

**TRANSFORMATIONAL LEADERSHIP, SUSTAINABLE LEADERSHIP
DEVELOPMENT AND INNOVATIVE BEHAVIOR AMONG PRIMARY
SCHOOL TEACHERS IN NAIROBI COUNTY, KENYA.**

BENARD ABEL NYAKUNDI

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DECLARATION

I declare that this thesis is my original work and has not been presented to any college or university for academic credit.

Signature.....Date.....

Benard Abel Nyakundi (MALD/18988/0/21)

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

SignatureDate.....

Dr. Solomon M. Munyao

Faculty, Pan Africa Christian University

SignatureDate.....

Dr. Meshack M. Mutungi

Adjunct Faculty, Pan Africa Christian University

TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION.....	ix
ACKNOWLEDGEMENT.....	x
ABSTRACT.....	xi
LIST OF TABLES	xii
LIST OF FIGURES	xiii
ABBREVIATIONS AND ACRONYMS.....	xiv
DEFINITION OF OPERATIONAL TERMS.....	xvi
CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY	1
Introduction.....	1
Background of the Study	1
Statement of the Problem.....	12
Objectives of the Study.....	16
Specific Objectives	16
Research Hypotheses	17
Assumptions of the Study	18
Justification/Rationale of the Study	19
Scope of the study.....	25
Limitations and Delimitations of the Study	28

Chapter Summary	28
CHAPTER TWO : LITERATURE REVIEW	30
Introduction.....	30
Conceptual Literature Review	30
Transformational Leadership	31
Idealized Influence.....	37
Inspirational Motivation.....	39
Intellectual Stimulation	41
Sustainable Leadership Development.....	46
Long-Term Mindset	49
Cross Boundary Leadership Mindset.....	51
Exercising Influence without Authority.....	52
Working with Complexity	54
Sustainability Mindset	56
Innovative Behavior.....	57
Innovation in Teaching Style	59
Innovation in Class Organization.....	61
Innovation in Instructional Practices	64
Innovation in Use of Textbooks.....	66
Innovation in Methods of Assessment.....	67

Innovation in Provision of Special Education	69
Innovation in Feedback Mechanism	70
Empirical Literature Review	72
Implications of Idealized Influence on Teachers' Innovative Behavior	72
Implications of Individualized Consideration on Teachers' Innovative Behavior	76
Implications of Inspirational Motivation on Teachers' Innovative Behavior	78
Transformational Leadership, Sustainable Leadership Development, and Innovative Behavior	80
Primary Schools	83
Theoretical Framework	83
Transformational Leadership Theory	84
Sustainable Leadership Theory	86
Innovative Behavior Theory	88
Research Gaps	93
Chapter Summary	99
CHAPTER THREE : RESEARCH METHODOLOGY	100
Introduction	100
Research Philosophy	100
Research Design	101

Target Population.....	103
Population Sample	104
Population Sampling Method	108
Types of Data Collected.....	108
Data Collection Methods and Procedure	109
Instrument Pre-Testing.....	109
Ethical Considerations	112
Chapter Summary	113
CHAPTER FOUR : RESULTS AND DISCUSSION.....	114
Introduction.....	114
Response Rate.....	114
Demographic Analysis.....	116
Descriptive Statistics.....	117
Head Teachers' Idealized Influence.....	118
Head Teachers' Inspirational Motivation	121
Head Teachers' Intellectual Stimulation.....	124
Head Teachers' Individualized Consideration.....	128
Sustainable Leadership Development.....	132
Innovative Behavior.....	135
Inferential Analysis Results	139

Correlation Analysis Results.....	139
Regression Analysis Results	147
Goodness of Fit for the Moderating Effect of Sustainable Leadership Development	152
ANOVA Analysis for the Moderating Effect of Sustainable Leadership Development	153
Regression Coefficients Analysis for the Moderating Effect of Sustainable Leadership Development	154
Research Hypotheses Test Results.....	157
Chapter Summary	160
CHAPTER FIVE : SUMMARY OF FINDINGS, RECOMMENDATIONS, AND AREAS OF FURTHER RESEARCH AND CONCLUSIONS	161
Introduction.....	161
Discussion of the Findings of the Research Study.....	161
Head Teachers' Idealized Influence.....	162
Head Teachers' Inspirational Motivation	163
Head Teachers' Intellectual Stimulation.....	164
Head Teachers' Individualized Consideration.....	165
Moderating Role of Sustainable Leadership Development	165
Conclusions.....	167
Recommendations.....	169

Recommendations for Managerial Practice	169
Recommendation for Policy	169
Recommendation for Further Studies	170
REFERENCES.....	173
APPENDICES	190
APPENDIX I: QUESTIONNAIRE	190
APPENDIX II: INTRODUCTION LETTER	197
APPENDIX III: PAC ISERC CONSENT FORM.....	198
APPENDIX IV: RESEARCH AUTHORIZATION LETTER.....	200
APPENDIX V: RESEARCH LICENSE	201

DEDICATION

I would like to dedicate this research project, firstly, to our Living God and Father who art in heaven for his protection and care. Secondly, I dedicate this research project to my loving wife (Janet), my daughter (Abigael), my son (Wilson) and my nieces (Marble and Gloria), they have been the source of my strength and motivation in this academic journey. I as well dedicate this thesis to everyone who will find time to read as they pursue new knowledge.

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ABSTRACT

Creativity and innovative behavior among employees are some of the aspects that most institutions are struggling with. Most primary schools are faced with a myriad of challenges especially during transitions from one curriculum to another where teachers are supposed to get it right before the young learners at basic education levels are transitioned to secondary schools. Thus, this study aimed at exploring the implications of transformational leadership and sustainable leadership development on primary school teachers' innovative behavior in 24 selected primary schools in Nairobi County, Kenya. The study was guided by transformational leadership theory with the following five objectives, namely exploring the implications of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration on primary school teachers' innovative behavior in Nairobi County, Kenya respectfully. The fifth objective was to determine the moderating role of sustainable leadership development on the relationship between transformational leadership and primary school teachers' innovative behavior in Nairobi County, Kenya. The study adopted a descriptive research design using quantitative data which was guided by positivist epistemology research philosophy targeting a population 4278 primary school teachers in the 225 primary schools in Nairobi County of which a case study was conducted on 24 purposively selected primary schools. Purposive sampling was used to select the Head teacher, Deputy Head teacher, and senior teacher and class teachers for Grade 4 and Grade 6 while simple random sampling was used to identify 5 teachers adding up to 10 respondents from each of the 24 selected schools. The study collected quantitative data using closed-ended questionnaires that was analyzed using the statistical package for social sciences version 28 for descriptive, correlation, and regression analysis and was presented in tables based on the objectives of the study. The findings revealed that transformational leadership dimensions idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration had a collective effect on innovative behavior among primary school teachers. The model summary results showed an R-squared value of 0.525, indicating that these variables explained 52.5% of the variation in innovative behavior. The ANOVA results confirmed that the overall regression model was statistically significant ($F = 52.597$, $p = 0.000$), suggesting that transformational leadership significantly predicts innovative behavior. Regression coefficient results revealed that intellectual stimulation ($\beta = 0.311$, $p = 0.002$) and individualized consideration ($\beta = 0.179$, $p = 0.049$) had statistically significant positive effects on innovative behavior. However, idealized influence ($\beta = 0.167$, $p = 0.084$) and inspirational motivation ($\beta = 0.088$, $p = 0.325$) were not statistically significant predictors. The study concludes that transformational leadership significantly enhances teacher innovation when supported by intellectually stimulating and personalized leadership practices. In view of the findings, the study recommends that school leadership development programs should prioritize intellectual engagement and individualized support strategies to foster sustainable innovation among teachers.

LIST OF TABLES

Table: 1: Research gaps	95
Table 2: Target .population.....	103
Table 3: Summary of target sample	104
Table 4: Interpretation of validity coefficients	111
Table 5: Response Rate	115
Table 6: Demographic Information of Respondents	116
Table 7: Descriptive Statistics on Head Teachers' Idealized Influence	119
Table 8: Descriptive Statistics on Head Teachers' Inspirational Motivation	122
Table 9: Descriptive Statistics on Head Teachers' Intellectual Stimulation	126
Table 10: Descriptive Statistics on Head Teachers' Individualized Consideration	129
Table 11: Descriptive Statistics on Sustainable Leadership Development	133
Table 12: Descriptive Statistics on Innovative Behavior	136
Table 13: Correlation Matrix	141
Table 14: Model Summary	153
Table 15: ANOVA Results	153
Table 16: Regression Coefficients	147
Table 17: Model Fitness for the Moderating Effect of Sustainable Leadership Development	153
Table 18: ANOVA for the Moderating Effect of Sustainable Leadership Development	153
Table 19: Regression Coefficients for the Moderating Effect of Sustainable Leadership Development.....	155

LIST OF FIGURES

Figure 1: Conceptual Framework	91
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ABBREVIATIONS AND ACRONYMS

EC	-	Employee Creativity
EJP	-	Employee Job Performance
EJS	-	Employee Job Satisfaction
ESD	-	Education for Sustainable Development
IC	-	Individualized Consideration
IERC	-	Institutional Ethics Review Committee
II	-	Idealized Influence
IM	-	Inspirational Motivation
IS	-	Intellectual Stimulation
IWB	-	Innovative Work Behavior
KCSE	-	Kenya Certificate of Secondary Edu
KEMI	-	Kenya Education Management Institute
KeNHA	-	Kenya National Highways Authority
MLQ	-	Multifactor Leadership Questionnaire
MoE	-	Ministry of Education

PLCs	-	Professional Learning Communities
PLD	-	Professional Learning and Development
SEM	-	Structural Equation Modeling
SPSS V28	-	Statistical Package for Social Sciences Version 28
TAL	—	Transactional Leadership
TFL	-	Transformational leadership
TPD	-	Teacher's Professional Development
		Work Tasks Motivation Scale for Teachers in
WTMST	-	Kosovo

DEFINITION OF OPERATIONAL TERMS

Basic Education Institution - It is an institution of learning that offers basic education that corresponds to the first nine years of formal learning at two levels, lower and upper primary in the 8-4-4 system or pre-primary and grades 1-6 in the Competence Based Curriculum (The Kenyan Basic Education Act of 2013). The term was used in this research to mean early childhood development or Primary school in the Kenyan context.

Basic Education Institution Leader – According to Jakavonytė & Barkauskienė (2023) a basic education institution leader means that man or woman who initiate interesting activities in education, unites community, implement school vision, willing to participate in making school decisions and is tasked with forming a dialogue culture and agreements on the basis of trust, personal commitment and being empowered to act. This term was used in the study to mean a teacher that has authority over other teachers and brings the community together.

Education for Sustainable Development - Education for sustainable development was used in the study to mean a holistic approach whose focus is on empowering basic education learners to act in a responsible manner to achieve their present and future economic and social goals. According to Dumitrescu et al. (2022) ESD is a learning process that is aimed at training individuals on how to find solutions for solving major problems confronted by humanity.

Education System – The UNESCO (2020) conference defined an education system as a domain that encourages learners to act in a responsible manner so as to create a sustainable and peaceful world to foster active citizenship. The term was used

in this study to mean an accepted curriculum followed by all learners to gain knowledge gradually and more specifically in the Kenyan context it implies either 8-4-4 or Competence Based Curriculum.

Learner – According to Oxford Learner’s Dictionaries (2023) a learner is a person trying to gain skill or knowledge of something by engaging in studies, practice, or being taken through a teaching process. In this paper, a learner was used to mean a male or female child at their early stage in the education system.

Quality Education - According to Dumitrescu et al. (2022), quality education is an avenue to equitably accessing education and increasing the number of persons with the right skills needed in the labor market. In this study, quality education was used to mean delivery of required skills and knowledge in line with the Kenyan primary education system.

Teacher – A teacher is an education instructional personnel, instructor or educator whose work is to impart basic educational knowledge (UNESCO, 2016). A teacher in this study was used to mean adult male or female engaged in educating learners at basic education level.

CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY

Introduction

Teachers' innovativeness is one of the challenges facing most primary schools operating in the continuously changing environment with transformational leadership best suited as one of the possible leadership styles if embraced can deliver solutions. The researcher used this chapter to discuss the background to the study, statement of the problem, objectives of the study, research questions, assumptions of the study, significance of the study, scope of the study, limitations and delimitations, and chapter summary.

Background of the Study

Creativity and innovation are some of the major challenges facing most primary schools not only in Kenya, but also in both regional and global contexts while facing constant changes emanating from internal operations and the external environments including government policies. Due to the ever-ending changes, transformational leadership style is best suited to deliver on the intended solutions (Altarawneh& Al-Adaileh, 2022). For purposes of continuity of service delivery, transformative leaders have a responsibility of sustainably developing their followers based on the creative and innovative behaviors those teachers exhibit. However, it is difficult to ascertain the extent to which teachers' exhibit innovative behavior and mastery of their professional duties.

At the global level, Hardie et al., (2020) conducted a literature review on pedagogy in entrepreneurship education with an aim of understanding the effectiveness

of school programs in supporting students to act on opportunities addressing social, environmental, and economic issues in their various communities. On analyzing 45 studies drawn from 9 countries of New Zealand, Finland, Sweden, United Kingdom, Norway, Spain, Netherlands, Singapore and Malaysia, they found out that although entrepreneurship learning opportunities are written into their curricula, students in those countries rarely experience it in their schooling due to lack of teachers' creativity and innovation around entrepreneurship education pedagogy. This is because teachers may not have any entrepreneurship experience leading to their lack of confidence to facilitate such learning as opposed to pedagogical knowledge in their curriculum areas which can only be implemented through creativity, innovation and experiential approaches like value creation (Lackéus, 2020) and program development support from external trainers (Ho et al., 2018).

In another study in Indonesia, Ayu et al, (2023) sought to find out through exploring the extent to which the use of the concept of reshaping technologically-based projects influence creativity of students in three universities of East Java. Results from data collected indicated that flexibility was most explored indicator of creativity and that technology was being used to substitute traditional ways of learning. They continued to argue that integration of technology into learning positively contributes towards students' creativity and increasing mastery of the technology used. This argument concurs with that of Bray & Tangney(2017) who argued that integration of technology into learning together with constructivist pedagogical approach significantly impact on the students' projects outcomes allowing them to utilize their creativity,

innovation as well as cognitive and problem-solving skills (Taylor et al., 2020) simplifying their learning process (Martínez-Cerdá et al., 2020).

However, the relationship between pedagogy and technology is complex (Sothayapetch&Lavonen, 2022).

Other than the global contexts, the challenge of innovation has also been witnessed in Africa. In South Africa, Chigbu et al, (2023) reviewed academic literature with an aim of understanding new pedagogies used in teaching and the learning of higher educational institutions as well as their effectiveness to promote learning of students. It was found out that technologically-based, and innovative pedagogy is the only way forward and is indispensable in the modern teaching and learning practices. Hence, the teachers are asked to actively participate in innovative education (Fraser, 2019;Kgwete&Malatji, 2021) by adopting modern pedagogical approaches and techniques that are more inclusive, effective, sustainable, and flexible (Chiba et al., 2021) in transforming education to achieve industrial demands (Masinde & Roux, 2020). However, innovative and transformational learning in the higher educational institutions in South Africa, its impact and status are unclear and are open to debate and further research (Guri-rosenblit, 2018;Majanja, 2020).

In another study in Ghana to explore the role played by an innovative learning environment to foster creativity in Ghanaian secondary schools, Swanzy-Impraim et al. (2023) argue that, innovative learning environments affect the ability of the teachers in enacting innovative pedagogies and help creative learners to freely collaborate and engage in risk-taking activities for doing things better and differently (Imms &Kvan,2021). They continued to argue that lack of creativity and innovation in the

part of the teacher is an impediment to flexible and creative class engagements (Fan & Cai, 2020). For example, positioning a teacher at the front of the class makes learners to be reluctant in sharing ideas and contributing to instructional activities (Doorley & Witthoft, 2012).

Still regionally in Africa, Khaola, et al. (2020) conducted a study in Lesotho to examine how school principals' leadership styles and acts of fairness on achievement influenced innovative working behaviors amongst teachers. The study findings indicated that leadership's perception and fairness expressed by principals had a significant and positive effect on innovative working behaviors exhibited by teachers as opposed to their expectations and affective commitment to their schools. In another study, Bawuro, et al. (2018) sought to find out the factors that influenced teachers' innovative behavior in North Eastern Nigerian secondary schools. The study concluded that transformational leadership is one of the factors that have a significant and positive impact in encouraging teachers to show innovative behavior in their schools.

Quaicoe et al, (2023) conducted a study to ascertain the challenges associated with school-based digital innovation and transformations in education in Sub Saharan Africa. Kenya is among the countries in which the study was conducted. They argue that in Kenya, the landscape in education is characterized with providing students with e-readers, while teachers and school leaders are given tablets. Quaicoe et al, (2023) continues to posit that even though school teachers desire to invest their time and skills in implementing the information and communication technologies, they face school-based infrastructural challenges impeding or inhibiting their creativity and innovation

(Masingila et al, 2019) due to lack of contents relating to digital transformation in education and framework for innovation in schools. To address this issue there must be in place a collective vision for innovation which is lacking in many schools that must be corrected by a responsible and visionary leadership (Gupta, 2021).

In yet another study in Kenya, Goshtasbpour et al. (2023) aimed at exploring the barriers on implementing technologically-enhanced learning in higher educational institutions based in low-resourced contexts. The main focus was on possible solutions from educators, institutional managers and their support staff. The study found out that most stakeholders are aware and prioritize barriers they perceive to be relevant to their roles, but are not aware of the barriers other stakeholders face nor do they know how the other stakeholders perceive their roles in supporting innovations around technologically-enhanced learning.

This study on transformational leadership, sustainable leadership development, and innovative behavior among primary school teachers in Nairobi County, Kenya has three variables; transformational leadership as the independent variable, sustainable leadership development as a moderating variable and teacher's innovative behavior as the dependent variable. The background of these three variables is as presented in the following sections.

Transformative leadership is among the most researched educational leadership styles in educational institution's contexts as being an important contextual factor on the behavior of teachers (Bush, 2018) and generates discussions around the relevance of its implications on innovation, change, and transitions management. Duan, et al. (2022) posits that when leaders engage in transformational leadership behaviors, they

are able to identify the strengths of their followers and stimulate them to show their personal initiative in turn, predicting their engagement on work for the following day and job or task performance. This leadership style was measured using the four aspects of idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Ohunakin et al., 2019, Northouse, 2019).

A number of varied reasons led to the choice of transformational leadership as being suited in addressing the challenge of innovative behavior among primary school teachers in Nairobi County, Kenya due to their ability to motivate and inspire their followers towards achieving a shared vision on positive change and fostering innovation. First is the ongoing transition from the current 8-4-4 system to Competence Based Curriculum (CBC) in Kenya. A taskforce was nominated to review and give projects on viability and feasibility of implementing the CBC Curriculum (Daily Nation, October 28, 2022) as well as training of Lecturers ahead of the Competency-Based Curriculum in institutions of higher learning (Daily Nation, November 7, 2022 pg4 DN2). The current teachers should be more innovative in the implementation process rather than going for fulltime retraining. CBC in the Kenya education curriculum was introduced without having in place teachers well trained and prepared to implement. This calls for creativity and innovation as teachers integrate into the system.

Secondly, primary school leaders are expected to identify the strengths of their followers and stimulate them to show their initiative to innovativeness. In a study on how parental and the current socioeconomic status shape transformational leadership of an individual by Duan, J. et al (2022), it was found out that when leaders engage in

transformational leadership behaviors, they can identify their strengths and be able to predict task performance of work for the following day.

Thirdly, transformational leaders stimulate and encourage their followers by promoting a happy attitude towards institutional responsibilities including innovativeness based on their capabilities. In a study to find out the relationship between transformational leadership and the work motivation of teachers, Morales (2022) posited that transformational leadership focuses on changing the connection that exists between leaders and their subordinates.

Transformational leadership was chosen for this study because innovation challenges faced by most primary schools are due to lack of encouragement as well as bad attitudes and desire, that a transformational leader can address by attempting to initiate change within the primary school set up while raising and building the capacity of the teachers they are leading. They have to articulate a compelling vision, challenge the status quo, attend to individual follower needs and act as role models.

The second variable in this study is sustainable leadership development. Current primary school leaders have to develop their successors for continuity and growth of those primary schools. Grooms and Reid (2011) posits that sustainable leadership evolves from carefully orchestrated education programs. Due to globalization, primary school contexts are familiar to those that are found in and operate from different societies around the globe by making the world smaller and connected (Nieto, 2007). For example, in Malaysia, the Ministry of Education through its education plan 2013-2025 aimed at providing appropriate education that can develop learners nationally at the early education stages to produce very highly skilled

manpower to make the country grow sustainably as at 2030 (Malaysia, 2018) by developing school principals to become more effective as leaders based on some researchers claims that most effective schools are influenced by their principals' (Wallace, 2013; Leithwood & Hopkins, 2019; Wu, 2020) sustainable leadership (Hargreaves, 2007).

Ansar and Hussain (2014) posit that education is a medium used to convey feelings, knowledge, values, skills and information to an individual person's influence. Sustainable leadership development for primary school teachers aims at improving, preserving, and developing deep learning that spreads and lasts without causing any harm. It is, instead, aimed at creating positive benefits for others that are around now and in the distant future (Hargreaves, 2007). It matters by preserving, protecting and promoting in education what is in itself sustainable in the enrichment of school life for teachers. Sustainable leadership development lasts by addressing the challenge of succession and leadership across and beyond an individual leader in educational change.

Sustainable leadership development was chosen as a moderating variable in this study because it has the ability to assess how primary school leadership disseminate the school goals, provide teachers with professional development programs (Nukoonkan & Dhammapissamai, 2023), involve teachers in making decisions, promoting a positive school climate and working culture, developing teachers to become successful leaders (Bellibas & Liu, 2018), leading as role models, practicing communications with feedback (de Carvalho-Filho et al., 2020), practicing

consensus amongst teachers, encouraging teachers to reflect on their styles of teaching and encouraging them to solve problems strategically (Cook, 2014).

Lack of sustainable leadership development leads to excessive draining of the potential future leaders through overloads in innovation or giving teachers unrealistic change timelines leading to wastage of money and people (Fullan & Hargreaves, 1991). In light of the above, sustainable leadership development was measured by assessing teachers' long-term mindset, their cross-country leadership mindset, exercising influence without authority, working with complexity, recognizing importance of leading oneself, sustainability mindset, systems thinking and relationship building.

In this study, teachers' innovative behavior is the third variable. Having and portraying innovative behavior or being innovative is simply being able to generate and implement new ideas (Thurlings et al., 2015). Innovative behaviors exhibited by employees are key determinants of organizational sustainability (Gao & Han, 2022) as well as multistage processes that involve generation and the implementation of new solutions or ideas associated with several individual and organizational factors (Scott & Bruce, 1994; Jung et al., 2021). Innovation is considered as an essential factor closely related to teachers' professional development (Zhang, 2014), knowledge enhancement (Xu, 2017), academic ranking of the learning institutions (Stupnisky et al., 2019), use of social media such as LinkedIn in disseminating professional information including teaching and learning (Oke & Fernandes, 2020) and national prosperity (Watt & Richardson, 2020).

As organizational leaders, head teachers in schools have an obligation to have their teachers become more creative and innovative to accommodate all those children

from diverse backgrounds by developing their capacities and motivating them to stay longer in those schools with prospects of being promoted to leadership roles. The answer therefore, is in the application of transformative leadership and its aspects. Innovative teachers have abilities to come up with creative ideas on teaching and getting children to love being in school and enjoy the company of others even when they do not speak the same language, come from different religions, beliefs, tribes, nationalities and races (Latif & Hafid, 2021).

In knowledge-based contexts, such as primary schools in Kenya, there exists stiff competition based on national examinations performance for those schools to be ranked at the top to attract more parents to enroll their children therein. Innovation on the part of the teachers is considered as being critical for the sustainability and success (Amabile, 1988; Nonaka & Takeuchi, 1995, Kontoghiorghes, Awbrey, &Feurig, 2005) dependent on the teacher's behavior. Therefore, this means that innovation is very important for the primary schools to succeed as well as survive in the highly competitive and turbulent educational business environment. Such behavior is self-initiated to generate new ideas, developing those ideas, applying them in their operational contexts, promoting and modifying them to benefit in the performance of their roles, (de Jong & den Hartog, 2005, & Konermann, 2012) and replicate in future leadership.

Innovative behavior does not come on its own but through some form of motivation exhibited by the leadership. For example, being or becoming such continuously developing professionals, primary school teachers require that they serve in schools where they are stimulated to continuously develop especially in this 21st

century where their competences can help their students (O'Brien et al., 2018). The only solution lies in leaders' engagement in transformative activities with tangible evidence of its implications on the teachers' future of work in the primary schools contexts.

Innovative Behavior among Primary School Teachers has been identified as an area of interest in this study by virtue that primary schools are expected to have teachers that are able to implement various changes including transitions. However, not many of them succeed in delivering on their mandate due lack of transformational leaders with the ability to initiate and manage change using their followers' skills and efforts on matters of innovation. For instance, Gkontelos et al. (2023) opined that the more confident a teacher feels on personal abilities, the greater is their behavioral orientation towards creativity and innovation. They continue to argue that teachers having low competence levels in management of their classrooms, student engagement, or adaptation of new teaching styles, have less likelihood of exhibiting innovative behaviors.

On their part Warren and Hale (2016) argue that school working environments that are demanding enhance work-stress resulting in difficulties in fostering teachers' innovation behaviors to offer any new thing, unique or innovative. The teachers feel exhausted emotionally and find their relief in disengagement (Gkontelos et al., 2023). This study measured teachers' innovative behavior by assessing their innovation in teaching styles, instructional practices, class organization, use of textbooks in the classrooms, methods of assessment used in the classroom, provision of special

education in schools as well as feedback mechanisms in their schools.

(Zaporozhchenko, 2022).

This study aims at exploring how school leadership address the challenge of teachers' innovation in primary schools in Nairobi County, Kenya by setting some definite task-oriented assignments for their teachers, with goals to stimulate them to be innovative and seek professional learning and improvement on their individual competences anchored on clear basic educational objectives (Quines & Albutra., 2023). Primary School Teachers on their part, are encouraged to be more innovative and creative as they are being assigned sustainable task-oriented assignments while their leaders are supposed to provide them with adequate social and moral support to stimulate them to engage in research-related tasks for the benefit of learners, the organization and the education sector as a whole through sharing ideas and working collaboratively with the education sector stakeholders (Xuereb, 2020). Promotions to leadership roles should be based on the teacher's creativity and innovativeness. This helps in motivating teachers to be more creative and innovative while performing their duties. This study was conducted in twenty four selected primary schools in the 17 Sub Counties in Nairobi County, Kenya.

Statement of the Problem

Innovation is believed to be one of the important activities that individuals working in organizations must engage in to liberate communities around those organizations, their country and human race (Bolden et al., 2023). From the global perspective, innovations in education have gained momentum, though there still exists a

myriad of problems like asymmetry in information and difficulties in matching resources which hinder success of innovations in education (Alblihed et al, 2021).

For instance, in China, Anshari et al, (2023) posits that during the COVID-19 epidemic, the large-scale Use of internet in education came with new features and created new problems associated with tight timelines in preparations, involved a large number of teachers and students participating in the programs, led to uneven environment to facilitate teaching and unavailability of reliable resources for teaching. Schools are supposed to strengthen the use of new technology that require teachers to interact and interconnect as they integrate, create and promote the practice of teaching (Cui et al, 2023). Qiu et al, (2023) points out that innovation in education was hampered by among other factors supported by management, financial support, and integration of innovation with other disciplines.

Other than the global contexts, innovative behavior among primary school teachers is directly affected by factors associated with the learning environment. For instance, in Ghana Swanzy-Impraim et al. (2023) investigated the role played by an innovative learning environment to foster creativity and found that majority of the schools did not have innovative learning spaces to accommodate the large number of learners which impacted the pedagogical options used by teachers. Innovative behavior among primary school teachers helps in addressing individual student learning styles where some types of activities that teachers are engaged in are not practical to be undertaken within the classrooms or limited space (Imms & Kvan,2021). This is in agreement with the argument posited by Cabraand Guerrero, (2022) that in the model of innovative engine, creativity is inspired, developed and taught through learning and

teaching and that the learning environment, available resources and culture positively influences hands-on activities and cognitive process linked to innovative learning (Fan & Cai,2020).

As is globally and regionally, in the Kenyan context, Likoko et al. (2023) conducted a study to ascertain 21st century skills gap in the education system in schools in Webuye West Sub-County. The study findings indicate that innovativeness in schools to impart skills necessary to make the learners good citizens has been ignored with stakeholders focusing on high performance on the national examinations. Basically, when learning and teaching is well done, learners turn out to be better citizens in society and nationally. With this in the mind of teachers, they should act as coaches and mentors to the learners and encourage fellow teachers to pursue continuous learning to enhance their creativity and innovativeness to become good educators.

Due to an increase in challenges facing the education sector in Kenya, primary school teachers need to be more innovative to maintain their individual capacity and that of their schools to remain competitive to guarantee success, recognition and stay relevant in the education sector (Zainal et al., 2019). The Ministry of

Education in Kenya has been mandated by the government to adopt and implement the Competence Based Curriculum (CBC) as they phase out the 8-4-4 Curriculum to keep pace with the advent of the growing industrial revolution. Teachers' innovation is an important factor that has to be given attention and should not be ignored (Kundu & Roy, 2016) due to its ability to facilitate critical changes that can improve the education system.

According to Zainal et al. (2019), teachers lacking innovative views or attitudes are likely to lose focus of institutional vision, not committed to their job, their professionalism goes down, level of excitement or happiness with their job is negatively affected, not able to empower learners psychologically, never gain job satisfaction, have a negative attitude towards teaching and are not willing to accept ICT and innovation. Catio (2019) posits that such teachers produce learners who cannot think critically or creatively as well as are incapable of settling problems.

This study was used to fill conceptual, contextual and methodological gaps. There are no comparative studies that link Innovative Behavior among Primary School Teachers with Transformational Leadership being moderated by Sustainable Leadership Development. For example, in Korea, Kang (2021) conducted a study to explore the effects of transformational leadership on teachers' cooperative professional development among Korean teachers. The main aim of the study was to provide empirical evidence to explain how transformational leadership affects cooperative professional development. The current study has a conceptual gap as that of Kang (2021). This study was focused on transformational leadership and innovative behavior among primary school teachers being mediated by sustainable leadership development while that of Kang was more focused on teachers' cooperative development. Contextually, the current study differs from other studies. For example, a study conducted by Amankwaa et al. (2019) to examine a number of mediating mechanisms through which transformative leadership affect innovative working behaviors (IWB) by testing job autonomy, affective organizational commitment and the supportive management as mediating paths used. Even though the study by Amankwaa et al.

(2019) sought to determine the effect of transformational leadership on innovative behavior, it was conducted in retail banks in Ghana while the current study was on teachers innovative behavior conducted in primary schools in Nairobi County, Kenya. Methodologically, some of the studies that have been conducted previously used different research designs such as systematic literature research and meta-analysis of published data (Ordoudi et al., 2023), collective case studies and literature surveys (Kerkhoff & Makubuya, 2022) while Musyoki (2022) adopted a correlational design, with a combination of purposive, census, simple random and stratified sampling. This study adopted both purposive and simple random sampling to identify respondents. Quantitative data was collected using closed ended questionnaires and analyzed using SPSS V28.

Objectives of the Study

The general objective of this study was to explore the implications of transformational leadership and sustainable leadership development on innovative behavior among primary school teachers in selected primary schools in Nairobi County, Kenya.

Specific Objectives

This study was guided by five specific objectives: -

1. To explore the implications of head teachers' idealized influence on innovative behavior among primary school teachers in selected primary schools in Nairobi County, Kenya.

2. To establish the implications of Head teachers' inspirational motivation on innovative behavior among primary school teachers in selected primary schools in Nairobi County, Kenya.
3. To examine the implications of head teachers' intellectual stimulation on innovative behavior among primary school teachers in selected primary schools in Nairobi County, Kenya.
4. To investigate the implications of head teachers' individualized consideration on innovative behavior among primary school teachers in selected primary schools in Nairobi County, Kenya.
5. To determine the moderating role of sustainable leadership development on the relationship between transformational leadership and innovative behavior among primary school teachers in selected primary schools in Nairobi County, Kenya.

Research Hypotheses

This research study was guided by the following four null hypotheses.

H₀₁: The head teachers' idealized influence has no significant effect on innovative behavior among primary school teachers in selected primary schools in Nairobi County, Kenya.

H₀₂: The head teachers' inspirational motivation has no significant impact on innovative behavior among primary school teachers in selected primary schools in Nairobi County, Kenya.

H₀₃: The head teachers' intellectual stimulation has no significant effect on innovative behavior among primary school teachers in selected primary schools in Nairobi County, Kenya.

H₀₄: The head teachers' individualized consideration has no significant impact on innovative behavior among primary school teachers in selected primary schools in Nairobi County, Kenya.

H₀₅: The moderating role of sustainable leadership development has no significant effect on the relationship between transformational leadership and innovative behavior among primary school teachers in selected primary schools in Nairobi County, Kenya.

Assumptions of the Study

This study made various assumptions. First, this study assumed that all respondents would cooperate with the researcher and provide their feedback in time for the researcher to complete the research study. Secondly, the study assumed that all respondents would not withhold any factual information that is relevant to the research questions nor would they be suspicious of any victimization or consequences for revealing any information. Thirdly, this study assumed that the respondents are aware of what transformative leadership is and that they have a good understanding of its aspects and their application in primary schools' leadership. Fourthly, this study assumed that the working environment is conducive for sustainable leadership development and that the respondents understand the benefits of being creative and innovative for purposes of sustainable leadership development. Fifthly, this study assumed that the researcher would be allowed time off from work since he is a full-time employee in the private business sector working six days a week. Sixthly, this study assumed that it would create new knowledge on application of transformative leadership and sustainable leadership development in impacting creativity and innovativeness among primary

school teachers not only in Nairobi County, Kenya but also regionally in Africa and global contexts. Seventhly, this study assumed that primary schools' leadership would accept, adopt and implement the findings purposely for the furtherance of initiatives that support creativity and innovation in their institutions. Eighthly, this study assumed that transformational leadership and sustainable leadership development have positive implications on primary schools in Nairobi County, Kenya. Ninth, this study assumed that the primary school teachers are motivated to follow their leader's transformative nature of leadership.

Justification/Rationale of the Study

There are a number of factors that were anticipated to make this exploratory study fit to be carried out. Cloutier et al. (2017) posits that, a justification of the study is all about advancing the current processes understanding by organizational leaders through unpacking the workplace dynamics at individual level of analysis, refreshing critical perspectives, expanding and developing and pushing as well as questioning the core assumptions.

This study first sought to fill conceptual gaps that are existing. For example, many of the research studies that have been done locally, regionally and globally do not link transformational leadership and sustainable leadership development with creativity and innovation especially in primary schools. For example, a study by Torlak et al. (2019) was conducted to ascertain whether transactional or transformational leadership is the most effective style of leadership in impacting employee's job satisfaction and performance in the educational sector in the context of privately owned educational institutes in Lahore and Islamabad, Pakistan.

Kasımoğlu (2020) did a comparison of the impact that the four transformative leadership components have at the workplace for managers working at the Conglomerate companies both in Algeria and Turkey. The study by Torlak et al (2019) focused on job satisfaction and performance as dependent variables while this study seeks to explore the implications of transformational leadership, sustainable leadership development and innovative behavior among primary school teachers in Nairobi County, Kenya as the dependent variable.

Other studies link transformational leadership with performance or change in behavior. For example, Musyoki (2022) investigated the influence of school principals' idealized influence as a transformational style of leadership on students' performance in the nationally administered Kenya Certificate of Secondary Education examinations at the County of Makueni. While Bacha and Kosa (2022) explored whether the faculties' affective professional commitment played a mediating role in the relationship that existed between the behaviors of transformational leadership exhibited by the management, perceived organizational support and citizenship behavior by members of faculties in the Debre Berhan University of Ethiopia. The study by Musyoki focused on students' performance that of Bacha and Kosa focused on citizenship behavior by faculty members, while the current study seeks to explore the implications of Transformational Leadership, sustainable leadership development and innovative behavior among primary school teachers in Nairobi County, Kenya.

Secondly, the context adopted for the study has not been explored. For example, Kanu et al. (2022) examined the role played by transformational leadership in the relationship that exists between employee perceptions on their organizational reputation

and work engagement in the banking sector. Kiplagat (2020) examined the role transformational leadership has on organizational change management using a case study of Kenya National Highways Authority. Brennan and King (2022) explored whether it was sustainable to engage in inclusive practices in changing times using transformational models of professional learning and development in Ireland. Kanu et al (2022) adopted the context of the banking sector, Kiplagat (2020) adopted the Kenya Highways Authority and Brennan and King (2022) conducted their study in Ireland. This study sought to explore the implications of transformational leadership, sustainable leadership development and innovative behavior among primary school teachers in Nairobi County, Kenya, with primary schools in Nairobi County, Kenya being the context of the study.

There have been identified methodological gaps between this study and other previous studies. According to Ordoudi et al. (2023) the key objective of identifying methodological gaps is to highlight the critical issues concerning the study design, sample selection, setting instruments and acquiring data, preprocessing and classification methods as well as the validation of the results. Some of the studies that have been conducted previously used different research designs such as systematic literature research and meta-analysis of published data (Ordoudi et al., 2023), collective case studies and literature surveys (Kerkhoff & Makubuya, 2022) while Musyoki (2022) adopted a correlational design, with a combination of purposive, census, simple random and stratified sampling. This study adopted a quantitative approach of a case study of 24 selected primary schools in Nairobi County with purposive and simple random sampling of respondents. Data collected was analyzed

inferentially to predict the implications of transformational leadership on innovative behavior among teachers in Nairobi County, Kenya.

Therefore, there have not been any studies that have a combination of the three variables adopted in the current study, the context, methodology and participants which qualify this study worth an exploration.

Significance of the Study

This study is significant in application of the aspects of transformational leadership in primary school contexts. The beneficiaries of this study are the current school leaders, basic educational policy makers, current primary school teachers, parents, learners, communities neighboring schools, future employers, Ministry of Education and future researchers. The current primary school leaders like those in many other business entities would start leading with the future in their minds. Since this study sought to significantly address the issue of teachers' creativity and innovation as moderated by sustainable leadership development, they would appreciate the need for highly qualified and skilled teachers to run and manage their schools. The current primary school leaders would be able to develop, retain and reward their teachers as they stand to benefit from a pool of teachers who are innovative and creative to take up future leadership roles.

The outcome of this study gives primary school policy makers an understanding on the need for creativity and innovation among primary school teachers especially during transitions. They need to act as mentors and coaches to their followers to take up leadership roles and responsibilities. This study aimed at enabling those leaders to understand and apply the aspects of transformational leadership as

they engage in sustainable leadership development of the primary school teachers' innovative behavior.

The current primary school teachers benefit from the findings of this study by identifying and understanding the benefits associated to being creative and innovative ranging from being recognized and retained in the schools, being referred and sponsored for continuous professional development and fairly rewarded (Scanlan & Still, 2019) to evoke positive psychology and their individual work behavior (IWB) as well as recommendation for leadership positions. As well, this study aimed at helping teachers to identify the skills associated with being creative and innovative while working in their primary schools. They should be able to generate and implement ideas (Dediu et al., 2018) as they improve on their innovative work behavior.

The parents having children who have attained school going age are motivated and have no doubt in enrolling them to learn and acquire skills for their future development. Their children shall gain necessary skills and knowledge that changes their individual and family lives by using the skills learnt from the innovative teachers in liberating their personal lives and the society at large. For example, primary school teachers are not engineers, doctors or businessmen but they lay the foundation and encourage young learners to join those professions by creatively and innovatively teaching them on the benefits associated with such professions.

Learners in the primary schools are other stakeholders that benefit from this study. With motivated teachers in schools who tend to put more effort both physically and mentally towards achievement of set goals and objectives, learners are able to learn and cover subject areas with ease. The creativity and innovativeness by teachers help

learners post stellar performance in their classroom and national exams as opposed to those that are taught by less innovative teachers.

The communities around and neighboring the primary schools stand to benefit from this study in that teachers in those schools need to acquire more learning resources from the environment for teaching which impact the economic development of the neighborhood. As teachers creatively and innovatively endeavor to implement new ideas and processes in schools such as conforming to changes, new practices and procedures, the hype on innovation potentially brings about collaboration between teachers with neighborhoods. The main purpose being the success of learners through teachers themselves meeting their expectations.

Future employers benefit from the study findings which act as the motivating factor for teachers to invest their time and sacrifice to help learners know how to handle themselves when they are fully grown. Once learners attain the employment age, they would be able to put into practice whatever the teachers taught them. They would be better future teachers and leaders in industry by adopting the innovative behavior and character of their teachers.

The Ministry of Education in Kenya, through the Teachers Service Commission (TSC) benefits from the study by having primary school teachers willing to use their transformative leadership skills to motivate their followers to willingly present themselves for leadership development through capacity building. Current primary school leaders are able to take advantage of the creativity and innovativeness exhibited by their teachers as a tool for sustainable leadership development. Therefore, this exploratory study benefits both to the leaders and those that they lead.

Further, this study forms the basis for future researchers to be able to identify other gaps in the same context to create new knowledge that benefits all stakeholders in the education sector not only in the context of Nairobi County schools but also in other counties in Kenya, Africa region and globally.

Scope of the study

This research project was carried out in 24 selected primary schools in Nairobi County, Kenya. According to Mugenda & Mugenda in Munyao (2021) the scope of a study basically points out to that study's audience, areas covered and those covered as well as the reasons thereof. Even though there are many leadership styles in practice, this study was limited to an exploration of the implications of the four aspects of transformational leadership on primary school teachers' innovative behavior. These aspects of transformational leadership are idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Hanaysha et al., 2012). Transformational leadership has been chosen for this study because it is a direct determinant of the motivation for teachers to exhibit their innovative behavior and relates positively to job autonomy, supportive management, and affective commitment that result in innovative work behaviors (Khaola& Oni, 2020). Using more variables other than the three makes the study too wide to manage.

Innovative behavior among primary school teachers was limited to how those teachers make choices in executing the pedagogical activities (Woods, 2019) based on how often, more or less they use certain teaching styles, instructional materials and practices, organize or reorganize the class setups, use set textbooks, methods of assessing students, feedback mechanisms, school external relations, evaluation and

hiring as well as innovation in the use of computers in the classrooms (Ashri & Sahoo, 2021). Creativity and innovation can be looked at from different perspectives and considering all of them may make this study wide and unmanageable such as to give unreliable results.

Regarding sustainable leadership development, this study was limited to the moderating role played by sustainable leadership development in influencing innovative behavior among primary school teachers when their leaders adopt the four aspects of transformational leadership. Looking at other influencers on the creativity and innovation on the part of primary school teachers may make this study unmanageable. The only aspects of sustainable leadership development that would be incorporated in this study was that of long-term mindset, cross boundary leadership mindset, exercising influence without authority, working with complexity, sustainability mindset, systems thinking and relationship building (Carlsson & Dawson, 2023; Fry & Egel, 2021). Sustainable leadership development has many other aspects that if incorporated in this study, makes it so broad to manage.

Contextually this study was limited to a sample case study of 24 primary schools in Nairobi County, Kenya. Considering all the 226 primary schools in the county made the study to be so broad to manage and give reliable results. The schools are spread across the county and movement from one school to the next was costly in terms of stationery, transportation and other administrative costs.

Theoretically, this study was anchored in transformational leadership theory as coined by James McGregor Burns in 1978 and presented by Musyoki (2022). Application of theory is in the education sector, transformational leadership is more

practical where teacher's performance appraisals are done by examining the scores of students in exams forcing them to teach under pressure to make students become masters of the content of the examination while paying little attention to critical thinking and comprehension skills (Torlak et al., 2019). This theory has been chosen because it gives a clear explanation on how leaders engage in creating positive work places, promoting open channels of communications, encouraging creativity and innovation, being supportive to their followers by empowering and encouraging them to take risks while challenging the status quo.

Philosophically, this study was anchored in positivist epistemology. The study assumed that the facts that was derived from scientifically adopted statistical methods made legitimate claims in new knowledge. The reason why positivism epistemology has been chosen for this research is due to the assumption that the research study was limited to primary schools and that the researcher is separate from the research itself so as not to affect the outcomes. By adopting a positivist approach, the researcher moved on through the hypothesis and data deductively and objectively.

This study adopted purposive sampling for Head Teacher, Deputy Headteacher, senior teacher, class teacher for Grade 4 and Grade 6 because they play a transitional leadership role in their schools and 10 teachers from each school randomly selected to give fair chances for the teachers to participate as respondents. Data was collected using closed ended questions that was analyzed using SPSS V28 and presented in graphs and tables. This gave more objective results independent of the researcher's viewpoint.

Limitations and Delimitations of the Study

This study faced a number of limitations. First, the leaders especially some school head teachers were not available or lacked enough time to fill the questionnaires due to the continuous government teacher development programs meant to sensitize teachers on transitioning from 8-4-4 system to Competence Based Curriculum as well they were preparing for closure of the first term of schools calendar. The researcher mitigated this challenge by personally booking appointments and making arrangements of collecting data over weekends, on phone or dependent on mutually agreed availability and mode. The second limitation was disruption on meeting time scheduled due to the possibility of being late due to traffic jams in Nairobi city. This limitation was mitigated by use of a private car that can navigate alternative roads and shortcuts rather than public transport that use specific routes and roads. The third limitation was on delays in giving responses on the questionnaire. This limitation was mitigated by sharing the questionnaires on email or conducting the interviews over the phone. The fourth limitation was on time. The researcher is a full-time employee working from 8.00 am to 5.00 pm Monday to Friday and 8.00 am-1.00 pm on Saturdays. This limitation was mitigated with prior planning to take time off during data collection dates and taking annual leave days during the writing and data analysis.

Chapter Summary

This first chapter of the study is dedicated to giving detailed discussion of the problem of innovative behavior among teachers from the global, regional, and local perspectives as well as the presentation of the three variables of this study. The chapter was used to present the problem statement, specific objectives and the research

questions. Other areas discussed are the study assumptions, justifications/rationale of study, the significance of the study, scope of the study, possible challenges likely to be faced during the study and mitigation measures under limitations and delimitations.

Chapter two follows with a detailed literature review.

CHAPTER TWO: LITERATURE REVIEW

Introduction

This chapter was a review of relevant scholarly literature relating to the under study by the researcher to avoid any form of duplication of studies already done and documented (Nneoma et al., 2023). Literature review enabled the researcher to identify existing research gaps that were supposed to be filled which were contextual, conceptual and methodological. This literature review enabled the researcher to remain focused. The chapter covers conceptual literature review, empirical literature review, theoretical framework, conceptual framework, presentation of research gaps, and a chapter summary.

Conceptual Literature Review

This study was guided by the three variables of transformational leadership which is the independent variable, sustainable leadership development which is the moderating variable and teacher's innovative behavior which is the dependent variable. This literature review was organized into sections with each dedicated to explaining relevant aspects of the variables as presented in the research topic. The first section was focusing on transformational leadership as a concept, independent variable, followed by the aspects of transformational leadership as has been applied in different contexts to impact on basic education teacher's innovative behavior, dependent variable. Leadership in learning institutions and the relationships existing between the leadership and their teachers are the most important institutional factors affecting teachers' innovativeness and professional development (Day et al., 2016). This literature review

presented exploratory studies and investigations that have been documented about the implications of transformational leadership on sustainable leadership development.

Transformational Leadership

Transformation leadership is among the most researched educational leadership styles in educational institutions as an important contextual factor in teachers' behaviors (Bush, 2018) and generates discussions around the relevance of its implications on innovative behavior among teachers. It is a very important school's organizational factor that is related to teacher-student behavior (Day et al., 2016; Gumus et al., 2018), creativity, innovativeness and change (Choi et al., 2016) as well as a process in which followers and their leaders work together in advancing to high levels of motivation and morale (Burns, 1978) or another psychological status which lead to increased performance of employees (Jensen and Bro, 2018; Leithwood and Jantzi, 2006).

Transformational leadership implications have evolved over time through the works of MacGregor Burns, Avolio, Kenneth Leithwood, and Bass. This leadership style has evolved rapidly and continues evolving especially in the leadership of primary schools in Kenya while responding to the ever-changing educational reforms and needs for schools to adapt and remain accountable. Transformational leadership is more leader centered where followers are motivated by those actions taken by the leaders.

Transformational leadership involves the demonstration of charisma by leaders through the formulation of a compelling vision and commanding pride and respect from the followers. Leaders have a duty of indoctrinating their vision using symbols and words that encourage their followers to sacrificially utilize their own creative ideas and

share those ideas with others in the performance of tasks with a desire for self development (Jung et al., 2008; Winkler et al, 2015). Torlak, et al (2019) posits that, in the education sector, transformational leadership is more practical when teacher's performance appraisals are done by examining the scores of students in exams where the teachers are under pressure to teach more mechanically to make students become masters of the content of the examination, paying little attention to critical thinking and comprehension skills. However, its important to note that without provision of necessary tools and equipment as well as an environment that can foster creativity, teacher performance appraisal according to Torlak may end up being a demotivating factor leading to lose of morale to be innovative.

Leaders have a responsibility of ensuring that their organizations achieve on their mission and vision through the efforts of their followers. According to Bass et al. (2006), transformational leaders have the task of aligning organizational interests with their members' needs by inspiring them to do more, influencing them through ideas, intellectually stimulating them to use their skills, and being individually considerate of them all through directives and engaging in participatory leadership styles. Transformative leadership is essential in sustainable education innovation (Klaeijssen, 2015; Timperley et al., 2007), where leaders ought to have a higher moral development ability to succeed in any form of the change process.

People who work together develop connections that help in identifying talent for development purposes. Transformational leadership, as defined by Northouse (2019) is the process in which an individual person has an engagement with others to create connections purposely to raise levels of morality and motivation between leaders and

their followers as well as being regarded as the gold standard leadership model that is used in the nurturing and intrinsically motivating in development of followers drawn from the current employees into leadership roles.

When leaders work closely with their followers, they are expected to achieve more within set timelines. Wahyuningdiyah (2015) argues that transformational leadership style is evident where those in authority lead by example through active participation in the change process. Primary school leaders, through this form of leadership, influence their teachers to achieve goals through directing, organizing, planning and integrating teachers' needs with school demands. To succeed they need to be good at problem solving, change making, team-oriented and have strong communication ability. Leaders may end up being exhausted and feel used if not appreciated ending up ignoring other aspects that can lead to creativity and innovation.

Bass (2000) posited that transformative leadership preserves employees from the feeling that they have been alienated at the workplace by actively involving them in the decision-making process and factoring their ideas into the decisions made so that they feel valued, important and motivated to better perform in their roles. Transformational leaders are, therefore, passionate, focused and energized on giving help and support to their employees till they succeed in driving the long-term strategic visions that are shared with their followers. This makes followers get inspired and committed as they feel their individual needs are taken care of by being empowered with their goals aligned with those of the organization making it easier to implement both strategic and organizational changes. All these factors contribute towards a reduced turnover of

employees, high levels of creativity and innovativeness and making employees more productive (Ingram et al., 2018).

For followers to show their creativity and innovativeness, leaders stimulate and build on their capacity. Duan, J. et al (2022) posits that when leaders engage in transformational leadership behaviors, they can identify their followers' strengths and stimulate them to show their initiative, in turn, predicting the following day's work engagement and job or task performance. Only transformational leaders focus on changing the connection that exists between leaders and their subordinates by stimulating and encouraging followers in promoting a happy attitude towards institutional responsibilities based on their capabilities.

Transformational leadership style encourages subordinates to feel more valued, appreciated and taken care of motivating them to be loyal and give more, with a sense of being accomplished in their specific roles. Burns (1978); Bass and Avolio (1994) posited that school principals are perceived as transformational leaders as they engage in integrating creative insight, intuition, persistence and sensitivity to their teachers' needs as they inspire them to surpass their own self-interests.

The construct of transformational leadership can be well understood by defining a transformational leader as an individual who raises followers to a level of consciousness on the importance and value of the desired outcomes as well as the methods used at reaching those desired outcomes (Burns, 1978). They seek to motivate their followers to achieve beyond what they intended as well as realize their full potential (Northouse, 2016). It can be realized through creation of challenging expectations (Sosik et al., 2018). Transformational leaders focus on innovative and creative institutional change by

influencing followers to willingly commit to organizational vision and goals (Sullivan & Decker, 2001).

To accelerate innovation, transformative leadership style is highly influential on followers especially when leaders engage in storytelling, being humorous, giving personal reflections and images and avoiding giving their followers punishment (Othman & Hamid, 2023) and is beneficial in developing high levels of motivation and more commitment (Baig et al., 2021). These leaders often connect the sense of identity of their followers and their personal goals to organizational values and mission while taking advantage of their strengths and weaknesses to assign them appropriate duties and tasks (Foster, 1989). However, it does not mean that by not punishing, a leader motivate followers. Punishment is the avenue to correction of mistakes and must be appropriately and fairly applied so that followers see the end desired result of their actions towards realization of organizational goals and objectives.

Innovations are possible if leaders engage in transformational leadership style which encourages subordinates to feel more valued, appreciated and taken care of, motivating them to be loyal and give more, with a sense of being accomplished in their specific roles. Burns (1978); Bass and Avolio (1994) posited that school principals are perceived as transformational leaders as they engage in integrating creative insight, intuition, persistence and sensitivity to their teachers' needs as they inspire them to surpass their own self-interests.

Job performance and satisfaction is enhanced by engaging in transformational leadership. Moreover, leaders in educational institutions embrace transformative leadership to improve on their teachers' performance and job satisfaction (Hermann

&Bossle, 2020; Pandita, 2012; Aydin et al. (2013). While Ibrahim et al. (2014) argues that transformational leadership has a strong and positive correlation with commitment exhibited by teachers and enhances trust within the organization as well as improving their positive attitudes towards their profession. In addition, transformational leadership impacts on teacher behavior (Givens, 2008) to not only seek solutions for existing and arising problems with the involvement of teachers.

Innovation starts with leadership. In schools, transformational leadership, when adopted by the principals enable them coach and mentor their teachers effectively (Hoppey & McLeskey, 2013; Yirci et al., 2014). However, it does not mean that all the teachers receiving the coaching and mentoring from their principals improve professionally (Hidayat et al., 2023) due to their need for appreciation of their skills and knowledge as well as their being reluctant to professionally improve. The school principals, argues Sultan (2019), must operate in a professional manner and be able to control their jobs beyond their teachers and all employees working under their leadership, while seeking to develop and improve the organization currently and in the far future (Komara et al., 2023).

Therefore, transformational leadership is all about the behavior exhibited by a leader that inspires followers to perform beyond expectations while prioritizing organizational interests over personal interests (Avolio et al., 2009). Transformational leaders use one or more of the aspects of transformational leadership construct as they go beyond the general simple agreements and exchanges with their followers (Arenas et al., 2018). These aspects of transformational leadership are idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Transformational

leaders exhibit each aspect to varying degrees as they bring about their desired organizational outcomes using the efforts of their followers (Bass, 2000; Bass and Riggio, 2006; McCleskey, 2014). These aspects are discussed briefly below.

Idealized Influence

Transformational leaders are expected to share innovative ideas with their followers before introducing them for implementation. This help in creating some influence. Many Basic Educational Institutions face serious issues in the leadership of their schools (Sek, 2023) due to their failure in sharing an understanding of leadership, skills and attitudes with teachers working under them. According to Creswell, (2014), such leaders are innovative and motivate their followers to deal with changes in advance by considering themselves as change agents as well as inspiring them through a dream or vision well communicated to improve on performance generally (Ogolla, 2020).

Primary school leaders with the attribute of idealized influence are expected to be good role models for their teachers and can be trusted and accorded respect on all decisions they make including those associated with innovations. Khan et al. (2022) posits that transformational leaders who adopt idealized influence, resort into taking certain actions viewed by their followers as positively yielding high levels of trust and exemplary performance (Avolio & Bass, 1991). Such a leader holds discussions on the significant beliefs and values with the followers and often makes decisions based on morality and ethics (Northouse, 2001). The leader is able to create an environment of improved interpersonal and working relationships that are enabling in initiation and implementation of change.

Primary school leaders with the attribute of idealized influence have the ability to understand the behavior of their followers and make use of that understanding to assure them of success through creativity and innovation. The leader, through idealized influence is able to comprehend behaviors exhibited by followers and instill a sense of pride in them for their association with a charismatic leader (Sadeghi&Pihie, 2012). Leaders with idealized influence features display a sense of power and show high levels of confidence that reassure followers of their ability to solve a problem at hand. They expound their values and beliefs to their followers encouraging them to have trust among themselves (Sahibzada et al., 2016). Followers follow such a leader by considering them as role models who represent the organizational vision, mission and values (Sadia & Akram, 2018).

The leadership style adopted as well as the leader's abilities and skills significantly affect teachers' performance on their jobs, teaching of their lessons and the extent to which students perform in school. Leadership development using innovative ideas should be top priority preparation of school leaders. Transformational leaders, through idealized influence, motivate their followers to share risks and solutions by empowering them to challenge the practices, processes and procedures that prevail in an organization (Raffrety& Griffin, 2004). These leaders promote their followers' maturity and confidence and nurture their abilities towards creative and innovative thinking by coming up with advanced ideas concerning processes in their organization (Bass & Avolio, 2009). They play a critical role in developing school goals and further ensure they are achieved, through closely engaging in monitoring and evaluating their teachers' performance, and planning their professional development (Guerin et al., 2013).

Idealized influence or charisma, posits Francis & Okorj (2023) involve demonstration of offering service as role model, effectively communicating a sense of shared vision, setting high moral standards, and making sacrifices for group benefit. Ngaihe (2016) argues that idealized influence is associated with a charismatic and ethical leader who exudes the ability to communicate organization vision effectively to subordinates. Such leaders in the educational sector have the ability to build trust and earn confidence from the teachers.

Inspirational Motivation

Innovations are easily implemented when there exists an inspirational relationship between the leader and the followers. Avolio & Bass (1991) argue that in the continuum of leadership, transformational leadership is the shared inspirational relationship existing between followers and their leader. The leader influences and inspires subordinates through taking care of their needs, creating an environment of trust and confidence to perform beyond their potential as well as inspiring them to prefer the organizational interests above their own personal interests (Dvir et al., 2002).

The leader has a responsibility of cultivating a culture of strong and high moral standards to inspire followers to support their organizations. Followers having respect, trust, esteem and loyalty to their leaders, have a feeling of why and how their efforts and performance are important for their organization (Judge & Piccolo, 2004). Inspirational leaders optimistically and enthusiastically reassure their followers building their trust and inspiration to post exemplary performance (Bass & Bass, 2008).

Highly inspired followers have confidence on their leaders and show their respect by implementing any innovative ideas those leaders come up with. In their argument,

Rukmani et al., (2010) posited that inspirational leaders induce a sense of confidence and self-esteem among followers winning their respect and trust. Such a leader intrinsically inspires followers and builds a visionary approach to successful realization of goals. Inspired followers are likely to be more cooperative and can do everything possible to achieve to a greater extent on their assigned duties and responsibilities.

Through inspirational motivation, transformational leaders confidently communicate their vision to the followers intimating them to be more focused on their personal efforts and skills. This motivates followers to exhibit high levels of commitment, become more autonomous and assure their leaders of their ability to achieve assigned roles and tasks (Bass, 1997). Transformative leaders through inspirational motivation improve the perception of their followers by emotionally backing and supporting them to enhance their individual potentials (Raffrety& Griffin, 2004).

Transformational leaders exhibiting inspirational motivation are always worried about the future. They come up with innovative ideas that can enable them face the future with confidence. They articulate a futuristic vision for their organizations and build a very strong organizational image to the followers that are so vital for their success in leadership (Bass & Riggio, 2006). These leaders are perceived to be more effective when facing challenging situations. They raise team spirit, encourage innovative and creative behavior and build a climate of enthusiasm (Limsila&Ogunlana, 2007). This is an important and relevant factor in the social sector especially in Basic Educational Institutions where enthusiasm and motivation are inspired by leaders there and the organization to sustain an assurance to achieve organizational set goals (Sahibzada et al., 2016).

To achieve more, leaders must inspire their followers to be more innovative to deliver over and above the organizational set standards. According to Sek (2023) transformational leadership is a strategy leaders use to inspire their followers to pursue objectives of an organization by setting priorities beyond personal expectations. A transformational leader initiates change in an organization through their vision and allows staff to drive those organizations from low to higher levels of performance. They further dedicate themselves to their staff needs as well as being convinced that they would indeed improve on their emotions, negative viewpoints and challenges (Jensen et al., 2020).

Clear communications the shared institutional vision between the school Headteachers and their followers inspire teachers to be committed to achieve strategic goals. This makes it easier for the followers to seek clarifications on all innovations and new ideas. Francis and Okorj (2023) argue that in educational institutions, inspirational motivation is all about the ability of the principal to motivate the teachers to be able to perform their duties and surpass expectations. This commitment, according to Obiekwe (2019), is perceived as an exhibition of teachers being loyal and having a strong desire of constantly putting their effort into work so as to attain school goals.

Intellectual Stimulation

Intellectual stimulation is all about the role leaders in institutions play in stimulating creativity and innovativeness in their followers. They question their followers' assumptions and approach the old situations with new ways of doing things (Bass and Riggio, 2014) by encouraging followers to try new methods and approaches to address old problems (Hilton, et al., 2023). Transformational leaders, having intellectual

stimulation attributes, inspire their followers to search and identify existing problems and on their own solve those problems using creative and innovative techniques (Khan et al.,2022).

Intellectual stimulation is aimed at enhancing the professional development of teachers, and their learning and experimenting with new behavior to create new or better educational practices. According to Thoonen et al. (2012) intellectual stimulation, means giving sufficient support towards professional development to be able to take on existing challenges, and experiments and re-addressing the current knowledge and everyday practices by carefully articulating a compelling vision and mission statement relevant to values represented (Aryee et al., 2012).

Transformational leaders engage in visionary and inspirational communications to positively influence their followers' feelings and attitudes towards work as they jointly develop a frame of reference for their working behaviors. Transformational leadership is, therefore, through intellectual stimulation, a total construct found to be a key characteristic for the performance of employees' individualized behavior (Zhu and Wang, 2011) and creative behavior (Brock et al., 2005; Wang and Noe, 2010).

To solve organizational problems, leaders have the sole responsibility of ensuring that their followers are stimulated to use their intellectual abilities while performing their set goals and responsibilities. It makes it easier to introduce and implement new ideas and innovations relevant to their roles. Intellectually stimulating leaders emphasize on intellectual capability and expectations of their followers (Bass & Avolio, 2004). In return, the followers feel some level of confidence and self-elevation in the process of resolving existing organizational issues (Marturano & Gosling, 2008). Such leaders look

at solving issues using different dimensions and as well motivate followers to hold the same intentions (Baker et al., 2013) by encouraging novel techniques to complete tasks while discouraging traditional ways of thinking. Leaders having this feature entrenched within the social sector especially in educational institutions create an awareness among their followers on the consequences that directly impact on their abilities and capability in task achievement (Khalil et al., 2018).

Leaders who engage their followers by asking questions to understand their abilities, stand a good position in stimulating them intellectually to venture into innovative ideas. Komara et al. (2023) posits that transformative leaders encourage creativity, innovativeness as well as critical thinking on the teachers and their students. They do so by asking questions, challenging and offering support to stimulate the levels of creativity in thinking and coming up with innovative solutions within the context of education. They too facilitate a climate of open discussions and exchange of views between teachers and students (Effendi & Sahertian, 2022). Intellectual stimulation is used by leaders through encouragement of new ideas, challenging follower assumptions, inspiring risk-taking, and independence in making rational decisions on their jobs (Jackson, 2023).

Individualized Consideration

Transformational leaders look at and treat their followers as individuals without generalizing especially on the areas of support. According to Bass (2006), individualized consideration is a transformational leadership aspect where leaders treat followers as being individuals and not generally as group members. It is the extent to which leaders attend to each and every follower needs, coach or mentor as well as listen to followers

needs and concerns (Ikedimma&Okorji, 2023) through discussions, creating interpersonal relations, encouraging continuous professional development and genuinely showing compassion (Loon et al., 2012).

This same view is held by Karamat (2013) who observed that school principals who used individualized consideration were more concerned and are supportive to their teachers by seeking and accepting suggestions, consulting on important issues and criticizing work rather than people. Transformational leaders who adopt individualized consideration attributes are capable of providing individualized guidance and support to their subordinates leading to positive outcomes like retention of talent (Edirisooriya, 2020), enhanced job satisfaction and performance (Braun et al., 2013). Individualized consideration impacts positively on talent management (Mangisa et al. 2020) both acquisition and retention.

It is easier to help followers achieve on their roles individually through coaching and mentoring. The construct of individual consideration is used by transformational leaders by taking into account individual follower needs through mentoring and coaching (Raphael et al., 2023). Such behavior exhibited by the leaders motivates their followers to develop a sense of desire and determination for self-growth and inherently motivated to achieve their assigned duties and responsibilities (Ljungholm, 2014; Bass, 2005 & Riaz, 2012). The leader is available to provide insights, maintain open channels of communication and encourage followers to remain active while showing them by example how to boldly face confronting issues and challenges. To further motivate followers, the leader shows the importance of respect and celebration of individual contributions which strengthens team spirit.

Individually supported followers develop a sense of recognition and that they are well understood. This makes it easier to introduce and implement innovations where followers have the freedom of seeking relevant support. According to Vermeulen et al. (2022), individualized consideration involves a leader attending to the feelings, demands and needs of their followers. By showing individual consideration, transformational leaders in basic learning institutions make their teachers feel more recognized and well-understood especially on matters touching on their personal needs as well as being empowered to pursue institutional goals as they complete their assigned tasks successfully (Geijsel et al., 2009).

Trust and personalized attention are important attributes that contribute significantly towards creativity and innovation. Transformational leaders are able to provide desired training to those they lead as they develop their personality (Northouse, 2001). The leaders give personal attention to aspirations, basic needs and abilities of their followers through skills and potential development (Tucker & Russell, 2004) with a focus on the major concerns with extension of special kindness. They help the followers to develop in their behavior to occupy a better status by improving in their performance (Wang et al., 2008). Khan et al., (2022) argue that personalized attention and support instill trust on leaders and improves on personalized interactions. This aspect of transformational leadership enables followers to feel more supported and esteemed (Odumeru&Ogbonna, 2013).

Those leaders who give their followers autonomy to satisfy their job demands by assigning them project sand asking them to follow work directions create a feeling in them that they are learning to lead. According to Sek (2023), individualized

consideration is an attribute of transformative leadership where leaders focus more on their followers, helping them to achieve goals by giving them projects to enable them to feel that they are learning to lead. The school leaders have an important role to play especially in defining their institutional goals and their achievement, from monitoring and evaluation of the performance of their teachers to improvement of teachers' practices and knowledge as well as planning for teachers to be developed professionally (Guerin et al., 2013). Therefore, leadership development for principals should be a priority agenda in preparation of future school leaders Sek (2023). As role models, they pass on leadership knowledge, skills, attributes and professionalism to the teachers working under them.

Sustainable Leadership Development

Grooms et al., (2011) posits that sustainable leadership evolves from carefully orchestrated education programs. Due to globalization, Nieto, S. (2007) posits that basic learning institutions' contexts are familiar to those that are found in and operate from different societies around the globe by making the world smaller and connected. In Malaysia, the Ministry of Education through its Education plan 2013-2025 aimed at providing appropriate education that can develop learners nationally at the early education stages to produce very highly skilled manpower to make the country grow sustainably by 2030 (Malaysia, 2018). They emphasized on the development of school principals to become more effective as leaders. This was based on some researchers' claims that most effective schools are influenced by their principals' (Wallace F., 2013; Leithwood & Hopkins, 2019; Wu, 2020) sustainable leadership (Hargreaves, 2007).

Immigration, displacement, war, and famine are some of the negative effects that bring children from diverse backgrounds together while still immigration through job

transfers and the search for greener pastures for parents also contributes to children from different races, nationalities, tribes and religions converge at same learning institutions, especially in cities, urban and peri-urban regions. Parents believe that education is a tool for their family, society and growth in the country as children and learners adjust to the social, moral, and economic spheres of their lives. Ansar and Hussain (2014) posit that education is a medium used to convey feelings, knowledge, values, skills and information to a person's influence.

Sustainability is all inclusive. Leaving a stakeholder out of the process frustrates organizational success. Hargreaves (2007) posited that sustainable leadership can be used to enhance, develop, as well as sustain learning through shared values, visions and beliefs by implementing continuous learning and taking care of others, maintaining value on aspects of daily living, viewing each teacher as a leader, sharing available knowledge and resources, promoting diverse views and avoiding classifying standards, developing the current personnel and learning from the experience to shape a better future.

School principals need to have certain attributes of sustainable leadership such as disseminating their school goals, providing teachers with professional development programs, involving their teachers in making decisions, promoting a positive school climate and working culture. Other leadership attributes include developing their teachers to become successful leaders, leading as role models, practicing communications with feedback, practicing consensus amongst their teachers, encouraging their teachers to reflect on their styles of teaching and encouraging them to solve problems strategically (Cook et al., 2014). The answer, therefore, is in the application of transformative leadership and its aspects.

Chronic power stress adversely affects leaders' sustainability both physiologically and psychologically (Boyatzis, R. et al, 2006) while performing their leadership roles. Leaders who are engaged compassionately in coaching and developing others experience both psychological as well as physiological effects which generally restore healing and growth, enhancing their sustainability in leadership development. Educational institutions are created to offer educational services to learners with an aim of liberating societies in which they operate and creating a pool of talent for manpower supply in a nation (Schermerhorn & Bachrach, 2023). Leadership in those institutions is very essential to enable the learning institutions to achieve high levels of performance through the input of teachers therein (Zimmerman, 2023). Other than their teaching roles, teachers have to be well-trained and developed to take up leadership roles to avoid any leadership gaps in the event of the absence or exit of the current leaders.

Various studies reveal that development in transformational leadership increases levels of innovativeness within institutions (Kucharska&Rebelo, 2022; Kılınç et al., 2022; Al-Mansoori, & Koç, 2019)and is more advantageous to educational institutions' leaders. Empowered, qualified and motivated teachers have a very important role to play in educating students in their countries by creatively imparting the nationally required skills, knowledge, and values so that they can enjoy fulfilling and healthy living (UN Educational, Scientific and Cultural Organization, 2018) by impacting through educational development (Kotherja, 2013), by being learning outcomes and quality of education. This means that, in the performance of their roles, teachers are supposed to perform well especially in their educational activities if they have to impact positively on their students' learning (Bourn et al., 2017).

The concept of sustainable leadership development can be looked at from various perspectives including long-term mindset, cross boundary leadership mindset, exercising influence without authority, recognizing the importance of leading oneself, working with complexity, sustainability mindset, systems thinking and relationship building. The following section was used to give a detailed overview of these measurable elements of sustainable leadership development.

Long-Term Mindset

Long-term mindset leaders plan for the future of their institutions by having in place highly motivated and inspired followers. According to Carlsson & Dawson, (2023), sustainable leadership is about a leader being able to inspire followers and supporting those actions geared towards a better future, by looking for solutions that are sustainable. Such solutions are anchored on technological advancements and discoveries (Richmond, 2022) leading to both strategic and cultural changes that digitally transform an organization affecting the organizational plan, processes and technological areas such as physical cyber and cloud systems (Echeberria, 2020). A sustainable future of an organization is possible only if the leaders place more value on the current people in that organization, processes and viable strategies.

Due to continuous change and complexities in the operating environment, leaders need to adopt flexibility in their leadership style if they have to face and realize a future they desire for their organizations through both the physical and mental efforts of their followers. Mannström, (2023) posits that leaders operate in situations and environments that are very complex and constantly changing making their levels of adaptation so temporary leading to uncertainty between the leader and followers with increasing

demand for flexibility. Leaders working in such a climate have to engage and motivate their followers to be cooperative and to create a culture of commitment, trust and creativity for sustainability. Effective leadership is dependent on both the organization and situation and that what works in one instance might not work in another and that a leader has to work on their behavior which is normally judged due to its visibility in leadership (Bergengren, 2019). The leader, therefore, has to self-evaluate their behavior and how it impacts delivery of their leadership roles in the ever-changing environment in which their organizations operate.

Long-term mindset leaders take advantage of shaping the future using the current situation to develop networks while searching for sustainable solutions. Leadership is complex wherever the rate of changes is high with unforeseen situations where as a leader they have to take advantage of the situations to show leadership by creating and maintaining networks that can bring highly valuable information to lead into the future of new opportunities (Andersson et al., 2020). It is important for a leader to have the ability to identify the connections that exist between different problems to have a bigger future picture and get sustainable solutions.

Long-term mindset leaders give their followers emotional, instrumental, informative and appraisal support (Arbetsmiljöverket, 2021). Emotional support helps followers to feel valued, appreciated and safe. This involves dialogue especially when things go wrong. Instrumental support on the other hand is tangible in nature, especially where a person is asked to step in and help when workload is heavy for the other (Dellve& Eriksson, 2016). Informative support is about getting advice and instructions on how certain tasks are performed which might be challenging to manage in the absence of

help. Informative support enhances self-esteem and competence. While appraisal support involves evaluation and giving feedback for personal achievements and failures to increase motivation and professional knowledge.

Cross Boundary Leadership Mindset

Organizations either have their operations locally or in different countries where the leadership actions impact beyond their borders. In their study Fry and Egel, (2021), posit that there is a serious need for leadership methods, models and tools to be used to implement change in organizations for development that is sustainable due to the various environmental and social challenges faced by organizations. They continue to argue that it is important to cultivate a global mindset for sustainable development that incorporates ethics of local moral responsibility as well as compassion and care of what happens beyond local boundaries. Global sustainability leaders are committed to work beyond satisfaction of demands by stakeholders' economic returns, toward a sustainable balanced approach.

Primary school leaders must look beyond their schools and embrace technology to make work easier for all stakeholders. Martin Heidegger in Fry and Egel (2021) posits that care is about paying attention to presence of others in the world regardless of organizational or leader's self-interests but also paying attention and actively involving other less powerful stakeholders who are morally relevant despite the distance, time or their space. Adoption and use of technology has changed the way organizations transfer business knowledge across boundaries in a more cost-effective manner reducing face-to-face interactions (Bucher et al., 2023). Primary school leaders, therefore, should take advantage of digital technology to make

education accessible and affordable beyond their institutions. Digital collaboration has been evident and successful during Covid-19 pandemic (Muzio and Doh, 2021) where it was the only way used for exchanging knowledge across the borders, overcoming face-to-face interactions (Akpan et al., 2022). Leaders must appreciate the fact that technology has made education accessible both during pandemics and good times.

Exercising Influence without Authority

Sustainability leadership encompasses processes that leaders, policy initiators and the academicians use to implement policies and procedures for sustainable development in the organizations. They engage in methods, approaches and systematic solutions for solving problems and push their agenda in organizational policies for the organization to be sustainable (Leal et al 2020) regardless of gender issues, a lack of interest by the administration and other stakeholders as well as lack of material resources and expertise.

Sustainable leaders, such as those serving in higher educational institutions, must act as change agents. They do not need any authority to consider present and future generational needs and to encourage professionals who are aware and adept to issues of sustainable development (Lozano et al., 2013) leading whole institutional systems to be oriented towards educating students capable of leading any of the organizations, responsibly and towards a sustainable society.

Leal et al, (2019) posit that educational institutions connect to society, creating necessity to have projects and partnerships with the local communities where those institutions are located. This can be done through good public relations to reach out to

various stakeholders (Shiel et al., 2019) through online communications, behavioral changes as well as through educational programs (Amey et al., 2020). Teachers have to be willing to contribute to and aware of sustainable development efforts in their institutions and give their professional support to reach desired results (Alkhayyal et al., 2019) as well as demanding for continuous participation and efforts of other actors in the education sector to have sustainability incorporated in institutional culture (Leal, et al., 2023).

Recognizing the Importance of Leading Oneself

For primary school leaders to recognize the importance of leading oneself, it is expected that they delegate more of their responsibilities to their followers as a means of enhancing their weak knowledge on how to approach management of daily activities towards successful leadership. Brauckmann et al., (2023) posit that school policy makers have started to acknowledge that challenges and problems coming up at school level should be settled on site. The school principal development programs should be guided by the contextual factors. Schools, dependent on context, acquire responsibilities that are against their own or their stakeholders' wishes ranging from managerial decisions, such as in staffing and financing which are complex to handle based on the school context (Ni et al. 2017). Leaders therein are expected to have more autonomy to make decisions relating to their professionalism and seek leadership training to support the educational strategies of their individual schools (Cliffe et al., 2018).

The leadership style and follower support adopted by those in leadership positively impact sustainability. Transformative leadership and learning support a

society to transition into sustainability (Bryant et al., 2023). An individual's change in their relationship with others and the world generally (Hoggan, 2016) earns them unity and a sense of interconnectedness with the natural as well as the social surroundings (Rodríguez and Barth 2020). It forms the core of sustainable leadership where one impacts others in working harmoniously towards a specific goal (Fazey et al., 2018). This relational nature between oneself and others as well as to the whole world is a very important aspect for sustainable leadership.

Leaders are supposed to have certain personal attributes to earn themselves the right of leading others based on how they behave and act. According to (Andersson et al., 2020), leadership is that process adopted by an individual to impact others to work towards a common goal. These calls for mastery of various skills (Cregård, Berntson&Tengblad, 2018) and how institutional political systems work, in order to make time for reflection and planning as well as choosing the right battles to increase chances of settling them (Andersson et al., 2020). Due to constant changes, leaders have to deal with unforeseen events and uncertainties, leaders need to have planning skills even though things may not be done as planned but have the ability to take action when unexpected things occur.

Working with Complexity

Various researchers on education for sustainable development suggest that education is required to support followers to face challenges by becoming good collaborators and be able to deal with complex perspectives and emotionally hold more with little or no stress (Brundiens et al., 2021; Brundiens and Wiek, 2017). Other studies on education for sustainable development have worked on identifying competencies

necessary for sustainability graduates to work as sustainable change agents (Brundiers et al., 2021; Wiek et al., 2011) while others have generated new knowledge on competencies of sustainability real-world (Venn et al., 2022) and sustainability inner competences development and articulation of intrapersonal skills necessary for sustainability agents of change (Frank, 2021; Wamsler, 2020).

Education for sustainable development aims at building learners capacity to lead change by embracing transformations and a shift in their perspectives (Papenfuss et al., 2019). At the individual level, in the education sector, the capacity to work collaboratively and collectively towards achieving desired change is motivated by transformative leadership in education for sustainable development often in social learning where learners learn with others, through others and from others (Rodríguez & Barth, 2020). The ultimate goal is to solve complexity by increasing in new practical skills and knowledge, perspectives and norms, sense of being self-aware as well as developing critical systems and complex thinking (Rodríguez Aboytes and Barth, 2020).

Leaders operate in very complex and constantly changing situations and environments. The pace of change is fast and continuous where adaptation is temporary. It is characterized with a feeling of uncertainty on both followers and their leaders. The leaders have to create a climate supporting both their wellbeing and that of the followers (Mannström, 2023) by inspiring and initiating generative thinking together with followers to take action geared towards creating a totally better and sustainable world (Sustainability Leadership Institute, 2023). The leaders, therefore, need to be able

to motivate and fully engage followers to promote high levels of cooperation and create a culture of creativity, trust and commitment.

Sustainability Mindset

Leaders who look at the future must connect the present with their beliefs on what they want to achieve so that they can develop a compelling and involving vision. Cripps and Smith, (2024) posits that there is evidence of gains in learning by connecting personal beliefs and behaviors with sustainability knowledge. Hence, providing a compelling basis for educational focus on the principles of sustainability mindset making learning to be affective and cognitive. Schmitzet al., (2024) posits that the ability for one to adapt, grow and improve in their roles, they have to be innovative because only those who think creatively highly succeed throughout their life and across their disciplines.

The power of being innovative lies within each and every individual in the education system and that if schools are well prepared all teachers in there work with a creative mindset. According to Mcloughlin, (2023), there is need for people who are able of coming up with novel ideas or generally ensuring that new knowledge is put into practice. Firdaus et al., (2024) posit that there is need for an integration of sustainability principles into the education system by designing curriculums and teaching methods that are more innovative in preparation of future generations to face global challenges.

Leaders with a sustainability mindset share ideas with their followers for purposes of continuity of the programs they run. Based on the framework 2021-2030 of the United Nations on education for sustainable development as posited by Nórdén, (2024) innovations are sustainability mindsets that are collaborative and participatory

integral to global sustainability through teamwork, exchange, trust, inspiration and support coupled with assisting and sharing with all actors. The section that follows was used to discuss the concept of innovative behavior which is the proposed dependent variable of this study.

Innovative Behavior

Having and portraying innovative behavior or being innovative is simply being able to generate and implement new ideas (Thurlings et al., 2015). Innovative behaviors exhibited by employees are key determinants of organizational sustainability, Gao, C. et al (2022) and a multistage process that involves the generation and the implementation of new solutions or ideas associated with several individuals and organizational factors (Scott & Bruce, 1994, Jung et al., 2021). Some previous studies demonstrate that innovation in research is considered an essential factor closely related to teachers' professional development (Zhang, 2014) academic ranking of their learning institutions (Stupnisky et al., 2019), national prosperity (Watt & Richardson, 2017) and knowledge enhancement (Xu, 2017).

In knowledge-based contexts, such as educational institutions in the Kenyan context, there exists stiff competition for those institutions to be ranked at the top to attract more parents to enroll their children. Innovation on the part of the teachers in different schools, private and public, is considered as being critical for the sustainability and success (Amabile, 1988; Nonaka & Takeuchi, 1995, Kontoghiorghes et al., 2005) dependent on the teacher's behavior. Therefore, this means that innovation is very important for an organization's success as well as survival in the highly competitive and turbulent business environment. Such behavior is self-initiated to generate and create

new ideas, develop those ideas, apply them in their operational contexts, promote and modify them to benefit the performance of their roles, (de Jong & den Hartog, 2005; Konermann, 2012).

Technological advancements and use have simplified teaching and made it possible for learners to access education from any location. According to Kumar et al., (2020) technology is a useful tool that achieved some victory over Covid-19 pandemic and paved the way to new teaching approaches. However, use of technology in teaching has faced various challenges such as knowledge of teachers and technology for implementation, level of understanding of students and the proficiency in use of technology as well as lack of transfer of teaching in classroom to virtually held classes (Li et al., 2018) like in Google Meet that has positively impacted a number of its users (Habes et al., 2020) who, regardless of their numbers and location, only need internet to attend classes.

Primary school teachers' creativity and innovation can be assessed on how those teachers make choices in executing the pedagogical activities (Woods, 2019) based on how often, more or less they use certain teaching styles, instructional materials and practices, organize or reorganize the class setups, use set textbooks, methods of assessing students, feedback mechanisms, school external relations, evaluation and hiring as well as innovation in the use of computers in the classrooms (Ashri & Sahoo, 2021). While engaging in these activities, it is difficult for their leaders to identify areas of interest and sustainably develop them for future leadership. Some of these activities may lack ways and means to creatively handle other than motivation and encouragement.

Innovative behavior does not come on its own but through some form of motivation exhibited by those in leadership. For example, being or becoming such continuously developing professionals, basic education teachers require that they serve in an organization where they are stimulated to continuously develop especially in this 21st century where their competencies can help their students (Meijer et al., 2016). The only solution lies in leaders' engagement in transformative activities with tangible evidence of its implications on the teachers' future of work in basic learning institutions.

Those performing leadership in primary schools should consider setting some definite task-oriented assignments for their teachers with goals to stimulate them to seek professional learning and improvement on their competencies anchored on clear basic educational objectives. Teachers in primary schools, on their part, are encouraged to be more innovative while being assigned sustainable task-oriented assignments while their leaders are supposed to provide them with adequate social and moral support to stimulate them to engage in research-related tasks for the benefit of learners, the organization and the education sector as a whole through sharing ideas and working collaboratively with the education sector stakeholders.

Innovation in Teaching Style

Studies indicate that some circumstances can easily lead to a forced shutdown of a number of activities, education being one of them. For example, Adedoyin and Soykan, (2023) posits that a shutdown such as that experienced during Covid-19, leads to tremendous crisisresponse with online learning being preferred as the most sustainable education platform making instructional roles more

hybrid. Technology in education must be seen to impact on student motivation and engagement (Alqodsi et al., 2023) as well as improve on students' learning outcomes, performance and attitudes towards education. They continue to argue that engaging in innovative learning activities bridges the gap that is between the theoretical and the practical aspects in education. Students are able to apply concepts that are learnt in classrooms to the practical situations in the real world.

Teachers need to engage in more interesting teaching styles that can spur creativity and innovation into the learners' minds. Innovative learning activities such as teachers playing games and setting interactive quizzes (Yunus & Hua, 2021) make learning more interactive and fun (Loganathan et al., 2023) in preparation of students towards the digital era (Elhakim&Alhosani, 2022). Technology is used to enhance and complement teachers' work by enabling them to engage with their students interactively and meaningfully. Previous studies indicate that learning based on technology improves student performance (Alqodsi et al., 2023), by giving students opportunity to learn in a manner that is suitable to them and at their own pace (Xu et al., 2020). This enables learners to gain new knowledge as well as understanding through building on the existing knowledge by shying away from traditional learning methods whose focus is to transmit information to passive learners from an expert (Msonde, 2023).

Learners are encouraged to network and connect with others to access various resources online. Learning is not individual activity but a social and networked and social activity being exercised in a constantly evolving and changing digital environment (Aldhafeeri&Alotaibi, 2023). This networking and connectivity makes the active rather than passive participants in the learning process (Oyetade et al.,

2023). They therefore have to engage constructively in discussions, sharing ideas, collaborating on projects, and exploring various perspectives with the guidance of their teachers in distributing knowledge throughout their networks (Ayanwale et al., 2023).

Innovative teaching styles therefore, emphasize on networked learning (Win et al., 2023), encouraging self-directed learning (Al-Maawali, 2022), foster critical thinking (Glassner & Back, 2020) and encourage use of digital technologies in the facilitation of social and networked learning (Al-Maawali, 2022) using digital technology (Bilić, 2016) such as video conferencing, collaborative tools, social media, and online forums (AlMaroof et al., 2023)

Innovation in Class Organization

Innovative teachers organize their classes for different instructional purposes. For example, classes can be organized according to subject needs or type of content delivered to allow more or less autonomy to the students. For instance, a study by Saura et al., (2023) reveals that innovation is important in addressing a wide range of challenges in education. They continue to argue that large classes can be divided into small classes that are guided by students as facilitators with micro-teaching skills and can perform teacher tasks like assessments, discussions, and giving feedback. The microclasses are more innovative and can be used to improve student engagement in learning process especially in the development of student leadership soft skills discipline as well as commitment into learning (Ledger & Fischetti, 2020).

According to Keiler (2018), reforms in the education and learning environment are likely to change the teachers' sameness and lead to success, especially in instances

where teachers design effective classrooms centered on students. This shift has led to a replacement of traditional classrooms with the active classrooms for learning that are designed to facilitate learning instruction centered on students (Lee et al., 2018) where the students act as each other's' learning resources through talking, watching, collectively share ideas as well as making decisions (Strebe, 2018). Studies indicate that social media has been effective in open learning even though it is posing a threat to learners' health, privacy, culture and society (Al-Rahmi et al 2020) as well as negatively affecting the academic success of learners due cyber stalking and cyber bullying (Waters et al., 2020). This study sought to determine the implications of transformative leadership on innovative class organization to address certain student learning needs by engaging them to positively affect their general performance (Qureshi et al., 2023).

Jung et al. (2023) posits that online learning has grown to be one of the learning styles that have been adopted by most learners and educators due to perceived benefits associated with accessibility and flexibility. Teachers have to innovatively change their teaching strategies to enhance their engagement with students and generally the learning experiences online (Tavitiyaman et al., 2021; Seo&KimJenny), 2021). This type of learning is viewed as being more efficient because it does not require a physical classroom for students. However, it is so controversial especially on its effectiveness in retention of knowledge and satisfaction of students' learning experiences like where hands-on aspect is essential (Tavitiyaman et al., 2021).

Another innovative class organization is cooperative learning. It involves learners working in groups where learners' dependent on each other so that they can

achieve their expected and targeted learning outcomes (Johnson and Johnson, 2017). Cooperative learning has been associated with very higher levels of achievement, empathy as well as positively impacting on peer relations (Van Ryzin & Roseth, 2019). This learning style helps in reducing such problems as bullying, stressing and victimizing (Van Ryzin & Roseth, 2018). For example,

Teng (2022) found out that cooperative learning positively affected the writing and reading ability of learners (Lan et al., 2013). Alamdari and Ghani (2022) argued that it increased the motivation of learners. However, teachers may be perceived as lacking fidelity to implement cooperative learning, with Davidson's (2021) calling for further research on how teachers' innovativeness affect the extent as well as the fidelity on its use as a learning style.

The study by Tunggysbay et al., (2023) indicates that many educators have started adopting flipped classrooms approach as one of their teaching styles, where they use videos outside the classrooms as well as interactive activities for learning inside the classrooms. The main reason this approach is being adopted is that it impacts positively on students' outcomes as compared to the traditional classrooms' approaches. Moving content delivery and lectures out of classrooms enable teachers to engage learners in highly interactive practical activities that can help learners apply lessons to deepen their knowledge of the subject (Prasetyo et al., 2018). Learners are able to review readings or videos before class time (Liu, 2021) which is utilized for solving problems or doing group work by applying concepts acquired from pre-class materials.

Innovation in Instructional Practices

Learning is more interesting when the instructors are more innovative and creative. Innovative instructional practices are designed to achieve skills in critical, creative and innovative thinking as well as collaboration and communication (Paragae, 2023). The learning process must be directed towards activities which are more interactive, integrative, holistic, contextual, scientific, effective, thematic, student-centered and collaborative.

Innovative delivery of instructional materials is dependent on the context where learning is conducted, the educational methods adopted as well as languages integrated in the learning processes (Panciroli, 2018). This varies in relation to specific teaching styles, the set learning objectives, those actors involved, and tools used in delivery of learning (Falcinelli et al., 2019). Innovative teachers adopt more students-centered approaches that are more participatory as they discard traditional teaching practices that are teacher-based and transmissive (Sancassani et al. 2019). The approach adopted by teachers that is interactive and participatory is characterized by methods and strategies aimed at facilitating learner-centered approach of learning, dependent on the context, tools available, primary school objectives, and various types of learning being promoted (Fedeli & Frison, 2018).

Innovation in instructional practices by primary school teachers aims at bringing about convenience in the learning process. Teachers ought to be innovative in their instructional practices to enhance their learners' comprehension. However, for learning to be flexible, content learnt, level of engagement and connectivity to the internet are some of the negative factors that affect flexibility in learning (Tarrayo et al., 2023). To

improve flexible learning or delivery of instructional materials, teachers need to plan well to deal with uncertainty in their students' comprehension of content learnt (Forrester 2020), gradually implement the learning process and monitor school administration, internet (Nguyen et al., 2020), technological resources to deal with technical issues in use of technology (Manlapaz 2020) as well as their own capacity-building and professional training. This is possible where technology is used to supplement classroom learning as opposed to complete replacement.

Innovative teaching strategies such as group work, problem or project-based learning, encourage students to work together and engage in authentic tasks that foster a highly collaborative and interactive learning environment (Serdyukov, 2017). Such approaches are effective in the development of students' skills based on learning contexts as they receive feedback from teachers and peers (Juneau et al., 2022). Such strategies positively impact on engagement and learning that increases motivation of students as well as improving their experience in learning (Subramanian & Kelly, 2019) thinking critically and skills in solving problems resulting in greater participation of students (Subramanian & Kelly, 2019). There is a need for involving students to work together and participate in the learning process. Innovative instructional practices increase levels of understanding of the students through active participation in the learning process. Parker & Welch, (2021) argue that students are likely to understand and retain new information when teachers flexibly adapt to tailor-make their teaching approach in order to meet individual student preferences and needs (Juneau et al., 2022).

Innovation in Use of Textbooks

According to Ritter et al., (2019) textbooks are the learning resources used by the subject teachers in delivery of learning material aimed at meeting the educational needs of students, educators as well as the learning institutions. They help in liaising curriculum with students as well as helping them to attain new knowledge, deliver logical content, comprehensive information as well as supportively answering student questions (Fan et al., 2008). Therefore, good textbooks contain highly valuable content, motivation elements, illustrations and be able to support individuals with requisite knowledge (Lim et al., 2020).

Tarrayo and Anudin (2023) posit that materials for teaching or learning are very crucial for meaningful learning experience. They continue to argue that learning materials basically serve as input to what learners acquire or receive of what transpires in their classrooms. Some studies support the use of textbooks in classroom (Casta and Hufana 2016; Vanha 2017; Lau et al. 2018; Ulla and Perales 2021). For instance, the study by Casta and Hufana (2016), found out that most commercial textbooks provide minimal contribution towards students' learning. Vanha (2017) pointed out that creativity of teachers is restricted by faithfully using available textbooks in which they are restricted and limited to following and finishing lessons and activities in textbooks.

In another study, Lau et al. (2018) observed that teachers have a tendency of depending on the text books for purposes of convenience. While Okolie et al., (2023) argue that the textbook materials are learning resources readily available to offer a set of activities and lessons for learners, saving time for teachers especially in planning their lessons (Abdelwahab 2013). Textbooks enhance and complement the

pedagogical practices adopted by teachers as guiding principles to teaching quality and learners outcomes (Epstein and Yuthas 2012). Innovative pedagogy practices are determined by the perceived quality of teaching from the perspective of learners motivating them to constructively learn by themselves (Maass et al. 2019).

Innovation in Methods of Assessment

Teachers have to be more creative and innovative on how to assess the understanding levels of a subject by the learners. Spiegel and Nivette (2023) posit that there are two test types to measure the education performance of students and their wellbeing on retention of content learnt in class. These tests are an in-class examination which is referred to as a closed-book examination or take-home examination which is referred to as an open-book examination. There is a need for accurate and fair assessment for the knowledge gained by learners in the education process using specific controls for specific subjects in order to receive positive outcomes (Ummatova et al., 2023). The assessments are used to enhance quality of education as well as develop valid scientific research which ends up at increasing teachers' responsibility in improving their pedagogical styles. Comprehension of the learners is the central goal to the learning objectives.

Teachers administer different types of tests to evaluate their students on the daily activities and outputs. The major aim is to monitor the performance of their students, address their needs and identify the potential solutions for improving the learning outcomes. In their study, Swanzy-Impraim et al., (2023) found out that the pedagogical perceptions held by teachers on the development of creativity lack an alignment with those pedagogies they actually employ. They further argue that

teachers are being seen to emphasize on pedagogies that are centered on them rather than contextualizing on the programme, to meet creativity development of learners.

Students are taught on use of analytical thinking skills (Yulina et al., 2019), which is tested on how they elaborate various concepts into detailed activities and their ability to distinguish indicators (Laksono et al., 2017; Hasyim, 2018) through clarity in algorithms chronology in reasoning, presenting valid arguments coupled with practical steps. Mayarni&Nopiyanti (2021), posit that analytical thinking is an essential indicator assessed through presentations to measure how teachers teaching skills are impacting on the development of critical thinking skills of the learners (Blegur et al., 2023).

Teachers have to be more innovative in ascertaining the extent to which a test adequately assesses whether knowledge acquired by students during the learning process is retained (Whitley and Parton 2014) by administering in-class or take-home examinations. Students don't study for the take-home examinations (Spiegel &Nivette., 2023) because they are not restricted from use of their textbooks while in-class examinations fill learners with anxiety who resort to use of cheat sheets or documents with notes that are made by learners to assist them during examination (Nsor-Ambala 2020). However, in either case the teachers ought to be more innovative in measuring and evaluating the extent to which a type of examination is associated with long-term retention of knowledge as well as academic performance.

In the study to investigate the relationship between students' tests anxiety and their examinations performance, Jerrim, (2023) posit that less able learners are highly anxious that if the anxiety is unaccounted for, it may lead to overestimation of

negative impact on tests performance associated with selection bias

(Sommer&Arendasy, 2014) and reduction on the test's performance (Howard, 2020).

Innovation in Provision of Special Education

Provision of special education opportunities for students such as offering remedial lessons for students with need for additional support to their normal classroom lessons is one of the innovative ways teachers can help students to catch up with others in the same level or class. According to Alanazi (2023), there is a need to tailor-make learning programs that are centered on students such as use of assistive technology coupled with teachers training continuous to students. Such programs have potential of improving both functional and academic performance of learners by allowing them to participate actively and overcome the obstacles they face in their quest for education. Mitsea et al. (2022) posited that use of virtual reality for pupils with autism improved in their problem solving and spatial skills while enhancing positively in their academic performance as well as their emotional and social well-being in communications and emotional development (Zhang, 2019).

Enriching education for students having specific interests in certain disciplines is another innovative way teachers can help learners flourish and excel with extra challenges. Li and Li, (2023) argues that general education facilitates a wide range of expected learning outcomes which includes intellectual proficiency development, fostering of meaningful and ethical engagements as well as providing education holistically (Banta & Mzumara, 2007; Bresciani, 2007; Wehlburg, 2010). It is through education that learners get important concepts, knowledge and methodologies in different disciplines.

The choices learners make on their aspirations on careers enable those that are gifted to typically turn their talents to advance significantly (Jung, 2012). Occupational aspirations, therefore, should be priority in education for gifted learners (Jung, 2017). However, according to Yeung, (2012), gifted learners are neglected while investing on education and in development of careers counseling practices (Muratori & Smith, 2015) due to a myth that highly able students do easily work on their way towards their career of choice (Smith & Wood, 2020). Provision of support to slow learners enables them to improve on performance outcomes and avoid repeating in class while talented students take advantage to reach their full potential.

Innovation in Feedback Mechanism

Baker et al., (2022) define feedback as interactions that are between two parties or more with a purpose or aim of transforming knowledge, goals and actions of the parties. Feedback is transformative in the sense that it is the avenue for creating new knowledge, actions or goals for collaboration among the parties. Halverson (2010) posits that improvement in school instructions rely on development of coherent systems for generating, interpreting, and acting upon the quality of information to students and institutional programs. Teachers cannot rely on results from standardized tests to initiate changes in classrooms but also engage in redesigning teaching systems by linking daily classroom practices with the whole school outcomes as well as benchmarking learners' progress.

Feedback in schools can be used for further instructional and curriculum improvement. Teachers have to be engaged in benchmarking activities, monitoring the educational environment and associated changes to compare their school

performance against others locally and nationally for purposes of ascertaining their strengths and weaknesses. Vincent-Lancrin et al., (2014) posit that innovations in doing assessments in schools is in the form of reduced or increased teachers' collaboration with their colleagues in various ways such as in knowledge sharing, preparing teaching materials together or independently to meet specific demands of their respective classes. They continue to argue that the aim could be fostering diffusion of effective teaching practices, observing happenings in classes and collaborative instructional environments for educators.

Feedback in schools can be used to inform on progress over time for the school management to understand their strengths and weaknesses. The main objective of giving feedback in schools is improvement in performance where accountability as well as promotion of parents or students choices of schools play a key role (Visscher & Coe, 2003). The school performance information systems provide information that is confidential on the school performance and functioning that can be used for self-evaluation aiming at maintaining and improving the quality of education offered. Teachers have a responsibility of being more innovative while giving feedback to enhance parents and students' perception of the school.

The literature that has been reviewed above on transformational leadership, sustainable leadership development and their aspects indicate an existence of an inconsistency between the two variables and innovative behavior necessitating the need for conducting this study to clarify the same in primary schools in Nairobi, Kenya. Many of those studies had been carried out in institutions of higher learning where many of them are in global contexts. Therefore, there is a need to carry out this

study in primary schools context and in the city of Nairobi, Kenya. The section that follows was used to present empirical literature for the three variables proposed in this study which are: transformational leadership, sustainable leadership development and innovative behavior.

Empirical Literature Review

Implications of Idealized Influence on Teachers' Innovative Behavior

Studies have been conducted globally, regionally in Africa and locally in Kenya to explore the implications of idealized influence on various aspects of an organization. Idealized influence can be used by leaders to increase levels of job satisfaction and organizational performance. For example, in Pakistan, Torlak et al. (2019) conducted a study to ascertain whether transactional or transformational leadership is the most effective style of leadership in impacting employees' job satisfaction and performance in the educational sector. Data were collected using surveys shared via email with one hundred and eighty-nine employees working in privately owned educational institutes in Lahore and Islamabad. Frequency analysis, paired samples t-test, descriptive statistics, regression analysis and Pearson correlation analysis were used to analyze that data. It was revealed that there was a significant positive impact on both employee job satisfaction and performance when leaders practiced management by exception and idealized influence. Conceptually, the study by Torlak et al. (2019) differs from the current study. In both studies, transformational leadership is the independent variable, in

Torlak's study job satisfaction and performance are the dependent variables while in this study, innovation is the dependent variable. This study holds that in real

working situation innovative employees end up being good performers in their jobs and hence are satisfied as opposed to Torlak's view.

Transformational leadership has a varied impact dependent on context. In a study in Algeria and Turkey, Kasımoğlu, (2020) did a comparison of the impact that the four transformative leadership components have in the workplace. The components compared were an idealized influence, individualized consideration, inspirational motivation and intellectual stimulation of employee creativity. Data were collected from six hundred and eighty of the managers who were working at the time for the conglomerate companies both in Algeria and Turkey. Analysis of the data was done using two-stage structural equation modeling which revealed that managers from the two countries had divergent viewpoints towards the impact caused by transformational leadership on employee creativity. The study by Kasımoğlu, (2020) differs with this study methodologically, contextually and conceptually.

Methodologically Kasımoğlu, (2020) conducted a comparative analysis of the four aspects of transformational leadership while the current study is an exploration of the implications of the four aspects of transformational leadership on innovative behavior. In terms of context, Kasımoğlu, (2020) conducted the study in conglomerate companies while the current study was conducted in Basic Educational Institutions. In terms of concept, both studies have the same independent and dependent variable, but Kasımoğlu, (2020) does not have a moderating variable while the current study was sustainable leadership development as a moderating variable.

In an educational set up, idealized influence is directly linked to exams performance of learners. For example, in a study in Kenya, Musyoki, (2022)

investigated the influence of school principals' idealized influence as a transformational style of leadership on their student's performance in the nationally administered final examination of Kenya Certificate Secondary Education at the County of Makueni. A sample size of 111 principals, 729 teachers and 12 Ministry of Education officials were selected using census, purposive, stratified, and simple random sampling. Data were collected using an interview guide and structured questionnaires. The study by Musyoki, (2022) conceptually differs with the current study. Musyoki conducted an investigation of idealized influence, one of the aspects of transformational leadership, on students' performance while the current study explored the four aspects of transformational leadership on teachers' innovative behavior.

Implications of Intellectual Stimulation on Teachers' Innovative Behavior

Studies have been conducted globally, regionally in Africa and locally in Kenya to ascertain the implications that intellectual stimulation has on teachers' innovative behavior. Leaders who engage in intellectually stimulating their teachers are able to influence them to take up professional development programs seriously. For example, in China, Zhang et al (2022) examined how leadership practices by middle-level school leaders support their teachers' learning and professional development in school-based settings. The study adopted a qualitative case-comparison method to recruit a sample of Twenty-Two teachers and middle leaders drawn from two secondary schools in Shanghai. The study revealed that there existed a combination of two leadership styles enacted by middle-level leaders to motivate various forms of teachers-learning for change. The study by Zhang et al. (2022) conceptually and methodologically differs with the current study. Zhang et al. (2022) examined how leadership supported teachers'

learning while the current study explored the implications of transformational leadership in teachers' innovative behavior. In terms of methodology, Zhang et al. (2022) adopted the qualitative case-comparison method to recruit a sample for the study while in this study, purposive and simple random sampling were adopted to recruit a sample.

Transformational leadership plays a significant role in enhancing the perception held by followers on their leaders and their organization. In a study in Nigeria, Kanu et al. (2022) examined the role played by transformational leadership in the relationship that exists between employee perceptions of their organizational reputation and work engagement in the banking sector. A sample of Hundred and Eighty-Three employees completed validated measures of the perceived organizational reputation, work engagement, and transformational leadership. On analysis, it was revealed that the perception of organizational reputation had a significant prediction on high innovative work engagement of the employees. While transformative leadership had significant predictions on high work engagement and fully mediated the relationship that existed between the perceived organizations' reputation and the work engagement of employees. The study by Kanu et al. (2022) contextually and conceptually differs with the current study. Kanu et al. (2022) conducted their study in the banking sector while the current study was conducted in public primary schools in Nairobi County, Kenya. Conceptually, Kanu et al. (2022) examined the role played by transformational leadership on employee perception while the current study explored its implications on teachers' innovative behavior.

Transformational leadership is an important leadership style that should be adopted when initiating and implementing change. In a study in Kenya, Kiplagat (2020) sought to examine what role transformational leadership has on organizational change management using a case study of Kenya National Highways Authority with an explicit focus on investigating the influence of the four aspects of transformational leadership on change management. A descriptive correlational research design was adopted. Convenience sampling was used to collect data from a sample size of 44 top and middle-level managers based in Nairobi. Using structured questionnaires, data was collected and on analysis using SPSS version 21, it was revealed that the aspects of transformative leadership at the authority had positively contributed to the management of changes at the authority. The study by Kiplagat (2020) has both contextual and conceptual differences. Contextually, Kiplagat (2020) conducted the study at the Kenya Highways Authority while the current study was conducted in public primary schools. While conceptually Kiplagat (2020) explored the effect of the aspects of transformational leadership on change, the current study focused on its effect on primary school teachers' innovation behavior.

Implications of Individualized Consideration on Teachers' Innovative Behavior

Various studies have been conducted globally, regionally in Africa and in local contexts in Kenya to ascertain the implications of transformative leadership through individualized influence on teachers' innovative behavior. For example, in Ireland, Brennan et al (2022) conducted an exploratory study to ascertain whether it was sustainable to engage in inclusive practices in changing times using such transformational models of professional learning and development as professional

communities of learning in an environment where 90% of basic education schools are receiving public funds through the Department of Education. Initial data collected from a sample of 10 urban primary school teachers and 9 of them two years later in semi-structured interviews and 5 classroom observations exploring how teachers could sustain the inclusive practices during changing times. The study revealed that sustained changes in teachers' individual and collaboration practices can support them in developing and sustaining inclusion practices in the long term. This study by Brennan et al (2022) is conceptually different from the current study. The study uses sustainability as the dependent variable while in the current study sustainable leadership development is used as moderating variable.

When individually considered, followers exhibiting different behaviors change and closely work together to achieve common goals. For example, in Ethiopia, Bacha et al (2022) did a study to explore whether the faculties' effective professional commitment played a mediating role in the relationship that exists between the behaviors of transformational leadership exhibited by the university's management, perceived organizational support and citizenship behavior by members of faculties in the institution. Data were collected by the use of self-administered questionnaires to a sample size of Two Hundred and Twenty full-time teaching staff of the Debre Berhan University of Ethiopia. On analysis, it was revealed that the affective professional commitment role positively promoted faculties' institution's citizenship behaviors and contributed towards curtailing resignation of the academic staff. The study by Bacha et al (2022) is both contextually and conceptually different from the current study. In terms of context, Bacha et al (2022) conducted their study in a university in Ethiopia

while the current study is being conducted in primary schools in Nairobi County, Kenya. In terms of concept, the study by Bacha et al (2022) used professional commitment as a mediating variable while in the current study sustainable leadership development is the moderating variable.

Transformation at organizational and leadership levels has a direct positive impact on the followers' dedication levels in achieving organizational goals and objectives. In a study in Kenya, Njoroge et al. (2022) sought to establish the role that governance transformation and leadership has on the dedication levels of millennials working at level - 5 private hospitals. The research adopted mixed methods design. A sample of Four Hundred and Fifteen millennial respondents was identified using the five-level multistage cluster sampling as well as purposeful sampling. The study by Njoroge et al. (2022) has conceptual, contextual and methodological gaps that have to be filled by the current study. Conceptually and contextually, Njoroge et al, study explored the effect of governance transformation and leadership on millennial' dedication to work, in private hospitals' context. While in terms of methodology, they used multistage clustered and purposeful sampling. The current study explored the implications of transformational leadership on teachers' innovative behavior in basic education institutions. In terms of methodology the current study used purposive and simple random sampling to select respondents.

Implications of Inspirational Motivation on Teachers' Innovative Behavior

Leaders who engage in the attribute of inspirational motivation are capable of predicting how autonomous their followers are towards the assigned duties. In Kosovo, Hyseni et al. (2021) conducted an exploratory study with the aim of understanding

teachers' perceptions on their principal's leadership style. A sample of Three Hundred Fifty-Seven public school teachers was identified using stratified random sampling method for purposes of data collection using work tasks motivation scale and structured multifactor leadership questionnaire. On analysis of the data collected, it was revealed that transformational leadership attributes of inspirational motivation and idealized influence predicted autonomous motivation, while individualized consideration predicted motivation for the complementary work tasks and the contingent rewards significantly predicted motivation in innovative ways teachers use on student evaluations. Conceptually the study by Hyseni et al. (2021) differs with the current study. Hyseni's study explored only the two aspects of transformational leadership while the current study explored all the four aspects of transformational leadership.

Regardless of context, leaders who engage in inspirational motivation influence creativity and innovativeness of their followers. In a study in South Africa, Nigeria and the United Kingdom, Alo et al. (2022) specifically focused on contextual conditions under which activities related to learning of transformational supervisors' assist the retailing supermarket store managers in learning and engaging in the behaviors that can produce outcomes perceived as being creative. Data were collected from a sample of 40 retail supermarket store managers using in-depth interviews that were semi-structured. On analysis it was revealed that transformational supervision boosted significantly the creativity levels in all the 3 contexts. The study by Alo et al. (2022) contextually differs with the current study. Alo's study was carried out in supermarkets while the current study was conducted in primary schools in Nairobi County, Kenya.

Engaging in transformational leadership strategies enhance retention levels of stakeholders. In Kenya, Musyoki (2022) conducted a study to ascertain how transformational leadership strategies adopted by school principals help in the retention of students in the government owned secondary schools in the Sub-County of

Malindi, Kilifi County. Both transformational leadership and Beatty Guenter's 1994 theories of students' retention were adopted in the study. Data were collected using questionnaires and in-depth interviews. Stratified and simple random sampling techniques were used to select 376 students and 136 teachers, while purposive sampling was used for the selection of the Sub-County Education Director and the 9 principals. On analysis of the findings, it was revealed that transformational leadership strategies adopted by principals influenced learners' retention. The study by Musyoki (2022) conceptually differs from the current study. Musyoka investigated how transformational leadership strategies influenced retention of students while the current study focused on innovative behavior.

Transformational Leadership, Sustainable Leadership Development, and Innovative Behavior

Initiating and implementing change is not an easy task if leaders do not engage in transformational leadership style. Research studies previously done found out that leaders possessing attributes of transformative leadership have the ability to initiate and drive change agenda by motivating and encouraging their followers (Busari et al., 2020); Islam et al., 2021) by being proactive as change drivers. They raise awareness of their subordinates and support them to achieve exceptional goals by indoctrinating their vision

and sharing creative ideas with others in the performance of tasks with a desire for self-development (Jung et al., 2008; Winkler, 2009).

In the education sector, Torlak et al (2019) posits that transformational leadership is more practical through teacher's performance appraisals. It is during the performance appraisals exercise that teachers get an opportunity to share their challenges or reasons behind their stellar performance in class. This gives the leaders opportunity to identify the areas of improvement and through their transformative leadership influence teachers to engage in creative and innovative styles of teaching.

Sustainable leadership development in primary schools is an essential activity that must be carried out by head teachers that are willing to face changing situations in the education sector currently and in the future. Grooms et al (2011) posit that sustainable leadership evolves from carefully orchestrated education programs. Due to globalization, Nieto (2007) posits that basic learning institutions' contexts are familiar to those that are found in and operate from different societies around the globe by making the world smaller and connected.

Sustainability leaders engage in methods, approaches and systematic solutions for solving problems and push their agenda in organizational policies for the organization to be sustainable (Leal et al 2020) regardless of gender issues, a lack of interest by the administration and other stakeholders as well as lack of material resources and expertise. An example of the sustainability leadership was exhibited by the Ministry of Education in Malaysia through its Education plan 2013-2025 whose aim was providing appropriate education that can develop learners nationally at the early education stages to produce very highly skilled manpower to make the country

grow sustainably by 2030 (Malaysia, 2018). The Ministry emphasized on the development of school principals to become more effective as leaders based on some researchers' claims that most effective schools are influenced by their principals' (Wallace, 2013; Leithwood & Hopkins, 2019; Wu, 2020) sustainable leadership (Hargreaves, 2007). Ansar and Hussain (2014) posit that education is a medium used to convey feelings, knowledge, values, skills and information to a person's influence.

Some previous studies demonstrate that innovation in research is considered an essential factor closely related to teachers' professional development (Zhang, X., 2014) academic ranking of their learning institutions (Stupnisky, R.H.; Hall, N.C.; Pekrun, R. 2019), national prosperity (Watt, H.M.G.; Richardson, P.W., 2017) and knowledge enhancement (Xu, L., 2017). This means that innovation is very important for an organization's success as well as survival in the highly competitive and turbulent business environment.

Innovative behavior is self-initiated to generate new ideas, develop those ideas, apply them in their operational contexts, and promote and modify them to benefit the performance of their roles, (de Jong and den Hartog, 2005; Konermann, 2012). Only through leadership (Kotter et al., 2015) one is truly able to develop and nurture a culture through change that is adaptive (Sarros et al., 2011), especially during this globalization period where organizational leaders aiming at establishing their organizations into international business ventures are faced daily with employee cultural as well as management challenges (Sarros et al. 2014) as they navigate through unpredictable and capricious organizational settings and the only optional tool for management and

motivation of employees working in those circumstances is transformational leadership (Leong and Fischer, 2011).

Primary Schools

In Kenya, the Basic Education Act 2013, provides for the protection of the right of every child born or living in Kenya to access free and compulsory public basic education which is both primary and secondary education. Every child who has attained school going age enjoys this right on one hand, while on the other, the Act discriminates against children born with or having disabilities by pushing them to seek admission and attend special, segregated and separate schools offering a special curriculum. The cabinet secretary in charge of education in consultation with both the national and county education boards establish pre-primary, primary and secondary schools as well as mobile, adult and continuing learning centers to provide free basic education.

The same Act provides for creation of the boards of management to facilitate curriculum implementation and ensure promotion of high-quality education for all learners in accordance with national standards. The board is tasked with promoting best institutional interests by making sure that learning and development is well facilitated to meet the local desires and needs. It is in light of this that this research project is considered viable. Transformative leaders are needed to initiate and implement various innovative changes in primary schools in Nairobi County, Kenya.

Theoretical Framework

This study was anchored in three theories of transformational leadership coined by McGregor Burns (1978), the theory of sustainable leadership as coined by

Hargreaves and that of innovative behavior by Scott & Bruce, 1994. The section that follows was used to give a detailed review of the three theories.

Transformational Leadership Theory

Transformational leadership theory was coined by McGregor Burns in the late 20th century while analyzing political leaders (Burns, 1978). It is the process through which leaders and their followers support each other to advance to higher moral and motivational levels (Barine&Minja 2014). As compared to other leadership theories, transformational leadership theory has been widely studied and found to be highly influential in leading change in organizations. Research studies previously done have found out that leaders possessing attributes of transformative leadership have the ability to initiate and drive change agenda by motivating and encouraging their followers (Busari et al 2020; Islam et al., 2021)by being proactive as change drivers. Transformational leaders elevate the level of awareness of their followers (Burns, 1978).

Transformational leadership is a very important school's organizational factor that is related to teacher-student behavior (Day et al., 2016; Gumus et al., 2018) and a school concept related to creativity, innovativeness and change (Choi et al., 2016) as well as a process in which followers and their leaders work together in advancing to high levels of motivation and morale (Burns, 1978) or another psychological status which lead to increased performance of employees (Jensen & Bro, 2018; Leithwood&Jantzi, 2006).

Transformational leadership involves the demonstration of charisma by leaders through the formulation of a compelling vision and commanding pride and

respect from the followers. Leaders have a duty of indoctrinating their vision using symbols and words that encourage their followers to sacrificially utilize their own creative ideas and share those ideas with others in the performance of tasks with a desire for self-development (Jung et al., 2008; Winkler, 2009). Torlak, N. et al (2019) posits that, in the education sector, transformational leadership is more practical when teacher's performance appraisals are done by examining the scores of students in exams where the teachers are under pressure to teach more mechanically to make students become masters of the content of the examination, paying little attention to critical thinking and comprehension skills.

According to Bass et al. (2006), transformational leaders have the task of aligning organizational interests with their members' needs by inspiring them to do more, influencing them through ideas, intellectually stimulating them to use their skills, and being individually considerate of them all through directives and engaging in participatory leadership styles. Transformative leadership is essential in sustainable education innovation (Klaeijsen, 2015; Timperley et al., 2007), where leaders ought to have a higher moral development ability to succeed in any form of the change process.

Bass (2000) posited that transformative leadership preserves employees from the feeling that they have been alienated at the workplace by actively involving them in the decision-making process and factoring their ideas into the decisions made so that they feel valued, important and motivated to better perform in their roles. Transformational leaders are, therefore, passionate, focused and energized on giving help and support to their employees till they succeed by being driven by long-term strategic visions that are shared with their followers who get inspired and committed. They develop a feeling

that their individual needs are taken care of by being empowered with their goals aligned with those of the organization, making it easier to implement both strategic and organizational changes. All these factors contribute towards a reduced turnover of employees, high levels of creativity and innovativeness and making employees more productive (Ingram, 2018).

This theory supports the four objectives of this study where transformational leaders having and practicing the aspects of transformational leadership have the ability of motivating their followers to surpass their performance expectations by coming up with innovative ways of doing their jobs. This theory was measured by exploring the implications of the aspects of transformational leadership which are idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Transformational leaders are people oriented and are more concerned with providing their followers with necessary tools for completion of the assigned tasks. The section that follows was used to present literature on sustainable leadership theory.

Sustainable Leadership Theory

As coined by Hargreaves (2007), sustainable leadership can be used to enhance, develop, as well as sustain learning through shared values, visions and beliefs by implementing continuous learning and taking care of others, maintaining value on aspects of daily living, viewing each teacher as a leader, sharing available knowledge and resources, promoting diverse views and avoiding classifying standards, developing the current personnel and learning from the experience to shape a better future.

School principals, need to have certain attributes of sustainable leadership such as disseminating their school goals, providing teachers with professional development

programs, involving their teachers in making decisions, promoting a positive school climate and working culture, developing their teachers to become successful leaders, leading as role models, practicing communications with feedback, practicing consensus amongst their teachers, encouraging their teachers to reflect on their styles of teaching and encouraging them to solve problems strategically (Cook, 2014).

Grooms, L. et al (2011) posit that sustainable leadership evolves from carefully orchestrated education programs. Due to globalization, Nieto, S. (2007) posits that basic learning institutions' contexts are familiar to those that are found in and operate from different societies around the globe by making the world smaller and connected. Sustainability leaders engage in methods, approaches and systematic solutions for solving problems and push their agenda in organizational policies for the organization to be sustainable (Leal et al 2020) regardless of gender issues, a lack of interest by the administration and other stakeholders as well as lack of material resources and expertise.

An example of the sustainability leadership was exhibited by the Ministry of Education in Malaysia through its Education plan 2013-2025 whose aim was providing appropriate education that can develop learners nationally at the early education stages to produce very highly skilled manpower to make the country grow sustainably by 2030 (Malaysia, 2018). The Ministry emphasized on the development of school principals to become more effective as leaders. This was based on some researchers' claims that most effective schools are influenced by their principals' (Wallace F., 2013; Leithwood & Hopkins, 2019; Wu, 2020) sustainable leadership (Hargreaves, 2007).

Ansar and Hussain (2014) posit that education is a medium used to convey feelings, knowledge, values, skills and information to a person's influence.

In this study, this theory supports transformational leadership and was measured by assessing the long-term mindset, cross boundary leadership mindset, exercising influence without authority, working with complexity, sustainability mindset, systems thinking and relationship building as exhibited by primary school leaders.

Innovative Behavior Theory

Having and portraying innovative behavior or being innovative is simply being able to generate and implement new ideas (Thurlings et al., 2015). According to Karimi(2023) organizations with people who are able to produce highly brilliant ideas from which they select and implement viable ones, have potential to grow and develop in the competitive business environment. Those brilliant ideas are the ones that are referred to as innovation in this study and that they are is very important for an organization to survive and succeed in realizing their mandate. Karimi continues to argue that transformational leadership positively relate to innovative work behavior of employees.

Innovative behaviors exhibited by employees are key determinants of organizational sustainability, Gao, C. et al (2022) and a multistage process that involves the generation and the implementation of new solutions or ideas associated with several individuals and organizational factors (Scott, S.G., Bruce, R., 1994, Jung, K.B., Ullah, S.M.E. Choi, S.B, 2021). Some previous studies demonstrate that innovation in research is considered an essential factor closely related to teachers' professional development (Zhang, X,2014) academic ranking of their learning institutions (Stupnisky, R.H.; Hall,

N.C.; Pekrun, R. 2019), national prosperity (Watt, H.M.G.; Richardson, P.W,2017) and knowledge enhancement (Xu, L., 2017).

In knowledge-based contexts, such as primary schools in the Kenyan context, there exists stiff competition for those institutions to be ranked at the top to attract more parents to enroll their children. Innovation on the part of the teachers in different schools, private and public, is considered as being critical for the sustainability and success (Amabile, 1988; Nonaka & Takeuchi, 1995, Kontoghiorghes, Awbrey, &Feurig, 2005) dependent on the teacher's behavior. Therefore, this means that innovation is very important for an organization's success as well as survival in the highly competitive and turbulent business environment. Such behavior is self-initiated to generate new ideas created, develop those ideas, apply them in their operational contexts, and promote and modify them to benefit the performance of their roles, (de Jong and den Hartog, 2005; Konermann, 2012).

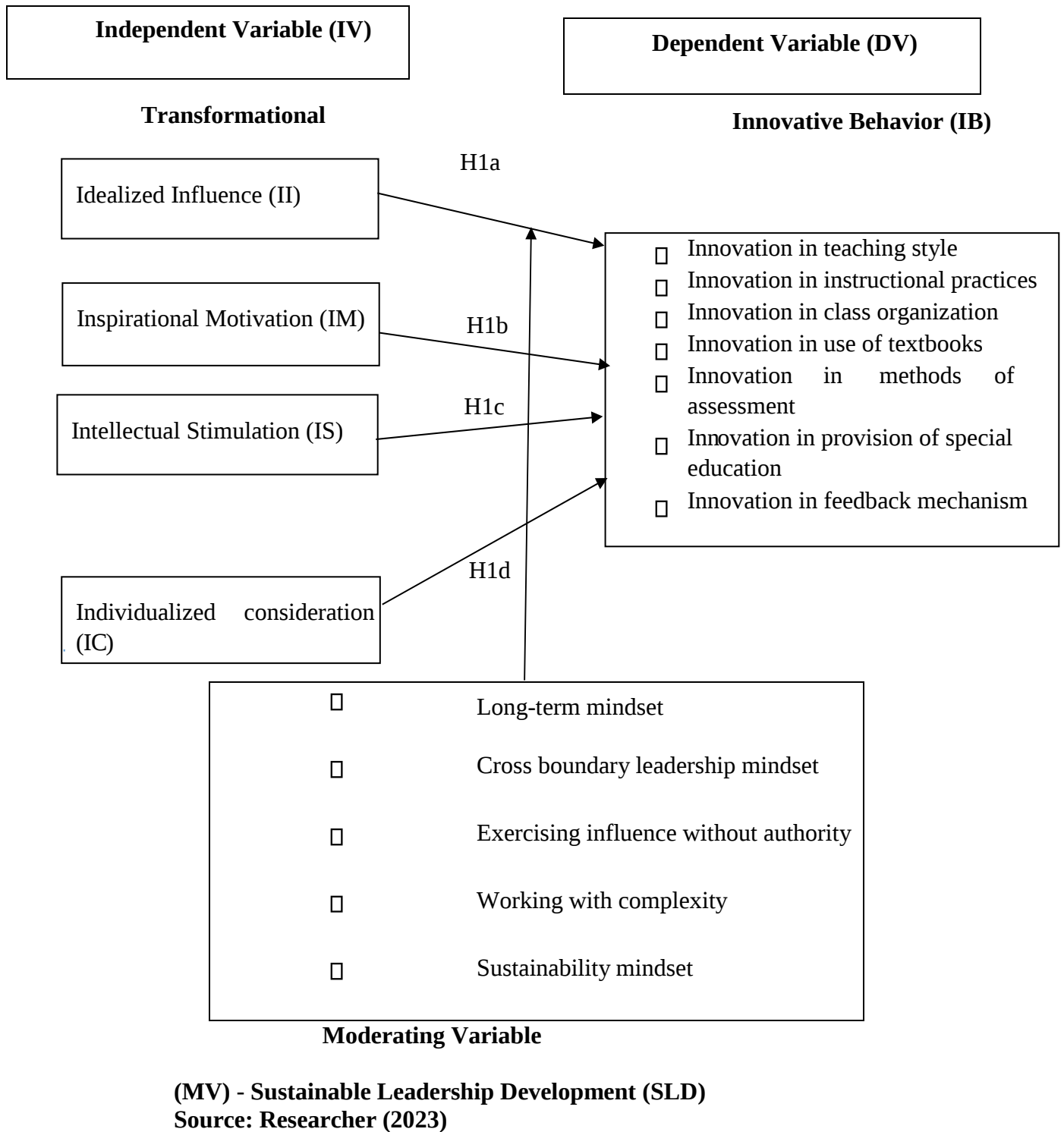
Innovative behavior does not come on its own but through some form of motivation exhibited by those in leadership. For example, being or becoming such continuously developing professionals, primary school teachers require that they serve in an organization where they are stimulated to continuously develop especially in this 21st century where their competencies can help their students (Meijer et al., 2016). The only solution lies in leaders' engagement in transformative activities with tangible evidence of its implications on the teachers' future of work in primary schools. Leaders in primary schools should consider setting some definite task oriented assignments for their teachers with goals to stimulate them to seek professional learning and improvement on their competencies anchored on clear basic educational objectives.

Teachers in primary schools, on their part, are encouraged to be more innovative while being assigned

sustainable task-oriented assignments. Their leaders are supposed to provide them with adequate social and moral support to stimulate them to engage in research-related tasks for the benefit of the learners as well as their schools and the education sector as a whole. Van de Ven (1986) argued that the basis of creativity and innovativeness is the ability of individuals to generate ideas. Van went on to argue that people have ability to develop, modify, carry and react to those ideas. However, West and Farr (1989) posit that little attention is being paid towards innovation both at an individual and group level. The current study integrated aspects of transformational leadership and sustainable leadership development with those of innovation, to ascertain their effect on primary school teachers' innovative behavior.

Conceptual Framework

Figure 1: Conceptual Framework



Transformative leadership is the only leadership style that when adopted in primary school contexts directly influences teachers' innovative behaviors (Bush, 2018) brings about the relevance of its implications on innovation, change and transition management. Duan, et al. (2022) posits that when leaders engage in transformational leadership behaviors, they are able to identify their followers' strengths and stimulate them to show their personal initiative in turn, predicting the following day's work engagement and job or task performance. This leadership style involves the four aspects of idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

Sustainable leadership development was chosen as a moderating variable in this study. It has the ability to assess on how primary school leadership engage in preserving human resources, promoting cohesive diversity (Hargreaves, 2007), honoring and learning from the past to shaping a better future (Gensburger & Lefranc, 2020), disseminating the school goals, providing teachers with professional development programs (Nukoonkan & Dhammapissamai, 2023), involving teachers in making decisions, promoting a positive school climate and working culture, developing teachers to become successful leaders (Bellibas & Liu, 2018), leading as role models, practicing communications with feedback (de Carvalho-Filho et al., 2020), practicing consensus amongst teachers, encouraging teachers to reflect on their styles of teaching and encouraging them to solve problems strategically (Cook, 2014).

Innovative behavior does not come on its own but through some form of motivation exhibited by those in leadership. Having and portraying innovative behavior

or being innovative is simply being able to generate and implement new ideas (Thurlings et al., 2015). Innovative behaviors exhibited by employees are key determinants of organizational sustainability, Gao, C. et al (2022) and a multistage process that involves the generation and the implementation of new solutions or ideas associated with several individuals and organizational factors (Scott, S.G., Bruce, R., 1994, Jung, K.B., Ullah, S.M.E. Choi, S.B, 2021). Engaging in the aspects of sustainable leadership development enhances the realization of the measurable elements of innovative behavior.

Research Gaps

Literature reviewed above has brought out some knowledge gaps on the relationship of these study variables. The knowledge gaps identified are either contextual, conceptual and methodological (Mugenda & Mugenda, 2003). Contextual gaps relate to the difference in location of the study, conceptual gaps relate to the difference in concepts of the study while methodological gaps relate to respondents that are involved in the study, selected sample size, design of the research, collection of data and methods used to analyze (Mutungi, 2019). Contextually, literature reviewed indicate that previous studies on transformational leadership were conducted in institutions of higher learning and business sector with majority being conducted in regional and global contexts (Brennan & King, 2022; Musyoki, 2022; Zhang et al 2022).

Conceptually, literature reviewed indicate that previous studies on transformational leadership on innovation did not involve sustainable leadership development as moderating variable (Alo et al., 2022; Hyseni et al 2021). This shows that there are very few studies conducted to determine the relationship of the three

variables of transformational leadership, sustainable leadership development and innovative behavior. This study was used to fill the gaps identified using the combination of the three variables of transformational leadership, sustainable leadership development and innovative behavior and add to the growing number of research studies in basic education locally, regionally and globally.

Methodologically, literature reviewed indicates that previous studies adopted different research methodologies and approaches as is the current study. For example Kiplagat (2020) used a descriptive research design with convenience sampling while the current study adopted an exploratory positivist epidemiology with simple random sampling and purposive sampling. In another study by Brennan & King (2022) adopted structured interviews with observations while the current study adopted closed ended questions as a data collection instrument. In yet another study by Mwangangi (2022) mixed research method was used to collect both qualitative and quantitative data while the current study adopted purely quantitative methods. In light of these, the current study is worth to be conducted to create and contribute new knowledge.

Table: 1: Research gaps

Researchers	Study Focus	Methodology	Findings	Knowledge Gaps	How current study address Gaps
Contextual Gaps					
Alo, O., Cooper, S. C., Arslan, A., & Tarba, S. (2022).	The context under which learning-related activities of TFL in managers of retailing supermarkets in South Africa, Nigeria, and the UK to learn and engage in those behaviors that generate creative outcomes.	Qualitative research approach was adopted with in-depth semi structured interviews	TFL supervision significantly boosted creativity, by fostering learning orientation, creative role identity (CRI) and creative self-efficacy (CSE), in all the contexts	The context of the study is in retail stores and Creativity is a dependent variable	This study was contextualized in basic education institutions in Nairobi, Kenya and Creativity is a dependent variable.
Kanu, G. C., Ezech, A. M., Ujoatuonu, I. V., Elom, S. O., & Ugwu, L. E. (2022).	Examining role of TFL in the relationship that exist between employee perceptions of organizational reputation and their work engagement	Used validated measures of perceived reputation organization, work engagement, and TFL style	TFL style significantly predicted high work engagement	The study focused on TFL and work engagement in Nigerian Banking sector	This study focused on TFL and sustainable leadership development in Basic Educational Institutions in Kenya

Kasımoğlu, M. (2020)	Comparison of the impact of workplace TFL on employee creativity (EC) between Turkey and Algeria,	Data collected from conglomerate companies in both Turkey and Algeria and analysis was done using hypothesis testing and two-stage structural equation modeling (SEM)	Managers from both countries hold divergent views on impact of TFL on EC	The study was done by comparing the impact of TFL on EC in Algeria and Turkish conglomerate companies	This study was an exploratory study focusing on the TFL's implications in the educational sector in Kenya.
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Theoretical Gaps					
Bacha, N. S., & Kosa, C. A. (2022).	Perceived TFL style and organizational support.	Data were collected using self-administered questionnaires from fulltime academicians in Debre Berhan University of Ethiopia.	Affective professional Commitment in citizenship behaviors had been overlooked.	The study focused on the role played by TFL on citizenship behavior.	This study focused on implications of TFL in sustainable leadership development mediated by innovative behavior.

Methodological Gaps					
Brennan, A., & King, F. (2022)	Transformational models of professional learning and development (PLD)	Exploration based on semi-structured interviews and classroom observations	PLCs supported teachers in developing and sustaining inclusive practices	The study focused on TFL on PLCs	This study focused on TFL implications on sustainable leadership development

Hyseni Duraku, Z., & Hoxha, L. (2021, June).	Impact of TFL and transactional attributes of school principal's leadership on the teachers' motivation to work	Exploratory study that adopted Work Tasks Motivation Scale for Teachers in Kosovo (WTMST) and the Multifactor Leadership Questionnaire (MLQ).	Results revealed TFL attributes, II & IM predict autonomous motivation in teachers; while IC predicts motivation for complementary tasks	The study focused on motivation to work	This study focused on sustainable leadership development
Musyoki, J. M. (2022)	Influence of principals' TFL style on students' performance in KCSE in Makeni County, Kenya.	Study adopted correlational design. Targeting MoE officials, school principals and teachers using purposive sampling, census, simple random and stratified sampling	IS appeared as best and determinant variable moderating KCSE performance	The study focused on the influence of TFL on KCSE performance in Makeni County	This study focused on implications of TFL in sustainable leadership development in Basic Educational Institutions in Nairobi County.
Mwangangi, C. M. (2022)	How TFL strategies exhibited by school principals assist in retention of learners in Malindi, Kenya	Mixed research method was adopted to collect both quantitative and qualitative data	It was found that some of the TFL strategies employed by principals needed to be strengthened for them to influence students' retention	The context is in Secondary schools with specific focus on impact of TFL strategies on learners' retention.	This study focused on
Njoroge, R., Ndirangu, A., & Kiambi, D. (2022).	TFL governance on millennials' dedication to level - 5 private hospitals in Kenya	The study adopted Mixed methods study using cross-sectional exploratory survey design of both quantitative and qualitative approaches	Individualized consideration influenced millennial dedication.	The context of the study is in private hospitals	This study's context is in basic education institutions

Torlak, N. et al (2019)	Effectiveness of transactional or transformative leadership on employees' job satisfaction and performance in the educational Sector.	Email survey /interviews Analysis methodology using frequency analysis, descriptive statistics, paired samples <i>t</i> -test, Pearson correlation analysis and regression Analysis.	TAL–TFL leadership style was the sole variable to EJS/EJP judge	The study was in the educational sector of Lahore, Pakistan	This study focused on TFL's implications of sustainable leadership development in Basic Educational Institutions in Nairobi, Kenya
Zhang, X., Wong, J. L., & Wang, X. (2022)	Examining how middle level leaders through their leadership supported teachers' learning and their professional development while in school settings	Qualitative case comparison approach was adopted for 2 secondary schools	Bureaucratic leadership supplemented professional strategies, supported by teachers' performance-oriented learning	The study focused on bureaucratic leadership only by middle level leaders	This study focused on

Chapter Summary

This chapter of the study gives an in-depth review of empirical literature on the variables of transformational leadership, sustainable leadership development and innovative behavior. The chapter has been used to examine what has already been written by other researchers about the aspects of transformational leadership and the components of the other two variables of sustainable leadership development and innovative behavior to establish research gaps as the study targets selected Basic Educational Institutions contexts in Nairobi County. Theories on the study have been reviewed before presenting the conceptual framework. The next chapter three was used to discuss the research methodology employed for the study.

CHAPTER THREE : RESEARCH METHODOLOGY

Introduction

Chapter three of this thesis gives a discussion of research methodology to be adopted by the researcher. This chapter was used to describe steps and approaches followed by the researcher while conducting the study. The steps start with the research philosophy that guided the researcher during the study, research design, target population, sample population, sampling methods, data collection methods, data analysis methods, ethical considerations, and a chapter summary.

Research Philosophy

A research philosophy entails knowledge and assumptions held by a researcher, as well as the nature of study (Cutler et al., 2023) or is just a perspective on developing knowledge considered with nature of that developed knowledge (Munyao, 2021). Research philosophy can be viewed from the research paradigms of ontology and epistemology that guide researchers by using specific and relevant methodology in research (Majeed, 2019). A research philosophy helps a researcher to view and understand the world around them. In social sciences, two main research philosophies inform how researchers gain knowledge. These paradigms are ontology and epistemology. Ontology is that part of knowledge that is concerned with nature and the relations of being or identity while epistemology is that branch of philosophy used to examine nature of knowledge, its foundation, extent, validity and justifications (Cutler et al., 2023).

Epistemology was the most appropriate in analyzing quantitative data purposely for inferring both analytic and prescriptive data while ontology is normally used by

researchers interested in describing only data (Munyao, 2021). The current study used positivism research approach that helped the researcher to use inductive logic to solve the research problem as presented in the research topic. In this study, that was conducted in 24 selected primary schools in Nairobi County, Kenya, the researcher found out that the research philosophy selected was one that matched the methodology and research problem (Newhart & Patten, 2023). The assumptions held by the researcher influenced the selection of methodology (Tuli & Mantri, 2021). The researcher used epistemology to answer questions and infer (Munyao, 2021) on the existence of implications of transformational leadership aspects held by Primary school leaders and their implications on teachers' innovative behavior.

The researcher pursued objective answers on the implications of transformational leadership and sustainable leadership development on innovative behavior among primary school teachers in selected primary schools in Nairobi County, Kenya by adopting a positivism approach by relying on quantifiable measurements and cause and effect, where new knowledge was revealed through actions or reactions on behavior. This approach was acceptable due to its quest associated with being accurate, objective and causal as well as being neutral on values. It used logic in culmination of numbers in social research to give quantifiable figures in the statistics (Majeed, 2019).

Research Design

Research design is a presentation of a plan, structure and strategy of investigations aiming at obtaining or giving answers to various questions (Rhim & Kothari, 2018) by determining the existing relationship between the variables of a study. Researchers basically have their own assumptions on reality and available

knowledge constructs. Those assumptions held influence the selection of a methodology for their study (Tuli & Mantri, 2021) and create a difference in the research.

Quantitative research is divided into four types that are descriptive, experimental, correlational and causal comparison. Descriptive studies are used to help in the discovery of new meaning out of data collected, describing what is existing, and determining frequency in the occurrence of information (Ukoha & Mtshali, 2023).

Experimental research design is one in which a researcher engage in measurement of two variables, understand them and assess the relationship statistically existing between them without any influence from extraneous variable (C. Calhoun Sr, 2023).

Correlational research design allows a researcher to determine the type, extent and strength of relationship existing between any two or more variables (Dougherty, 2023).

While causal comparison design in quantitative studies, also known as non-experimental design or ex post facto research design rely on observations of the relationships that exist between variations in both the independent and the dependent variables (Green, 2023).

This research study used descriptive research design using quantitative data. This research design provided the basis for a broader study which involved a greater number of respondents, to enhance generalizability of the study results and basically attempted to establish the relationships existing among the variables. Kandel (2020) posits that quantitative research is used in describing a situation or a behavior by collecting numerical data, analyzing it mathematically and describing characteristics or actions purposely to discover the relationships between independent and dependent variables in a

population. The researcher investigated the implications of transformational leadership on primary school teachers' innovative behavior using closed ended questionnaires that were analyzed used SPSS V28.

Target Population

A target population in a study is that group in a given identified locality that the researcher intends to generalize their results from the study to be conducted and finalized (Mugenda & Mugenda (2003). The target population for this study were the 4278 teachers in the 225 Early Childhood Development (ECD) and primary schools in Nairobi County (Nairobi City County: Education Department Data,2023) which have the same characteristics that the researcher conducted a case study.

Table 2: Target Population

	Sub-County	Number of primary schools
1.	Dagoretti	25
2.	Embakasi	44
3.	Kamukunji	18
4.	Kasarani	26
5.	Lang'ata	15
8.	Makadara	32
7.	Starehe	35
8.	Westlands	30
	Total	225

Source: Nairobi City County: Education Department Data On Nairobi Public Ecd

Centres & Primary Schools And Locations

Population Sample

A sample size was determined at the planning stage of this research study. Althubaiti, (2023) argues that a population sample can be small if the study aims to conduct a rare investigation, or when using a complicated sampling technique and or the study is too costly to conduct. Althubaiti continued to argue that small sample sizes in a research lead to challenges in reproducing results or may lead to production of highly false negatives undermining the expected scientific implication of a research study. Alternatively choosing a large sample size may be unethical and unacceptable leading to false positives. Therefore, a researcher should focus on choosing an appropriate sample size that when statistically tested can be used to detect true positives and confidence intervals.

The researcher in this study collected data from a sample of 24 primary schools in Nairobi County, 3 from each of the 8 educational sub counties. He administered questionnaires to the selected teachers in each of the sampled primary schools.

Using purposive sampling, the researcher selected the Headteacher, Deputy Headteacher, Senior teacher and class teachers for Grade 4 and Grade 6, who in the view of the researcher were perceived as leaders based on the assumed transition roles they play in the schools, adding up to 5 respondents per school. Using Simple random sampling, the research selected 5 other teachers and in total each school had 10 respondents. A total sample size of 240 respondents was used for this research study.

Table 3: Summary of Target Sample (Public Primary Schools)

School	Head Teacher	Deputy Head	Senior Teacher	Class Teacher	Class Teacher	Other Teachers	Total Respondents

		Teacher		Grade 4	Grade 6		
NG'UNDU	1	1	1	1	1	5	10
ATHI	1	1	1	1	1	5	10
PLAINSVIEW	1	1	1	1	1	5	10
MARIAKANI	1	1	1	1	1	5	10
MUKURU	1	1	1	1	1	5	10
REUBEN AEF	1	1	1	1	1	5	10
KANGUNDO RD	1	1	1	1	1	5	10
MBAGATHI	1	1	1	1	1	5	10
RIRUTA SATELLITE	1	1	1	1	1	5	10
JAMHURI	1	1	1	1	1	5	10
KABIRIA	1	1	1	1	1	5	10
KIMATHI	1	1	1	1	1	5	10
KARIOBANGI	1	1	1	1	1	5	10
MADARAKA	1	1	1	1	1	5	10
NDURURUNO	1	1	1	1	1	5	10

ST.PETER CLAVERS	1	1	1	1	1	5	10
STATEHOUSE	1	1	1	1	1	5	10
OLM SHAURI MOYO	1	1	1	1	1	5	10
GITHURAI	1	1	1	1	1	5	10
KONGONI	1	1	1	1	1	5	10
MOI AVENUE	1	1	1	1	1	5	10
MILIMANI	1	1	1	1	1	5	10
KILIMANI	1	1	1	1	1	5	10
MAUA	1	1	1	1	1	5	10
Total	24	24	24	24	24	120	240

In selecting the sample population, the researcher considered various methods previously used by other scholars to come up with a sample size large enough to provide sufficient statistical power. In contrast, traditional methods based on constructing a confidence interval lead to a sample size likely to control the width of the interval. Loepky et al (2009) posit that a large sample size leads to a waste of resources or is a basis for ethical concerns that are undesirable.

For each of the selected primary schools, the Head teacher, Deputy Head Teacher, Senior Teacher and Class teacher for Grade 4 and Grade 6 were selected for

this study because they are perceived to provide leadership during transition of learners from one level to the next and by virtue of the positions they hold in those schools. The head teacher and deputy head teacher were purposively chosen due to the role they play in defining the strategic direction of their school.

The senior teacher was chosen due to the researcher's view that they are being mentored to take the school's leadership or be promoted to a leadership role as deputy or head teacher. Their leadership role directly affects other teachers in the school and can influence their creativity and innovation.

The Grade 4 and Grade 6 class teacher receives learners transitioning from lower primary school and prepares for middle or upper primary school. They play the role of leading other teachers to mentor the learners using their creative and innovative ideas while covering the assigned syllabus. Grade 6 class teacher prepares learners transitioning to junior secondary school. They use the services of subject teachers to ensure that learners post satisfactory results to enable them transition successfully. They determine the direction and create a working culture for other teachers.

Teachers were selected because they are directly impacted by transformational leadership practices exhibited by those holding leadership positions. They feel the impact of the leadership style practiced by those leading them directly affecting their innovativeness. They directly interact with learners on a daily basis and can be a reliable source of the information sought on how transformational leadership exhibited by their leaders can influence their creativity and innovativeness. As well how their creativity and innovation impact the performance of the learners and the school generally.

Population Sampling Method

Acharya, A. et al (2013) posit that it is not practical nor is it possible to study an entire population but a sufficient and representative sample of the whole population. Studying a sample population reduces costs to be incurred, time taken while conducting the research and clerks needed to effectively conduct the study. This study sought to objectively select respondents from the population by adopting sampling methods that provide procedures for estimation of results that would be obtained if a comparable survey was taken from the population (Kothari, 2004). This study used purposive sampling for the Head teacher, Deputy Head teacher, senior teacher and class teacher for Grade 4 and Grade 6 and simple random sampling was used to identify 5 other respondents that formed the sample for study in each of the institutions.

Types of Data Collected

Primary and secondary data was collected from respondents for variables of transformational leadership, Sustainable leadership development and teacher innovative behavior using structured closed ended questionnaires. The researcher used raw information as well as firsthand evidence gathered from the collected questionnaires filled by head teachers, deputy head teachers and senior teachers who have a wealth of information relating to leadership in their schools. The questionnaires enabled the researcher to collect firsthand information relating to the perception teachers have on the implications of transformational leadership and sustainable development on their innovativeness.

Data Collection Methods and Procedure

The researcher visited the selected schools for introduction and presented formal approvals and authorization from NACOSTI and the University before engaging in data collection. This was done as soon as the researcher was satisfied with the validity and reliability of the instrument. The researcher sought authorization and appointments from the school head teachers before engaging in data collection. Once authorization was secured, the researcher went to administer the questionnaires with the help of the research assistant by hand delivery.

Some sections of the questionnaire had five point Likert Scale ranging from Strongly Disagree (1) to Strongly Agree (5) in some items to test the perception and attitude of respondents on the aspects being investigated. The questionnaire was divided into four sections. Section (A) was used to collect data on respondent demographics, while section (B, C & D) were used to collect data on transformational leadership, Sustainable leadership development and teacher innovative behavior respectively.

Instrument Pre-Testing

Before starting to collect data, the questionnaire that was used for data collection was pre-tested with 10 respondents from one of the Nairobi County Schools who included the school head teacher, deputy head teacher, senior teacher, class teachers for Grade 4 and Grade 6 and 5 teachers. After the pre-test, a retest with same respondents after two weeks was conducted for purposes of validity and reliability of the instrument. Mikkonen et al., (2022) posit that pre-testing of an instrument is done to assess response time that is used by respondents, how comprehensible the entire instrument is and the items therein. According to Lucas and Donnelan (2012) a pre-test is conducted on an

equivalent of between 1% and 10% of the sample size. 10 respondents in the pretest presented 4.2% of the sample size which was considered good for validity and reliability test. This enabled the researcher to refine and organize the research questions in a more suitable sequence and format that was in a usable form.

According to Oktavia et al (2018) there is no simple formula that can be used to represent the extent to which an instrument is preferred as valid. Oktavia goes on to argue that commonly used calculation by researchers to reach at validity metrics is through presentation of correlations between measurement of a construct and measurement of other constructs that are theoretically associated referred to as convergent validity while those that have independent variations as compared with the construct known as discriminant validity.

This study measured construct validity of the research instruments calculating

Pearson's correlation coefficient r where scores of a respondents' responses to one item with their total scores as shown below:-

$$r = \frac{n \sum xy - \sum x \sum y}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

where r is Pearson's correlation coefficient,

n is number of valid responses,

x is score of an item,

y is total score of each respondent with the valid responses;

The assumption is that the variables (x and y) are normally distributed and that the criteria for interpretation of validity coefficient is as shown below:

Table 4: Interpretation of Validity Coefficients

Validity Coefficient	Values Interpretation
Above 0.35	Very Beneficial (Strongly valid)
0.21-0.35	Likely to be useful
0.11-0.20	Depends on circumstances
Below 0.11	Unlikely to be useful

(Source: Oktavia et al, 2018)

Reliability of the questionnaire as the instrument for data collection was done using the Test-Retest method that was estimated by calculating correlations between scores of two or more administrations of same questionnaire to same participants. The researcher conducted the reliability test in one pilot primary school in a span of two weeks with consent of the Head teacher.

Data Analysis Plan

The researcher conducted a data analysis where raw data was arranged based on themes for each institution and later for all the institutions. The data collected was Multivariate and was analyzed based on the variables under investigation to ascertain the relationships that exist between them. Quantitative data was collected from the field, sorted, edited, organized, coded before being entered into the SPSS V28 software for analysis and reporting of the study findings. SPSS V28 software was chosen for the study since it has the ability to automatically calculate and tabulate data (Mugenda & Mugenda, 2003). The data generated was analyzed using descriptive statistics of mean, median and percentages (Shojaee et al., 2020). The results of this study were presented

using the frequency tables for purposes of easier interpretation and understanding.

Frequency distribution tables are used to examine the pattern of responses for each item in the study (Leedy & Omrod, 2014).

Ethical Considerations

Ketefian (2015) posits that there is a need for protecting the rights of people who participate in research. The researcher was considerate of the specific ethical principles of respect and protection of the respondents and keep them safe from any form of harm on the basis of their responses, get their consent, respect their dignity, privacy and keep them anonymous. The researcher was honest and transparent while communicating the research findings.

The researcher in this study sought for ethical clearance for this thesis research study from the Institutional Ethics Review Committee (IERC) of PAC. He then went for a letter of introduction from the Dean of the Graduate School of Pan Africa Christian University that was used as evidence of being a bona fide Masters student and that this study was only conducted for academic purposes. This letter of introduction was used for application for NACOSTI research permit. NACOSTI is the Kenyan government body that is mandated to ensure that research studies conducted in the republic adhere to set ethical standards.

The researcher did a personal introductory letter that was attached with the ethical clearances and presented it to the Nairobi county education department for further approval to conduct the research before visiting the sampled schools. The researcher further used the above documents in seeking clearance to conduct the study from the Ministry of Education and Nairobi County commissioner. This ensured that the county

education department was aware of this research study and that the researcher was independent and all data collected remained confidential.

Chapter Summary

In this chapter, the researcher discussed the methodology that was adopted. Exploratory research design was employed in order to study and thoroughly investigate on the research topic using the respondents' opinions, the currently ongoing processes and the changing trends in sustainable leadership development using transformative leadership. This study targeted a population of 4278 teaching staff in 225 primary schools in Nairobi County. This target population was reduced to a sample of 240 respondents drawn from 24 primary schools that comprised of the Head teacher, Deputy Head teacher, Senior Teacher, Class teachers for Grade 4 and Grade 6 purposively selected and 5 teachers randomly selected. Quantitative data was collected and the analysis was done using SPSS V28. The researcher was keen to attend to ethical considerations throughout the study. The next chapter four was used to present the response rate, demographic analysis, descriptive statistics and inferential analysis as well as the hypotheses testing.

CHAPTER FOUR : RESULTS AND DISCUSSION

Introduction

This study aimed to explore the implications of transformational leadership and sustainable leadership development on innovative behavior among primary school teachers in selected primary schools in Nairobi County, Kenya. Specifically, the study sought to explore the implications of head teachers' idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration on the innovative behavior of teachers. Additionally, the study examined the moderating role of sustainable leadership development on the relationship between transformational leadership and innovative behavior. In this chapter, the findings are presented according to the stated objectives. The results are discussed in relation the specific objectives and corroborated with existing literature. The chapter begins with presentation of the response rate and the reliability of the collected data, followed by background information on the respondents. This is then followed by descriptive statistics, correlation analysis, and regression analysis, all organized to reflect the study's key focus areas.

Response Rate

The sample size for this study was determined during the planning phase, guided by the need to obtain statistically valid results while maintaining ethical and logistical balance. The researcher targeted 24 public primary schools in Nairobi County and selected a total of 240 respondents. In each school, ten participants were identified five through purposive sampling and five through simple random sampling. Purposive sampling was used to select the Head Teacher, Deputy Head Teacher, Senior Teacher,

and Class Teachers for Grade 4 and Grade 6, based on their leadership roles and influence in learner transitions. The remaining five respondents per school were randomly selected teachers who completed structured questionnaires. This approach ensured representation across different leadership levels within the schools and provided a solid foundation for exploring the implications of transformational leadership on innovative behavior. The response rate was as presented in Table 5.0 below.

Table 5: Response Rate

Category	Responded	Did Not Respond	Response Rate
Head Teacher	16	8	66.7%
Deputy Head Teacher	19	5	79.2%
Senior Teacher	19	5	79.2%
Class Teacher Grade 4	30	6	83.3%
Class Teacher Grade 6	24	0	100.0%
Other Teachers	87	26	77.0%
Overall	195	45	81.3%

(Source: Field Data, 2025).

Response rate results in Table 5 above showed that out of the 240 questionnaires administered to teachers in selected public primary schools in Nairobi County, 195 were duly filled and returned, translating into an overall response rate of 81.3 percent. Specifically, the response rate for Head Teachers was 66.7%, Deputy Head Teachers 79.2%, Senior Teachers 79.2%, Class Teachers for Grade 4 at 83.3%, and Grade 6 at 100%. The category of Other Teachers, who were selected through simple random

sampling, recorded a response rate of 77.0%. These results indicate relatively high levels of participation across all respondent categories. According to Baruch (1999), the average response rate for empirical studies is approximately 65%, while Orodho (2009) maintains that a response rate above 50% is considered sufficient for generalization. Therefore, the overall response rate of 81.3% in this study is deemed adequate and reliable for drawing conclusions on the implications of transformational leadership and sustainable leadership development on innovative behavior among primary school teachers in Nairobi County.

Demographic Analysis

The respondents' demographic information was captured in the first section of the data collection instrument. The main aspects of the background information were analyzed including position and gender of the respondent. The demographics were essential for the discussion regarding the sample size composition. Table 6 below shows the demographic characteristics results.

Table 6: Demographic Information of Respondents

Demographic Information	Distribution	Frequency	Percentage
Gender	Male	64	32.8%
	Female	131	67.2%
Position	Head Teacher	16	8.2%
	Deputy Head Teacher	19	9.7%
	Senior Teacher	19	9.7%
	Class Teacher Grade 4	30	15.4%
	Class Teacher Grade 6	24	12.3%

Other Teachers

87

44.6%

 (Source: Field Data, 2025).

The results in Table 6 above depicts that majority of the respondents were female (67.2%), while male Respondents accounted for 32.8% of the total sample. This distribution reflects the broader gender composition commonly observed in Kenya's primary education sector, where teaching, especially at lower education levels, tends to attract more women. The higher proportion of female teachers may influence school leadership dynamics and innovation practices, particularly in how collaborative efforts, mentorship, and inclusive approaches are adopted. It also depicts the importance of considering gender-responsive leadership strategies when evaluating the implications of transformational leadership on innovative behavior among teachers.

Regarding respondents' positions, the largest proportion comprised teachers not holding formal leadership positions (44.6%), followed by Class Teachers for Grade 4 (15.4%) and Grade 6 (12.3%). Head Teachers made up 8.2% of the sample, while Deputy Head Teachers and Senior Teachers each accounted for 9.7%. This distribution ensured that the study captured a wide range of perspectives from both instructional staff and school leaders. The inclusion of class teachers from transition grades (4 and 6) was deliberate, as these teachers are expected to play a roles in guiding learners through key academic milestones.

Descriptive Statistics

Descriptive analysis was used to summarize the key characteristics of the data collected in this study, providing a clear overview of the sample and the variables under investigation. As noted by Conradie and Paduri (2014), descriptive statistics offer

foundational information on the data by presenting measures such as the mean and standard deviation, which help interpret trends and variations in responses. In this study, descriptive statistics were applied to examine the implications of head teachers' transformational leadership attributes namely; idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration on innovative behavior among teachers. Additionally, the study explored the moderating role of sustainable leadership development in this relationship. The analysis involved computing the mean as a measure of central tendency and the standard deviation as a measure of dispersion to determine how responses varied from the average. A 5-point Likert scale was used in the questionnaires to capture teachers' perceptions, with scores ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Descriptive results are discussed below.

Head Teachers' Idealized Influence

The first objective of the study was to explore the implications of head teachers' idealized influence on innovative behavior among primary school teachers in selected primary schools in Nairobi County, Kenya. The respondents were asked to give their opinions regarding the statements on head teachers' idealized influence and their responses were as shown in Table 7 below.

Table 7: Descriptive Statistics on Head Teachers' Idealized Influence

Statement	Strongly Disagree	Disagree	No Comment	Agree	Strongly Agree	Mean	Std. Dev.
The school leadership takes certain actions aimed at				52.30			
yielding high levels of trust among teachers	1.50%	3.60%	6.20%	%	36.40%	4.18	0.82
The school leadership hold discussions on significant				55.40			
beliefs and values with teachers	1.00%	3.60%	6.70%	%	33.30%	4.16	0.78
The school leadership make decisions based on morality				49.20			
and ethics	1.00%	3.10%	5.60%	%	41.00%	4.26	0.79
The school leadership is interested in instilling							
confidence and reassuring teachers of their ability to				47.70			
solve problems	1.50%	2.10%	5.60%	%	43.10%	4.29	0.79
The school leadership is willing to share risks and				53.30			
solutions with teachers	1.00%	4.10%	11.30%	%	30.30%	4.08	0.82
Overall Mean						4.194	

(Source: Field Data, 2025)

Descriptive results in Table 7 above depicts that majority (88.7%) of the respondents agreed that the school leadership takes certain actions aimed at yielding high levels of trust among teachers. Only 5.1% disagreed, while 6.2% neither agreed nor disagreed. The responses yielded a mean of 4.18 and a standard deviation of 0.82, indicating a high level of consensus with some moderate variation. This suggests that trust building is widely practiced and positively perceived, which is important for creating open communication and encouraging innovation within teaching teams. Similarly, 88.7% of respondents agreed that the school leadership holds discussions on significant beliefs and values with teachers, while 4.6% disagreed and 6.7% gave no comment. This statement had a mean of 4.16 and a standard deviation of 0.78. These results imply that value-oriented leadership is common in the sampled schools, and may contribute to a shared vision among teachers an essential foundation for innovative collaboration and collective growth.

In terms of ethical leadership, 90.2% of respondents agreed that their head teachers make decisions based on morality and ethics. A very small number (4.1%) disagreed and 5.6% chose not to comment. The mean score was 4.26 with a standard deviation of 0.79. These findings reflect strong ethical standards in school leadership, which are likely to reinforce teacher trust, model integrity, and create an environment where teachers feel morally supported to try new approaches without fear of unfair judgment. Regarding teacher confidence, 90.8% of the respondents agreed that school leadership shows interest in instilling confidence and reassuring teachers of their ability to solve problems. Only 3.6% disagreed and 5.6% had no comment. This item had one

of the highest means at 4.29 and a standard deviation of 0.79, indicating that most teachers feel encouraged and empowered by their leaders an essential condition for fostering innovative thinking and risk-taking in the classroom.

Moreover, 83.6% of the teachers agreed that their school leadership is willing to share risks and solutions with teachers, while 5.1% disagreed and 11.3% neither agreed nor disagreed. This statement had the lowest mean in the set at 4.08, though still high, with a standard deviation of 0.82. This suggests that some teachers may perceive room for improvement in how openly leadership engages in shared problem-solving and collective responsibility. The dimension of idealized influence recorded an average mean of 4.194, indicating that teachers generally perceive their school leaders as trustworthy, value-driven, ethical, and empowering. These qualities are central to transformational leadership and have strong implications for innovative behavior.

Head Teachers' Inspirational Motivation

The second objective of the study was to establish the implications of Head teachers' inspirational motivation on innovative behavior among primary school teachers in selected primary schools in Nairobi County, Kenya. The respondents were asked to give their opinions regarding the statements on head teachers' inspirational motivation and their responses were as shown in Table 8 below

Table 8: Descriptive Statistics on Head Teachers' Inspirational Motivation

Statement	Strongly		No		Strongly		Std.	
	Disagree	Disagree	Comment	Agree	Agree	Mean	Dev.	
The school leadership creates an environment of inspirational relationship	1.50%	3.10%	10.80%	51.80%	32.80%	4.11	0.83	
The school leadership creates an environment of trust and respect	1.00%	4.10%	8.70%	48.20%	37.90%	4.18	0.83	
The school leadership induces a sense of confidence and self esteem	1.00%	1.50%	8.70%	47.20%	41.50%	4.27	0.77	
The school leadership confidently communicates the vision, mission and goals	1.00%	2.60%	5.10%	43.60%	47.70%	4.34	0.78	
The school leadership articulates the future of the school and build a strong organizational image	1.50%	3.60%	8.70%	46.20%	40.00%	4.19	0.86	
Overall Mean						4.218		

(Source: Field Data, 2025).

As shown in Table 8 above, majority of respondents (84.6%) agreed that the school leadership creates an environment of inspirational relationships. Only 4.6% disagreed, while 10.8% neither agreed nor disagreed. The responses yielded a mean of 4.11 and a standard deviation of 0.83, suggesting that most teachers perceive their head teachers as emotionally engaging leaders, though some variation in responses was observed. Such inspirational relationships are essential in energizing and aligning teachers toward collective goals, which can positively influence innovation.

Furthermore, 86.1% of the teachers agreed that the school leadership fosters an environment of trust and respect. Only 5.1% disagreed and 8.7% had no comment. The mean was 4.18 with a standard deviation of 0.83. This reflects a strong consensus that trust-based relationships are nurtured within the school, which is a critical element in transformational leadership. Trust and respect within teams often lead to psychological safety, encouraging teachers to express ideas, experiment with new methods, and take initiative.

In addition, 88.7% of respondents agreed that their school leaders instill a sense of confidence and self-esteem in teachers. Only 2.5% disagreed and 8.7% were neutral. This item had a high mean of 4.27 and a standard deviation of 0.77, indicating that most teachers feel encouraged and empowered through positive affirmation from their leaders. Such confidence boosts intrinsic motivation and fosters risk-taking in the adoption of innovative teaching practices. The highest level of agreement was observed on the statement that school leadership confidently communicates the vision, mission, and goals, with 91.3% of respondents agreeing. Only 3.6% disagreed and 5.1% remained neutral. This statement recorded the highest mean of 4.34 and a standard

deviation of 0.78. This finding underscores the importance of clear, consistent communication from leadership in aligning teachers with the broader institutional direction. Teachers who understand and internalize the school's vision are more likely to innovate in ways that support its realization.

Lastly, 86.2% of respondents agreed that their school leadership articulates the future of the school and builds a strong organizational image. A small proportion (5.1%) disagreed and 8.7% had no comment. The mean for this item was 4.19 with a standard deviation of 0.86. These findings suggest that most head teachers are perceived to be forward-thinking leaders who promote a shared vision and cultivate a positive identity for the school factors that can inspire proactive, innovative behavior among teaching staff. The overall mean for the inspirational motivation dimension was 4.218, indicating that head teachers are generally viewed as motivational leaders who communicate effectively, build trust, and instill confidence in their teachers. The standard deviations, ranging from 0.77 to 0.86, show relatively consistent responses across participants. These results imply that inspirational motivation, as a component of transformational leadership, plays important role in creating a school culture that supports teacher innovation, collaboration, and engagement.

Head Teachers' Intellectual Stimulation

The third objective of the study was to examine the implications of head teachers' intellectual stimulation on innovative behavior among primary school teachers in selected primary schools in Nairobi County, Kenya. The respondents were asked to give their opinions regarding the statements on head teachers' intellectual stimulation and their responses were as shown in Table 9 below.

Table 9: Descriptive Statistics on Head Teachers' Intellectual Stimulation

Statement	Strongly Disagree	Disagree	No Comment	Agree	Strongly Agree	Mean	Std. Dev.
The school leadership questions the teachers assumptions and approaches on old situations with new way of doing things	1.00%	4.10%	16.40%	64.10%	14.40%	3.87	0.74
The school leadership gives support towards professional development	1.00%	2.60%	6.70%	41.00%	48.70%	4.34	0.8
The school leadership emphasizes on intellectual capability and expectations of teachers	0.50%	3.10%	6.20%	58.50%	31.80%	4.18	0.72
The school leadership encourages creativity and innovation as well as	1.00%	2.10%	4.10%	44.60%	48.20%	4.37	0.75

critical thinking on teachers and students							
The school leadership encourage risk taking independence in decision taking by teachers	1.00%	4.10%	19.00%	50.30%	25.60%	3.95	0.84
Overall Mean						4.142	

(Source: Field Data, 2025).

Results in Table 9 above showed that majority (78.5%) of respondents agreed that their school leadership challenges teachers' assumptions and encourages new approaches to existing situations. However, 5.1% disagreed and 16.4% neither agreed nor disagreed. The mean for this item was 3.87 and the standard deviation was 0.74, indicating a generally positive perception with slightly higher variability compared to previous items. This suggests that even though most teachers view their leaders as thought-provoking, a notable portion remains neutral, possibly due to limited exposure to such practices in their schools. Support for professional development was rated very highly, with 89.7% of respondents agreeing that their school leadership provides such support. Only 10.3% gave no comment. This item had a high mean of 4.34 and a standard deviation of 0.80, reflecting consistent perceptions across respondents. These results imply that professional growth is actively supported, which is essential in promoting innovative behavior through new knowledge, skills, and teaching strategies.

Regarding intellectual expectations, 90.3% of teachers agreed that their school leadership emphasizes intellectual capability and maintains high expectations of staff. Only 3.6% disagreed and 6.2% neither agreed nor disagreed. The mean score was 4.18 with a relatively low standard deviation of 0.72, suggesting strong agreement and minimal variation in responses. This emphasis on intellectual stimulation is a critical feature of transformational leadership, as it motivates teachers to continuously challenge themselves and refine their practices. Creativity and innovation were also strongly endorsed, with 92.8% of respondents agreeing that their head teachers encourage creativity, innovation, and critical thinking among both teachers and students. Only 3.1% disagreed and 4.1% gave no comment. This item recorded the

highest mean of 4.37 and a standard deviation of 0.75, pointing to a strong culture of innovation in most schools and a leadership style that actively fosters inventive thinking and experimentation.

Finally, 75.9% of teachers agreed that their school leadership encourages risk-taking and independence in decision-making. The mean was 3.95 with a standard deviation of 0.84. While still positive, this item had the lowest mean in the set, and the relatively higher neutrality rate suggests that some schools may be more reserved in encouraging independent decision-making, possibly due to structural or policy constraints. Overall, the intellectual stimulation dimension had a mean of 4.142, reflecting generally strong agreement among teachers that their head teachers challenge them intellectually, support their professional growth, and promote creative, critical thinking. These findings show the role of intellectual stimulation as a key component of transformational leadership that enables teachers to question established routines, explore innovative pedagogical methods, and become active contributors to school improvement and educational change.

Head Teachers' Individualized Consideration

The fourth objective of the study was to investigate the implications of head teachers' individualized consideration on innovative behavior among primary school teachers in selected primary schools in Nairobi County, Kenya. The respondents were asked to give their opinions regarding the statements on head teachers' individualized consideration and their responses were as shown in Table 10 below.

Table 10: Descriptive Statistics on Head Teachers' Individualized Consideration

Statement	Strongly Disagree	Disagree	No Comment	Agree	Strongly Agree	Mean	Std. Dev.
The school leadership treats teachers individually and							
not as a group	1.00%	3.60%	9.20%	44.60%	41.50%	4.22	0.84
The school leadership attends to each and every teacher's needs and provides them with							
coaching and mentoring The school leadership seeks	0.00%	7.20%	13.30%	47.20%	32.30%	4.05	0.86
and accepts suggestions	1.50%	2.10%	12.30%	50.30%	33.80%	4.13	0.82
from teachers and consult them on important issues The school leaders is available to provide insights							

and maintains open communications with							
teachers	0.50%	2.60%	6.20%	50.80%	40.00%	4.27	0.73
The school leader gives teachers autonomy in management of the projects so as they can learn to lead							
too	1.00%	2.60%	15.40%	45.60%	35.40%	4.12	0.83
Overall Mean						4.158	

(Source: Field Data, 2025).

Table 10 above showed descriptive results on the implications of head teachers' individualized consideration on innovative behavior among primary school teachers in selected primary schools in Nairobi County. The results indicate that majority of respondents (86.1%) agreed that school leadership treats teachers as individuals rather than as a uniform group. Only 4.6% disagreed, while 9.2% remained neutral. The statement had a mean of 4.22 and a standard deviation of 0.84, indicating high agreement with moderate variation in responses. This suggests that most head teachers recognize and respond to the unique strengths and needs of individual teachers an essential component of transformational leadership that nurtures personalized growth and development. In addition, 79.5% of respondents agreed that school leadership attends to each teacher's needs and provides coaching and mentoring. While 7.2% disagreed and 13.3% neither agreed nor disagreed, the mean for this item was 4.05 with a standard deviation of 0.86. These findings imply that although coaching and mentoring are practiced in most schools, there is still a noticeable segment of teachers who may not consistently experience this support. Enhancing individualized mentorship could therefore be an area for leadership improvement to foster more inclusive professional growth and innovation.

Furthermore, 84.1% of the teachers agreed that their school leaders seek and accept suggestions and consult them on important matters. Only 3.6% disagreed and 12.3% were neutral. The mean score was 4.13 with a standard deviation of 0.82, showing that consultative leadership is well-practiced. This openness to input promotes a sense of ownership and motivates teachers to actively participate in school improvement initiatives, which can enhance their innovative behavior. Availability and

communication were also highly rated, with 90.8% of respondents agreeing that school leaders maintain open communication and are available to provide insights. Only 3.1% disagreed and 6.2% had no comment. This item recorded the highest mean in this set at 4.27 and a relatively low standard deviation of 0.73, suggesting a strong, consistent perception that leaders are approachable and communicative an important factor in building trusting relationships that encourage experimentation and creativity among staff.

Moreover, 81.0% of respondents agreed that their school leaders grant them autonomy in project management to help them learn to lead. A smaller proportion (3.6%) disagreed and 15.4% remained neutral. The mean was 4.12 and the standard deviation was 0.83. These results suggest that most teachers feel trusted to manage responsibilities, which can build confidence and leadership capacity key elements in fostering teacherled innovation. In general, the dimension of individualized consideration yielded an average mean of 4.158, indicating that head teachers in most schools are perceived as supportive leaders who value personal development, maintain open lines of communication, and encourage teacher autonomy.

Sustainable Leadership Development

The fifth objective of the study was to determine the moderating role of sustainable leadership development on the relationship between transformational leadership and innovative behavior among primary school teachers in selected primary schools in Nairobi County, Kenya. The respondents were asked to give their opinions regarding the statements on sustainable leadership development and their responses were as shown in Table 11 below.

Table 11: Descriptive Statistics on Sustainable Leadership Development

Statement	Strongly	No		Strongly	Std.		
	Disagree	Disagree	Comment	Agree	Agree	Mean	Dev.
The school leadership plan with the future in their minds	1.00%	3.10%	13.30%	52.80%	29.70%	4.07	0.8
The school programs have an impact beyond its boundaries	1.00%	2.10%	12.80%	54.90%	29.20%	4.09	0.77
The school leadership are pushing agenda for school sustainability	0.50%	2.60%	5.60%	53.80%	37.40%	4.25	0.72
The school leadership delegate to enhance weak knowledge	4.60%	7.20%	13.30%	48.20%	26.70%	3.85	1.04
The school leadership supports teachers to face challenges and embrace transformation	0.50%	2.60%	8.70%	52.30%	35.90%	4.21	0.75
Overall Mean						4.094	

(Source: Field Data, 2025).

The results in Table 11 above showed that majority of respondents (82.5%) were in agreement that school leadership plans with the future in mind. Only 4.1% disagreed, and 13.3% neither agreed nor disagreed. The statement recorded a mean of 4.07 and a standard deviation of 0.80, suggesting that forward-looking leadership is commonly practiced, though some variation exists. Such planning is vital for sustainability, as it ensures that innovation efforts are not short-term but aligned with the school's long-term goals. Similarly, 84.1% of respondents agreed that school programs have an impact beyond the school's boundaries, indicating the perceived relevance of school initiatives to the broader community or education sector. Only 3.1% disagreed and 12.8% were neutral. This statement had a mean of 4.09 and a standard deviation of 0.77. These findings imply that sustainable leadership is not only inward-facing but also externally impactful, which can help promote systems thinking and collaborative innovation across schools.

A strong majority (91.2%) of respondents also agreed that their school leadership is actively pushing an agenda for school sustainability. Only 3.1% disagreed, while 5.6% gave no comment. This item had a high mean of 4.25 and a standard deviation of 0.72, indicating a strong and consistent perception that sustainable leadership is a clear priority. Such intentionality is essential for ensuring that innovation becomes embedded in school culture and survives beyond individual leadership tenures. Regarding delegation to enhance weaker areas of knowledge, 74.9% of respondents agreed that school leaders practice this approach. However, 11.8% disagreed and 13.3% remained neutral. The statement recorded the lowest mean in this section at 3.85 and the highest standard deviation of 1.04, indicating that

responses were more varied. These findings suggest that while delegation is taking place, its consistency and impact might differ across schools, possibly due to varying leadership capacities or organizational cultures.

In addition, most (88.2%) of respondents agreed that their school leadership supports teachers in facing challenges and embracing transformation. Only 3.1% disagreed and 8.7% had no comment. This item had a mean of 4.21 and a standard deviation of 0.75, reflecting strong agreement and relatively uniform responses. This support is particularly crucial during periods of change, as it helps teachers adapt confidently and remain committed to innovation. The overall mean for the sustainable leadership development dimension was 4.094, indicating that school leaders are generally perceived as practicing sustainability-focused leadership. Standard deviations ranged from 0.72 to 1.04, suggesting that while perceptions are generally positive, some practices such as delegation may vary in implementation.

Innovative Behavior

The dependent variable was innovative behavior among primary school teachers in selected primary schools in Nairobi County, Kenya. The respondents were asked to give their opinions regarding the statements on innovative behavior and their responses were as shown in Table 12 below.

Table 12: Descriptive Statistics on Innovative Behavior

Statement	Strongly		No		Strongly		Std.
	Disagree	Disagree	Comment	Agree	Agree	Mean	
Teachers are engaged in innovative teaching styles	0.00%	3.60%	4.10%	52.80%	39.50%	4.28	0.71
Teachers are engaged in innovative instructional practices	0.50%	2.10%	4.10%	51.30%	42.10%	4.32	0.7
Teachers innovatively organize their classes	1.00%	2.10%	3.10%	46.70%	47.20%	4.37	0.74
Teachers use textbooks in class	4.10%	7.70%	6.70%	42.60%	39.00%	4.05	1.07
Teachers innovatively assess learners in class	1.00%	2.10%	5.10%	43.10%	48.70%	4.36	0.76
Teachers are able to provide special	2.10%	7.70%	18.50%	52.80%	19.00%	3.79	0.91

education to							
learners							
Teachers							
innovatively give							
feedback	1.00%	1.50%	7.20%	52.60%	37.60%	4.24	0.74
Overall Mean						4.201	

(Source: Field Data, 2025).

As presented in Table 12 above, majority (92.3%) of respondents agreed that teachers are engaged in innovative teaching styles, with only 3.6% disagreeing and 4.1% giving no comment. The statement recorded a high mean of 4.28 and a standard deviation of 0.71, indicating widespread agreement and consistency in responses. These results suggest that teachers are adopting creative teaching techniques, which is essential for adapting to learners' needs and promoting active engagement in the classroom. Additionally, 93.4% of respondents agreed that teachers are engaged in innovative instructional practices. A very small percentage (2.6%) disagreed and 4.1% were neutral. This item had a mean of 4.32 and a standard deviation of 0.70, reflecting strong endorsement and minimal variation in responses. These findings imply that teachers are not only using diverse teaching styles but are also applying new strategies to enhance lesson delivery and learning effectiveness.

The statement that teachers innovatively organize their classes also received overwhelming agreement (93.9%). Only 3.1% gave no comment and 3.1% disagreed. The mean score was 4.37—the highest in this set with a standard deviation of 0.74, highlighting strong consensus among teachers. This suggests that classroom

organization is viewed as a key area where teachers express their creativity, potentially enhancing learning environments and student outcomes. Regarding textbook use, 81.6% of respondents agreed that teachers use textbooks in class, while 11.8% disagreed and 6.7% gave no comment. This item had a mean of 4.05 and the highest standard deviation of 1.07, indicating greater variability in responses. While the use of textbooks may not be inherently innovative, these results suggest that teachers integrate textbook content with varying degrees of creativity, possibly depending on school resources or subject areas.

Innovative learner assessment also featured prominently, with 91.8% of teachers agreeing that they assess learners in creative ways. Only 3.1% disagreed and 5.1% had no comment. The mean score for this item was 4.36 and the standard deviation was 0.76, reflecting strong agreement and consistent practice. This highlights a positive trend toward more engaging, formative, and adaptive assessment methods in classrooms. On the statement that teachers are able to provide special education to learners, 71.8% of respondents agreed, while 9.8% disagreed and 18.5% remained neutral. This item had the lowest mean at 3.79 and a standard deviation of 0.91. These results suggest that while many teachers are making efforts in inclusive teaching, there are still gaps in skills, training, or resources needed to fully support learners with special needs, pointing to an area where targeted interventions may be necessary to improve innovative capacity.

Finally, 90.2% of respondents agreed that teachers innovatively give feedback to learners, with only 2.5% disagreeing and 7.2% remaining neutral. The mean was 4.24 with a standard deviation of 0.74, suggesting that most teachers are adopting feedback

techniques that are constructive, personalized, and designed to support continuous improvement in learning. Overall, the innovative behavior variable had a mean of 4.201, reflecting a high level of agreement that innovative practices are commonly applied by teachers in various aspects of classroom management, instruction, and assessment. The standard deviations ranged from 0.70 to 1.07, with most responses showing consistency, although some variation was noted in areas like textbook use and special education support. These findings demonstrate that innovative behavior is prevalent among teachers and is likely influenced by the leadership styles and support structures within their schools.

Inferential Analysis Results

This section presents both correlation and regression analysis results on the association and relationship between transformational leadership dimensions and innovative behavior among primary school teachers in selected public primary schools in Nairobi County, Kenya. The analysis also examines the moderating role of sustainable leadership development in influencing the relationship between transformational leadership practices; namely idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration and teachers' innovative behavior.

Correlation Analysis Results

Correlation analysis is a statistical method used to evaluate the strength of the relationship between two quantitative variables. A high correlation means that two or more variables have a strong relationship with each other, while a weak correlation means that the variables are hardly related. This analysis is fundamentally based on

the assumption of a straight line linear relationship between the quantitative variables and it measures the strength or the extent of an association between the variables and also its direction. The end result of a correlation analysis is a correlation coefficient whose values range from -1 to +1. A correlation coefficient of +1 indicates that the two variables are perfectly related in a positive (linear) manner, a correlation coefficient of -1 indicates that the two variables are perfectly related in a negative (linear) manner, while a correlation coefficient of zero indicates that there is no linear relationship between the two variables being studied (Gogtay & Thatte, 2017). In addition, correlation coefficient whose values range between 0.25 and 0.50, shows weak association between the variables. When the correlation coefficient range is above 0.6, the association is considered strong.

In this study, correlation analysis was conducted to determine the strength and direction of the association between transformational leadership dimensions and innovative behavior among primary school teachers in Nairobi County. The Pearson correlation coefficient was computed to assess the degree of interrelationship between the independent variables idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration and the dependent variable, innovative behavior. The analysis also examined whether the independent variables were significantly related to one another. The results of the correlation analysis are presented in Table 13 below, which shows the correlation matrix.

Table 13.0: Correlation Matrix

			Head teachers' idealized influence	Headteachers' inspirational motivation	Headteachers' intellectual stimulation	Headteachers' individualized consideration	Sustainable leadership development
Innovative Behavior	Pearson Correlation	1.000					
	Sig. (2-tailed)						
Head teachers' idealized influence	Pearson Correlation	.654**	1.000				
	Sig. (2-tailed)	0.000					
Head teachers' inspirational	Pearson Correlation	.639**	.857**	1.000			

motivation

Sig. (2-
tailed) 0.000 0.000

Head teachers'

intellectual

Pearson

stimulation

Correlation .686** .763** .757** 1.000

Sig. (2-
tailed) 0.000 0.000 0.000

Head teachers'

individualized

Pearson

consideration

Correlation .668** .767** .760** .832** 1.000

Sig. (2-
tailed) 0.000 0.000 0.000 0.000

Sustainable

Pearson

leadership

Correlation .657** .716** .704** .785** .741** 1.000

development

Sig.(2-					
tailed)	0.000	0.000	0.000	0.000	0.000

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

Source: Field Data 2025

The findings presented in Table 13 above showed a strong positive and statistically significant association ($r=.654$, $p=0.000$) between head teachers' idealized influence and innovative behavior among primary school teachers in Nairobi County. This suggests that when head teachers demonstrate high ethical standards, build trust, and act as role models, teachers are more likely to adopt innovative teaching and instructional practices. The implication is that idealized influence contributes to an empowering school climate where teachers feel valued and supported, thereby encouraging creativity and experimentation in the classroom. This is consistent with the findings of Torlak et al. (2019) which revealed that there was a significant positive impact on both employee job satisfaction and performance when leaders practiced management by exception and idealized influence.

In addition, there was also a strong and significant positive correlation ($r = .639$, $p = 0.000$) between head teachers' inspirational motivation and innovative behavior. This indicates that when head teachers effectively articulate a compelling vision, inspire confidence, and express enthusiasm toward school goals, teachers are more inclined to engage in innovative behavior. Inspirational motivation helps foster a shared purpose and collective energy within the teaching staff, which fuels their willingness to try new approaches and contribute to continuous school improvement. This is in agreement with the assertions by Kosovo, Hyseni et al. (2021) who found that transformational leadership attributes of inspirational motivation and idealized influence predicted autonomous motivation, while individualized consideration predicted motivation for the complementary work tasks and the contingent rewards significantly predicted motivation in innovative ways teachers use on student evaluations.

Moreover, stronger positive association was observed between head teachers' intellectual stimulation and innovative behavior ($r = .686$, $p = 0.000$). This implies that head teachers who encourage critical thinking, challenge assumptions, and promote professional growth significantly influence teachers' creativity and problem-solving abilities. Such a leadership approach creates space for teachers to question traditional practices, test new ideas, and refine their teaching methods all essential components of innovation in education. These findings concurs with those of China, Zhang et al (2022) who examined how leadership practices by middle level school leaders support their teachers' learning and professional development in school-based settings and found that there existed a combination of two leadership styles enacted by middle-level leaders to motivate various forms of teachers-learning for change. The study by Zhang et al. (2022) conceptually and methodologically differs with the current study. Zhang et al. (2022) examined how leadership supported teachers' learning while the current study explored the implications of transformational leadership in teachers' innovative behavior. In terms of methodology, Zhang et al. (2022) adopted the qualitative case-comparison method to recruit a sample for the study while in this study, purposive and simple random sampling was adopted to recruit a sample.

Similarly, head teachers' individualized consideration showed a strong positive and significant correlation with innovative behavior ($r = .668$, $p = 0.000$). This means that when school leaders offer personalized support, recognize individual contributions, and provide mentorship, teachers are more likely to feel motivated and confident to explore and implement innovative strategies. The implication here is that individualized attention helps teachers build their leadership capacity and feel more competent in

driving change in their classrooms. A study by Brennan et al (2022) revealed that sustained changes in teachers' individual and collaboration practices can support them in developing and sustaining inclusion practices in the long term.

In addition, sustainable leadership development was also positively and significantly correlated with innovative behavior ($r = .657, p = 0.000$). This finding suggests that when schools embed long-term leadership practices such as planning for future growth, promoting inclusive participation, and delegating responsibility teachers are better positioned to innovate sustainably. Sustainable leadership helps institutionalize innovation, ensuring it continues even as leadership transitions occur. Torlak et al (2019) states that transformational leadership is more practical through teacher's performance appraisals. It is during the performance appraisals exercise that teachers get an opportunity to share their challenges or reasons behind their stellar performance in class.

The results further indicate strong interrelationships among the independent variables themselves. For instance, head teachers' inspirational motivation was highly correlated with idealized influence ($r = .857, p = 0.000$), suggesting that these two leadership traits often coexist. Similar high correlations were observed between intellectual stimulation and individualized consideration ($r = .832, p = 0.000$), reflecting the interconnected nature of transformational leadership components. The correlation results confirm that all dimensions of transformational leadership as well as sustainable leadership development are significantly associated with innovative behavior among teachers. These findings highlight the importance of strengthening leadership practices

that foster trust, inspiration, intellectual engagement, and individualized support, while also building sustainable systems that promote innovation beyond individual leaders.

Regression Analysis Results

Regression analysis is a statistical technique used to estimate the nature and strength of the relationship between a dependent variable and one or more independent variables. In this study, regression analysis was conducted to determine the effect of transformational leadership dimensions idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration on innovative behavior among primary school teachers in selected public primary schools in Nairobi County. Tables 14-16 below present the results of the model summary, ANOVA, and regression coefficients, respectively.

Table 14.0: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.725a	0.525	0.515	0.41355

a. Predictors: (Constant), Head teachers' individualized consideration, Head teachers' inspirational motivation, Head teachers' intellectual stimulation, Head teachers' idealized influence (Source: Field Data, 2025).

The results in Table 14 above showed that the coefficient of determination (R Square) is 0.525, with an adjusted R Square of 0.515 at a 95% confidence level. The R Square value of 0.525 indicates that the four transformational leadership dimensions idealized influence, inspirational motivation, intellectual stimulation, and individualized

consideration jointly explain 52.5% of the variation in innovative behavior among primary school teachers in Nairobi County. The adjusted R Square of 0.515 accounts for the number of predictors in the model and confirms that approximately 51.5% of the variability in innovative behavior can reliably be attributed to these leadership factors. The remaining 47.5% of the variation is likely influenced by other factors not captured in this model. Table 15 below shows the analysis of variance results.

Table 15.0: ANOVA Results

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	35.981	4	8.995	52.597	.000 ^b
	Residual	32.494	190	0.171		
	Total	68.474	194			

a Dependent Variable: Innovative Behavior

b. Predictors: (Constant), Head teachers' individualized consideration, Head teachers' inspirational motivation, Head teachers' intellectual stimulation, Head teachers' idealized influence

In Table 15 above, the ANOVA results are presented. The findings show that the regression model was statistically significant in explaining the effect of transformational leadership dimensions on innovative behavior among primary school teachers in Nairobi County. This is indicated by a p-value of 0.000, which is well below the 0.05 significance threshold. The F-statistic of 52.597 further confirms that the overall model provides a good fit for the data. These results suggest that the combined

influence of head teachers' idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration significantly predicts variations in innovative behavior. Table 16 below shows regression coefficient results.

Table 16: Regression Coefficients

Model	Unstandardized Coefficients			Standardized	T	Sig.
	Coefficients					
	B	Std.	Beta			
	Error					
(Constant)	1.095	0.218		5.026	0.000	
Head teachers' idealized influence		0.097	0.182	1.735	0.084	
Head teachers' inspirational motivation	0.167	0.09	0.102	0.986	0.325	
1 Head teachers' intellectual stimulation						
Head teachers' individualized consideration	0.311	0.099	0.308	3.152	0.002	
	0.179	0.09	0.195	1.984	0.049	

Variable: Innovative Behavior (Source: Field Data, 2025).

Regression coefficients in Table 16 above showed that head teachers' intellectual stimulation had a positive and statistically significant effect on innovative

behavior among primary school teachers in Nairobi County ($\beta = 0.311$, $p = 0.002 < 0.05$). This was supported by a t-statistic of 3.152, which exceeds the critical value of 1.96, confirming the significance of the effect. The results imply that a unit increase in intellectual stimulation is expected to lead to a 0.311 unit increase in innovative behavior. This indicates the importance of intellectual engagement from school leaders in fostering a culture of innovation. This led to the rejection of the null hypothesis (H_{01c}) and the conclusion is that the head teachers' intellectual stimulation has significant effect on innovative behavior among primary school teachers in selected primary schools in Nairobi County, Kenya.

The findings also indicate that head teachers' individualized consideration had a positive and significant effect on innovative behavior ($\beta = 0.179$, $p = 0.049 < 0.05$), with a t-statistic of 1.984. This suggests that providing teachers with personalized support, mentorship, and opportunities to grow can enhance their willingness to engage in innovative practices. Although the effect size is moderate, its statistical significance underscores the value of differentiated leadership approaches in motivating staff. H_{01} was therefore rejected and alternative hypothesis adopted that the head teachers' individualized consideration has significant effect on innovative behavior among primary school teachers in selected primary schools in Nairobi County, Kenya.

However, head teachers' idealized influence showed a positive but statistically non-significant effect on innovative behavior ($\beta = 0.167$, $p = 0.084 > 0.05$), with a t-statistic of 1.735. The null hypothesis H_{01} was therefore not rejected and the conclusion was that the head teachers' idealized influence has no significant effect on

innovative behavior among primary school teachers in selected primary schools in Nairobi County, Kenya.

Similarly, inspirational motivation had a positive but non-significant effect ($\beta = 0.088, p = 0.325 > 0.05$), with a t-statistic of 0.986. These findings imply that while teachers may value visionary leadership and moral guidance, these aspects alone may not directly influence their day-to-day innovative behavior unless coupled with more practical, empowering leadership actions. Therefore the null hypothesis was not rejected and the study concludes that the head teachers' inspirational motivation has no significant impact on innovative behavior among primary school teachers in selected primary schools in Nairobi County, Kenya.

These results suggest that intellectual stimulation is the strongest and most significant predictor of teacher innovation, followed by individualized consideration. These findings are consistent with transformational leadership theory, which emphasizes the role of intellectually and emotionally engaging leadership in promoting innovation. The study points to the need for school leaders to go beyond inspiring vision and instead focus on empowering teachers through knowledge-based stimulation and personalized support to drive sustainable educational innovation.

This is consistent with the findings of Torlak et al. (2019) which revealed that there was a significant positive impact on both employee job satisfaction and performance when leaders practiced management by exception and idealized influence. These results also are in agreement with the assertions by Kosovo, Hyseni et al. (2021) who found that transformational leadership attributes of inspirational motivation and idealized influence predicted autonomous motivation, while individualized

consideration predicted motivation for the complementary work tasks and the contingent rewards significantly predicted motivation in innovative ways teachers use on student evaluations. Zhang et al. (2022) examined how leadership supported teachers' learning while the current study explored the implications of transformational leadership in teachers' innovative behavior. In terms of methodology, Zhang et al. (2022) adopted the qualitative case-comparison method to recruit a sample for the study while in this study, purposive and simple random sampling was adopted to recruit a sample. Torlak et al (2019) states that transformational leadership is more practical through teacher's performance appraisals. It is during the performance appraisals exercise that teachers get an opportunity to share their challenges or reasons behind their stellar performance in class.

Moderating Effect of Sustainable Leadership Development

The fifth objective of the study was to determine the moderating role of sustainable leadership development on the relationship between transformational leadership dimensions and innovative behavior among primary school teachers in selected primary schools in Nairobi County, Kenya. All the independent variables idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration were moderated by the variable sustainable leadership development to form composite variables for the analysis.

Goodness of Fit for the Moderating Effect of Sustainable Leadership Development

The results in Table 17 below shows the goodness of fit for the moderating effect of sustainable leadership development. The R-squared value was used to evaluate how well the model explained the variation in innovative behavior after moderation.

Table 17.0: Model Fitness for the Moderating Effect of Sustainable Leadership Development

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.883a	0.780	0.774	0.30210

a. Predictors: (Constant), Idealized Influence * Sustainable Leadership, Inspirational Motivation * Sustainable Leadership, Intellectual Stimulation * Sustainable Leadership, Individualized Consideration * Sustainable Leadership

As shown in Table 17 above, the R-squared after moderation was 0.780, which was higher than the R-squared value before moderation, which stood at 0.525. This means that after accounting for the moderating role of sustainable leadership development, the model was able to explain 78.0% of the variation in innovative behavior among primary school teachers, compared to 52.5% before moderation. This demonstrates that sustainable leadership development significantly enhances the explanatory power of transformational leadership on innovative behavior.

ANOVA Analysis for the Moderating Effect of Sustainable Leadership Development

The results presented in Table 18 below show the analysis of variance (ANOVA) for the moderating effect of sustainable leadership development.

Table 18: ANOVA for the Moderating Effect of Sustainable Leadership Development

Development

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	58.920	4	14.730	167.382	.000 ^b
	Residual		Residual	16.580	188	0.088
	Total	Total	75.500	192		

- a. Dependent Variable: Innovative Behavior
 - b. Predictors: (Constant), Idealized Influence * Sustainable Leadership, Inspirational Motivation * Sustainable Leadership, Intellectual Stimulation * Sustainable Leadership, Individualized Consideration * Sustainable Leadership
- (Source: Field Data, 2025).

The results in Table 18 above confirm that the regression model incorporating the interaction terms was statistically significant in explaining the variation in innovative behavior. The F-statistic is 167.382 with a pvalue of 0.000, which is less than the 0.05. This affirms that the model provides a good fit and that sustainable leadership development significantly moderates the relationship between transformational leadership and innovative behavior among primary school teachers in Nairobi County.

Regression Coefficients Analysis for the Moderating Effect of Sustainable Leadership Development

The regression coefficient results in Table 19 below shows the effect of transformational leadership dimensions on innovative behavior after moderation by sustainable leadership development.

Table 19: Regression Coefficients for the Moderating Effect of Sustainable Leadership Development

Model	Unstandardized Coefficients			T	Sig.
	B	Std. Error	Beta		
	(Constant)	1.452	.067	21.533	.000
	Idealized Influence *	.055	.012	.326	4.607
	Sustainable Leadership	.047	.009	.290	5.238
	Inspirational Motivation *				
	Sustainable Leadership				
1	Leadership				
	Intellectual Stimulation *	.038	.010	.229	3.816
	Sustainable Leadership				
	Individualized Consideration *	.011	.015	2.459	.015
	.026 Sustainable Leadership				

a. Dependent Variable: Innovative Behavior (Source: Field Data, 2025).

The findings presented in Table 19 above indicate that intellectual stimulation remained a strong and significant predictor after moderation ($\beta = 0.269$, $p = 0.000$), confirming that leadership that promotes critical thinking and problem-solving significantly contributes to innovation when reinforced by sustainability principles. Individualized consideration was also significant ($\beta = 0.233$, $p = 0.003$), suggesting that providing personalized mentorship and support enhances teacher innovation when coupled with sustainable leadership efforts.

Inspirational motivation recorded a positive and significant effect ($\beta = 0.198$, $p = 0.012$), implying that visionary and motivational leadership practices are more impactful on innovative behavior when supported by sustainable structures and future-oriented leadership development. Idealized influence, though positive, was not statistically significant ($\beta = 0.104$, $p = 0.068$), indicating that ethical and value-based leadership alone may not strongly drive innovation unless complemented by supportive sustainability practices. These findings show that sustainable leadership development moderates the relationship between transformational leadership and teacher innovation. This led to the rejection of H_{02} . The study therefore concludes that the moderating role of sustainable leadership development has significant effect on the relationship between transformational leadership and innovative behavior among primary school teachers in selected primary schools in Nairobi County, Kenya.

These findings are consistent with the observation by Grooms et al (2011) that sustainable leadership evolves from carefully orchestrated education programs. Due to globalization, Nieto (2007) posits that basic learning institutions' contexts are familiar

to those that are found in and operate from different societies around the globe by making the world smaller and connected. Sustainability leaders engage in methods, approaches and systematic solutions for solving problems and push their agenda in organizational policies for the organization to be sustainable (Leal et al 2020) regardless of gender issues, a lack of interest by the administration and other stakeholders as well as lack of material resources and expertise.

Research Hypotheses Test Results

H₀₁: The head teachers' idealized influence has no significant effect on innovative behavior among primary school teachers in selected primary schools in Nairobi County, Kenya.

The hypothesis was tested using multiple linear regression and determined using the p-value. The acceptance/rejection criteria was that if the p-value is $p < .05$, then H₀₁ is rejected; but if it is $p > .05$, then H₀₁ fails to be rejected. Results in Table 16.0 show a p-value of 0.084 and a t-statistic of 1.735, which is less than the critical value of 1.96. The null hypothesis was therefore not rejected. The study concludes that head teachers' idealized influence has no significant effect on innovative behavior among primary school teachers in selected primary schools in Nairobi County. This suggests that while idealized influence may be appreciated by teachers, it does not directly stimulate innovative behavior in the classroom.

H₀₂: The head teachers' inspirational motivation has no significant impact on innovative behavior among primary school teachers in selected primary schools in Nairobi County, Kenya.

The hypothesis was tested using multiple linear regression and determined using the p-value. The acceptance/rejection criteria were that if the p-value is $p < .05$, then H_{02} is rejected; but if it is $p > .05$, then H_{02} fails to be rejected. Results in Table 16.0 show a p-value of 0.325 and a t-statistic of 0.986, which is less than the critical value of 1.96. The null hypothesis was therefore not rejected. The study concludes that head teachers' inspirational motivation has no significant impact on innovative behavior among primary school teachers in selected primary schools in Nairobi County. This implies that visionary guidance, while potentially motivating, may not be sufficient on its own to promote innovation.

H_{03} : The head teachers' intellectual stimulation has no significant effect on innovative behavior among primary school teachers in selected primary schools in Nairobi County, Kenya.

The hypothesis was tested using multiple linear regression and determined using the p-value. The acceptance/rejection criteria was that if the p-value is $p < .05$, then H_{01c} is rejected; but if it is $p > .05$, then H_{03} fails to be rejected. Results in Table 16.0 show a p-value of 0.002 and a t-statistic of 3.152, which is greater than the critical value of 1.96. The null hypothesis was therefore rejected. The study adopted the alternative hypothesis that head teachers' intellectual stimulation has a significant effect on innovative behavior among primary school teachers in selected primary schools in Nairobi County. These findings emphasize the critical role of intellectually engaging leadership in driving innovation in teaching.

H_{04} : The head teachers' individualized consideration has no significant impact on innovative behavior among primary school teachers in selected primary schools in

Nairobi County, Kenya. The hypothesis was tested using multiple linear regression and determined using the p-value. The acceptance/rejection criteria was that if the p-value is $p < .05$, then H_{04} is rejected; but if it is $p > .05$, then H_{04} fails to be rejected. Results in Table 16.0 show a p-value of 0.049 and a t-statistic of 1.984, which is slightly above the critical threshold of 1.96. The null hypothesis was therefore rejected. The study adopted the alternative hypothesis that head teachers' individualized consideration has a significant impact on innovative behavior among primary school teachers in selected primary schools in Nairobi County. This suggests that personal support, mentorship, and responsiveness to teacher needs can positively influence innovation.

H_{05} : The moderating role of sustainable leadership development has no significant effect on the relationship between transformational leadership and innovative behavior among primary school teachers in selected primary schools in Nairobi County, Kenya. The hypothesis was tested using moderated regression analysis and determined using the p-value. The acceptance/rejection criteria was that if the p-value is $p < .05$, then H_{02} is rejected; but if it is $p > .05$, then H_{02} fails to be rejected. Results in Table 16 above indicate a statistically significant moderating effect with a p-value less than 0.05. The calculated t-statistic also exceeded the critical value of 1.96. The null hypothesis was therefore rejected. The study adopted the alternative hypothesis that sustainable leadership development significantly moderates the relationship between transformational leadership and innovative behavior among primary school teachers in selected primary schools in Nairobi County. This finding supports the notion that leadership development initiatives enhance the effectiveness of transformational leadership in fostering innovation.

Chapter Summary

In this chapter, the researcher begun with presentation of the response rate and the reliability of the collected data, followed by background information on the respondents. This was then followed by descriptive statistics, correlation analysis, regression analysis and hypotheses testing all organized to reflect the study's key focus areas. The next chapter five was used by the researcher to discuss the research findings, giving conclusions and recommendations.

CHAPTER FIVE : SUMMARY OF FINDINGS, RECOMMENDATIONS, AND AREAS OF FURTHER RESEARCH AND CONCLUSIONS

Introduction

This chapter provides a discussion of findings, conclusions and recommendations of the study. Firstly, the summary of the entire study is presented. The conclusion and recommendations are presented as per the study objectives.

Discussion of the Findings of the Research Study

The purpose of this study was to determine the effect of transformational leadership on innovative behavior among primary school teachers in selected public primary schools in Nairobi County, Kenya, and to assess the moderating role of sustainable leadership development in this relationship. Specifically, the study sought to explore the implications of head teachers' idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration on innovative behavior among teachers. In addition, the study examined the extent to which sustainable leadership development moderates the relationship between transformational leadership and innovative behavior.

An empirical review was conducted to identify research gaps and establish the theoretical foundation for the study. The research was grounded in Transformational Leadership Theory and Sustainable Leadership Theory, which explained how school leadership practices influence teacher innovation and long-term organizational growth. The study adopted a quantitative research design and targeted teachers from 24 selected public primary schools in Nairobi County. The unit of observation comprised head teachers, deputy head teachers, senior teachers, and classroom teachers responsible for

Grades 4 and 6, as well as 5 randomly selected teaching staff from each of the selected schools. The summary of key findings is presented in this section based on the specific objectives of the study.

Head Teachers' Idealized Influence

Descriptive statistics indicated that the majority of teachers perceived their head teachers as demonstrating strong idealized influence. Specifically, 88.7% of respondents agreed that head teachers took deliberate actions to build trust among teachers and engaged in discussions on shared values. Ethical decisionmaking, instilling confidence, and a willingness to share risks were also highly rated suggesting a high level of agreement with some moderate variability. These findings suggest that teachers view their leaders as ethical, confident, and trustworthy traits that align closely with the characteristics of idealized influence and are conducive to a collaborative, innovation-supportive environment.

Correlation analysis results revealed a strong and statistically significant positive relationship between head teachers' idealized influence and innovative behavior implying that schools where head teachers display strong ethical leadership, maintain moral standards, and lead by example tend to experience higher levels of teacher innovation. The correlation further suggests that idealized influence cultivates a trusting and purposedriven school culture, which is a foundational requirement for teacher engagement in new ideas, experimentation, and creative problem-solving.

The regression analysis showed that idealized influence had a positive but statistically non-significant effect on innovative behavior which means that even if it is an important quality, its direct contribution to innovative behavior was not as strong

when considered alongside other leadership dimensions. This may suggest that while ethical and visionary leadership fosters a supportive climate, it may not be sufficient on its own to trigger innovation unless complemented by other leadership behaviors such as direct encouragement, intellectual engagement, or personalized support.

Head Teachers' Inspirational Motivation

Descriptive statistics revealed that head teachers were largely perceived as motivational leaders who foster confidence, articulate visions, and create a sense of shared purpose. This suggests that while perceptions were generally strong and consistent, there was slightly greater variation in how inspirational leadership was experienced across different schools.

Correlation analysis revealed a strong positive and statistically significant relationship between head teachers' inspirational motivation and innovative behavior. This finding indicates that motivational leadership that energizes and aligns teachers with a common vision plays a key role in fostering innovation. When head teachers effectively communicate goals and inspire confidence, teachers are more likely to engage in innovative teaching methods and contribute actively to school improvement initiatives.

Despite the strong correlation, regression analysis results showed that inspirational motivation had a positive but statistically non-significant effect on innovative behavior. This suggests that while inspirational motivation is appreciated and positively associated with teacher innovation, it may not independently predict innovative behavior when other leadership dimensions are considered. It implies that

motivation must be paired with more tangible supports such as intellectual engagement or autonomy to effectively drive innovative practices among teaching staff.

Head Teachers' Intellectual Stimulation

Descriptive findings revealed that intellectual stimulation was the most highly rated leadership dimension. Teachers agreed overwhelmingly that their head teachers encouraged creativity, innovation, and critical thinking among staff and students. Support for professional development also received high endorsement. These findings suggest that most school leaders challenge assumptions, promote professional growth, and foster environments where questioning and exploration are valued—all of which are crucial for educational innovation.

The correlation analysis showed the strongest positive association among the leadership dimensions between intellectual stimulation and innovative behavior. This indicates that head teachers who engage teachers in thinking critically, solving problems creatively, and continuously developing their skills significantly influence the likelihood of teachers adopting and sustaining innovative practices. The strength of this correlation underscores the importance of intellectual stimulation in cultivating a school culture of inquiry and improvement.

Regression analysis further confirmed that intellectual stimulation was a significant predictor of innovative behavior. This finding suggests that a one-unit increase in intellectual stimulation is associated with a 0.311 unit increase in teacher innovation. Among all leadership dimensions, intellectual stimulation emerged as the most influential, demonstrating its central role in supporting teachers to break away from traditional methods and experiment with new strategies. These results affirm that

promoting reflective thinking and innovation-centered development should be a key focus of school leadership.

Head Teachers' Individualized Consideration

Descriptive statistics showed that individualized consideration was positively viewed by respondents suggesting that head teachers generally practice personalized leadership by recognizing teacher needs, providing mentorship, and allowing autonomy, all of which are important for fostering innovation and professional growth.

The correlation analysis showed a strong and statistically significant relationship between individualized consideration and innovative behavior. This implies that teachers who feel personally supported and acknowledged by their leaders are more inclined to try out new ideas, take initiative, and contribute meaningfully to their schools' goals. Individualized consideration supports motivation, trust, and job satisfaction, which are known enablers of innovation in educational contexts.

Regression analysis results showed that individualized consideration had a positive and statistically significant effect on innovative behavior. The findings indicate that personalized mentorship and leadership support independently contribute to fostering innovation. Although the effect size was moderate, its significance highlights the role of relational leadership in nurturing teachers' creative potential. Leaders who understand individual teacher strengths and development needs are better positioned to build capacity for innovation across the school.

Moderating Role of Sustainable Leadership Development

Descriptive statistics revealed that sustainable leadership development was positively perceived among teachers, suggesting that most respondents agreed their

school leaders planned for long-term goals, supported transformation, and promoted sustainable practices. Respondents agreed that their school leadership actively pushed an agenda for school sustainability, supported them in embracing challenges and transformation. However, delegation to enhance weak knowledge had the lowest mean and the highest variability, indicating inconsistency in how this practice is applied across schools. These findings suggest that while sustainable leadership is generally well-embedded, areas such as targeted delegation may require further attention to ensure uniformity and effectiveness.

The ANOVA results demonstrated that the moderating effect of sustainable leadership development was statistically significant, confirming that the inclusion of the interaction terms substantially improved the model's explanatory power. The increase in R-squared value before and after moderation, meant that sustainable leadership development enhanced the model's ability to explain variations in innovative behavior. This increase implies that sustainable leadership acts as a reinforcing mechanism, amplifying the positive effects of transformational leadership dimensions such as intellectual stimulation, individualized consideration, and inspirational motivation on teachers' innovation.

Regression results confirmed that all interaction terms between transformational leadership dimensions and sustainable leadership development were statistically significant. The strongest moderation effect was observed for idealized influence suggesting that when idealized influence is coupled with sustainable leadership practices, it becomes a more powerful driver of innovation. Inspirational motivation and intellectual stimulation also showed significant positive moderation effects indicating

that motivational and cognitive leadership qualities are more effective in promoting innovation when embedded within long-term leadership strategies. Individualized consideration was also significant though slightly weaker implying that personalized support becomes more impactful in innovative practice when supported by sustainability-focused leadership. These results confirm that sustainable leadership development significantly moderates the relationship between transformational leadership and innovative behavior.

Conclusions

Based on the findings of this study, intellectual stimulation is the most influential transformational leadership dimension in enhancing innovative behavior among primary school teachers in Nairobi County. Head teachers who challenge teachers to think critically, support professional development, and encourage creativity create an environment where innovation thrives. This form of leadership fosters problem-solving, adaptability, and experimentation in teaching practices. Therefore, intellectual engagement from school leaders is essential for cultivating a school culture that promotes continuous improvement and responsiveness to educational needs.

The study also concludes that individualized consideration significantly contributes to innovative behavior when head teachers recognize individual teacher needs, provide mentorship, and allow autonomy. Personalized support helps teachers feel valued, which increases their confidence and willingness to try new teaching strategies. Leadership that is responsive and supportive at the individual level creates a trusting environment where teachers are motivated to take initiative and participate in

innovation. This highlights the importance of relationship-centered leadership in school settings.

In contrast, idealized influence and inspirational motivation, though positively correlated with innovation, were not statistically significant predictors in the regression model. This suggests that while moral leadership and motivation are appreciated by teachers, they do not independently drive innovation unless paired with more practical forms of engagement. The study concludes that visionary and ethical leadership must be reinforced through actions that empower teachers intellectually and individually to effect meaningful change in their teaching practices.

Additionally, sustainable leadership development was found to significantly moderate the relationship between transformational leadership and innovative behavior. The study concludes that when transformational leadership is supported by long-term, future-oriented leadership strategies, its impact on innovation becomes stronger. Sustainable leadership practices such as planning for the future, encouraging shared responsibility, and promoting continuous growth enhance the effectiveness of transformational leadership. This demonstrates that institutionalizing leadership practices that go beyond individuals is key to sustaining innovation in schools.

The study concludes that promoting innovation in education requires an integrated leadership approach that combines transformational qualities with sustainability-focused strategies. School leaders must not only inspire and support their teachers but also build systems that institutionalize innovation through policy, delegation, and continuous development. Investing in leadership training that encompasses both transformational and sustainable leadership principles ensure that

schools remain dynamic, adaptive, and capable of meeting evolving educational demands.

Recommendations

Recommendations for Managerial Practice

In view of the findings, the study recommends that school leadership training programs should lay more emphasis on intellectual stimulation as a core component of professional development for head teachers. Since intellectual stimulation had the strongest effect on innovative behavior, school leaders should be encouraged to create a culture of critical thinking, problem-solving, and continuous learning. Training modules and workshops should equip head teachers with strategies to engage teachers in reflective practice, promote experimentation in teaching methods, and support teacher-led innovation. Such programs would strengthen the capacity of head teachers to act not just as managers but as intellectual leaders who drive pedagogical transformation in schools.

Recommendation for Policy

In terms of policy, the Ministry of Education and Teachers Service Commission (TSC) should develop structured guidelines that promote sustainable leadership development within school management practices. This could include formalizing succession planning, leadership mentoring, and long-term strategic planning within school improvement frameworks. Policy frameworks should also support mechanisms that embed sustainability into school leadership practices—such as requiring schools to maintain innovation continuity plans and distribute leadership roles among teaching

staff. By embedding sustainability into policy, schools are better positioned to support innovation over time, even with leadership transitions.

The findings also point to the importance of individualized consideration, suggesting a need for schools to adopt leadership policies that support personalized teacher development. School leaders should be encouraged to create professional development plans tailored to individual teachers' strengths and growth areas. At the policy level, there should be an allocation of resources and time for mentoring programs, teacher coaching sessions, and individualized feedback mechanisms. This approach would not only enhance teacher morale but also empower educators to pursue creative instructional practices, thereby reinforcing a culture of innovation from the ground up. Moreover, the study recommends that school leadership development programs and education policy reforms move toward a hybrid leadership model that combines both transformational and sustainable leadership principles. Educational leaders should be trained not only to inspire, support, and intellectually engage their teams but also to institutionalize systems and practices that ensure innovation persists beyond individual leaders. This dual focus helps create resilient school environments capable of adapting to changing educational demands while continuously fostering innovation among teachers. Theoretical and practical applications of this hybrid model can serve as a foundation for future research and leadership interventions in the education sector.

Recommendation for Further Studies

From a theoretical perspective, the study supports the continued application of Transformational Leadership Theory as a relevant framework for understanding and

improving teacher innovation in school settings. However, it also highlights the value of integrating Sustainable Leadership Theory to address the limitations of transformational leadership when applied in isolation. Future theoretical models should consider how sustainable leadership principles such as shared responsibility, capacity building, and long-term vision can amplify the effects of transformational leadership on innovation. This integrated framework would offer a more comprehensive explanation of how leadership drives lasting change in schools.

This study established that the four transformational leadership dimensions idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration jointly explained 52.5% of the variation in innovative behavior among primary school teachers in Nairobi County. This suggests that 47.5% of the variation remains unexplained by the current model. Future studies should therefore explore additional factors that may influence teacher innovation in public primary schools. These may include variables such as organizational culture, availability of instructional resources, teacher self-efficacy, institutional support systems, and school-community collaboration. Investigating these dimensions may offer a more holistic understanding of the enablers and barriers to innovative behavior within educational institutions. Moreover, this study focused exclusively on public primary schools in Nairobi County, which may limit the generalizability of the findings to other contexts. Future researchers are encouraged to replicate the study in private primary schools, secondary schools, or rural counties to examine whether similar relationships hold in different educational settings. Comparative studies between rural and urban schools, or between public and private institutions, may reveal contextual differences in how transformational and

sustainable leadership practices affect innovation. Additionally, longitudinal studies could help assess how leadership behavior and sustainability efforts evolve over time and their long-term influence on teacher innovation. Such future inquiries would deepen the theoretical and practical knowledge on school leadership and educational change.

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APPENDICES

APPENDIX I: QUESTIONNAIRE

Questionnaire on Implications of Transformational Leadership and Sustainable Leadership Development on Primary Teacher's Innovative Behavior in Nairobi County, Kenya.

This questionnaire will be used in the collection of data on the implications of transformational leadership and sustainable leadership development on primary school teacher's innovative behavior in Nairobi County, Kenya. This is for development of a thesis as a requirement for the award of Master of Arts in Leadership. I really appreciate you few minutes taken to fill in this questionnaire. Please note that all information will strictly be treated with high levels of confidentiality and that it is not a must that you reveal your identity as well the information collected will only be used for academic purposes. Participation in this research study as respond is voluntary. There will be no stipend and a participant can withdraw if indeed there is a valid reason.

Section A: Biodata

1. Indicate the name of your primary school by way of marking (x) on last column

	District	Name of School	
1.	Dagoretti	A	
2.	Embakasi	B	
3.	Kamukunji	C	
4.	Kasarani	D	
5.	Lang'ata	E	
8.	Makadara	F	
7.	Starehe	G	
8.	Westlands	H	

2. Indicate the position you hold in the school

	Position	Mark (x)
a.	Head teacher	
b.	Deputy Head teacher	
c.	Senior Teacher	

d.	Class Teacher Grade 4	
f.	Class Teacher Grade 6	
g.	Teacher	

3. Please indicate you gender

a) Male []

b) Female []

Section B: Transformational Leadership

Section B1: Idealized influence

Please use the scale below, tick the appropriate box on how you agree or disagree with the following statements. (1 – *Strongly Disagree*, 2 – *Disagree*, 3 – *No Comment*, 4 – *Agree*, 5 – *Strongly Agree*)

		1	2	3	4	5
a.	The school leadership takes certain actions aimed at yielding high levels of trust among teachers					
b.	The school leadership hold discussions on significant beliefs and values with teachers					
c.	The school leadership make decisions based on morality and ethics					
d.	The school leadership is interested in instilling confidence and reassuring teachers of their ability to solve problems					

e.	The school leadership is willing to share risks and solutions with teachers					
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Section B2: Inspirational motivation

Please use the scale below, tick the appropriate box on how you agree or disagree with the following statements.

1 – Strongly Disagree, 2 – Disagree, 3 – No Comment, 4 – Agree, 5 – Strongly Agree

		1	2	3	4	5
a.	The school leadership creates an environment of inspirational relationship					
b.	The school leadership creates an environment of trust and respect					
c.	The school leadership induces a sense of confidence and self esteem					
d.	The school leadership confidently communicates the vision, mission and goals					
e.	The school leadership articulates the future of the school and build a strong organizational image					

Section B3: Intellectual stimulation

Please use the scale below, tick the appropriate box on how you agree or disagree with the following statements.

1 – Strongly Disagree, 2 – Disagree, 3 – No Comment, 4 – Agree, 5 – Strongly Agree

		1	2	3	4	5
a.	The school leadership questions the teachers assumptions and approaches on old situations with new way of doing things					
b.	The school leadership gives support towards professional development					
c.	The school leadership emphasizes on intellectual capability and expectations of teachers					
d.	The school leadership encourages creativity and innovation as well as critical thinking on teachers and students					
e.	The school leadership encourage risk taking independence in decision taking by teachers					

Section B4: Individualized consideration

Please use the scale below, tick the appropriate box on how you agree or disagree with the following statements.

1 – Strongly Disagree, 2 – Disagree, 3 – No Comment, 4 – Agree, 5 – Strongly Agree

		1	2	3	4	5
a.	The school leadership treats teachers individually and not as a group					
b.	The school leadership attends to each and every teacher's needs and provides them with coaching and mentoring					

c.	The school leadership seeks and accepts suggestions from teachers and consult them on important issues					
d.	The school leaders is available to provide insights and maintains open communications with teachers					
e.	The school leader gives teachers autonomy in management of the projects so as they can learn to lead too					

Section C: Sustainable leadership development

Please use the scale below, tick the appropriate box on how you agree or disagree with the following statements.

1 – Strongly Disagree, 2 – Disagree, 3 – No Comment, 4 – Agree, 5 – Strongly Agree

		1	2	3	4	5
a.	The school leadership plan with the future in their minds					
b.	The school programs have an impact beyond its boundaries					
c.	The school leadership are pushing agenda for school sustainability					
d.	The school leadership delegate to enhance weak knowledge					
e.	The school leadership supports teachers to face challenges and embrace transformation					

Section D: Innovative behavior

Please use the scale below, tick the appropriate box on how you agree or disagree with the following statements.

1 – Strongly Disagree, 2 – Disagree, 3 – No Comment, 4 – Agree, 5 – Strongly Agree

		1	2	3	4	5
a.	Teachers are engaged in innovative teaching styles					
b.	Teachers are engaged in innovative instructional practices					
c.	Teachers innovatively organize their classes					
d.	Teachers use textbooks in class					
e.	Teachers innovatively assess learners in class					
f.	Teachers are able to provide special education to learners					
g.	Teachers innovatively give feedback					

APPENDIX II: INTRODUCTION LETTER

Benard Abel Nyakundi

Pan Africa Christian University

P.OBox 56875-00200 Nairobi, Kenya.

12th November, 2024

TO WHOM IT MAY CONCERN

Dear Sir/Madam

**RE: RESEARCH ON IMPLICATIONS OF TRANSFORMATIONAL LEADERSHIP
AND SUSTAINABLE LEADERSHIP DEVELOPMENT ON PRIMARY SCHOOL
TEACHERS' INNOVATIVE BEHAVIOR IN NAIROBI COUNTY, KENYA.**

I am a Master of Arts in Leadership (MAL) student at Pan Africa Christian University. It is a requirement that I undertake a research study for me to successfully complete my course. I have chosen to study on “The implications of transformational leadership and sustainable leadership development on primary school teachers’ innovative behavior in Nairobi County, Kenya”. You have been selected to participate in this study as respondent by filling the attached questionnaire. All information collected will be treated confidentially and purposely for this study alone.

I will really appreciate your support and timely response.

Yours faithfully,

Benard Abel Nyakundi

Master of Arts candidate

Email: Nyakundi.Abel@students.pacuniversity.ac.ke , Mobile Number: +254 723430771

APPENDIX III: PAC ISERC CONSENT FORM



**Pan Africa
Christian University**

TRANSFORMATIONAL LEADERSHIP, SUSTAINABLE LEADERSHIP
DEVELOPMENT, AND INNOVATIVE BEHAVIOR AMONG PRIMARY
SCHOOL TEACHERS IN NAIROBI COUNTY, KENYA.

I, agree to participate or agree to participation of
my childin the research project titled
“TRANSFORMATIONAL LEADERSHIP, SUSTAINABLE LEADERSHIP
DEVELOPMENT, AND INNOVATIVE BEHAVIOR AMONG PRIMARY SCHOOL
TEACHERS IN NAIROBI COUNTY, KENYA”,

Conducted by **BENARD ABEL NYAKUNDI** who has (have) discussed the
research project with me.

I have received, read and kept a copy of the information letter/plain language
statement. I have had the opportunity to ask questions about this research and I have
received satisfactory answers. I understand the general purposes, risks and methods of
this research.

I consent to participate in the research project and the following has been
explained to me:

the research may not be of direct benefit to me my participation is completely voluntary
my right to withdraw from the study at any time without any implications to me the
risks including any possible inconvenience, discomfort or harm as a consequence of my
participation in the research project the steps that have been taken to minimize any

possible risks public liability insurance arrangements what I am expected and required to do whom I should contact for any complaints with the research or the conduct of the research I am able to request a copy of the research findings and reports security and confidentiality of my personal information.

In addition, I consent to: audio-visual recording of any part of or all research activities (if applicable) publication of results from this study on the condition that my identify will not be revealed.

Name: _____ (please
print)

Signature.....Date.....

APPENDIX IV: RESEARCH AUTHORIZATION LETTER



**Pan Africa
Christian University**

Thika Road Campus Valley Road Campus
P.O. BOX 56875 - 00200 +254 730955000 +254 730955501/2
enquiries@pacuniversity.ac.ke www.pacuniversity.ac.ke

Office of the Registrar Academic Affairs

7th February 2025

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

**RE: RESEARCH AUTHORIZATION AND ETHICS CLEARANCE LETTER FOR
BENARD ABEL NYAKUNDI REG. NO: MALD/18988/0/21**

Greetings! This is an introduction letter for the above named person a final year student at Pan Africa Christian University (PAC University), pursuing a Master of Arts in Leadership.

He is at the final stage of the programme and thus preparing to collect data to enable him finalize on the thesis. The thesis title is ***“Transformational Leadership, Sustainable Leadership Development, and Innovative Behavior among Primary School Teachers in Nairobi County, Kenya.”***

We kindly request that you allow him obtain a research permit so as to proceed and collect data from Selected Primary School Teachers in Nairobi County, Kenya.

Warm Regards,

Lilian Vikiru

Dr. Lilian Vikiru

Registrar Academic Affairs

Pan Africa Christian University

Lumumba Drive, Roysambu, off Kamiti Rd, off Thika Rd

P.O Box 56875-00200, Nairobi, Kenya

Email: registrar.aa@pacuniversity.ac.ke

Website: www.pacuniversity.ac.ke

PAN AFRICA CHRISTIAN UNIVERSITY
REGISTRAR
P.O. Box 56875 - 00200,
TEL: 0721 932050/ 0734 400694
NAIROBI, KENYA

Where Leaders are Made

APPENDIX V: RESEARCH LICENSE

 REPUBLIC OF KENYA	
RefNo: 724872	Date of Issue: 14/February/2025
RESEARCH LICENSE	
	
This is to Certify that Mr.. BENARD ABEL NYAKUNDI of Pan African Christian University College, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: TRANSFORMATIONAL LEADERSHIP, SUSTAINABLE LEADERSHIP DEVELOPMENT, AND INNOVATIVE BEHAVIOR AMONG PRIMARY SCHOOL TEACHERS IN NAIROBI COUNTY, KENYA. for the period ending : 14/February/2026.	
724872	
Applicant Identification Number	Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Verification QR Code	
	
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