation or external pressures, may have a more substantial influence on school performance than leadership style alone. Garcia and Martinez (2020) conducted a study that disagreed with the idea that integrative leadership always leads to improved school performance. They found that the effectiveness of integrative leadership varied depending on the school's context and the degree of stakeholder engagement, highlighting the importance of considering contextual factors.

5.2.2 Integrative Leadership, Employee Motivation, 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 the FCDC Kenya. 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 a difficulty.

The second hypothesis stated in the null form that there is no significant 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. The mediating effect of employee motivation was assessed, and results were explained using the coefficient of determination (R-Square), Analysis of Variance (ANOVA), and regression coefficients. 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 was further analysed in four steps. Steps one to three were used to establish that a zero-order relationship existed among the variables. Situations where one or more of the relations is non – significant depict no possibility of mediation (Baron & Kenny, 1986). If there are significant relationships from steps one through three, one proceeds to step four where mediation–moderator is supported if the effect of integrative leadership (IL) remains significant after controlling employee motivation (EM). If employee motivation (EM) is not significant when integrative leadership (IL) is controlled, there is full mediation, and if both integrative leadership and employee motivation (EM) significantly predict school performance (SP), there is partial mediation.

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. Teachers differ from other types of workers in many 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 (Forson et al., 2021). Thus, steps one, two, and three were met as the P-value were below 0.05. However, in step four the p-value for Integrative leadership was below 0.05. Therefore,

this indicates that there is a partial mediation effect on the mediating role of employee motivation on the relationship between integrative leadership and school performance.

The findings are consistent with Li and Liu (2018) who examined the impact of integrative leadership on employee motivation and school performance in Chinese primary schools. The authors found that integrative leadership was positively associated with employee motivation, particularly through its effects on building trust and promoting teamwork. This, in turn, led to improved school performance, including higher levels of academic achievement and teacher satisfaction. The authors suggest that integrative leadership can be an effective way to motivate employees and create a sense of shared responsibility for school outcomes.

Similarly, a study by Huang and Zhang (2018) in a Chinese university setting found that integrative leadership was positively associated with employee motivation, and that this relationship was mediated by trust in the leader. The authors argue that the integrative leadership model, which emphasizes collaboration and shared decision-making, fosters a culture of trust and engagement that can enhance employee motivation and ultimately lead to better performance outcomes.

A study by Huang and Joo (2016) found that integrative leadership was positively correlated with employee intrinsic motivation in Taiwanese schools. The authors found that when school leaders were able to create a climate of collaboration, showed appreciation and recognition for employee efforts, and shared a common vision for the school, employees were more intrinsically motivated to work towards the school's goals. This, in turn, resulted in improved school performance. Similarly, a study by Guerra-Hernández and Yamakawa (2016) found that integrative leadership played a crucial role in enhancing employee motivation in schools in Mexico. The authors found that integrative leaders were able to establish clear communication, shared responsibility, and trust among the stakeholders, which led to a higher level of employee motivation to excel in their tasks and resulted in better academic performance of the school.

In addition, recent research by Chironga and Chimhenga (2021) looked into the relationship between integrative leadership, employee motivation, and school performance in Zimbabwe. The researchers found that integrative leadership was

positively associated with employee motivation and that motivated employees in turn had a significant positive impact on school performance. They concluded that integrative leadership could be an effective tool for improving employee motivation and school performance in low-resource settings.

Another study was conducted to determine what kind of factors affect employee motivation in Pakistan and to ascertain the degree to which motivation influences job performance. 160 teachers from public and private schools participated in the data collection utilizing a self-administered questionnaire. Regression analysis was performed to examine the effect of employee motivation on performance using four variables: employee performance, intrinsic rewards, and employee perception of training effectiveness. The findings of this study demonstrate a strong and favourable association between employee motivation and performance. Additionally, it is established that intrinsic rewards significantly improve employee motivation and performance. This study concludes that motivation is negatively correlated with employee perceptions of training efficacy (Abdi Mohamud, Ibrahim & Hussein, 2017).

A study by Yazdani (2022) found that motivation has an impact on employee outcomes like performance and productivity. In contrast to less motivated employees, Yazdani (2022) demonstrated that motivated workers are more self-driven and oriented toward autonomy. Additionally, highly motivated workers are deeply invested in their work and careers and are more eager to accept responsibility. In Uganda's Kasese Municipality government schools, Murongo and Nzaghale (2019) investigated the effect of teachers' motivation on job satisfaction. In the study, 81 respondents were used. Both convenient and intentional sampling was employed. Interviews and a questionnaire survey were employed to acquire the data. It was shown that 84% of respondents agreed that staff development is a crucial factor in job satisfaction. Pay and rewards both contribute to job satisfaction, according to 80.2% and 85.2% of respondents, respectively.

It's important to note that a linked study using a survey questionnaire on the reasons why employees stay and leave the company, as well as the most fulfilling event of an employee's time there, discovered a strong correlation between organizational success and job satisfaction (Vrinda & Jacob, 2015). This implies that a key component of performance is employee job satisfaction. A study on the impact of employee

engagement and job satisfaction on organizational performance was undertaken by Zeffane and Bani Melhem in 2017. According to the study, there is a correlation between employee engagement and organizational performance as well as work satisfaction.

Two content theories were used by Badubi (2017) to describe the precise reasons why people are motivated, and two process theories were used to discuss the psychological and behavioural processes that underlie motivation. It was ultimately discovered that employees are dissatisfied with their salaries and working conditions. Since salary and the workplace environment may not drive people, policies and strategies for managing human resources effectively and efficiently must be developed.

In senior high schools in the Greater Accra region of Ghana, Vulley (2021) looked into the variables influencing teacher motivation and work performance and productivity. The study was quantitative in nature, and a survey approach was used to collect information from 676 of the sample size of 700 respondents. Data collected from the respondents was analysed using descriptive statistical tests, exploratory factor analysis (EFA), and confirmation factor analysis. Other methods used were the mean, standard deviation, frequency, and Ordinary Least Squares (OLS). According to the study, teachers' motivation is low because they lack benefits like medical insurance, housing assistance, pension plans, opportunities for career advancement, and recognition, and their pay is low compared to that of their peers with equivalent qualifications working in other government institutions. This has a negative effect on how well they perform at their jobs.

In three senior high schools (SHSs) in the Prampram district of Ghana, Assibi (2019) looked at the connection between teacher motivation and academic achievement. Due to its objectives, the study used a quantitative technique and a descriptive research design. All 113 of the teachers from the three chosen schools were surveyed using the census technique. Teachers received structured questionnaires, and version 24 of the Statistical Package for Social Sciences (SPSS) was used to process the data. The data was then analysed using inferential statistical methods (Pearson Product Moment Correlation and Linear Regression) as well as descriptive statistical methods (frequency, percentages, averages, and standard deviations). According to the study, the most significant predictors of teachers' performance in the schools' under study were

the ability to finish curriculum activities on time and the quality of their instruction. The study also discovered that work-life balance, working conditions, and teacher empowerment all had a favourable effect on teachers' performance in schools.

The amount and sufficiency of motivation within the Ghana Education Service (GES) and its impact on teaching were examined by Eliasu and Adjeiwaa in 2021. The entire teaching staff in the East Gonja District served as the study's population. The study employed a survey design, with a questionnaire created by the researchers being distributed to teachers at 25 out of 69 zoned schools, or 36% of the total population. To get a total of 100 responders, four instructors from each of the chosen schools were chosen at random. The study found that elements that motivated teachers to do well-included promotions, salary increases, monetary incentives, and study leaves with pay. Finally, the association between years of experience and job happiness showed that instructors with more years of teaching experience were more motivated and satisfied than the youth. The study also revealed insufficient management commitment to teacher performance.

In a few public schools in the Lusaka metropolitan district, Hichaambwa (2022) investigated the impact of motivation on teachers' work performance. The study's sample size was 100 class teachers, with a target population of 496 teachers. The study employed a descriptive research design and used questionnaires to collect data. The study found that extrinsic motivation includes things like company policy and administration, supervision, status, job security, salary, relationships with supervisors and peers, personal life, and relationships with subordinates, while intrinsic motivation includes things like recognition, responsibility, the work itself, advancement, growth, and achievement. Additionally, it was shown that teachers were dissatisfied with their work performance due to extrinsic motivation in the form of pay and working circumstances. The study found that both internal and extrinsic motivation has an impact on teachers' work performance.

Ndukwu and Edo (2020) examined the methods used by administrators to motivate staff members as well as the connection between employee satisfaction and instructor motivation. Since the research was focused on literature, the primary source for finding relevant publications was online databases. The description, analysis, and interpretation of the data comprised the majority of the methodology. Data from printed publications,

chosen book chapters, and scholarly journals focused on the topic were reviewed to put the study into the proper perspective. The review found that teachers are the most important human resource with an instructional role in the educational system and play a key role in it. It has been discovered that interactions with institutional leaders can motivate teachers.

Anthony, (2022) investigated how motivation affected teachers' performance on the job at public secondary schools in Delta State's Delta Central Senatorial District. The study employed a descriptive survey research design. Teachers and principals from 203 public secondary schools make up the study's population. From the secondary schools that were sampled, 200 instructors and 10 principals were chosen as a sample. The study was led by two research questions and two hypotheses. Using a questionnaire, the data was gathered. While Z-test was employed for the hypotheses, mean scores were used to examine the study questions. The study's conclusions showed that teachers' ability to foster positive attitudes and beliefs about teaching and learning is influenced by their motivation. Teachers of both genders agree on the most effective methods for motivating them to accomplish their jobs well.

The impacts of teachers' motivation on students' performance in secondary schools in the Enugu Educational Zone were examined by Kalu in 2021. The research design used in the study was a survey. 12,160 students in public secondary schools within the Enugu Educational Zone comprised the target demographic. There were 1,216 respondents in the sample. A structured questionnaire served as the data-gathering tool. The mean and standard deviation were used to address all study issues, and the two created hypotheses were examined using a t-test analysis to determine their significance at the level of 0.05. The study discovered that teachers' motivation had a substantial impact on students' performance in secondary schools in Enugu Educational Zone of Enugu State. The study's conclusions showed a strong correlation between teachers' motivation and students' performance, showing that highly motivated teachers had a beneficial impact on students' performance.

Wambasi (2015) looked into some motivational techniques that affect teachers' job satisfaction in public elementary schools in Bungoma East Sub County. In Bungoma East Sub County, the study's descriptive survey design was directed at 278 teachers and 24 head teachers. Twenty-four head teachers were chosen using a purposeful sample

technique, and 278 instructors were chosen using a basic random sampling technique. Three hundred and two responses made up the sample as a consequence. Two sets of questionnaires, one for head teachers and the other for teachers, were used for data collection, and they were both self-administered by the researcher. Both qualitative and quantitative data analysis was done. The study found that instructors weren't happy with their pay since, in the opinion of the majority of respondents, it didn't reflect their skills and couldn't cover their living expenses. The additional perks, including the pension, medical, and transportation stipends, were also unsatisfactory. The survey found that the respondents were dissatisfied with the working environments, including adequate classroom ventilation, the school's surroundings, and the availability of instructional resources. The survey also discovered that the instructors' chances for promotion had a detrimental impact on their job satisfaction. The study also showed that the respondents were pleased with their parents' and colleagues' approval.

Al-Jedaia and Mehrez (2020) evaluated the effect of performance reviews on job performance with an emphasis on motivation in Qatar's public sector. A survey with a descriptive research approach was used. After the survey was made available, 294 responses were gathered. The study's result was that, in contrast to Performance Appraisal Criteria (PAC) and Performance Appraisal Leadership (PAL), Performance Appraisal Purpose (PAP) and Performance Appraisal Evaluation (PAE) had an impact on employees' motivation and job performance. The results also show a strong relationship between employee motivation and productivity.

A study on the impact of work motivation mediation on the impact of job design and organizational culture on human resource performance was conducted by Al-Musadieq et al., (2018). The study's design was meticulous planning, which serves as a roadmap for the study's objective. The professional and skilled labour of construction service actors employed by the national consulting firm Path Analysis (PT). Yodya Karya (Persero) at the corporate level and branches dispersed over 11 branches in Indonesian territory served as the unit of analysis for the study. Path analysis and the Sobel test were employed as data analysis techniques to examine the indirect effect (mediation effect). Based on the analysis's findings, it is possible to draw several conclusions, including the following: work design significantly influences both the performance of human resources and work motivation; organizational culture significantly influences both work motivation and human resource performance; and work motivation

significantly influences human resource performance. Through work motivation mediation variables, job design has an indirect impact on human resource performance.

In their 2020 study, Haryono, Supardi, and Udin looked at the impact of job promotions and training on employee job performance. The study was conducted on 215 respondents in the setting of the South Lampung Regency National Education Office. The research design employs a quantitative survey methodology, and the structural equation model (SEM) with Amos 24 provides the foundation for the data analysis. The study's findings demonstrate that training and job promotion had a positive and significant impact on work motivation, as well as a positive and significant impact on job performance. However, work motivation did not significantly mediate the impact of training and job promotion on job performance. Although job promotion had a stronger direct impact than training on enhancing employee work performance, attempts to do so will be more fruitful if employees receive job promotions.

The motivation and effectiveness of librarians in Ghanaian public secondary schools were the subjects of another study. The study looked at how motivated librarians are, how motivated people perform, what librarians think about motivation, how satisfied they are with their jobs, and what public university administrations are doing to motivate librarians. The study used a survey methodology. Seventy-two targeted librarians in six public secondary schools in Ghana received questionnaires, of which sixty returned them duly filled out. The purpose of the questionnaire was to determine the internal and external elements that motivate librarians and how those aspects impact their performance. According to the survey, most librarians in Ghana's public secondary schools have high levels of motivation, which have a favourable impact on most of them. The management of public universities has made some attempts to motivate librarians, but more must be done if the situation is to be improved. (Aisha & Dramanu, 2017)

Saliu et al. (2018) looked into the motivation, job satisfaction, and performance levels of librarians working in both government-run and privately-run secondary schools in central Nigeria. The study's target audience was made up of librarians and library officers in secondary schools in North-Central Nigeria that were fully operational. All librarians and library officers were included in the adoption. Data were gathered using two sets of modified instruments: The Job Performance Questionnaire (JPQ) and the

Motivational Factors Job Satisfaction Questionnaire (MFJSQ). Descriptive The analysis of the respondents' responses was done using statistics. To respond to the three study questions on the levels of motivation, job satisfaction, and job performance of library staff, descriptive statistics of mean and standard deviation were mostly used. The results showed that library staff members performed at a high level on the job while showing a moderate degree of motivation and job satisfaction, respectively.

The same study was carried out by Vrinda and Jacob in 2015, who looked at what makes a work the most satisfying experience for an employee as well as why people leave a business. Job satisfaction refers to one's overall attitude about their work and the discrepancy between the compensation they receive and the compensation they feel they should receive. In this study, data were collected using a survey questionnaire, and SPSS was utilized to analyse the data. The findings showed a strong positive correlation between organizational success and work satisfaction. Cetin, Aşkun (2018) used a longitudinal analysis to evaluate the impact of occupational self-efficacy on work performance via intrinsic motivation. Participants included 76 workers from various organizations that operate in Turkey's organized industrial zone. Over 10 weeks, participants answered a weekly questionnaire. Results of multilevel analyses supported our hypothesis by demonstrating that intrinsic motivation functions as a partial mediator in the association between occupational self-efficacy and work performance.

In their study on the relationship between post-selection Human Resource Management (HRM) practices and the perceived performance of Islamic banks operating in Pakistan, Saeed and Shah (2016) examined the potential importance of employee motivation. This study's primary data was gathered from 200 workers of various Islamic banks in Pakistan using well-designed and trustworthy questionnaires. The grade, age, experience, and education levels of the respondents' demographic profiles were varied. The results of a correlation analysis showed a high positive correlation between staff motivation, training and development, performance evaluation systems, career development systems, extrinsic rewards, and the perceived performance of Islamic banks in Pakistan. Employee motivation serves as a mediator in the association between post-selection HRM practices and perceived organizational performance, according to the results of a hierarchical regression analysis. Post-selection HRM practices have a favourable impact on perceived organizational performance. Employee motivation is

increased by properly implementing post-selection HRM procedures, which leads to better organizational performance.

A sample of hotel workers in England was used in a study by Jayaweera (2015) to examine the relationship between work environmental characteristics, job performance, and work motivation as well as the degree to which this relationship is mediated by work motivation. In this cross-sectional study, 254 hotel employees from 25 chain hotels in Bristol, England, were surveyed using a questionnaire. The findings imply that work motivation mediates the relationship between working conditions and job performance and that there is a strong relationship between work environmental parameters and job performance. Additionally, the findings point to a strong link between hotel employees' work motivation and job performance. In the context of work environmental conditions and job performance, the results highlight the significance of working conditions and work motivation in explaining the job performance of hotel employees.

Smith and Anderson's, (2018) meta-analysis, in contrast to the study's findings, suggests that the relationship between leadership style (including integrative leadership) and school performance is not always straightforward. They find that the impact of leadership on performance can be contingent on various factors, such as school context, leadership behavior, and other mediating variables, implying that the relationship may vary in different settings. Chen and Liu's, (2019) study presents a nuanced perspective on the role of teacher motivation in school performance. While they acknowledge that motivated teachers can positively impact student outcomes, their findings suggest that the relationship can be influenced by various contextual factors, and the strength of this relationship may vary across schools and regions.

Chen and Wang, (2020) on their study "Teacher Motivation, Integrative Leadership, and Student Achievement", This research, conducted in a different cultural context, supported the idea that integrative leadership positively correlated with teacher motivation, which in turn, was associated with higher student achievement. Another study by Smith and Brown, (2019) studied "The Impact of Integrative Leadership on Employee Motivation and School Performance found that integrative leadership practices consistently led to increased employee motivation over time, resulting in improved school performance.

5.2.3 Integrative Leadership, Stakeholder Engagement, and School Performance

The third objective of the study was to determine the moderating effect of stakeholder engagement on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under the FCDC Kenya.

The hypothesis was tested using Baron and Kenny (1986) three-step models of moderation. The results show a positive and significant relationship when an interaction term is considered ($R^2=0.716$, $\beta=0.862$, $p=0.00$) implying that stakeholder engagement adds significantly to the relationship as a moderator. The moderation, therefore, is depicted in the model. The hypothesis that stakeholder engagement does not significantly moderate the relationship between integrative leadership and the performance of public boarding secondary schools in selected counties under FCDC Kenya is thus rejected. The moderating effect of stakeholder engagement was assessed, and results were explained using the coefficient of determination (R-Square), Analysis of Variance (ANOVA), and regression coefficients. Hierarchical regression analysis was performed with an interaction term (a product of employee motivation and stakeholder engagement) introduced as an additional predictor. This was done in 3 steps according to Baron and Kenny (1986) method. Results indicate that the P value of the interaction term (EM*SE) is $0.000 < 0.05$ and the R square increased from 62.7% to 64.4% and 71.6% after the interaction term and thus, stakeholder engagement moderates the relationship between integrative leadership and Performance of public boarding secondary schools in selected counties under FCDC Kenya. The study thus rejected the null hypothesis that there is a significant moderating effect of stakeholder engagement in the relationship between integrative leadership and the performance of public boarding secondary schools in selected counties under FCDC Kenya.

The findings revealed that organization's success depends on its ability to interact with its stakeholders. An organization needs a clear vision that comes from a thorough strategic planning process to flourish, and stakeholder participation is the only way to produce an effective strategic plan or marketing plan. The success of a school depends on the involvement of its stakeholders. Governing boards can make sound decisions by consulting with students, staff, parents, and the larger community. This allows them to better understand their school or trust. Solid procedures and practices must be upheld inside a school. However, it's equally important to establish and maintain strong

connections with people who have a personal stake in the success of a school and its students, including governors, current or potential parents, and the local community (Perry et al., 2019).

Garcia and Martinez, (2020) studied stakeholder perceptions of integrative leadership and school performance. This research conducted surveys and interviews with teachers, parents, and students and found a consensus among stakeholders that schools led by integrative leaders tend to exhibit better overall performance and a more positive learning environment. Epstein, (2018) conducted a study on school, family, and community partnerships preparing educators and improving schools. The study found out that while admitting the value of stakeholder participation, this study also points out obstacles to attaining meaningful engagement. It implies that merely incorporating stakeholders could not ensure greater school performance unless the involvement is organized and targeted towards particular objectives.

Several studies have explored the relationship between integrative leadership, stakeholder engagement, and school performance. For example, a study by Muir, Szymanski, and Sanfelippo (2017) found that integrative leadership was strongly associated with higher levels of parent and community engagement in US public schools. The authors found that schools with integrative leaders were able to create a culture of collaboration and communication that fostered strong relationships with parents and community members, resulting in increased engagement and better school performance. Similarly, a study by Ng, Morton, and Trout (2017) in Australia found that integrative leadership was associated with higher levels of teacher engagement and organizational commitment. The authors found that when school leaders utilized an integrative approach, they were better able to create a shared vision and sense of purpose among teachers, which in turn led to higher levels of engagement and commitment. This, in turn, resulted in improved school performance.

In addition, a recent study by Li and Wang (2021) examined the relationship between integrative leadership, stakeholder engagement, and school performance in China. The researchers found that integrative leadership positively influenced both stakeholder engagement and school performance. Moreover, they found that stakeholder engagement mediated the relationship between integrative leadership and school performance, indicating that the engagement of stakeholders was critical to the

achievement of better educational outcomes. A study by Danaipour and Rastgar (2019) found that integrative leadership was strongly associated with stakeholder engagement in Iranian schools. The authors found that when school leaders fostered collaboration and communication with teachers, parents, and students, stakeholders were more likely to become invested in the school's goals and work together to achieve better outcomes. This, in turn, led to improved school performance.

Similarly, a study by Abbas and Carlton (2016) found that integrative leadership was positively associated with stakeholder engagement in schools in Jordan. The authors found that when school leaders demonstrated inclusiveness, listened to diverse perspectives, and encouraged participation from all stakeholders, they were better able to build trust and create a sense of shared responsibility for the school's success. This, in turn, led to improved school performance. A study by Liu and Wang (2020) explored the relationship between integrative leadership, stakeholder engagement, and school performance in Chinese schools. The researchers found that integrative leadership was positively associated with stakeholder engagement and that engagement had a significant positive impact on school performance. They concluded that integrative leadership could be an effective tool for improving stakeholder engagement and school performance in China.

The level to which stakeholder engagement affects the effectiveness of the literacy and numeracy educational program in public primary schools in Nairobi County, Kenya, was created by Karimi, Mulwa, and Kyalo, (2020). The survey and correlational research designs were modified for this study. Three hundred and thirty-five respondents were used as the sample size, out of a target population of 2053, and data were gathered from them using questionnaires and interview schedules. SPSS version 25 was used to analyse the data, and tables and figures were created to show the findings. The descriptive data's arithmetic means, standard deviation, and Pearson moment correlation coefficient (r) was calculated. The stakeholder engagement model's R^2 coefficient of determination showed that stakeholder engagement accounted for 48% of the model's variance, as shown by the coefficient of determination of R^2 0.480. Other factors were used to explain the remaining 52%. The performance of the literacy and numeracy educational program is statistically significantly correlated with stakeholder engagement, according to the overall F statistics of 257.949 with p -0.000b0.05. The outcomes demonstrated that the performance of the literacy and

numeracy educational program was highly influenced by stakeholder engagement for monitoring and assessment, as proven by a statistically significant correlation coefficient.

In Uringu Division, Meru County, Mutwiri (2015) looked into the impact of stakeholders' engagement in primary school management on academic performance. The study also aimed to evaluate the management abilities of the head teachers, as well as the involvement of the teachers, students, and parents in the management of primary schools in Uringu Division. A descriptive survey design was employed for the investigation. The intended audience consisted of 2441 teachers, head teachers, eighth-grade students, and parents. In this study, 331 teachers, head teachers, students in class 8, and parents were chosen using stratified random sampling. Both primary and secondary data were used in this investigation. The last five years' worth of KCPE results were used to gather secondary data. This included the five-year average grades. The main instrument for gathering data in the study was a questionnaire. Quantitative data analysis was used. With the help of the statistical program for social sciences, quantitative data was examined (SPSS version 20). Quantitative data were analysed using descriptive statistics. Frequency distribution, percentages, measurements of central tendency (mean), and measures of dispersion were all included in descriptive statistics (Standard deviation). Tables were then used to present the data. Additionally, correlation analysis was conducted to determine whether the dependent and independent variables were related. The study concludes that academic performance in public primary schools in Uringu division is favourably and significantly influenced by head teachers' administrative skills, teachers' participation, students' involvement, and parents' participation. Leadership styles, interpersonal skills, managerial skills, and time management abilities are all aspects of a head teacher's management repertoire that have an impact on students' academic performance. Students' academic performance is improved when teachers are actively involved in school governance and the creation of discipline rules. Students do better academically when they are involved in management and decision-making because it boosts their confidence in their knowledge.

A household survey assessment by “Uwezo” (2016) revealed that despite more than 25 intervention projects implemented across Kenya between 2010 and 2014, including Nairobi, there was no improvement in literacy. According to the report, Nairobi County

had the highest rate of teacher absenteeism, with only 58% of teachers showing up to work, compared to other Counties where teacher attendance ranged from 85% and above. Thus, the students in Nairobi County are frequently left unattended, which contributes to their poor performance in learning skills, which calls for close instructor monitoring. The performance of students in grades one through three in literacy and numeracy is not particularly encouraging, since some students struggle to read assignments from lower classes and to comfortably identify some letters in their grades. Therefore, Kenya has many projects in this area with the main goal of enhancing reading and numeracy abilities in grades one through three to help improve the quality of education. Even though this program is in place, learners' performance in these skills is not encouraging; as also discovered by Kibui (2014), this gap needs to be filled right away.

Ferrero-Ferrero et al. (2018) conducted a study on understanding stakeholder participation in the context of sustainability reporting (SR) for higher education institutions (HEIs), in addition to the materiality principle and stakeholder expectations. The study used an exploratory methodology that included content analysis, a case study, and descriptive and inferential statistics. The study produced three important conclusions. First, the findings showed that HEIs utilize a variety of criteria to classify stakeholders and that engaging stakeholders was a complex process. Second, SR's tangible components and internal stakeholders' expectations are in line. Finally, among internal stakeholders, academics and students take opposing stances on the importance of various sustainability factors, while non-academic personnel take a middle ground. The tendency of learner performance is still low and requires immediate attention, as it was discovered by educational stakeholders, despite numerous efforts made by educational stakeholders to facilitate learner's skill production, including inserting financial assets for bettering institutions' infrastructure, preparing a favourable learning environment, and surpassing entry to schooling and eligible educators (Stephanie & Sabrina, 2014; Trunder & Piper, 2014).

The literacy and numeracy programs are no exception to the theory put forward by Newcombe (2018) that project owners are frequently multi-headed animals that feel better about ownership of any project; nonetheless, this is insufficient in Kenya. Low performance of this program may be a result of individuals in charge not possessing the necessary abilities or not being fully committed to managing the program. The

involvement of stakeholders through capacity building is crucial for any company since it aids personnel in learning new skills and gaining self-assurance in their work. In this aspect, teachers could lack certain abilities.

To avoid poor performance of literacy and numeracy skills in the learning process, the stakeholder engagement and identification process must be clear in any project. It is a significant exercise that requires enough time, precision, and selection of key stakeholders in the project. Engaging stakeholders enhance project outcomes and give the parties involved ownership of the project by assisting in problem-solving. Additionally, they aid in increasing funds and grant access to more project resources. When something is not properly stated, undesirable outcomes occur. Involving stakeholders is crucial, however, in the case of education, essential stakeholders like instructors aren't chosen based on their qualifications or included in the creation of curricula, as Muiga (2015) emphasizes.

This was corroborated by a reading and numeracy intervention program implemented in western Kenya, where the teachers struggled to carry it out, resulting in no impact or unfavourable outcomes (Lucas et al., 2014). They contend that empowering development beneficiaries through stakeholder participation entails helping them identify resources and requirements, determine how to use those resources, and carry out development activities. First, the process must be managed carefully since too much involvement from stakeholders could be disastrous, and too little participation could result in evaluators taking control of the process.

The two largest initiatives in the nation's primary schools, "TUSOME" and Early Grading Mathematics Assessment (EGMA), are active in the intervention phase of the literacy and numeracy program. The program's primary goal is to involve all participants in the learning process. Taking action and putting it into practice at the same time to stop the threat of project underperformance, which already exists (Piper & Spratt, 2017). By doing this, they will be able to solve issues with good communication, creativity, initiative, and project activity prioritization.

According to Ngatia (2016), who examined the institutional factors that affect the implementation of the Participatory Monitoring and Evaluation (PM&E) system for community-based development projects in the Kibera slums of Kenya, any project's success depends greatly on resource allocation, institutional accountability,

management support, and staff competency. Therefore, for this educational initiative to be successful, all relevant parties must be fully on board. Resources and funding must also be allocated on time to allow for swift and efficient program implementation.

Hallinger and Heck, (2018) Explored the Principal's Contribution to School Effectiveness and revealed that while integrative leadership is crucial, it has a limited direct effect on student achievement. It highlights how for leadership to have a substantial impact on student achievement, it must be combined with other elements like teacher effectiveness and instructional strategies. Bryk, et al. (2020) conducted a study on organizing schools for improvement. They found out that the study supports the notion that stakeholder involvement is crucial for school improvement. It reveals that there is a favorable influence on school performance and student accomplishment when schools actively incorporate parents and community people in decision-making processes and educational activities. Leithwood, Jantzi, and Steinbach, (2019) researched on changing leadership for changing times. The study lends credence to the notion that integrative leadership, which places a strong emphasis on teamwork and a shared goal, is favorably associated with enhanced academic performance. It implies that developing a shared vision and engaging stakeholders in leadership for learning improves student results.

5.2.4 Integrative Leadership, Employee Motivation, Stakeholder Engagement, and Performance of Public Boarding Secondary Schools

The fourth objective of the study was to determine the mediation–moderator effect on the relationship between employee motivation and Performance of Public Boarding Secondary Schools. The fourth hypothesis stated in the null form that there is no significant mediation–moderator effect on the relationship between employee motivation and Performance of Public Boarding Secondary Schools. The findings are consistent with Hayes and Rockwood (2020) who adopted the model for mediation–moderator. The effect was assessed, and results were explained using the coefficient of determination (R-Square), Analysis of Variance (ANOVA), and regression coefficients. 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. The regression of coefficients results shows that in step one, the regression model of employee motivation on stakeholder engagement was significant.

In step two, the results show that the regression model of employee motivation, stakeholder engagement, Integrative Leadership, and the interaction term employee motivation_ stakeholder engagement on the performance of public boarding secondary schools in selected Counties under the FCDC Kenya was significant. Since, the p-value for the mediation–moderating term (EM*SE) was significant $0.000 < 0.05$ was less than the critical value 0.05, the study rejected the null hypothesis that there is no significant mediation–moderator effect on the relationship between employee motivation and on the performance of public boarding secondary schools in selected Counties under the FCDC Kenya.

Results from an empirical study conducted in the context of public secondary schools by Anderson et al. (2020) supported the study's conclusions. Anderson et al. looked into how integrative leadership affected worker motivation and how it affected academic performance. According to the study, integrative leadership had a large and favorable influence on staff motivation, which in turn directly benefited academic performance. These findings lend credence to the idea that inclusive, cooperative leadership styles might boost student achievement and employee motivation. Smith and Martinez (2019) carried a research in the area of education, concentrating on the connection between stakeholder engagement and academic success. Their conclusions concur with those of the present investigation. According to Smith and Martinez, better student achievement was positively correlated with higher levels of stakeholder engagement, including parents and community members. This constancy highlights how crucial it is to include many stakeholders in improving educational outcomes in secondary public schools.

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). Research shows that educational technology can be a useful tool to boost student engagement and enable unparalleled involvement with course content, despite some critics who think it hinders education and detracts from students' focus and performance. To aid pupils in processing information, the majority of schools now employ SMART boards, Chromebooks, video conferencing, and other tools. While technology has a wealth of untapped potential, some advantages include increased communication, chances for advanced research, improved lectures, efficient

evaluations, and the possibility of a more flexible, student-driven learning environment. While technology, material resources, and assessment are frequently given the benefit of the doubt, they are mere means to an aim that, one hopes, produces effective results. Nevertheless, regardless of how promising these technologies may be, it is essential to take the time to make sure that the teachers themselves are innovative, captivating, and effective content presenters. After all, the teacher is the one who organizes the classes, creates the lesson plans, and uses (or doesn't use, as the case may be) all the tools available in the classroom.

A study by Odinye and Agu (2021) explored the relationship between integrative leadership, employee motivation, stakeholder engagement, and school performance in public boarding secondary schools in Nigeria. The authors found that integrative leadership was positively associated with employee motivation and stakeholder engagement, and that all three factors had a significant positive impact on school performance. They concluded that integrative leadership could be an effective approach for improving school performance in the context of public boarding secondary schools. Similarly, a study by Rached, Houfaied, and Boubaker (2020) in Tunisia found that integrative leadership was positively associated with employee motivation and stakeholder engagement, which in turn had a significant positive impact on school performance. The researchers suggested that the success of integrative leadership in public boarding secondary schools depends on the ability of school leaders to build trust and communication with stakeholders, create a shared vision, and foster a culture of collaboration and continuous improvement.

Another recent study by Ngalawa, Noru, and Malekani (2019) explored the impact of integrative leadership on employee motivation, stakeholder engagement, and school performance in public secondary schools in Tanzania. The authors found that integrative leadership was positively associated with employee motivation, stakeholder engagement, and school performance. They argued that integrative leadership is particularly important in low-resource settings where stakeholder collaboration is critical for improving educational outcomes. A study by Odundo and Kimeli (2021) examined the effect of integrative leadership on employee motivation, stakeholder engagement, and the performance of Kenyan public boarding secondary schools. They found that integrative leadership had a positive impact on employee motivation, which in turn led to higher levels of stakeholder engagement. Through stakeholder

engagement, school leaders were able to create a shared vision and a sense of ownership among stakeholders, which ultimately led to better organizational performance.

Similarly, a study by Toghroli and Bagheri (2019) in Iran found that integrative leadership positively impacted employee motivation and stakeholder engagement in public boarding secondary schools. The study suggested that school leaders who adopt the integrative leadership approach were able to involve teachers, students, and parents in decision-making processes, leading to better performance outcomes. Moreover, a study by Mushauri and Chikodzi (2016) on Zimbabwe's Public boarding secondary schools found that integrative leadership increased employee motivation and stakeholder engagement, leading to better school performance. The authors suggested that when school leaders cultivate a culture of trust, collaboration, and participation, stakeholders were more likely to work together towards common goals.

The moderating impact of the school's instructional environment on leadership and student learning was investigated by Tuytens and Devos (2017). It looks at how instructional-oriented leadership can balance the influence of teachers on students' learning at the classroom level. Then, a single model that aims to test and emphasize how leadership contributes to school reform looks at these various approaches in detail. A multilevel longitudinal data collection from 60 primary schools in one US state was used in the study. The study examines the intricate cross-level interactions that characterize classroom and school-level practices that support student learning and school improvement using a cross-classification approach to quantitative modelling. The findings show how describing multilevel interactions is useful for analysing the "paths" that connect school leadership to student learning. First, the effectiveness of the learning environment in the school completely mediated the impacts of leadership on student learning. Second, the results showed that the classroom-related paths investigated in this study had a direct impact on the measures of math achievement among students. Third, the study discovered that school leadership that was instructional-oriented tempered the impact of individual teachers on students' learning. Fourth, the findings imply that school administrators can improve student outcomes by fostering environments that foster greater uniformity in instructors' levels of efficacy.

The moderating effect of leadership preparation on leadership behaviours and teachers' job collaboration, leadership, and happiness was examined by Goh et al. (2017). The study has a non-experimental approach and used a nationally representative sample of primary school principals and data from a US study on excellent leadership preparation. The sample consists of 589 teachers with traditional principal preparation and 175 teachers whose principals underwent excellent leadership training. Using structural equation analysis, it was determined that creative leadership preparation has a statistically significant direct impact on principalship leadership practices as well as a strong indirect impact on teacher satisfaction and collaboration. The findings have significant policy ramifications. Investments in leadership development influence leadership behaviours that result in more favourable teacher working conditions, which are necessary to improve student learning. As a result, designing and improving a leadership development program can be crucial to district reform and school improvement.

The moderating role of emotional intelligence in the relationship between integrative leadership and performance was established by Bonnyventure, Cheluget, and Ngala in 2022. This study employed a mixed-technique approach and a cross-sectional survey design. The research method in this work was census-style. Structured surveys and interviewing techniques were used to collect the data. The data were analysed using descriptive and inferential statistics. The study's conclusions demonstrated a strong relationship between integrative leadership and Kenyan airfield performance. Additionally, it was discovered that the relationship between integrative leadership and performance and emotional intelligence had an enhanced moderating effect.

Raza and Sikandar (2018) looked at the impact of a teacher's leadership style on students' academic progress in light of the Hersey and Blanchard situational model. A readiness level scale and achievement tests were utilized to collect data from 80 eighth-grade students in Lahore city using a pretest-posttest experimental technique. For the data analysis, descriptive and inferential statistics were used. It was discovered that the experimental group's post-test performance was noticeably better than their pre-test performance when compared to the control group. The results also showed that students' degrees of readiness might change depending on the leadership style of the teacher, which directly impacts students' performance. The "telling" and "selling"

intervention techniques' achievement scores were considerably different from those of the "participation" and "delegating" approaches, showing a strong positive impact on students' performance, especially those with low readiness levels.

Rasheed et al. (2016) looked into several topics relating to instructors' motivation in Pakistan's public higher education institutions. In this exploratory study, surveys were carried out at renowned public universities in Pakistan, and primary data were gathered via questionnaires and in-depth face-to-face interviews. In the competitive market environment of the higher education sector, research findings have shown that although compensation packages and financial incentives are important factors for employees, other factors like job design and working environment, performance management system and training and development are also significant.

To determine whether there is a connection between teacher motivation and work satisfaction in Mauritius, Ramasawmy, Veeraraghavan, and Padhan (2019) examined the variables that influence the motivation of public primary school teachers. Data from 250 primary teachers who are members of the Government Teachers Union (GTU) were gathered using a simple random sampling technique. The Chi-square test was used to evaluate the hypotheses. The results are consistent with the integrated cognitive-motivational model used by Jesus and Lens to analyse the professional motivation of teachers. Some findings, nevertheless, appear to defy the literature review. Primary school teachers in Mauritius are often highly motivated.

Due to the relatively small total population of respondents, Kingful and Nusenu (2015) used census sampling, using all 85 respondents for the case study. To collect data, the researcher used both primary and secondary sources. Through the use of questionnaires and in-person interviews, the data utilized in creating this work was obtained from the faculty and administration of Ghana Senior High School. To determine the impact of motivation on instructors in the questioned school, the opinions and reactions of the staff and management were examined and analysed. The study's conclusions showed that merit pay and work enrichment were necessary for raising the motivation of instructors at Ghana Senior High School-Koforidua.

Leithwood, Sun, and Schumacker (2020) tested "The four routes model," a set of variables that mediates the impact of school leadership on pupils. Every path in the model has elements that have a sizable direct impact on students' learning and that can be altered by techniques found in an integrated model of efficient school leadership. Responses to a survey about the status of school leadership and all 13 variables on the four routes from 1,779 teachers in 81 Texas elementary schools served as the study's primary source of evidence. Results from state exams that included all subjects and all grades gave information about student achievement, and the number and proportion of kids who qualified for free or reduced-price lunches were used to infer socioeconomic status. The data were analysed using structural equation modelling, regression analysis, and confirmatory factor analysis. Results revealed correlations between the four routes and their component variables that were more sophisticated and nuanced than those predicted by the model's initial iteration. While variables on the other three pathways also had an impact on student learning, they did so solely through their contribution to variables on the one path, where school leadership strongly influenced student learning exclusively through that one path's variables.

Liu and Hallinger (2018) investigated a principal instructional leadership and teacher learning mediated-effects model. The model proposed that principal time management abilities and self-efficacy as antecedents of instructional leadership acted as mediators between principal instructional leadership influence on teachers' professional growth. 3,414 teachers and 186 principals from 186 middle schools in Qingdao, China took part in a study that produced statistics. Confirmatory factor analysis, structural equation modelling, and bootstrapping were used to analyse the multisource data. The study supported a partial mediation model in which teacher professional development showed modest direct and indirect impacts of principal instructional leadership. Principal instructional leadership was only influenced a little by the principal's time management and sense of self-efficacy.

5.3 Summary of Research Findings

Chapter five presented discussions on the findings of the study. The discussions and interpretations have been made using statistical knowledge and the existing body of theoretical and empirical literature. Based on the findings, hypotheses one, three, and

four were not confirmed, while hypothesis two presented partial mediation. The summary of the results is outlined in Table 60.

Table 54: Summary of Hypotheses

Objectives	Hypotheses	Test Results
Objective 1 To establish the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya	H₀₁: There is no significant relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya	Rejected
Objective 2 To establish 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.	H₀₂: There is no 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.	Rejected
Objective 3 To establish the moderating effect of stakeholder engagement on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya.	H₀₃: There is no significant moderating effect of stakeholder engagement on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya.	Rejected
Objective 4	H₀₄: There is no significant mediation–moderator effect on the relationship between	Rejected

Objectives	Hypotheses	Test Results
To determine mediation–moderator effect on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya.	integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya.	

As indicated in Table 54, hypothesis one was not confirmed that there is no significant relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya. Further, hypothesis two indicated a partial mediating effect. Hypothesis two indicates a partial mediating effect because it suggests that the mediating had some impact, but not enough to produce the desired outcome. Hypothesis three was not confirmed that there is no significant moderating effect of stakeholder engagement on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya. Lastly, hypothesis four was not confirmed that there is no significant mediation–moderator effect on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya.

5.4 Optimal Model

The results of the investigation were used to inform the model optimization. The goal of model optimization was to direct the development of the final model, which includes just the significant variables for objectivity. Regression analysis was used to run the results. The results of the new conceptual framework are presented in Figure 5.

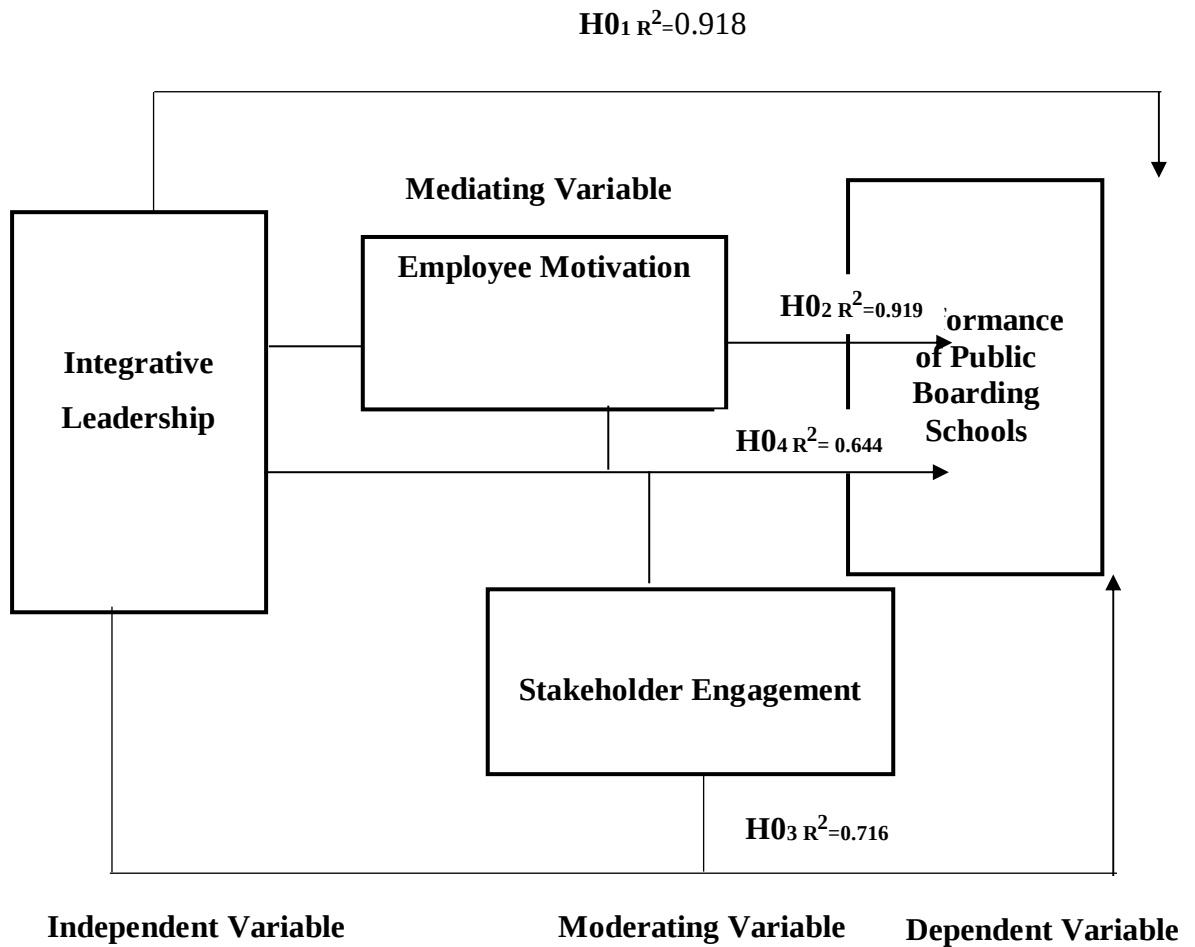


Figure 5: Optimal Model

The model in Figure 5 indicates that no variable was dropped since all null hypotheses of the study were rejected and the model was accepted as conceptualized and is therefore the optimal model.

5.5 Chapter Summary

The findings of the study have been examined and compared to the previous findings of other researchers. To a large extent, the findings of this study are consistent with the research findings of previous studies. The propositions from the findings support the conceptualized and confirmed model depicted in Figure 5. The model conceptualizes the interactions between integrative leadership (independent variable), employee motivation (mediating variable), stakeholder engagement (moderating variable), and school performance (dependent variable) by public boarding secondary schools in selected Counties under FCDC Kenya. It also depicts the mediating–moderator effect

on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya.

CHAPTER SIX

SUMMARY OF FINDINGS AND CONCLUSIONS

6.1 Introduction

The main objective of the study was to examine the relationship between integrative leadership, employee motivation, stakeholder engagement, and performance of public boarding secondary schools in selected Counties under FCDC Kenya. Specifically, the study sought to: establish the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya; 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; determine the moderating effect of stakeholder engagement on the relationship between integrative leadership and performance of public boarding secondary schools in selected Counties under FCDC Kenya. The last objective was to determine the mediation–moderator effect on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya. This chapter presents the summary of the study comprising of study objectives, hypotheses, findings, and conclusions. The conclusions also indicate whether the objectives of the study were achieved.

6.2 Summary of Study Findings

6.2.1 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, an 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, an 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. The null hypothesis based on teachers and students' data that there is no significant association between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC was rejected since the p-value 0.005 is less than the critical value 0.05. The study concluded that integrative leadership has a significant relationship with the performance of public boarding secondary schools in selected Counties under FCDC.

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, 2017). 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.

Masci, Witte, and Agasisti (2018) investigated the factors that affect eighth-grade Italian students' performance. The findings showed that the success of the students was partially associated with the integrative leadership and management of activities implemented by the school principal. However, schools and education can only justify a small portion of the variation in performance rates, with student factors playing the most important role. The study results concur with that by Sebastian, Huang, and Allensworth (2017) who compared and contrasted how leadership pathways are interconnected in high schools and the study findings show that there are two areas in which principal leadership affects student performance in high schools. Teacher leadership was used to mediate one pathway, while teacher leadership is not used in the other. However, the use of population data of students and teachers makes the study findings not generalizable to other school districts and contexts.

6.2.2 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. Similarly, 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.

The results are in line with those of Esdras and Andala (2021), who looked at how motivation affected teacher performance in boarding secondary schools in Rwanda's

western province. Utilizing Slovin's formula, the sample size was determined using simple random sampling and stratified random sampling approaches. Both quantitative and qualitative methods were used in the study. The descriptive research approach was used. Utilizing questionnaires and interviewing guides, data was collected. Both descriptive and inferential statistics were used to analyse the data. The findings showed a statistically significant association between teachers' performance and both internal and extrinsic motivations. However, the study results give a contextual gap and cannot be implicated to 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. This study will consider mediating and moderating the effect of employee motivation and stakeholder engagement respectively. The study agrees with that of Cheruiyot and Kalei (2020) who examined the influence of reward strategies on employee performance in public University Campuses in Kericho County. The study revealed that there was a significant relationship reward system and employee performance.

Nweneka (2019), who investigated the relationship between motivation and teachers' work performance in public senior secondary schools in Rivers state, confirmed the study's findings further. According to the study's findings, teachers' remuneration and job performance are strongly correlated. The results of the study confirmed that there is a positive correlation between working conditions and teachers' performance. Additionally, there was a significant positive relationship between teachers' promotion and their teaching efficiency. This study is similar to that by Bukhuni, Namusonge, and Makokha (2019) who looked at the effect of motivation practices on employee performance in public secondary schools in Kenya. The study results revealed a positive and significant correlation between motivation practices and employee performance.

The study agrees with that of Forson, Ofosu-Dwamena, Opoku and Adjavon (2021) which revealed that motivation factors were significant predictors of performance. This study concurs with that by Abdi Mohamud, Ibrahim, and Hussein, (2017) which demonstrated a strong and favourable association between employee motivation and performance. Additionally, it is established that intrinsic rewards significantly improve employee motivation and performance. Regression analysis was performed to assess

the effect of employee motivation on performance using four variables: employee performance, intrinsic rewards, and employee perceived training effectiveness. 160 teachers from public and private schools participated in the data collection utilizing a self-administered questionnaire. This study concludes that motivation is negatively correlated with employee perceptions of training efficacy.

A study by Yazdani found that (2022) motivation has an impact on employee outcomes like performance and productivity. In contrast to less motivated employees, he also demonstrated that motivated workers are more self-driven and oriented toward autonomy. Additionally, highly motivated workers are deeply invested in their work and careers and are more eager to accept responsibility. The study's findings are consistent with those of Murongo and Nzaghale (2019), who investigated the effect of teachers' motivation on job satisfaction. The findings show that 84% of respondents agreed that staff development is a crucial factor in job satisfaction. Pay and rewards both contribute to job satisfaction, according to 80.2% and 85.2% of respondents, respectively. This study's findings also agree with that of Vrinda and Jacob, (2015) who examined The Impact of Job Satisfaction on Job Performance. It's important to note that a linked study using a survey questionnaire on the reasons why employees stay and leave the company, as well as the most fulfilling event of an employee's time there, discovered a strong correlation between organizational success and job satisfaction. This implies that a key component of performance is employee job satisfaction.

This study's results are supported by Zeffane and Bani Melhem, (2017) who examined the impact of employee engagement and job satisfaction on organizational performance. According to the study, there is a correlation between employee engagement and organizational performance as well as work satisfaction. Two content theories were used by Badubi (2017) to describe the precise reasons why people are motivated, and two process theories were used to discuss the psychological and behavioural processes that underlie motivation. It was ultimately discovered that employees are dissatisfied with their salaries and working conditions. Since salary and the workplace environment may not drive people, policies and strategies for managing human resources effectively and efficiently must be developed. The study findings agree with that of Vulley (2021) who looked into the variables influencing teacher motivation and work performance/productivity. According to the study, teachers' motivation is low because they lack benefits like medical insurance, housing assistance,

pension plans, opportunities for career advancement, and recognition, and their pay is low compared to that of their peers with equivalent qualifications working in other government institutions. This has a negative effect on how well they perform at their jobs.

In three senior high schools (SHSs) in the Prampram district of Ghana, Assibi (2019) looked at the connection between teacher motivation and academic achievement. The study findings show that the most significant predictors of teachers' performance in the schools' understudied were their ability to finish curriculum activities on time and the quality of their instruction. The study also discovered that work-life balance, working conditions, and teacher empowerment all had a favourable effect on teachers' performance in the schools they understudied. Eliasu and Adjeiwaa, (2021) study revealed that the elements that motivated teachers to do well-included promotions, salary increases, monetary incentives, and study leaves with pay. Finally, the association between years of experience and job happiness showed that instructors with more years of teaching experience were more motivated and satisfied than the youth. The study also revealed insufficient management commitment to teacher performance. The study's findings are consistent with Hichaambwa (2022) who investigated the impact of motivation on teachers' work performance. The study found that extrinsic motivation includes things like company policy and administration, supervision, status, job security, salary, relationships with supervisors and peers, personal life, and relationships with subordinates, while intrinsic motivation includes things like recognition, responsibility, the work itself, advancement, growth, and achievement. Additionally, it was shown that teachers were dissatisfied with their work performance due to extrinsic motivation in the form of pay and working circumstances. The study found that both internal and extrinsic motivation has an impact on teachers' work performance.

Ndukwu and Edo (2020) examined the methods used by administrators to motivate staff members as well as the connection between employee satisfaction and instructor motivation. Since the research was focused on literature, the primary source for finding relevant publications was online databases. The review found that teachers are the most important human resource with an instructional role in the educational system and play a key role in it. It has been discovered that interactions with institutional leaders can motivate teachers. This study concurs with that by Anthony, (2022) who investigated

how motivation affected teachers' performance on the job at public secondary schools in Delta State's Delta Central Senatorial District. The study's conclusions showed that teachers' ability to foster positive attitudes and beliefs about teaching and learning is influenced by their motivation. Teachers of both genders agree on the most effective methods for motivating them to accomplish their jobs well. The study's findings were further affirmed by Kalu (2021) examined the impacts of teachers' motivation on students' performance in secondary schools in the Enugu Educational Zone. The study found that students' performance in secondary schools in Enugu Educational Zone of Enugu State was significantly impacted by teachers' motivation. The study's conclusions showed a strong correlation between teachers' motivation and students' performance, showing that highly motivated teachers had a beneficial impact on students' performance.

This study concurs with that by Wambasi (2015) who looked into some motivational techniques that affect teachers' job satisfaction in public elementary schools in Bungoma East Sub County. The study found that instructors weren't happy with their pay since, in the opinion of the majority of respondents, it didn't reflect their skills and couldn't cover their living expenses. The additional perks, including the pension, medical, and transportation stipends, were also unsatisfactory. The survey found that the respondents were dissatisfied with the working environments, including adequate classroom ventilation, the school's surroundings, and the availability of instructional resources. The survey also discovered that the instructors' chances for promotion had a detrimental impact on their job satisfaction. The study also showed that the respondents were pleased with their parents' and colleagues' approval. However, they weren't satisfied with how the employer and the management team had acknowledged them (BOM). The study's findings are consistent with those by Al-Jedaia and Mehrez (2020) who evaluated the effect of performance reviews on job performance with an emphasis on motivation in Qatar's public sector. The study's result was that, in contrast to PAC and PAL, PAP and PAE had an impact on employees' motivation and job performance. The results also show a strong relationship between employee motivation and productivity.

Another study on the impact of work motivation mediation on the impact of job design and organizational culture on human resource performance was conducted by Al-Musadieq et al. in 2018. Based on the analysis's findings, it is possible to draw many

conclusions, including the following: work design significantly influences both the performance of human resources and work motivation; organizational culture significantly influences both work motivation and human resource performance; and work motivation significantly influences human resource performance. Through work motivation mediation variables, job design has an indirect impact on human resource performance. In their 2020 study, Haryono, Supardi, and Udin looked at the impact of job promotions and training on employee job performance. The study's findings demonstrate that training and job promotion had a positive and significant impact on work motivation, as well as a positive and significant impact on job performance. However, work motivation did not significantly mediate the impact of training and job promotion on job performance. Although job promotion had a stronger direct impact than training on enhancing employee work performance, attempts to do so will be more fruitful if employees receive job promotions.

The motivation and effectiveness of librarians in Ghanaian public secondary schools were the subjects of another study. The study looked at how motivated librarians are, how motivated people perform, what librarians think about motivation, how satisfied they are with their jobs, and what public university administrations are doing to motivate librarians. According to the survey, most librarians in Ghana's public secondary schools have high levels of motivation, which have a favourable impact on most of them. The management of public universities has made some attempts to motivate librarians, but more must be done if the situation is to be improved. (Aisha & Dramanu, 2017). This study's findings also agree with that of Saliu et al. (2018) looked into the motivation, job satisfaction, and performance levels of librarians working in both government-run and privately-run secondary schools in central Nigeria. The results showed that library staff members performed at a high level on the job while showing a moderate degree of motivation and job satisfaction, respectively. The same study was carried out by Vrinda and Jacob in 2015, who looked at what makes work the most satisfying experience for an employee as well as why people leave a business. Job satisfaction refers to one's overall attitude about their work and the discrepancy between the compensation they receive and the compensation they feel they should receive. In this study, data were collected using a survey questionnaire, and SPSS was utilized to analyse the data. The findings showed a strong positive correlation between organizational success and work satisfaction. This study's results are supported by

Cetin, and Aşkun (2018) used a longitudinal analysis to evaluate the impact of occupational self-efficacy on work performance via intrinsic motivation. Results of multilevel analyses supported our hypothesis by demonstrating that intrinsic motivation functions as a partial mediator in the association between occupational self-efficacy and work performance.

In their study on the relationship between post-selection Human Resource Management (HRM) practices and the perceived performance of Islamic banks operating in Pakistan, Saeed and Shah (2016) examined the potential importance of employee motivation. The results of a correlation analysis showed a high positive correlation between staff motivation, training and development, performance evaluation systems, career development systems, extrinsic rewards, and the perceived performance of Islamic banks in Pakistan. Employee motivation serves as a mediator in the association between post-selection HRM practices and perceived organizational performance, according to the results of a hierarchical regression analysis. Post-selection HRM practices have a favourable impact on perceived organizational performance. Employee motivation is increased by properly implementing post-selection HRM procedures, which leads to better organizational performance. The relationship between work environmental features, job performance, and work motivation as well as the extent to which this relationship is mediated by work motivation were examined by Jayaweera (2015) using a sample of hotel workers in England. The results suggest that there is a strong association between work environmental characteristics and job performance as well as that work motivation mediates the relationship between working conditions and job performance. Additionally, the findings point to a strong link between hotel employees' work motivation and job performance. In the context of work environmental conditions and job performance, the results highlight the significance of working conditions and work motivation in explaining the job performance of hotel employees.

6.2.3 Moderating Effect of Stakeholder Engagement on the Relationship Between Integrative Leadership and School Performance

The third objective of the study was to determine the moderating effect of stakeholder engagement on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya. Baron and Kenny (1986) moderation was used. The third hypothesis stated in the null form that:

H₀₃: There is no significant moderating effect of stakeholder engagement on the relationship between integrative leadership and performance of public boarding secondary schools in selected Counties under FCDC Kenya. This was done in 3 steps according to Baron and Kenny (1986) method. Results indicate that the P value of the interaction term (IL*SE) is $0.000 < 0.05$ and the R square increased from 62.7% to 64.4% and 71.6% after the interaction term and thus, stakeholder engagement moderates the relationship between integrative leadership and performance of public boarding secondary schools in selected Counties under FCDC Kenya. Therefore, the findings revealed that the introduction of stakeholder engagement had an enhancing moderating effect on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya. The study thus rejected the null hypothesis and adopted the alternative hypothesis that there is a significant moderating effect of stakeholder engagement in the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya.

Depending on the non-symmetric perspective, there are several strategies to involve stakeholders. Due to their varying power dynamics and potentially conflicting objectives, dialogue is not always in everyone's best interests (Voinov & Bousquet, 2010). Newsletters, customer focus groups, employee work councils, and other tactics are just a few that can be used to encourage stakeholder engagement. Businesses employ stakeholder engagement in a variety of ways and to varying degrees (Eslerod, Huemann, & Savage, 2015). The most important aspects of stakeholder engagement, however, are not routines or procedures that businesses set up; rather, genuine stakeholder participation would encourage them to interact in a way that would allow information to flow both ways, from the company to the stakeholder and from the stakeholder to the company (Voinov & Bousquet, 2010). The study findings are supported by Ploom and Haldma (2012) who conducted a study in Estonian schools to assess how various stakeholders were involved in the performance management of their respective schools. The results of the study indicated that nearly half of teachers and parents, as well as 20-30% of school board members, have little knowledge of school human resource management indicating that they were not fully involved in the human resource management of the schools.

Stakeholder engagement is essential because early stakeholder involvement in project contexts is essential. This participation is necessary for stakeholders' analysis and decision-making (Missonier & Loufrani-Fedida, 2014). The management needs to encourage stakeholder involvement to understand their needs, wants, and concerns (Eskerod & Vaagaasar, 2014). Early stakeholder engagement makes the opposition of external stakeholders into a neutral one and provides the means to boost the participation of supportive stakeholders; stakeholder engagement is a proactive strategy used to foster active communication (Aaltonen et al., 2015). This study's findings concurred with those of Von Schomberg (2013), who concluded that co-responsibility among stakeholders emerges from mutual reaction to stakeholders in Blok et al. (2015). This point of view contends that co-responsibility calls for actors to become responsive to one another for an organization to adopt a vision that goes beyond immediate objectives.

Stakeholder engagement is understood as a process whereby an organization enlists relevant stakeholders who may be affected by the decisions it makes or who may have the ability to influence how those decisions are carried out to achieve desired outcomes. Stakeholder engagement denotes a willingness to listen, discuss matters that are significant to the organization's stakeholders, and, most significantly, get ready to alter how the organization operates and what it plans to accomplish (Murphy et al., 2021). Stakeholder relations, in addition to a host of other potential interactions, including media outreach, message delivery, lobbying, deal-making, advocacy, coalition building, damage control, focus groups, issue management, research surveys, and benchmarking, are an important part of engagement (Pyrialakou, Gkritza & Liu, 2019).

This study's findings agree with that of Day, Gu, and Sammons (2016) who examined how effective leaders combined transformational and instructional leadership in various ways across multiple stages of their schools' growth to gradually structure and strengthen the students' innovation culture. The findings show that principals' understanding and diagnosis of the school's needs, as well as their application of clearly connected, organizationally shared educational values through many combinations and accumulations of time and context-sensitive strategizing, determine schools' long-term effectiveness, not necessarily the leadership style. Mixed-methods research techniques were used in the report, and are more likely to include finer-grained, more complex evidence-based understandings of principals' leadership positions and practices in

achieving and maintaining educational results in schools than single-lens quantitative evaluations or solely qualitative approaches. This study will use the same methodological approach in the Kenyan context and evaluate whether the findings will be complimentary.

Stakeholder engagement enables businesses to proactively take into account the requirements and preferences of all parties with an interest in them. This encourages relationships, self-assurance, and support for company's major projects. When done correctly, stakeholder involvement can lessen potential risks and disputes with stakeholder groups, including ambiguity, dissatisfaction, misalignment, disengagement, and resistance to change. Strategic planning needs stakeholder participation to be successful. For the stakeholders to support the organization, they must be aware of its goals, objectives, and strategy (Eshiwani, 2015). The study findings further reveal that the level of participation of the school stakeholders in the different school-initiated activities was significantly affected by the level of SBM implementation.

The study's findings are consistent with those of Bush and Glover (2016) who did a comprehensive analysis of the literature on school leadership and management conducted in South Africa. The findings revealed that although there is an advancement of school leadership and management in South Africa, there exist concerns about weak learner performance, teacher union tension, tense partnerships between principals and school governing bodies, and leadership that is still based on administration rather than teaching. The results indicate that school leadership and management research is evolving, but it is also narrow in scope and reliant on small-scale unfunded programs.

Stakeholder engagement requires actively interacting with stakeholders, listening to them, building connections with them, and then reacting to their issues in a way that is advantageous to both sides (De Brucker, Macharis & Verbeke, 2013). Stakeholder engagement requires actively interacting with stakeholders, listening to them, building connections with them, and then reacting to their issues in a way that is advantageous to both sides (De Brucker et al., 2013). The study's findings are consistent with those of Nakiyaga (2021), who looked at the connection between stakeholder participation and learners' academic success at a few government-sponsored secondary schools in

Uganda. The findings of the study suggested an association between the participation of stakeholders and the improvement of learners' academic performance.

Another study was conducted by Juma, Onyango, and Herman (2021) who examined the stakeholder perceptions on the implementation of performance management by heads of public secondary schools. The study results indicated that teachers and heads of schools are aware of their role in implementing performance management.

The findings of the study concur with Uringu Division, Meru County, Mutwiri (2015) who looked into the impact of stakeholders' engagement in primary school management on academic performance. The study concludes that academic performance in public primary schools in Uringu division is favourably and significantly influenced by head teachers' administrative skills, teachers' participation, students' involvement, and parents' participation. Leadership styles, interpersonal skills, managerial skills, and time management abilities are all aspects of a head teacher's management repertoire that have an impact on students' academic performance. Students' academic performance is improved when teachers are actively involved in school governance and the creation of discipline rules. Students do better academically when they are involved in management and decision-making because it boosts their confidence in their knowledge.

The findings concur with Uwezo (2016) who revealed that despite more than 25 intervention projects implemented across Kenya between 2010 and 2014, including Nairobi, there was no improvement in literacy. According to the report, Nairobi County had the highest rate of teacher absenteeism, with only 58% of teachers showing up to work, compared to other Counties where teacher attendance ranged from 85% and above. Thus, the students in Nairobi County are frequently left unattended, which contributes to their poor performance in learning skills, which calls for close instructor monitoring. The performance of students in grades one through three in literacy and numeracy is not particularly encouraging, since some students struggle to read assignments from lower classes and to comfortably identify some letters in their grades. Therefore, Kenya has several projects in this area with the main goal of enhancing reading and numeracy abilities in grades one through three to help improve the quality of education. Even though this program is in place, learners' performance in these skills

is not encouraging; as also discovered by Kibui (2014), this gap needs to be filled right away.

In addition to the materiality principle and stakeholder expectations, Ferrero-Ferrero et al. (2018) did study on understanding stakeholder participation in the context of sustainability reporting (SR) for higher education institutions (HEIs). First, the findings showed that HEIs utilize a variety of criteria to classify stakeholders and that engaging stakeholders was a complex process. Second, SR's tangible components and internal stakeholders' expectations are in line. Finally, among internal stakeholders, academics and students take opposing stances on the importance of various sustainability factors, while non-academic personnel take a middle ground.

The tendency of learner performance is still low and requires immediate attention, as it was discovered by educational stakeholders, despite numerous efforts made by educational stakeholders to facilitate learner's skill production, including inserting financial assets for bettering institutions' infrastructure, preparing a favourable learning environment, and surpassing entry to schooling and eligible educators (Stephanie & Sabrina, 2014; Trunder & Piper, 2014). The literacy and numeracy programs are no exception to the theory put forward by Newcombe (2018) that project owners are frequently multi-headed animals that feel better about ownership of any project; nonetheless, this is insufficient in Kenya. The low performance of this program may be a result of the individuals in charge not possessing the necessary abilities or not being fully committed to managing the program. The involvement of stakeholders through capacity building is crucial for any company since it aids personnel in learning new skills and gaining self-assurance in their work. In this aspect, teachers could lack certain abilities.

To avoid poor performance of literacy and numeracy skills in the learning process, the stakeholder engagement and identification process must be clear in any project. It is a significant exercise that requires enough time, precision, and selection of key stakeholders in the project. Engaging stakeholders enhance project outcomes and give the parties involved ownership of the project by assisting in problem-solving. Additionally, they aid in increasing funds and grant access to more project resources. When something is not properly stated, undesirable outcomes occur. Involving stakeholders is crucial, however, in the case of education, essential stakeholders like

instructors aren't chosen based on their qualifications or included in the creation of curricula, as Muiga emphasizes (2015). This was corroborated by a reading and numeracy intervention program implemented in western Kenya, where the teachers struggled to carry it out, resulting in no impact or unfavourable outcomes (Lucas et, al., 2014). They contend that empowering development beneficiaries through stakeholder participation entails helping them identify resources and requirements, determine how to use those resources, and carry out development activities. First, the process must be managed carefully since too much involvement from stakeholders could be disastrous, and too little participation could result in evaluators taking control of the process.

The two largest initiatives in the nation's primary schools, TUSOME and EGMA, are active in the intervention phase of the literacy and numeracy program. The program's primary goal is to involve all participants in the learning process. Taking action and putting it into practice at the same time to stop the threat of project underperformance, which already exists (Piper & Spratt, 2017). By doing this, they will be able to solve issues with good communication, creativity, initiative, and project activity prioritization.

6.2.4 Mediation-Moderator Effect on the Relationship between Integrative Leadership and School Performance

The fourth objective of the study was to determine the mediation-moderator effect on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya. The fourth hypothesis was stated in the null form that **H04**: There is no significant mediation–moderator effect on the relationship between integrative leadership and performance of public boarding secondary schools in selected Counties under FCDC Kenya.

Hayes and Rockwood (2020) model for mediation–moderation was adopted. The results indicated that in step one, the regression model of integrated leadership on stakeholder engagement was significant. In step two, the results show that the regression model of integrated leadership, stakeholder engagement, employee motivation, and the interaction term stakeholder engagement * employee motivation on performance of public boarding secondary schools in selected Counties under FCDC Kenya was significant. Since, the p-value for the Mediating moderating term (IL*SE) was significant $0.000 < 0.05$ was less than the critical value 0.05, the study rejected the

null hypothesis that; there is no significant mediation–moderator effect on the relationship between integrative leadership and performance of public boarding secondary schools in selected Counties under FCDC Kenya.

The study adopted the alternative hypothesis that there is a significant mediation–moderator effect on the relationship between integrated leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya. The study findings agree with that of Omar and Kavale (2016) who sought to determine how leadership style affected secondary school success in Mogadishu, Somalia. The findings show that principals who use a democratic and transformational leadership style, as well as their students and staff, do better than those who use other leadership styles. According to the report, school leaders should use the most effective leadership style that promotes mutual accountability and consultative decision-making with all school stakeholders.

This study concurs with that by Kanana and Omondi (2020) who 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. 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.

The findings are buttressed by Shahzadi, Javed, et al., (2014) studied the impact of employee motivation on employee performance. Data was collected using self-administered questionnaires analysed using regression analysis. According to the study's findings, employee motivation and performance are significantly and positively correlated. In a few Kenyan secondary schools, Kasuni (2016) looked into the relationship between employee performance and motivational strategies. The study found a strong relationship between employee performance and different motivational strategies used by the school administration.

Forson, Ofosu-Dwamena, Opoku, and Adjavon (2021) studied the employee motivation and job performance of basic school teachers in Ghana. 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.

The study findings are further supported by Situma and Iravo (2015), who looked at motivational factors influencing employees' performance in public secondary schools. According to the study's findings, there is a statistically significant correlation between intrinsic motivating factors and 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. 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.

Wilson (2017) examined the relationship between principals' leadership styles and staff job performance in Emohua Local Government Area of River State, Nigeria. The aspects that were reviewed by the study included: leadership styles and their influence on staff job performance. The findings of the study identified ten different leadership styles used by different principals in different secondary schools in the area, highlighting that the various leadership styles have significant effects on staff job performance. Furthermore, the results showed that principals face leadership challenges in carrying out their administrative functions in schools. These findings are further reinforced by Firmina (2015) who conducted a study in Eastern Africa to examine the impact of leadership and management on the academic performance of students in Secondary Schools based on Tanzanian National Examinations. Teachers', students', and support staff's perceptions were all given special consideration. Academic performance was measured over time by NECTA examinations, allowing schools to be

placed on a scale of low, medium/moderate, or high performance. The study's findings revealed that participatory style management is vital in determining students' exam performance. The study also indicates that poor management as a result of the inadequacy of participatory management results in poor school performance.

Omar and Kavale (2016) conducted another study on the effect of leadership style on secondary school performance in Wadajir District, Mogadishu, Somalia. According to the survey, the majority of secondary school principals in the Wadajir District used democratic and transformational leadership styles more than any other type of leadership style. Again, the analysis indicates that principals who use democratic and transformational leadership styles, as well as their students and staff, outperform those who use other types of leadership styles.

The moderating impact of the school's instructional environment on leadership and student learning was investigated by Tuytens and Devos (2017). It looks at how instructional-oriented leadership can balance the influence of teachers on students' learning at the classroom level. Then, a single model that aims to test and emphasize how leadership contributes to school reform looks at these various approaches in detail. The findings show how describing multilevel interactions is useful for analysing the "paths" that connect school leadership to student learning. First, the effectiveness of the learning environment in the school completely mediated the impacts of leadership on student learning. Second, the results showed that the classroom-related paths investigated in this study had a direct impact on the measures of math achievement among students. Third, the study discovered that school leadership that was instructional-oriented tempered the impact of individual teachers on students' learning. Fourth, the findings imply that school administrators can improve student outcomes by fostering environments that foster greater uniformity in instructors' levels of efficacy.

The moderating effect of leadership preparation on leadership behaviours and teachers' job collaboration, leadership, and happiness was examined by Goh et al. (2017). The findings have significant policy ramifications. Investments in leadership development influence leadership behaviours that result in more favourable teacher working conditions, which are necessary to improve student learning. As a result, designing and improving a leadership development program can be crucial to district reform and school improvement.

The moderating role of emotional intelligence in the relationship between integrative leadership and performance was established by Bonnyventure, Cheluget, and Ngala in 2022. The findings of the study showed a substantial connection between Kenyan airfield performance and integrative leadership. Additionally, it was discovered that the relationship between integrative leadership and performance and emotional intelligence had an enhanced moderating effect. The findings support the study by Raza and Sikandar (2018) who looked at the impact of a teacher's leadership style on students' academic progress in light of the Hersey and Blanchard situational model. It was found that the experimental group's post-test performance was considerably better than their pre-test performance. The results also showed that students' degrees of readiness might change depending on the leadership style of the teacher, which directly impacts students' performance. The "telling" and "selling" intervention techniques' achievement scores were considerably different from those of the "participation" and "delegating" approaches, showing a strong positive impact on students' performance, especially those with low readiness levels.

Rasheed et al. (2016) looked into several topics relating to instructors' motivation in Pakistan's public higher education institutions. According to research, even if financial incentives and compensation packages are crucial elements for employees, other aspects of a job, such as the working atmosphere and performance management system, are also very important. To determine whether there is a connection between teacher motivation and work satisfaction in Mauritius, Ramasawmy, Veeraraghavan, and Padhan (2019) examined the variables that influence the motivation of public primary school teachers. The results are consistent with the integrated cognitive-motivational model used by Jesus and Lens to analyse the professional motivation of teachers. Some findings, nevertheless, appear to defy the literature review. Primary school teachers in Mauritius are often highly motivated.

Due to the relatively small total population of respondents, Kingful and Nusenu (2015) used census sampling, using all 85 respondents for the case study. The study's conclusions showed that merit pay and work enrichment were necessary for raising the motivation of instructors at Ghana Senior High School-Koforidua. Leithwood, Sun, and Schumacker (2020) tested "The four routes model," a set of variables that mediates the impact of school leadership on pupils. Every path in the model has elements that have a sizable direct impact on students' learning and that can be altered by techniques found

in an integrated model of efficient school leadership. Results revealed correlations between the four routes and their component variables that were more sophisticated and nuanced than those predicted by the model's initial iteration. While variables on the other three pathways also had an impact on student learning, they did so solely through their contribution to variables on the one path, where school leadership strongly influenced student learning exclusively through that one path's variables.

A mediated-effects model of principal instructional leadership and teacher learning was studied by Liu and Hallinger (2018). The model suggested that teacher self-efficacy served as a mediator between principal instructional leadership impacts on teachers' professional development and principal time management skills and self-efficacy as antecedents of instructional leadership. The study supported a partial mediation model in which teacher professional development showed modest direct and indirect impacts of principal instructional leadership. Principal instructional leadership was only a little influenced by the principal's time management and sense of self-efficacy.

The goal of the scientific article on the literature review on the effect of Headmaster Leadership on Teacher Performance, Loyalty, and Motivation is to develop a research hypothesis on the relationship between variables that will be used in future studies within the field of human resource management. This literature review was written using the library research approach, with information from online academic databases like Google Scholar, Mendeley, and others. The findings of this literature review are as follows: 1) Headmaster leadership has an impact on teacher performance; 2) headmaster leadership has an impact on student loyalty; and 3) headmaster leadership has an impact on student motivation. Salary, workload, work culture, and work environment are additional elements that are influenced by the headmasters' leadership in addition to those listed above (Mahaputra & Saputra, 2021). The summary of the key findings is presented in Table 60.

Table 55: Summary of Key Findings

Objectives	Hypotheses	Findings	Conclusion
Objective 1 To establish the relationship between interactive leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya.	H01: There is no significant relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya.	R Square = 0.918 F statistic = 991.456 t-value = 31.487 $\beta = 0.058$, P-value = 0.000 < 0.05	There is a positive and significant effect of integrative leadership on the performance of public boarding secondary schools in selected Counties under FCDC Kenya.
Objective 2 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.	H02: There is no 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.	R Square Step One = 0.717 Step Two = 0.702 Step Three = 0.657 Step Four = 0.919 Steps one, two, three, and four were met as the P-value were below 0.05.	There is a 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.
Objective 3 To determine the moderating effect of stakeholder engagement on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya.	H03: There is no significant moderating effect of stakeholder engagement on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya.	R Square Step One = 0.627 Step Two = 0.644 Step Three = 0.716 The P-value of the interaction term (IL*SE) is 0.000 < 0.05 and the R ² increased from 62.7% to 64.4% and 71.6% after the interaction	There is a significant moderating effect of stakeholder engagement on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya.

Objectives	Hypotheses	Findings	Conclusion
Objective 4 To determine the mediation–moderator effect on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya.	H04: There is no significant mediation–moderator effect on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya.	R Square Model One = 0.627 Model One = 0.644 The p-value for the mediation–moderating term (EM*SE) was significant 0.000<0.05 was less than the critical value of 0.05	There is a significant mediation–moderator effect on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya.

6.3 Conclusion

The first objective was to establish the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya. The study concluded that integrative leadership has a significant relationship with the performance of public boarding secondary schools in selected Counties under FCDC Kenya. The objective was achieved. The second objective 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 study finding indicated a partial mediating effect on the mediating role of employee motivation on the relationship between integrative leadership and school performance. The objective was achieved. The third objective was to determine the moderating effect of stakeholder engagement on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya. The study thus rejected the null hypothesis and adopted the alternative hypothesis that there is a significant moderating effect of stakeholder engagement in the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya. The objective was achieved. The fourth objective was to determine the mediation–moderator effect on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya. The study rejected the null hypothesis that there is no

significant mediation–moderator effect on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya. The objective was achieved.

In summary, this study enriches theoretical perspectives by exploring the intricate relationships between integrative leadership, employee motivation, stakeholder engagement, and school performance. The findings not only deepen academic understanding but also provide practical guidelines for policymakers, administrators, and educators. By bridging the gap between theory and practice, these research findings are poised to make a meaningful impact on the educational landscape of the specified FCDC counties, paving the way for improved policies, empowered leadership, motivated educators, and engaged stakeholders—all of which are crucial components of a thriving educational ecosystem.

6.4 Chapter Summary

The summary and conclusion of the study are presented in this chapter. All the research objectives of this study were achieved as all null hypotheses were rejected and all alternative hypotheses were accepted. The study, therefore, concluded as follows; integrative leadership has a significant relationship with school performance, there exists a partial mediating effect on role of employee motivation on the relationship between integrative leadership and school performance, there is a significant moderating effect of stakeholder engagement in the relationship between integrative leadership and school performance, and that there is a significant mediation–moderator effect on the relationship between integrative leadership and performance of public boarding secondary schools in selected Counties under FCDC Kenya.

CHAPTER SEVEN

RECOMMENDATIONS

7.1 Introduction

The study examined the interactions between integrative leadership, employee motivation, stakeholder engagement, and performance of public boarding secondary schools in selected Counties under FCDC Kenya. The recommendations described in this chapter are derived from the interpretation of the findings and conclusions of the study. The adoption and implementation of the recommendations which also include areas requiring further research that will likely contribute towards the growth and development of theory, policy, and practice.

7.2 Recommendations on Policy, Practice, and Theory

Based on the research findings and conclusions of this study, the key recommendations are described in these sub-sections.

7.2.1 Recommendations on Policy

To enhance the performance of public boarding secondary schools in selected Counties under FCDC Kenya, a comprehensive policy framework should be established. This framework must provide guidance and support to schools in managing and delivering effective integrative leadership. This policy should incorporate specific metrics and goals to guide schools in achieving their performance objectives. Additionally, regular training programs focusing on inclusivity in decision-making, communication, and motivational methods should be provided to head teachers to improve their leadership abilities and job satisfaction.

Implement policies encouraging a culture of effective communication and collaboration among public boarding schools. Regular meetings and forums should be established for the exchange of ideas, feedback, and resources. Head teachers should be equipped with motivational strategies and provided with ongoing training opportunities to enhance their leadership skills. Motivated teachers result in higher job satisfaction and improved student performance. Additionally, incentive tactics should be effectively utilized to maintain teacher motivation.

Promote stakeholder participation as a fundamental aspect of school success. School leaders should actively demonstrate the value of stakeholder engagement, emphasizing its significance in achieving positive educational outcomes. Designated staff members should be trained to facilitate stakeholder involvement, ensuring necessary skills and information are efficiently conveyed. Encouraging excellent stakeholder involvement across the school community, especially in key roles, will significantly contribute to overall school performance.

Work closely with public boarding secondary schools to develop and support effective leadership development and training programs. These programs should focus on essential skills such as team building, decision-making, communication, and problem-solving. Additionally, the government should conduct regular evaluations of head teachers' leadership positions through the Ministry of Education. This proactive approach will help identify new leadership needs and allow for timely interventions, ensuring sustained improvement in school performance.

7.2.2 Recommendations 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. Recommendations were done based on research objectives.

On the first specific objective, which sought to determine the effect of integrative leadership on school performance, a strategic focus on integrative leadership practices is imperative. Educational authorities and school administrators should actively promote and provide training in integrative leadership methods. Workshops, seminars, and continuous professional development programs can be organized to impart leadership skills that prioritize cooperation, diversity, and shared decision-making. By fostering a healthy school culture emphasizing inclusivity and collaboration, school leaders can significantly impact student progress and staff morale.

Creating an environment that values professional growth is crucial. Schools should implement opportunities for ongoing training and development, allowing teachers and staff to enhance their skills and stay updated with educational advancements. Recognizing and rewarding exceptional teaching practices is equally essential. Instituting awards and commendation programs within schools can provide the

necessary motivation to educators, encouraging them to excel further. Moreover, empowering teachers and staff is pivotal. Leaders should involve them in significant decision-making processes, giving them a voice in matters that affect their work and the students they teach. Providing avenues for meaningful participation not only fosters a sense of ownership among educators but also allows for diverse perspectives, leading to well-rounded and informed decisions within the school community.

Regarding the second specific objective that sought to ascertain the mediating effect of employee motivation, empowering employees involves more than just assigning tasks, it requires active involvement in decision-making processes. School administrators can achieve this by creating a collaborative atmosphere where ideas and efforts are valued. Employees who feel their contributions are recognized and appreciated are more likely to be driven and content in their roles. Encouraging their active participation through meetings, brainstorming sessions, and open forums can make a substantial difference. Training programs are fundamental in enhancing motivation. Providing continuous learning opportunities and skill development workshops can help employees align with the organizational structure and goals. Managers should offer regular feedback, recognizing achievements and providing constructive criticism when necessary. Additionally, empowering employees involves giving them more accountability for their tasks. This fosters a sense of ownership, making them more invested in their work.

Flexible management styles are also essential. Understanding that different individuals respond differently to motivational factors is crucial. Some may be intrinsically motivated, finding satisfaction in the work itself, while others may be extrinsically motivated, seeking external rewards or recognition. Effective leaders recognize these differences and tailor their approaches accordingly, ensuring that their employees are motivated in ways that resonate with their individual needs. Promoting a positive working environment is in addition paramount. Building relationships of trust and understanding among colleagues, parents, and management can significantly enhance motivation. Fair authority, combined with a supportive atmosphere, encourages employees to invest their energy and creativity in their tasks. Creating a system of internal achievement awards within schools can further boost motivation. Recognizing and celebrating the achievements of teachers regularly can create a sense of pride and accomplishment, driving them to perform at their best consistently.

Concerning recommendations based on the third objective, actively involving parents, students, and community members in the decision-making process can be transformative. This is because engaging stakeholders is not merely a formality; it is a strategic approach to enhancing school performance. Regular meetings and consultations should be conducted to ensure their views, needs, and interests are considered when making decisions and developing strategies. Transparent communication is key to ensuring that internal and external stakeholders are aware of the organization's goals and the specific roles they play in achieving them.

Creating a platform for stakeholders to voice their opinions and concerns is essential. Through planned discussions and forums, participants should be encouraged to share their thoughts openly. These interactions should be inclusive, allowing every stakeholder to contribute meaningfully. Decision-makers must ensure that adequate time and planning are dedicated to participation, assimilation, comprehension, and discussion from all relevant parties.

Lastly, and on determining the mediation-moderator effect of employee motivation and stakeholder engagement, comprehensive research is vital to understanding the complexities of public boarding secondary schools in FCDC counties. A detailed analysis should encompass various aspects, including student enrolment figures, dropout rates, curriculum structures, teaching methodologies, infrastructure conditions, availability of resources and materials, as well as the performance of students in academics and other extracurricular activities. A thorough examination of these factors will provide valuable insights into the strengths and weaknesses of the schools, enabling informed decision-making and strategic planning.

Additionally, conducting surveys involving parents, teachers, and students is instrumental in gauging the overall satisfaction and perception of the educational environment. Gathering their opinions will provide a holistic view of the school's performance and areas needing improvement. Qualitative research methods can offer a deeper understanding of stakeholders' experiences. By delving into their perspectives, educational institutions can identify challenges and develop effective strategies to address them. A comparative study can be initiated to benchmark the performance of public boarding secondary schools in FCDC counties against similar institutions in other regions. Analysing successful schools' practices and outcomes can offer valuable

lessons. This comparative analysis can lead to the adoption of best practices and innovative methodologies that have proven effective in improving academic performance and overall school quality.

Furthermore, extensive stakeholder engagement should not be limited to the local community but should extend to collaboration with successful schools and educational institutions from other regions. Sharing expertise and learning from best practices can significantly contribute to elevating the standard of education in public boarding secondary schools. Collaborative efforts between schools can lead to the development of a robust learning environment, fostering academic excellence, and providing students in underprivileged areas of Kenya with greater educational opportunities and outcomes.

7.2.3 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.

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 employees 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.

Employees, who are considered stakeholders, will work more and be more productive if they feel valued. Also, this implies that businesses will retain more of both their consumers and personnel. If production increases, the consumer will receive a better product or service. More customer loyalty results from such change, especially considering that customers are one of the numerous stakeholders the business takes into account when making decisions. Also, clients are more inclined to recommend the business to their friends and family. All of this is encouraging additional financial investment. Of course, they are also parties involved. While they control the amount of capital, they are occasionally perceived as the only stakeholders or the most significant to a company, but in reality, they are interconnected with other stakeholders. As additional stakeholders are appreciated, the company's value rises, and investors are more likely to invest in production to benefit from the growing market share.

Systems Theory, with its emphasis on the interdependence and interconnection of system components, is extremely compatible with the study's all-encompassing methodology. The study acknowledges that schools are intricate systems where factors influencing overall effectiveness include stakeholder participation, leadership, and motivation. Systems Theory highlights the significance of considering the larger system while implementing changes or improvements in educational institutions and aids in comprehending the dynamic nature of these interactions. Since organizations get various types of input from other systems, the system is seen to be open. A business might get raw resources, information, supplies, etc. Other systems are impacted by the conversion of these inputs into outputs. The effectiveness of the system as a whole, as opposed to the effectiveness of its individual components, is typically evaluated using the systems approach. This enables the organization to use system concepts at all organizational levels, rather than just concentrating on the goals and results of various

departments (subsystems). The interaction and interdependence of the subsystems, their synergy, and the interplay of internal (closed system) and external components are all necessary for an organization to succeed (internal system). According to the systems approach, choices and actions taken in one organizational area will have an impact on other areas. For instance, the production department won't be able to accomplish its work if the purchasing department doesn't obtain the appropriate number and quality of inputs. This strategy acknowledges that an organization needs input from the environment to function. Also, the environment acts as a conduit for its products.

7.3 Suggestions for Future Research

This study has examined the interactions between, integrative leadership, employee motivation, stakeholder engagement, and performance of public boarding secondary schools in selected Counties under FCDC Kenya. Suggestions for future research were based on the findings of the study as follows:

First, future research should focus on longitudinal studies to understand the long-term effects of integrative leadership, employee motivation, and stakeholder engagement on school performance in FCDC counties. Additionally, comparative studies across various counties within FCDC and with non-FCDC counties can provide insights into contextual variations and regional disparities in educational outcomes.

Secondly, research should explore innovative interventions, including leadership development programs tailored for FCDC county school leaders. These interventions should aim to enhance integrative leadership skills and evaluate their impact on motivation, engagement, and school performance. Furthermore, investigate creative strategies to improve teacher motivation and assess the effectiveness of community-based approaches to stakeholder engagement.

Lastly, future studies should employ a combination of quantitative and qualitative research methods to gain a comprehensive understanding of the interplay between leadership, motivation, engagement, and school performance. Additionally, analyze the influence of education policies and governance structures at county and national levels on integrative leadership practices, assessing how policy changes can either support or hinder effective leadership and school improvement efforts.

7.4 Chapter Summary

This study has examined the interactions between integrative leadership, employee motivation, stakeholder engagement, and performance of public secondary school performance in a few Kenyan counties under FCDC. In this chapter, the study's findings, conclusions, and recommendations have all been summarized. The chapter covered the study's findings, which supported all of the hypotheses as statistically significant. The study's conclusion was also discussed. The chapter covered the study's theoretical, managerial practice, policy, and methodological ramifications. The chapter also discussed the study's recommendations and suggestions for future study. It is therefore recommended that other studies be undertaken among the various kinds of schools with distinct learning environments, such as day secondary schools, mixed boarding schools, and pure residential schools for boys and girls. It is necessary to research to ascertain how training programs offered in Kenyan teacher colleges affect teachers' behaviour in the classroom. To prepare teachers for leadership responsibilities in the future, a study of the curriculum for teacher colleges should be conducted to see whether it includes leadership courses.

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APPENDICES

Appendix I: Letter of Introduction

Dear Respondent:

I am a Doctor of Philosophy student from Management University of Africa. I am carrying out a study on Integrative leadership, employee motivation, stakeholder engagement and performance of public boarding secondary schools in four Counties under Frontier Counties Development Council in Kenya. You are requested to give your opinions based on choices given and/or explanations in each section. There is no right or wrong answer. You do not need to indicate your name in the questionnaire. For questions where there are no numbers to be ticked, you are required to write your answers in the spaces provided. In answering the questions, be assured that your answers will be treated with confidentiality and the answers given will be used only for academic purposes.

Your co-operation and support will be highly appreciated.

Thank you.

Yours faithfully,



Mohammed Abdinoor Dahir

Appendix II: Questionnaire for Teachers

This research questionnaire has been drafted for the purpose of helping the researcher to study the link between integrative leadership, employee motivation, and stakeholder engagement on performance of public boarding secondary schools in selected counties under FCDC Kenya. The information sought for herein will be to enrich on the existing knowledge on performance of public boarding secondary schools in selected counties under FCDC Kenya.

Instructions

- **DO NOT write your names on any page of this questionnaire.**
- **Fill only one set of the questionnaire**

SECTION A: BACKGROUND INFORMATION

1. Gender: please tick as appropriate

Male ☐

Female ☐

2. Age bracket (age in complete years). Please tick as applicable

25 years and below ☐

25-30 years ☐

31-35 years ☐

36-40 years ☐

41-50 years ☐

Over 50 years ☐

3. Education level: please tick the highest level attained

Certificate ☐

Diploma ☐

Degree ☐

Masters ☐

PhD ☐

Any other Level of Education.....

4. Working experience ((in complete years). Please tick as applicable

1-5 years ☐

6-10 years ☐

Over 10 years ☐

SECTION B: INTEGRATIVE LEADERSHIP

5. The following statements are about the influence of integrative leadership and stakeholder's engagement on school performance. Please tick the response which matches your opinion.

Key: 1=(SD)- Strongly disagree, 2=(D)- Disagree, 3=(UD)-Undecided, 4=(A)- Agree, 5=(SA)- Strongly agree).

	Statements	1	2	3	4	5
1	Principal's engagement of stakeholders leads to improved academic performance					
2	The principal involves stakeholders on the management of the school					
3	Stakeholders provide support to the school administration					
4	Stakeholders offer useful suggestions and directions that support the school management					
5	There is tense relationships between school principals and school board of management that undermine school performance					
6	Democratization of school administration should be done by increasing student and teacher participation in school boards					
7	Teachers and students should be included in decision making of important school policies					
8	There is a strong link between the principal's leadership and the implementation of integrative education					
9	Community engagement in school governance and learning contributes to acquisition of important life skills by students					
10	Head teachers' administrative skills, teacher engagement, pupil participation and parent participation have a strong impact on school performance					
11	Parent's participation improves the child's behaviour and social adjustments in school					

	Statements	1	2	3	4	5
12	Parent's participation in school administration improves the child's temperament, morale, and academic performance					

SECTION C: EMPLOYEE MOTIVATION

5. Please indicate your level of agreements on the following indicators of employee motivation on school performance. Please tick the appropriate box.

Key: 1=(SD)- Strongly disagree, 2=(D)- Disagree, 3=(UD)-Undecided, 4=(A)- Agree, 5=(SA)- Strongly agree).

	Statements	1	2	3	4	5
	Remuneration/Salary					
1	I am fairly happy with my current					
2	There is a clear salary scheme for employees					
3	A medical scheme is provided					
4	We receive Fringe benefits					
5	There is access to Loans					
6	Bonuses are paid annually					
7	Salary in relation to other Jobs with same level of skills					
8	A Pension scheme is provided					
9	My salary meets most of my expenditures					
10	Salary is commensurate compared to work load					
11	There is fair compensation of my qualification for the work					
	Promotion					
1	There is fairness in present promotion					
2	A clear promotion scheme is in place					
3	There is opportunity for career advancement					
4	Increased social status					
5	The promotion scheme is employee friendly					
6	Trainings with view to promote are provided					
7	Promotion is associated with more rewards					
	Recognition	1	2	3	4	5
1	I feel appreciated for the work I do					
2	My performance is adequately rewarded					
3	The employer awards certificates of merit					
4	The parents appreciates my work					
5	The Administration appreciates my work					
5	Students appreciate my work					
6	Education stakeholders appreciate my work					
7	I receive cash rewards for good performance					
8	Each year the best teachers are recognized and rewarded					

9	Our school uses non-monetary rewards (e.g. gift vouchers, trips					
	Incentives					
1	The school sets targets and goals that are achievable and employee are rewarded after meeting them					
2	Provision of non-cash facilities, such as staff bus increases employee's performance					
3	Increment in salary increases employees' performance					
4	Access to company's loan increases employees'					
5	Provision of training opportunities increases employees' performance					
6	Achievement of targets leads to improvement in employees' performance					
7	Objective appraisal system that leads					
8	There is supportive work environment					
9	The school allows employees to grow as a person, improve self- confidence overcome the weakness, mature foster their					
10	The school has been effective in provision of guidance, sharing information providing support is adequate complete					
11	The school has recognition for employees who perform					
12	The school organises trips for teachers to motivate them when they perform well					
13	The school organizes prize giving day in the school to reward students and teachers when exceed the expected					
14	The school organises get together parties for teachers outside the school					
	Training and Development					
1	I am trained to acquire and improve my attitudes towards					
2	The school organizes internal transfers which boosts my					
3	The school provides mentors who mentor and guide and					
4	Orientations are given to new teachers in setting up toward meeting school objectives					
5	Time to time training has improved teachers' confidence towards improving performances.					
6	The training provided by my school has put me in better position to stiff competition and to meet my goals and stay at the top					

SECTION D: SCHOOL PERFORMANCE

How would you rate the general academic performance in the previous KCSE examinations in your current school?

Excellent ☐ Good ☐ Average ☐ below average ☐ Poor ☐

Please indicate the level of your agreement with the following statements on your school's academic performance.

Key: 5-Strongly Agree; 4-Agree; 3-Undecided; 2-Disagree; 1-Strongly Disagree.

	Statement	1	2	3	4	5
1	Our school performance in the national examinations is consistent over the last 5 years					
2	Our school had average mean score (C plain) in the previous KCSE examination					
3	Majority of students in the school attained C+ and above					
4	The previous form four class in our school covered syllabus on time before sitting for KCSE examination.					
5	The previous form four classes in our school had done enough revision before the final examination					
6	Parents provide incentives to the best performing teacher's					
7	The school organizes prize giving days to reward the best performing students and teachers					

- THE END-

Appendix III: Questionnaire for Student Leaders

Instructions

- **DO NOT** write your names on any page of this questionnaire.
- **Fill only one set of the questionnaire**

SECTION A: BACKGROUND INFORMATION

1. Gender: please tick as appropriate

Male ☐ Female ☐

2. What is your age bracket: please tick as applicable

Below 20 years ☐ Above 20 years ☐

3. What is the category of your school?

National ☐ Extra County ☐ County ☐ Sub-county School ☐

SECTION B: INTEGRATIVE LEADERSHIP

4. (a) The principal in our school ensures that the best performing teachers are rewarded

1 – strongly disagree, 2 – disagree, 3 – Undecided, 4 – Agree, 5 – Strongly Agree.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

b) How much do you agree with the following statements on principals' staff management practice in your school?

Key: 5-Strongly Agree; 4-Agree; 3-Undecided; 2-Disagree; 1-Strongly Disagree.

	Statement	1	2	3	4	5
1	There is a good relationship between school non-teaching staff and the school principal.					
2	The school always reward the best performing staff and school workers					
3	In case of conflicts among student, and student vs staff members, the school principal is involved in conflict resolution					

	Statement	1	2	3	4	5
4	The school principal always introduces and orients every new staff and support staff to the school fraternity					
5	In case of indiscipline cases among the students, the school principal involves the teachers and the parents of the affected student					

SECTION C: STAKEHOLDER ENGAGEMENT

5. The following statements are about the influence of integrative leadership, stakeholder engagement and on school performance. Please tick the response which matches your opinion. *Key: 1=(SD)- Strongly disagree, 2=(D)- Disagree, 3=(UD)- Undecided, 4=(A)- Agree, 5=(SA)- Strongly agree).*

	Statements	1	2	3	4	5
1	Our school has an active board of management					
2	Engagement of stakeholders leads to improved academic performance					
3	Stakeholders offer suggestions and directions that contribute to school performance					
4	There is tense relationship between school principals and school BOM that undermine school performance					
5	Democratization of school administration should be done by increasing student and teacher participation in school governing bodies					
6	Teachers and students should be included in decision making of important school policies					
7	There is a strong link between the principal's leadership and school performance					
8	Engagement of stakeholders in school governance and learning contributes better school performance					
9	Head teacher's administrative skills and leadership skills have a strong impact on school performance					

	Statements	1	2	3	4	5
10	Head teacher's effective engagement of teachers have a strong impact on school performance					
11	Head teacher's engagement of student leaders have a strong impact on school performance					
12	Parent's participation improves the child's behaviour and social adjustments in school					
13	Parent's participation in school administration improves the child's temperament, morale, and academic performance					

SECTION D: SCHOOL PERFORMANCE

6. How would you rate the general academic performance in the previous KCSE examinations in your current school?

Excellent ☐ Good ☐ Average ☐ below average ☐ Poor ☐

7. Please indicate the level of your agreement with the following statements on your school's academic performance.

Key: 5-Strongly Agree; 4-Agree; 3-Undecided; 2-Disagree; 1-Strongly Disagree.

	Statement	1	2	3	4	5
1	Our school performance in the national examinations is consistent over the last 5 years					
2	Our school had an average mean score (C plain) in the previous KCSE examination					
3	Majority of students in the school attained C+ and above					
4	The previous form four class in our school covered syllabus on time before sitting for KCSE examination.					
5	The previous form four classes in our school had done enough revision before the final examination					
6	Parents provide incentives to the best performing teacher's					
7	The school organizes prize giving days to reward the best performing students and teachers					

THE END

Appendix IV: Interview Guide for County Directors, Principals, BOM and Partners

Section I: Demographic Information

Gender _____

Age in full years _____

Level of education (indicate highest) _____

Years of experience _____

Indicate your designation/position by ticking:

- | | |
|------------------------------------|--------------------------|
| Principal | ☐ |
| County Director | ☐ |
| BOM representative | ☐ |
| Development Partner Representative | ☐ |

Section II: Employee Motivation, Stakeholder engagement and school performance.

1. In your opinion, what is the influence of integrative leadership on school performance in public secondary schools in Counties under FCDC Kenya. Please explain?

2. In your opinion, how does employee motivation influence performance in public secondary schools in Counties under FCDC Kenya? (*salary/pay, incentives, bonuses, promotions, job security, rewards or psychological rewards like appreciation, meeting the new challenges, positive and caring attitude from employer, and job rotation after attaining the goal.*)

3. In your opinion, what is the influence of integrative leadership and engagement of stakeholders on school performance in public secondary schools in Counties under FCDC Kenya? Please explain

4. In your opinion, how can school leadership better engage stakeholders for improved performance in public secondary schools in Counties under FCDC Kenya?

5. In your opinion, how can school leadership effectively incorporate employee motivation to improve performance in public secondary schools in Counties under FCDC Kenya?

THE END

Appendix V: Authority Letter

The
Management
University
of Africa



Sponsored by the Kenya Institute of Management

Date: 13TH JUNE 2022

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

REF: MOHAMED ABDINOOR DAHIR- PHD CANDIDATE

This is to confirm that **MOHAMED ABDINOOR DAHIR**, admission number: **DML/15/00129/1/20** is a student of the Management University of Africa (MUA) currently pursuing a Doctor of Philosophy (PhD) degree in Management and Leadership. As part of the requirement for the degree programme, the candidate is expected to carry out a study and write a thesis on a topic of choice. The topic is **"INTEGRATIVE LEADERSHIP, EMPLOYEE MOTIVATION, STAKEHOLDER ENGAGEMENT AND PERFORMANCE OF PUBLIC BOARDING SECONDARY SCHOOLS IN SELECTED COUNTIES UNDER THE FRONTIER COUNTIES DEVELOPMENT COUNCIL (FCDC) KENYA."** on which he has developed and successfully defended a proposal which has been approved by the University. He is now expected to collect data before finally writing his thesis.

The University wishes to request for assistance and cooperation from all the concerned parties the student will be engaging with in the course of her study.

Yours faithfully,
Management University of Africa

A handwritten signature in blue ink, appearing to read 'J. Cheluget', is written over a yellow rectangular background.

Dr. John Cheluget, PhD
Deputy Vice-Chancellor



Disclaimer: Data collection and thesis writing is the sole responsibility of the student and MUA takes no responsibility on the student's activities and shall not be held liable for his/her actions

Appendix VI: Research Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 838214	Date of Issue: 04/July/2022
RESEARCH LICENSE	
	
This is to Certify that Mr., MOHAMED ABDINOOR ABDINOOR of The Management University of Africa, has been licensed to conduct research in Isiolo, Lamu, Samburu, Wajir on the topic: INTEGRATIVE LEADERSHIP, EMPLOYEE MOTIVATION, STAKEHOLDER ENGAGEMENT AND PERFORMANCE OF PUBLIC BOARDING SECONDARY SCHOOLS IN SELECTED COUNTIES UNDER THE FRONTIER COUNTIES DEVELOPMENT COUNCIL (FCDC) KENYA for the period ending : 04/July/2023.	
License No: NACOSTI/P/22/18600	
838214	
Applicant Identification Number	Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Verification QR Code	
	
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**Appendix VII: Public Boarding Secondary Schools from Selected Counties
under FCDC Kenya**

S/No	COUNTY	SUB COUNTY	UIC	SCHOOL	ENROL
1	GARISSA	BALAMBALA	258X	SAKA GIRLS SEC	551
2	GARISSA	BALAMBALA	WH5G	BALAMBALA	270
3	GARISSA	DADAAB	ES4E	DADAAB SEC	455
4	GARISSA	DADAAB	GA6P	KULAN BOYS SEC	113
5	GARISSA	DADAAB	ACLK	BURA SECONDARY	161
6	GARISSA	FAFI	TTDB	DERTU GIRLS SEC	296
7	GARISSA	FAFI	8MF6	FAFI GIRLS SEC	237
8	GARISSA	FAFI	R523	NANIGHI SEC	53
9	GARISSA	FAFI	HRXE	ALINJUGUR SEC	347
10	GARISSA	GARISSA	5G35	GARISSA HIGH	1,223
11	GARISSA	GARISSA	274N	NEP GIRLS	882
12	GARISSA	GARISSA	AA9N	SANKURI SECONDARY	527
13	GARISSA	GARISSA	R7PQ	COUNTY HIGH	951
14	GARISSA	HULUGHO	Y7R6	HULUGHO GIRLS SEC	543
15	GARISSA	HULUGHO	94ER	HULUGHO SEC SCH	255
16	GARISSA	IJARA	K4SD	SHURIE	525
17	GARISSA	IJARA	527H	YUSUF HAJI SEC	508
18	GARISSA	LAGDERA	34ZC	MODOGASHE SEC	248
19	GARISSA	LAGDERA	B4LM	BENANE SEC	99
20	ISIOLO	GARBATULA	ZXZL	GARBATULA HIGH	101
21	ISIOLO	GARBATULA	WUBX	KINNA SEC	230
22	ISIOLO	GARBATULA	63HE	KULAMAWA SEC	148
23	ISIOLO	GARBATULA	ZHKU	SERICHO SEC	281
24	ISIOLO	ISIOLO	59YN	ISIOLO BOYS	190
25	ISIOLO	ISIOLO	WMYK	ISIOLO GIRLS' HIGH SCHOOL	399
26	ISIOLO	ISIOLO	ABZJ	NGAREMARA GIRLS SEC	262
27	ISIOLO	ISIOLO	R4NQ	NGAREMARA SEC	202
28	ISIOLO	MERTI	8MJ6	BULESA DAY SEC	201
29	ISIOLO	ISIOLO	YSF8	ELSA SEC	364
30	ISIOLO	ISIOLO	6VCH	KIPSING SEC	132
31	ISIOLO	MERTI	2GM4	MERTI MUSLIM GIRLS	103

32	ISIOLO	MERTI	9HG4	MERTI SECONDARY	109
33	ISIOLO	ISIOLO	R8K2	OLDONYIRO SECONDARY	187
34	LAMU	LAMU CENTRAL	R57M	LAMU BOYS SEC	263
35	LAMU	LAMU WEST	8WZT	LAMU GIRLS SEC	576
36	LAMU	LAMU WEST	JEDQ	FAZA	232
37	LAMU	LAMU WEST	F3NK	MPEKETONI SEC	919
38	LAMU	LAMU WEST	DPNL	#VALUE!	315
39	MANDERA	ARABIA	Q3EH	ARABIA BOYS SECONDARY	298
40	MANDERA	ARABIA	9RXZ	ARABIA GIRLS SECONDARY	95
41	MANDERA	BANISA	JNAN	MALKAMARI BOYS	165
42	MANDERA	BANISA	VWBL	WAYAM	642
43	MANDERA	KUTULO	8WKZ	CHIEF MOHAMED JARI SECONDARY	317
44	MANDERA	MANDERA CENTRAL	QB8U	ELWAK BOYS	546
45	MANDERA	MANDERA CENTRAL	5F39	ELWAK GIRLS	255
46	MANDERA	LAFEY	LEWW	GARI SEC SCH	117
47	MANDERA	KUTULO	RHKB	KUTULO GIRLS MODEL SECONDARY SCHOOL	130
48	MANDERA	LAFEY	63P8	LAFEY BOYS	175
49	MANDERA	MANDERA EAST	976X	MANDERA SECONDARY SCHOOL	1,220
50	MANDERA	MANDERA EAST	3GD6	MOI GIRLS SECONDARY SCHOOL	996
51	MANDERA	MANDERA EAST	GLGG	NEBOI SECONDARY SCHOOL	388
52	MANDERA	MANDERA CENTRAL	SCY9	WARGADUD SEC	289
53	MANDERA	MANDERA EAST	8FDZ	ARESA GIRLS SEC	144

54	MANDERA	MANDERA EAST	HRQA	HARERI MIXED SECONDARY	142
55	MANDERA	MANDERA EAST	TWM4	KHALALIO GIRLS SECONDARY	152
56	MANDERA	MANDERA EAST	RCLW	KHALALIO SECONDARY SCHOOL	122
57	MANDERA	MANDERA NORTH	3M22	ASHABITO BOYS SECONDARY SCHOOL	116
58	MANDERA	MANDERA NORTH	NJ7K	ASHABITO GIRLS	76
59	MANDERA	MANDERA NORTH	YJTQ	LIBIN NOMADIC GIRLS	199
60	MANDERA	MANDERA NORTH	NFPS	RHAMU DIMITU SEC	256
61	MANDERA	MANDERA NORTH	DC9M	RHAMU GIRLS	329
62	MANDERA	MANDERA NORTH	JHQS	SHEIKH ALI HIGH	710
63	MANDERA	MANDERA WEST	LHD8	TAKABA BOYS SECONDARY SCHOOL	266
64	MANDERA	MANDERA WEST	8NWK	DANDU SEC	233
65	MANDERA	MANDERA WEST	R94H	TAKABA GIRLS	495
66	MANDERA	MANDERA WEST	NEBK	BURDURAS BOYS SECONDARY	65
67	MARSABIT	CHALBI	M6M7	CHALBI BOYS HIGH SCHOOL	278
68	MARSABIT	CHALBI	RX5K	HON. ISACKO MEMORIAL BOYS	245
69	MARSABIT	CHALBI	SEE2	MAIKONA SEC	184
70	MARSABIT	LAISAMIS	QD3Y	KULAL GIRLS SEC	102
71	MARSABIT	LAISAMIS	82DF	LAISAMIS SEC	194
72	MARSABIT	LIOYANGALANI	BZCX	LOIYANGALANI SEC	150
73	MARSABIT	MARSABIT	3VW7	LOGLOGO GIRLS SEC	216
74	MARSABIT	MARSABIT	5BRU	MARSABIT SEC	436

75	MARSABIT	MARSABIT	DAH8	MOI GIRLS	705
76	MARSABIT	MARSABIT	9W87	SAKUU HIGH SCH	255
77	MARSABIT	MARSABIT	ZX6F	SASURA GIRLS	174
78	MARSABIT	MOYALE	B956	MOYALE BOYS	256
79	MARSABIT	MOYALE	969V	MOYALE GIRLS	175
80	MARSABIT	NORTH HERR	2KUU	NORTH HERR GIRLS	113
81	MARSABIT	NORTH HERR	G6AU	NORTH HERR SEC	181
82	MARSABIT	SOLOLO	3ED5	DR. GURACHA MEMORIAL GIRLS SEC	139
83	MARSABIT	SOLOLO	UAJQ	SOLOLO BOYS	101
84	SAMBURU	WAJIR	HTPF	AIC MOI SAMBURU	718
85	SAMBURU	WAJIR	62VF	KIRISIA SECONDARY SCHOOL	576
86	SAMBURU	SAMBURU CENTRAL	3LC3	KISIMA GIRLS	438
87	SAMBURU	SAMBURU CENTRAL	5VVT	MARALAL HIGH	745
88	SAMBURU	SAMBURU EAST	PKPU	WAMBA GIRLS SECONDARY SCHOOL	300
89	SAMBURU	SAMBURU EAST	PC95	WAMBA SEC	423
90	SAMBURU	SAMBURU EAST	WC4K	UASO BOYS SEC	206
91	SAMBURU	SAMBURU NORTH	DV8X	BARAGOI BOYS	200
92	SAMBURU	SAMBURU NORTH	6NZJ	BARAGOI GIRLS	191
93	SAMBURU	SAMBURU NORTH	RPJN	NYIRO BOYS	294
94	SAMBURU	SAMBURU NORTH	DGAZ	TUUM GIRLS	81
95	TANA RIVER	TANA DELTA	YJHM	NGAO GIRLS SEC	322
96	TANA RIVER	TANA RIVER	6EFL	HOLA BOYS	374
97	TANA RIVER	TANA RIVER	NNBX	MAU SEC	288
98	TANA RIVER	TANA DELTA	3QTL	KIPINI SEC	415
99	TANA RIVER	TANA DELTA	DKEM	TARASAA SEC	355
100	TANA RIVER	TANA NORTH	ZQSL	HIRIMANI SEC	598
101	TANA RIVER	TANA NORTH	P5FG	MADOGO SEC	316
102	TANA RIVER	TANA RIVER	GSWU	WENJE SEC	302

103	TURKANA	LOIMA	UHYE	DAVID LEE ADVENTIST NAGIS SEC	344
104	TURKANA	LOIMA	BRHK	LOIMA BOYS SEC	340
105	TURKANA	LOIMA	JQSS	LOIMA GIRLS SECONDARY	293
106	TURKANA	LOIMA	KU7Y	NAPEILILIM	307
107	TURKANA	LOIMA	C2JL	TURKANA GIRLS	660
108	TURKANA	LOIMA	75B3	TURKWEL BOYS	232
109	TURKANA	TURKANA CENTRAL	2Y3V	ELIYE BOYS HIGH SCHOOL	148
110	TURKANA	TURKANA CENTRAL	XSKX	KERIO SEC	405
111	TURKANA	TURKANA CENTRAL	9GYG	LODWAR GIRLS	356
112	TURKANA	TURKANA CENTRAL	NKJ4	LODWAR HIGH	782
113	TURKANA	TURKANA CENTRAL	XHZ2	MOI HIGH SCH KALOKOL	413
114	TURKANA	TURKANA CENTRAL	R7RT	NAKURIO GIRLS	253
115	TURKANA	TURKANA EAST	F3K2	AIC KANGITIT GIRLS	284
116	TURKANA	TURKANA EAST	2W8X	KATILU BOYS	563
117	TURKANA	TURKANA EAST	SDWD	LOTUBAE GIRLS	291
118	TURKANA	TURKANA EAST	R92R	MORULEM MIXED SEC	382
119	TURKANA	TURKANA EAST	ZFQT	NAMORTUNGA BOYS	131
120	TURKANA	TURKANA EAST	8RL6	RCEA LOKORI	356
121	TURKANA	TURKANA EAST	VTSB	KAPEDO MIXED	128
122	TURKANA	TURKANA NORTH	U54W	KATABOI GIRLS SEC	194
123	TURKANA	TURKANA NORTH	LJ7X	LOKITAUNG SEC	312
124	TURKANA	TURKANA SOUTH	4C4Q	AGC LOKICHAR BOYS SECONDARY	533
125	TURKANA	TURKANA NORTH	BFDX	KAERIS SECONDARY	323
126	TURKANA	TURKANA SOUTH	2W8X	KATILU BOYS	563

127	TURKANA	TURKANA NORTH	SADC	ST. JOSEPH LAPUR BOYS SECONDARY SCHOOL	168
128	TURKANA	TURKANA SOUTH	N836	UHURU GIRLS HIGH SCH - LOKICHAR	763
129	TURKANA	TURKANA SOUTH	ZL73	KAKALEL BOYS SECONDARY SCHOOL	75
130	TURKANA	TURKANA SOUTH	6NKA	RCEA KASUROI BOYS	106
131	TURKANA	TURKANA SOUTH	JKZ5	KAINUK SEC	478
132	TURKANA	TURKANA SOUTH	8BQ6	KATILU GIRLS SEC	488
133	TURKANA	TURKANA WEST	PJWB	KAKUMA SEC	367
134	TURKANA	TURKANA WEST	NNH8	OUR LADY GIRLS SECONDARY SCHOOL	395
135	TURKANA	TURKANA WEST	ACQB	TARACH SEC SCH	344
136	TURKANA	TURKANA WEST	JDJF	KALOBYEI SECONDARY SCHOOL	301
137	TURKANA	TURKANA WEST	8E7C	AIC SONG'OT SEC	470
138	WAJIR	BUNA	8PXB	BUNA GIRLS	190
139	WAJIR	ELDAS	DYGY	ELDAS GIRLS SECONDARY SCHOOL	126
140	WAJIR	HABASWEIN	HHCT	HABASWEIN BOYS SEC	521
141	WAJIR	BUNA	VP6T	KORONDILLE BOYS	213
142	WAJIR	TARBAJ	RQTU	KUTULO GIRLS	273
143	WAJIR	TARBAJ	BXLZ	MANSA BOYS BOARDING	327
144	WAJIR	TARBAJ	J6Z9	SARMAN SEC SCH	324
145	WAJIR	HABASWEIN	3U6K	SNR CHIEF OGLE GIRLS	436

146	WAJIR	TARBAJ	EFJC	TARBAJ BOYS	308
147	WAJIR	WAJIR EAST	28MP	KHOROF HARAR	169
148	WAJIR	WAJIR EAST	WNTK	SABUNLEY SEC	789
149	WAJIR	WAJIR EAST	XYDZ	WAJIR BOR BOYS SEC	153
150	WAJIR	WAJIR EAST	P253	WAJIR GIRLS	756
151	WAJIR	WAJIR EAST	MMLZ	WAJIR HIGH SCH	839
152	WAJIR	WAJIR NORTH	XM8B	BUTE BOYS	447
153	WAJIR	WAJIR NORTH	EMTE	BUTE GIRLS	276
154	WAJIR	WAJIR WEST	VF3F	GRIFTU SEC	305
155	WAJIR	WAJIR WEST	X98F	HON KHALIF GIRLS	437
156	WAJIR	WAJIR WEST	HXVF	WAGALLA MEMORIAL ACADEMY	434
157	WEST POKOT	KIPKOMO	AWXN	ST. CECILIA GIRLS' SEC CHEPARERIA	1,012
158	WEST POKOT	KIPKOMO	AM65	CHEPKORNISWO BOYS SECONDARY	599
159	WEST POKOT	KIPKOMO	4QFS	ORTUM BOYS SEC	1,597
160	WEST POKOT	KIPKOMO	3JBX	ST STEPHEN LAIKONG GIRLS SEC	531
161	WEST POKOT	KIPKOMO	YASS	HOLY ROSARY GIRLS SEC	816
162	WEST POKOT	KIPKOMO	7BTF	PROPOI GIRLS	543
163	WEST POKOT	KIPKOMO	H7KR	ST MARYS OF MERCY PSERUM	288
164	WEST POKOT	KIPKOMO	3RWL	ST AUGUSTINE CHEPKOPEGH BOYS	102
165	WEST POKOT	KIPKOMO	MWS3	ST ELIZABETH GIRLS MORPUS SEC	395
166	WEST POKOT	KIPKOMO	3D3W	ST. SOPHIA PKOMO GIRLS	368
167	WEST POKOT	NORTH POKOT	HCDT	ALALE GIRLS SEC	258
168	WEST POKOT	NORTH POKOT	KNEF	HOLY CROSS BOYS KACHELIBA	732
169	WEST POKOT	NORTH POKOT	JQGL	KONYAO MIXED	147
170	WEST POKOT	NORTH POKOT	27JH	ST COMBONI AMAKURIAT	446
171	WEST POKOT	NORTH POKOT	S5YW	KASEI BOYS SEC	281

172	WEST POKOT	NORTH POKOT	39P3	ST. ANNE GIRLS SECONDARY - CHELOPOY	191
173	WEST POKOT	POKOT CENTRAL	QUG3	WEIWEI SECONDARY SCHOOL	100
174	WEST POKOT	POKOT CENTRAL	26M4	FR LEO STAPLES GIRLS	111
175	WEST POKOT	POKOT CENTRAL	5ACW	CANON PRICE TAMKAL	343
176	WEST POKOT	POKOT CENTRAL	MJSK	ELCK SEKERR MIXED SEC	361
177	WEST POKOT	POKOT CENTRAL	ZTVQ	OUR LADY QUEEN OF PEACE MTELO GIRLS	245
178	WEST POKOT	POKOT CENTRAL	MQGD	MASOL MIXED SECONDARY	410
179	WEST POKOT	POKOT CENTRAL	HN2N	ST. ANTHONY MTELO BOYS HIGH SCHOOL	110
180	WEST POKOT	POKOT CENTRAL	H3KA	ELCK CHESTA GIRLS	447
181	WEST POKOT	POKOT CENTRAL	89CZ	CHEPTULEL BOYS SEC	86
182	WEST POKOT	POKOT CENTRAL	4P8S	LOMUT MIXED SEC	223
183	WEST POKOT	POKOT CENTRAL	VCS5	ELCK ANNET MIXED DAY & BOARDING SEC	317
184	WEST POKOT	POKOT CENTRAL	UK7Y	ST. MARY'S CHEPTULEL GIRLS SECONDARY	91
185	WEST POKOT	POKOT CENTRAL	A7NF	KIM ADVENTIST SECONDARY SCHOOL	156
186	WEST POKOT	POKOT SOUTH	4K3Y	ST DANIEL COMBONI KAPTABUK BOYS SEC	444
187	WEST POKOT	POKOT SOUTH	L4G2	ST ELIZAS KABICHBICH	298
188	WEST POKOT	POKOT SOUTH	H7RR	E.L.C.K CHEPKALIT MIXED	133

				DAY/BOARDING SECONDARY SCHOOL	
189	WEST POKOT	WEST POKOT	M4YT	ST THERESAS TARTAR GIRLS	1,259
190	WEST POKOT	WEST POKOT	XJVN	CHEWOYET BOYS	1,405
191	WEST POKOT	WEST POKOT	TAGT	NASOKOL GIRLS	1,533
192	WEST POKOT	WEST POKOT	7KRE	KAPENGURIA BOYS HIGH SCHOOL	1,759
193	WEST POKOT	WEST POKOT	YXA4	ELCK SOOK BOYS SECONDARY	562
194	WEST POKOT	WEST POKOT	MC2L	KAMITO BOYS	556
195	WEST POKOT	WEST POKOT	W3AG	ELCK RIWO MIXED	139
196	WEST POKOT	WEST POKOT	626P	KARENGER BOYS SECONDARY	425
197	WEST POKOT	WEST POKOT	T3DB	HOLY TRINITY SEREWO G SEC	419
198	WEST POKOT	WEST POKOT	QV6Z	KALEMNYANG YUNHAP SEC	115
199	WEST POKOT	WEST POKOT	24A3	KANYARKWAT GIRLS	196
200	WEST POKOT	WEST POKOT	L53E	ST CATHERINES GIRLS SEC	180