TRANSFORMATIONAL LEADERSHIP, ORGANIZATIONAL CULTURE, AND INSTITUTIONAL PERFORMANCE OF TECHNICAL AND VOCATIONAL EDUCATION TRAINING COLLEGES IN THE NAIROBI METROPOLIS, KENYA

BENSON KAMAU NGWIRI

A DISSERTATION SUBMITTED TO THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT OF TH REQUIREMENTS FOR THE AWARD OF ADEGREE OF DOCTOR OF PHILOSOPHY IN ORGANIZATIONAL LEADERSHIP

PAN AFRICA CHRISTIAN UNIVERSITY

JUNE, 2025

DECLARATION

This dissertation is my original work and has not been presented to any college or university for academic credit.

Signature: …… Date: ……

Benson Kamau Ngwiri (POLD 6940/0/19)

This dissertation has been submitted for examination with our approval as the appointed University supervisors:

Signature: …… Date: ……

Dr. Patrick Wambua Mule

Signature: …… Date: ……

Dr. Ciriaka Gitonga

TABLE OF CONTENTS

DECLARATION.....**ii**

TABLE OF CONTENTS ..... **iii**

DEDICATION.....**x**

ACKNOWLEDGMENT .....**xi**

ABSTRACT.....**xii**

LIST OF TABLES ..... **xiii**

LIST OF FIGURES .....**xv**

ABBREVIATIONS AND ACRONYMS.....**xvi**

DEFINITION AND OPERATIONALIZATION OF TERMS..... **xviii**

CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY .**1**

Introduction 1

Background to the Study 1

Transformational Leadership.....2

Organizational Culture 3

Institutional Performance 5

Technical and Vocational Education and Training (TVET) 5

Statement of the Problem 12

Objectives of the Study 15

General Objective of the Study 15

Specific Objectives of the Study 15

Research Hypotheses.....16

Assumptions of the Study 16

Justification/Rationale of the Study 18

Significance of the Study 19

Scope of the Study 21

Limitations and Delimitations of the Study 22

Chapter Summary 25

CHAPTER TWO: LITERATURE REVIEW 27

Introduction 27

Conceptual Literature Review 27

Conceptualization of Transformational Leadership 27

Conceptualization of Organizational Culture 31

Conceptualizing Institutional Performance 33

Empirical Literature Review 34

Inspirational Motivation and Institutional Performance 34

Individualized Consideration and Institutional Performance 39

Intellectual Stimulation and Institutional Performance 43

Idealized Influence and Institutional Performance 48

Organizational Culture, Transformational Leadership, and Institutional Performance 55

Theoretical Framework 70

Leader- Member-Exchange (LMX) 71

Transformational Leadership Theory 74

The Balanced Scorecard Theory....77
Conceptual Framework....82
A Synthesis of Research Gaps....84
Conceptual Gaps....84
Contextual Gaps....85
Methodological Gaps....85
Geographical Gaps....86
Summary of the Chapter....99
CHAPTER THREE: RESEARCH METHODOLOGY....100
Introduction....100
Research Paradigm....100
Research Design....101
Population....102
Sample Size....103
Sampling Method....106
Types of Data....106
Data Collection Methods....107
Focused Group Discussions....107
Questionnaire....108
In-depth Interviews....109
Research Procedures....110

Instrument Pre-testing and 110

Instrument Validity 111

Trustworthiness 111

Reflexivity 113

Instrument Reliability 114

Data Analysis Plan 115

Diagnostic Tests 116

Factor Analysis 122

Inferential Data Analysis 123

Operationalization and Measurement of Variables 126

Qualitative Data Analysis 128

Data Presentation 129

Ethical Considerations 129

The Inclusion and Exclusion Criteria 131

Chapter Summary 132

CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSIONS 133

Introduction 133

Response Rate 133

Demographics (Questionnaire Respondents) 134

Performance of TVET Institutes in the Nairobi Metropolis, Kenya 144

Descriptive Statistics of Transformational Leadership 172

Inspirational Motivation and Institutional Performance in TVET Institutions in the Nairobi Metropolis, Kenya....172

Individualized Consideration and Institutional Performance in TVET Institutions in Nairobi Metropolis, Kenya....198

Intellectual Stimulation and Institutional Performance....221

Idealized Influence and Institutional Performance of TVET Institutions in the Nairobi Metropolis,Kenya....246

Organizational Culture and Institutional Performance of TVET Institutions in the Nairobi Metropolis, Kenya....268

Regression Analysis....287

Regression Analysis ANOVA....288

Regression Analysis Coefficients....290

Empirical Model for Mediation Test....294

Chapter Summary....303

CHAPTER FIVE: SUMMARY OF FINDINGS, IMPLICATIONS, CONCLUSIONS, AND RECOMMENDATIONS....305

Introduction....305

Summary and Implications of Findings....305

Performance of TVET Institutes in the Nairobi Metropolis, Kenya....305

Inspirational Motivation and Institutional Performance of TVET Colleges in the Nairobi Metropolis,Kenya....306

Individualized Consideration and Institutional Performance of TVET Colleges in the Nairobi Metropolis, Kenya....310

Intellectual Stimulation and Institutional Performance of TVET Institutions in the Nairobi Metropolis, Kenya 312

Idealized Influence and Institutional Performance of TVET Institutions in the Nairobi Metropolis, Kenya 315

Transformational Leadership, Organizational Culture and Institutional Performance of TVET Institutions in the Nairobi Metropolis,Kenya 320

Statistical Modelling.....323

Conclusions 324

Recommendations 329

Recommendations for Theory 330

Recommendations for Leadership and Management Practice 332

Recommendations for Methodology 336

Recommendations for Policy 337

Contributions to Knowledge.....339

Recommendations for Future Research.....340

REFERENCES.....342

APPENDICES.....434

APPENDIX I: INFORMED CONSENT FORM 434

APPENDIX II: PRINCIPAL/DIRECTOR QUESTIONNAIRE 435

APPENDIX III: QUESTIONNAIRE FOR HEAD OF DEPARTMENT.....441

APPENDIX IV: INTERVIEW GUIDE 448

APPENDIX V: FOCUSED GROUP DISCUSSION WITH STUDENT LEADERS 449

APPENDIX VII: PAC INTRODUCTION LETTER 451

APPENDIX VIII: NACOSTI RESEARCH LICENSE 452

APPENDIX IX: RESEARCH AUTHORIZATION LETTER FOR NAIROBI COUNTY 453

APPENDIX X: RESEARCH AUTHORIZATION LETTER FOR KIAMBU COUNTY 454

APPENDIX XI: RESEARCH AUTHORIZATION LETTER FOR KAJIADO COUNTY 455

APPENDIX XII: RESEARCH AUTHORIZATION LETTER FOR MACHAKOS COUNTY 456

APPENDIX XIII: RESEARCH AUTHORIZATION LETTER FOR MURANG'A COUNTY.....457

DEDICATION

I dedicate this dissertation foremost to the Almighty God for His abundant grace, which has enabled me to reach this stage in my PhD studies. Additionally, I dedicate this work to my beloved wife; Caroline, and my three children;Davis, Kevin, and Glory, who have been tremendous sources of support throughout my academic journey.

ACKNOWLEDGMENT

I register many thanks to God for the abundant grace that has always been available. To this end, I am confident that there are no limits with the guidance of the Almighty God. I thank my supervisors; Dr. Patrick Wambua Mule and Dr. Ciriaka Gitonga, for their remarkable support and guidance. I express my sincere gratitude for their patience and valuable contributions, which have been immensely helpful throughout the research process. Special thanks to Dr. Truphena Oduol, the Dean of the Department of Leadership Studies, for her remarkable support and encouragement since I began this program. On the same note, gratitude goes to Dr. Jane Kinuthia, the Dean of Graduate School, and Dr. Solomon Munyao, the Head of the Leadership Department. I would also like to register a lot of appreciation to the graduate school, all the lecturers in the Leadership Department, the registrar, and the entire PAC University leadership for supporting me in my academic journey.

ABSTRACT

In the evolving landscape of education, the role of leadership and organizational culture in influencing institutional performance is critical, particularly for Technical and Vocational Education and Training (TVET) colleges. TVET institutions face persistent challenges such as low graduate employability, institutional inefficiencies, weak national development impact, malpractice, poor strategic planning, and low staff and student morale. The general objective of this study was to establish the influence of transformational leadership and organizational culture on the institutional performance of TVET colleges in the Nairobi Metropolis, Kenya. This study examined the influence of transformational leadership—specifically inspirational motivation, individualized consideration, intellectual stimulation, and idealized influence—on the institutional performance of TVET colleges in the Nairobi Metropolis, Kenya. It also assessed the mediating role of organizational culture. Guided by the Transformational Leadership Theory, Leader-Member Exchange Theory, and Balanced Scorecard Framework, the study adopted a pragmatic philosophy and a convergent parallel mixed-methods design. A multi-stage sampling technique was used to select 367 participants from a population of 8,249 leaders across 687 registered TVET colleges. Data were collected through questionnaires, interviews, and focus group discussions. Quantitative data were analyzed using SPSS Version 29, while qualitative data underwent thematic analysis. Findings revealed a significant positive relationship between transformational leadership and institutional performance ($\beta = 0.500$, $p = 0.000$). The four transformational leadership components exhibited positive influence: Inspirational motivation ($r=.762$; $p=0.000$), Individualized Consideration ($r=.352$; $p=0.000$), Intellectual Stimulation ($r=.330$; $p=0.000$), and Idealized Influence ($r=.399$; $p=0.000$). Organizational culture significantly mediated this relationship ($\beta = 0.477$, $p = 0.000$). The study contributes to leadership and educational theory by highlighting the interconnectedness of leadership style, organizational culture, and institutional outcomes. It recommends strengthening leadership development, policy, and collaboration between TVET institutions and industry.

LIST OF TABLES

Table 1 Summary of Literature Gaps....88
Table 2 Population Distribution....103
Table 3 Sample Size Distribution....105
Table 4 Case Processing Summary....114
Table 5 Reliability Statistics....114
Table 6 Normality Test of Data....117
Table 7 Heteroscedasticity test of the data....120
Table 8 Multicollinearity test of the data....121
Table 9 KMO and Bartlett's Test....122
Table 10 Operationalization of the Variables....126
Table 11 Statistical Analysis Techniques and Justification....128
Table 12 Response Rate....134
Table 13 Institution Categories and Approval Status....141
Table 14 Performance of TVETs (Financial Indicators)....145
Table 15 Performance of TVETs (Customer Satisfaction Indicators)....150
Table 16 Performance of TVETs (Internal Processes)....154
Table 17 Descriptive Statistics on Innovation and Learning....164
Table 18 Inspirational Motivation among Leaders of TVETs in Nairobi Metropolis....173
Table 19 Crosstab on Inspirational Motivation based on Demographics....185
Table 20 Correlation Analysis between Inspirational Motivation and Institutional Performance....196
Table 21 Individualized Consideration and TVET Institutional Performance in Nairobi Metropolis....198
Table 22 Descriptive Statistics on Individualized Consideration based on Demographics....211
Table 23 Correlation Analysis between Individualized Consideration and Institutional Performance....218
Table 24 Intellectual Stimulation and Institutional Performance of TVET Institutions in Nairobi Metropolis....221
Table 25 Crosstab Analysis on Intellectual Stimulation based on demographics....232

Table 26 Correlation analysis Between Intellectual Stimulation and institutional Performance 244
Table 27 Descriptive Statistics on Idealized Influence and Institutional Performance 247
Table 28 Descriptive Statistics on Idealized Influence based on Demographics 258
Table 29 Correlation Analysis between Idealized Influence and Institutional Performance 266
Table 30 Organizational Culture and Institutional Performance of TVET Institutions 269
Table 31 Regression Analysis Model Summary 287
Table 32 Regression Analysis ANOVA 288
Table 33 Regression Analysis Coefficients 291
Table 34 Regression Coefficients between Transformational Leadership and Performance of TVET Institutions 295
Table 35 Regression Coefficients between Transformational Leadership and Organizational Culture of TVET Institutions 297
Table 36 Regression Coefficients between Transformational Leadership, Organizational Culture, and Institutional Performance of TVET Institutions 299
Table 37 Summary of MediationPathway 290

LIST OF FIGURES

Figure 1: Conceptual Framework 83

Figure 2 Linearity Test of the Data 119

Figure 3 Gender of the Respondents 135

Figure 4 Designation of the Respondents 136

Figure 5 Years of Service in their Current Roles 137

Figure 6 Service Periods in their Respective Institutions 139

ABBREVIATIONS AND ACRONYMS

BSC - Balanced Scorecard

BoM - Board of Management

BST - Balanced Scorecard Theory

CBC - Competency-based Curriculum

DNH - Do no harm

SD -Standard Deviation

EI - Emotional Intelligence

GOK -Government of Kenya

HOD - Head of Department

IDPs -Individual Development Plans

IP -Institutional Performance

KI -Key informant

KNBS - Kenya National Bureau of Statistics

LMX -Leader and Member Exchange

LMXT - Leader-Member Exchange Theory

MoE - Ministry of Education

OC -Organizational Culture

OP -Organizational Performance

OCB -Organizational Citizenship Behaviors

SD - Standard Deviation

SDG -Sustainable Development Goals

SEL - Social Emotional Learning

SPSS - Statistical Package for the Social Sciences

TL -Transformational Leadership

TLT - Transformational Leadership Theory

TVET - Technical and Vocational Education and Training

TVETA - Technical and Vocational Education and Training Authority

VIF - Variance Inflation Factor

DEFINITION AND OPERATIONALIZATION OF TERMS

Balanced Scorecard (BSC)	A prevalent and current IP measurement instrument and has been broadly acknowledged in most institutions (Yusof, 2020). This study adopted the Balanced Scorecard (BSC) framework—a prevalent and widely acknowledged instrument for measuring institutional performance across multiple perspectives: financial, internal processes, customer satisfaction, and learning and growth (Kaplan & Norton, 2020). The BSC enabled a holistic evaluation of performance of TVET colleges, moving beyond traditional financial metrics to include strategic and operational efficacy.
Inspirational Motivation	Dimension of TL whereby the leader inspires and motivates followers by setting high expectations and demonstrating confidence in their abilities (Ferdinan & Lindawati, 2021). In the current study, it is conceptualized as a leader's capacity to inspire high expectations, confidence in own abilities, and challenging goals.
Individualized Consideration	A TL trait whereby a leader demonstrates responsiveness to the needs and concerns of the individual followers (Hutagalung et al., 2020). It is conceptualized as the leader's capacity to provide support and mentorship, and appreciation of the unique contributions of each team member.
Intellectual Stimulation	A dimension of TL whereby the leader encourages creativity and innovation within the institution (Golden & Shriner, 2019). The current study conceptualized it as a leader's capability to inspire creativity, critical thinking, and problem-solving skills.

Idealized influence	A key component of TL refers to a leader's aptitude to serve as an example and earn followers' admiration, confidence, and respect (Jaroliya & Gyanchandani, 2021). This study conceptualized it as a leader's ability to portray high ethical standards, charisma, trust, and respect.
Institutional Performance	Refers to an institution's effectiveness, throughput, efficiency, quality, or excellence (Dim & Nzube, 2020). The current study operationalized it as institutional productivity based on finance management, learning and growth, internal processes, and customer satisfaction.
Leadership	A process of communal or interactive influence through which a leader strives to elucidate the aims and purposes of an institution (Bagga et al., 2023). The current study operationalizes leadership as a collaborative process between a leader and followers.
Likert scale	A psychometric scale that has various categories or sets out of which participants select to designate their opinions, viewpoints, or feelings concerning a particular issue (Tanujaya et al., 2022).
Organizational Culture	The standard values, beliefs, as well as practices that direct and guide the engagements and undertakings in an institution (Wong, 2020). This study conceptualizes it as synchronized teamwork, attaining goals, customer orientation, change management, harmonious work environment, and building an internal community.
Transformational Leadership	Denotes a leadership approach wherein a leader influences change in followers and institutions (Khan et al., 2020). In the context of this study, transformational leadership is examined as a critical factor

	influencing the performance of TVET colleges in the Nairobi Metropolis, Kenya.
Technical and Vocational Education and Training (TVET)	Denotes all categories as well as levels of education and training that afford knowledge and skills connected to occupations in different areas of pecuniary and social life (Muyaka & Kitainge, 2021).

CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY

Introduction

In the modern-day landscape of educational institutions, the role of leadership and organizational culture in influencing institutional performance has garnered substantial attention. This is principally true for Technical and Vocational Education and Training (TVET) institutions, which are tasked with furnishing learners with practical skills and competencies to address the dynamic demands of the labor market. This study examined the interplay between transformational leadership, organizational culture, and institutional performance of TVET colleges in the Nairobi Metropolis. This chapter of the study first presents a background to the study, a statement of the problem, and the objectives of the study. The chapter also presents the hypotheses, assumptions, justification/rationale, and the significance of the study, as well as the scope, limitations, and delimitations of the study. Finally, it closes with a chapter summary.

Background to the Study

Leadership is crucial in driving institutional performance, as leadership style directly influences culture, productivity, and outcomes (Akparep et al., 2019; Nguyen et al., 2023). The success or failure of institutions often depends on the quality of leadership. In Kenya, the decline in tertiary education is associated with the rapid, unplanned growth of TVETs, poor policy implementation, nepotism, and tribalism (Muema, 2020). Widespread ineffective leadership has resulted in high absenteeism, staff turnover, and inefficiency (Fonseca, 2020). Despite being established to enhance service delivery, many tertiary institutions have faltered due to corruption, disorganization, and unethical practices (Getange, 2020). This context highlights the urgency of adopting effective leadership models, such as transformational leadership. The current study explored the role of transformational leadership in shaping

organizational culture and improving institutional performance within TVET colleges in the Nairobi Metropolis, Kenya. By focusing on the four dimensions of transformational leadership- inspirational motivation, individualized consideration, intellectual stimulation, and idealized influence- this research addressed the leadership gaps contributing to the underperformance of TVET institutions. It emphasizes the need for visionary, ethical, and empowering leadership to cultivate a strong organizational culture and drive sustainable institutional success.

Transformational Leadership

Transformational leadership (TL) has emerged as a central element in addressing institutional performance challenges. Ligon (2020) underscored that transformational leadership (TL) promotes teamwork, shared respect, collaboration, and mutual vision to realize personal and institutional goals. Similarly, Kimani (2021) describes TL as a collaborative leadership approach where leaders work cooperatively with teams to drive anticipated changes, fashion a guiding mission through innovation, and execute changes with the commitment of team followers. Leaders who adopt this approach inspire their teams to achieve beyond expectations by fostering a shared vision and promoting an adaptive, innovative culture (Khan et al., 2020). Within TVET colleges, transformational leaders can impact faculty motivation, student satisfaction, institutional compliance, and adaptability to change, contributing to enriched performance. Through its core dimensions- inspirational motivation, individualized consideration, intellectual stimulation, and idealized influence- transformational leadership fosters a supportive organizational culture that enhances innovation, staff engagement, and institutional effectiveness. This leadership style is essential in driving strategic vision, improving service delivery, and positioning TVET institutions for

sustainable growth and relevance in Kenya's dynamic educational and economic landscape.

Transformational leadership encompasses four interrelated behavioral dimensions comprising "idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration'' (Khan et al., 2020, p. 3). Idealized influence as a demeanor highlights the captivating engagements of a leader grounded in the sagacity of vision, principles, and beliefs. Inspirational motivation explicates the quality and capacity of the leader to encourage and stimulate followers to realize purposes that previously appeared unachievable (Mathende & Karim, 2022). Leaders who exhibit intellectual stimulation can inspire their followers to innovate and creatively tackle diverse challenges using novel strategies (Northouse, 2019). Leaders display a unique regard for each subordinate by considering their distinct aspirations, needs, ambitions, and capabilities. Individualized consideration allows leaders to help subordinates enhance their strengths by spending time directing and coaching them (Busari et al., 2019). Transformational leaders stimulate creativity and share visionary dreams, reinforcing emotional connections with their teams (Busari et al., 2019). They exceed performance-driven aims, empowering teams intellectually, emotionally, and creatively while transforming their concerns into integral contributions to the institution's mission (Putri et al., 2020).

Organizational Culture

Organizational culture (OC) encompasses the standards, beliefs, expectations, and practices that shape and guide the actions of organizational members, defining the institution's unique character (Wong, 2020). It is a crucial factor for organizational success, providing a framework for understanding standards, ethics, and effective interactions to achieve goals (Mingaleva et al., 2022; Nguyen, 2020; Piwowar-Sulej,

2020; Virgiawan et al., 2021). It fosters a clear understanding of values and ethics, guiding interactions and helping achieve institutional goals effectively (Kapur, 2018). It impacts interactions with suppliers, customers, workforces, and competitors, and distinguishes an institute from others in the industry, facilitating the realization of goals competently, efficiently, and effectively (Sung & Kim, 2019).

Additionally, organizational culture determines how leadership strategies are effected and acknowledged (Emodia & Mwanzia, 2021). A robust, interconnected culture that aligns with the institutions aims boosts collaboration, teamwork, innovation, and accountability (Tawfig & Amr Sukkar, 2024). Conversely, a disjointed or misaligned culture can obstruct progress, reduce organizational productivity and innovation, and exacerbate existing challenges (Deshler, 2017). Thus, understanding the dynamics between transformational leadership style and organizational culture is critical for developing strategies to enhance institutional performance.

Organizational culture (OC) has become progressively critical in light of global business crises and institutional challenges. An agile and responsive OC stimulates accountability, transparency, and effective stakeholder engagement, guaranteeing institutional resilience and success (Emodia & Mwanzia, 2021). Each institution functions in a distinct culture that shapes human resource practices and inspires participants by nurturing dedication, confidence, morale, and a sense of ownership (Wong, 2020). Fundamental components of an effective OC include ownership, cohesive purpose, healthy environment, accountability, ethical leadership, robust communication, and stakeholder empowerment. These factors contribute to a satisfying and ethical workplace environment, enhancing organizational performance and innovation strategies (Kapur, 2018; Kapur, 2021; Tadesse & Debela, 2024).

Recognizing OC as a determinant of institutional success underscores its importance in shaping the future of TVET colleges in the Nairobi Metropolis.

Institutional Performance

Performance signifies an achievement of an institution concerning its established vision, mission, and goals. It comprises results realized through the participation and input of individuals and teams to the institute‘s tactical goals (Mwagona & Kinyua, 2023). Institutional performance denotes the capacity of an institution to realize its set objectives efficiently, professionally, and effectively while upholding high levels of quality and participant satisfaction (Aguilera et al., 2024). Further, institutional performance mirrors the knack of an institution to accomplish its stakeholders’ wishes and remain relevant through the result of the activities, which its members undertake to achieve set goals (Demeke & Tao, 2020).

In the framework of TVET colleges, institutional performance comprises several dimensions, including academic results, graduate employability, utilization of resources, and capacity to embrace innovation and change, as well as stakeholder engagement (Osawa et al., 2023). Thus, significant indicators or pointers of institutional performance in TVETs comprise graduation rates, relevance and quality of curricula, employment rates in appropriate industries, and the fulfillment levels of students, workforce, and employers (Maina & Muathe, 2023; UNESCO, 2023**)**. Effective performance administration in TVETs guarantees alignment with national development goals and alertness to the dynamic needs of the labor market (Kigen & Ng'eno, 2024; Maina & Muathe, 2023).

Technical and Vocational Education and Training (TVET)

Technical and Vocational Education and Training (TVET) plays a key role in equipping learners with practical skills, promoting innovation, and reducing youth

unemployment globally. Globally, TVET is recognized as a driver of economic development, offering both formal and informal training to meet industry needs and support workforce transitions, especially among youth, thereby contributing to socio-economic progress (Gyimah 2020).

Globally, the TVET sector is being shaped by trends such as demographic shifts, digitalization, and increased global connectivity, all of which demand the continuous alignment of training with evolving labor market needs (Tamrat, 2022). Institutions like UNESCO and the World Bank have intensified focus on skills development as a critical driver of economic growth (Okelo & Syonthi, 2021). Rapid globalization and technological advancement are redefining labor market dynamics and shifting the demand for skills in both current and emerging job markets (Djankov & Saliola, 2018). As a result, digital competence has become essential for maintaining the relevance and attractiveness of TVET programs worldwide (Subrahmanyam, 2022). These changes have increased pressure on governments and policymakers to continuously revise the goals and expectations of TVET systems (Gyimah, 2020). Internationally, the sector faces numerous challenges. In Israel and Palestine, TVET struggles with low social status, weak legal frameworks, and inadequate teacher training systems (Eisenberg & Selivansky, 2019; Hilal, 2019). The United States TVET sector contends with financial constraints, organizational inefficiencies, and leadership pressures (Breen, 2019). Similarly, Australia's tertiary institutions face leadership issues including autocratic management, micromanagement, lack of staff empowerment, and policy neglect (Berrell et al., 2018).

A study by United Nations Educational, Scientific and Cultural Organization (UNESCO) - International Centre for Technical and Vocational Education and Training (UNEVOC) (2024) on trends influencing the future of TVET training shows the need

to reinforce governance and enable coordination amid partners engaged in training and professional improvement as well as advance mechanisms to frequently assess TVET personnel skills (Subrahmanyam, 2020). As a way of facilitating the TVET sector to function efficiently, it is significant to guarantee the existence of a supportive and TVET-responsive atmosphere nationwide (Gyimah, 2020). Such an empowering setting can be realized by implementing well-synchronized countrywide TVET policies, allocation of sufficient funds, developing constructive social approaches towards training and improved administration (Mack, 2024).

Whereas the call for technical expertise remains pressing, the need for innovative, as well as social-cognitive abilities amalgamations linked with better versatility is also increasing (World Bank, 2018). This requires the TVET sector, as a significant player in growing human capital, to engage in tactical choices and tackle the evolving employment market by empowering learners to thrive in unreliable environments (Naziz, 2019). Further, the TVET sector is under great pressure and challenge to transform to respond promptly to global, regional, and national pecuniary, political, as well as societal vicissitudes (Yusof, 2020). The changing trends comprise an increasing need to expand the population of students in particular areas of study, embed and entrench graduate qualities in the workplace, and certify that learning programs match national and international standards (Yogo et al., 2018; Yusof, 2020). Notably, these institutions are also grappling with the problem of poor image, not just in Kenya, but across the world which leads to low enrollment into TVETs due to reluctance by students to view TVET as a viable option for training because they do not want to be viewed as failures (Omorodion et al., 2022).

Recent trends indicate that TVET institutions have been incorporating digital tools and technology into their curricula to align with the demands of the digital age

(Cros et al., 2022). TVET has shifted from being perceived as a one-time training to a lifelong learning approach. Continuous upskilling and reskilling are encouraged to keep pace with technological advancements and career progression (Kanwar et al., 2019). Thus, TVET is recognized as a facilitator of sustainability and development (Majumdar & Araiztegui, 2020).

Several nations have embraced competency-based methods as processes for revolutionizing TVET curricula. Countries such as the USA, Australia, the UK, Germany, South Africa, Zambia, Tanzania, Rwanda, and Kenya have adopted a Competency-Based Curriculum (CBC) (Mulenga & Kabombwe, 2019). The CBC is planned with an outlook to aid learners obtain knowledge, abilities, values, as well as approaches that match their skills or competencies that can be successfully applied to serve society (Mulenga & Kabombwe, 2019). The CBC, in Kenya, affords a reduction in subjects to let learners, instructors, and parents recognize and foster learners' aptitudes and abilities (M'mboga Akala, 2021). This is meant to help ease the transition from basic education to TVET (Mulenga & Kabombwe, 2019).

Transversely in sub-Saharan Africa, TVET institutions face tremendous challenges in equipping learners with crucial transferable soft abilities and skills that can be adapted to diverse jobs, businesses, occupations, and manufacturing locales in fast-shifting labor markets (Ngware et al., 2022; Gekara & Snell, 2018). According to Kanyangale and Sibanda (2021), TVET institutions encompasses a dynamic interaction with several aspects including leadership, responsibility management, policymaking and policy frameworks, compliance supervision, productive partnership as well as relationships, teaching and learning as well as student support facilities, student performance, and managerial efficiency in terms of different systems and resources. Nevertheless, TVETs in Africa face numerous challenges and problems.

In South Africa, for instance, according to Badenhorst and Radile (2018), poor leadership and administration skills are the basic reasons behind the poor performance of some TVET institutes, resulting to a deficiency of coherence in the institutions. Further, a study done in Sudan discovered that while in unindustrialized nations, governments insistently call for TVET improvement, several restrictions are impeding this field to achieve the requisite standards. Such challenges include poor administration systems, lack of well-designed instructor training programs, inadequate curriculum, deficiency of financial funding, the misunderstanding of society and lack of technology integration (Challenges and Opportunities of TVET in Developing Countries, 2019). Similarly, in Ethiopia, Mesfin and Van Niekerk (2019) carried out a study in which they discovered that TVET institutions require agile leadership that motivates leaders and followers for optimum organizational performance. Additionally, notwithstanding, all the conspicuous contributions of TVET sector, Nigeria has not accorded the sector the responsiveness it deserves (Polit & Duktur, 2022). The TVET industry in Nigeria is grappling with challenges comprising insufficient funding, prolonged shortage of competent instructors, scarce facilities, and unfitting curriculum (Oladejo, 2019).

In Kenya, Technical and Vocational Education and Training (TVET) institutions play a critical role in advancing industrial growth, fostering entrepreneurship, and supporting the achievement of Vision 2030 (Maina & Muathe, 2023; Beatrice & Peter, 2023). TVET is a sub-sector within the education sector and it addresses several purposes including grounding of youth for work through learning and developing work associated skills as well as mastery of fundamental knowledge and technical principles (Government of Kenya, 2022). To aid self-employment, TVET programs often comprise entrepreneurship training (Malechwanzi, 2020). Kenyan

TVET institutions are categorized broadly into three classes: Vocational Training Centers –VTCs, Technical and Vocational Colleges and The National Polytechnics (Koros, 2021). The institutions have been recognized as significant players in the achievement of the Kenya Vision 2030 as it furnishes citizens with the essential understanding, capacities and information for undertaking industrious tasks and making well-versed decisions (Awiti et al., 2019).

The TVET sub-sector has witnessed significant trends and challenges, including rapid student enrolment, strained infrastructure, limited funding, outdated curricula, low technology adoption, and cases of misappropriated funds (Okelo & Syonthi, 2021). In response, efforts have been made to align curricula with industry needs, enhance staff development, and ensure the sustainability of TVET programs (Maina, 2019). The government aims to increase student enrolment by 30% by 2030 (Mutiso & Njuguna, 2021). Recent statistics indicate steady growth in the subsector. Enrolment surged by 11.7% from 503,800 in 2021 to 562,500 in 2022, while the number of public and private TVET institutions increased from 2,140 in 2019/20 to 2,432 in 2021/22 (KNBS, 2022; Ministry of Education, 2022). Specifically, enrolment in public TVET colleges rose from 217,017 to 297,505 over the same period. Despite numerous reforms, many TVET colleges, particularly within the Nairobi Metropolis, face performance gaps.

Notwithstanding ambitious growth plans, Kenya faces rising unemployment—reaching six million in 2022—alongside a shortage of skilled human capital (Government of Kenya, 2022). National strategy papers (2014–2018; 2019–2022) highlight a persistent gap in skilled labor, with deficits reaching 900,000 artisans, 136,000 technicians, and 500,000 engineers. This paradox of unemployment amid labor shortages reflects weaknesses in human resource development within TVET institutions, including outdated trainer skills, limited industry alignment, and

curriculum mismatches (Ngware et al., 2022; Njenga, 2018). TVET institutions also struggle with inadequate training tools, weak industrial linkages, insufficient assessment of apprenticeships, and poor enrolment (William, 2018). Investments in the sector have not translated into expected employment outcomes or youth empowerment (Erima, 2021).

The quality of TVET is closely tied to the professional capacity of trainers and leaders, making their development a critical concern (Njenga, 2022). Effective leadership is essential, yet many Kenyan TVET colleges suffer from leadership inefficiencies, unqualified trainers, and funding shortfalls (Gachunga et al., 2020; Muema, 2020). Additional challenges include fragmented training ecosystems, poor technology integration, low public regard for TVET graduates, and minimal certification among informal workers (Sifuna, 2020). UNESCO also underscores inadequate resources as a major limitation to TVET effectiveness (UNESCO, 2021).

Given the strategic importance of TVET colleges in the Nairobi Metropolis, this study sought to explore how transformational leadership and organizational culture interact to influence institutional performance. By examining the dynamic interplay between transformational leadership—characterized by inspirational motivation, individualized consideration, intellectual stimulation, and idealized influence- and organizational culture as a mediating factor, this research aimed to generate a deeper understanding of the mechanisms that drive or hinder performance in these institutions.By addressing this interplay, the research aimed to provide actionable insights for policymakers, educators, and institutional leaders to enhance the efficacy and impact of TVET colleges in the region.

Statement of the Problem

The performance of Technical and Vocational Education and Training (TVET) institutions is pivotal to tackling skills enhancement, unemployment, and economic development in Kenya. The Kenyan government and the citizens expect TVET colleges to play a prominent role in furnishing learners with market-relevant skills to meet the demands of a swiftly changing labor market. Despite their strategic importance and ongoing government revitalization efforts, TVET institutions in Kenya continue to perform suboptimally—marked by weak institutional performance, low stakeholder satisfaction, misaligned internal processes, and limited innovation and adaptability,, low graduate employability, and limited contribution to national development goals—notwithstanding being pivotal to the realization of Vision 2030 and the country's industrialization agenda (Ministry of Education, 2022; Muema, 2020; Ochieng & Ngware, 2022 Report of the Presidential Working Party on Education Reform, 2023, n.d.) These issues persist amidst a national context marked by rising youth unemployment, a widening skills mismatch, and ambitious targets outlined in Kenya Vision 2030 and the Bottom-Up Economic Transformation Agenda (BETA).

Leadership styles and organizational culture have long been recognized as pivotal factors influencing institutional performance (Almahasneh et al., 2023; Yuliani & Hariyati, 2024). Among various leadership models, transformational leadership—characterized by vision, innovation, creativity, and employee empowerment—has shown significant positive effects on organizational outcomes across multiple sectors (Khan et al., 2020). Similarly, organizational culture—reflected through shared values, norms, and practices—has been identified as central to shaping employee behavior and institutional effectiveness (Akpa et al., 2021). However, despite these established connections, the influence of transformational leadership on the performance of

Technical and Vocational Education and Training (TVET) colleges within the Nairobi Metropolis, Kenya, remains underexplored. Moreover, while the relationship between leadership and performance is often assumed to be direct, insufficient attention has been given to the mediating role of organizational culture in this process (Lasrado & Kassem, 2021; Muhindi et al., 2020).

Persistent challenges in TVET institutions—such as low staff morale, malpractice, and weak strategic planning—further emphasize the urgency of understanding how leadership and cultural dynamics impact institutional outcomes (Kathure, 2024). These shortcomings undermine the capacity of TVET colleges to contribute meaningfully to national development goals, including Kenya's Vision 2030 and the Sustainable Development Goals (SDGs). Without a nuanced and comprehensive understanding of the leadership-culture-performance nexus, the full potential of TVET institutions in transforming lives and supporting economic development may remain unrealized.

Conceptually, many existing studies focus narrowly on individual leadership styles, often ignoring the holistic framework of transformational leadership. Specifically, limited attention is given to the four core dimensions— inspirational motivation, individualized consideration, intellectual stimulation, and idealized influence—and how they collectively shape institutional performance. Furthermore, the mediating role of organizational culture, particularly aspects such as synchronized teamwork, shared goals, customer orientation, adaptability, harmonious work relationships, and internal community building, is often overlooked (Makole, Ntshangase, & Msosa, 2023; Mucherah & Odongo, 2023).

Contextually, research on transformational leadership has largely focused on corporate organizations and universities, with relatively little emphasis on TVET

colleges in Kenya. As a result, the unique institutional dynamics and leadership challenges within this critical education sub-sector remain insufficiently understood (Ministry of Education, State Department for TVET, 2024). This gap is particularly significant given the crucial role that public TVET institutions play in equipping youth with practical skills and driving Kenya's industrialization agenda.

Methodologically, past studies on leadership in TVET settings have typically employed either qualitative or quantitative approaches, limiting the depth and generalizability of findings (Budur & Demir, 2022; Langat et al., 2019; Mathende & Karim, 2022). Additionally, a reliance on case study methodologies (Kumlachew, 2022; Musa et al., 2018) has been criticized for subjectivity and limited applicability across different contexts. Although notable contributions have been made by researchers such as Okinyi (2019) and Muhindi et al. (2020), there remains a lack of clarity on how transformational leadership dimensions concretely influence performance in TVET colleges.

Geographically, leadership research continues to be dominated by studies from Western and Asian contexts, with limited empirical work focusing on sub-Saharan Africa, and particularly in the Nairobi Metropolis, Kenya (Matafwali et al., 2023; Matete Lerutla & Steyn, 2023). This geographical gap hinders the development of context-specific insights needed to improve leadership practices and institutional outcomes in Kenya's TVET sub-sector.

To address these conceptual, contextual, methodological, and geographical gaps, this study adopted a pragmatist philosophical stance and employed a mixed-methods research design, incorporating interviews, focus group discussions, and questionnaires. It utilized the Balanced Scorecard (Kaplan & Norton, 2020) to assess institutional performance across four dimensions—financial, internal processes,

customer/stakeholder satisfaction, and learning and growth. By addressing this multifaceted interplay, the study sought to fill contextual, methodological, geographical, and conceptual gaps in the literature, particularly the scarcity of empirical studies situated within the sub-Saharan African context and the Nairobi Metropolis, Kenya, in particular.Grounded in Transformational Leadership Theory, Leader-Member Exchange Theory, and the Balanced Scorecard framework, the study provides actionable insights to strengthen leadership, foster performance-oriented cultures, and enhance the effectiveness of TVET institutions in the region. By integrating the four pillars of transformational leadership and examining the mediating role of organizational culture, this study sought to provide a comprehensive, empirically grounded, and policy-relevant understanding of how leadership and culture interact to influence performance in TVET colleges within Nairobi Metropolis, Kenya.

Objectives of the Study

General Objective of the Study

The general objective of this study was to establish the influence of transformational leadership and organizational culture on the institutional performance of TVET colleges in the Nairobi Metropolis, Kenya.

Specific Objectives of the Study

The realization of the general research objective necessitated the pursuit of the following specific research objectives:

i. To determine the influence of inspirational motivation on the institutional performance of TVET colleges in the Nairobi Metropolis, Kenya.
ii. To establish the influence of individualized consideration on the institutional performance of TVET colleges in the Nairobi Metropolis, Kenya.

iii. To assess the influence of intellectual stimulation on the institutional performance of TVET colleges in the Nairobi Metropolis, Kenya.

iv. To establish the impact of idealized influence on the institutional performance of TVET colleges in the Nairobi Metropolis, Kenya.

v. To examine the mediating influence of organizational culture on the relationship between transformational leadership and institutional performance of TVET colleges in the Nairobi Metropolis, Kenya.

Research Hypotheses

This study was guided by the following hypotheses:

H_{01} Inspirational motivation has no statistically significant influence on the institutional performance of TVET colleges in the Nairobi Metropolis, Kenya.

H_{02} Individualized consideration has no statistically significant influence on the institutional performance of TVET colleges in the Nairobi Metropolis, Kenya.

H_{03} Intellectual stimulation has no statistically significant influence on the institutional performance of TVET colleges in the Nairobi Metropolis, Kenya.

H_{04} Idealized influence has no statistically significant influence on the institutional performance of TVET colleges in the Nairobi Metropolis, Kenya.

H_{05} Organizational culture has no statistically significant mediating influence on the relationship between TL and the institutional performance of TVET colleges in the Nairobi Metropolis, Kenya.

Assumptions of the Study

Assumptions in research are issues beyond the control of the researcher, but if they are not there, the study would turn out to be irrelevant (Leedy & Ormrod, 2020). The current study assumed that the respondents would willingly and voluntarily participate. Further, the study anticipated that the participants would honestly,

accurately, and truthfully provide honest and objective information through interviews, FGDs, and questionnaires, enabling accurate assessment of the constructs under investigation. The study adhered to the anonymity and confidentiality principle, fostering the respondents' honesty. Also, the respondents were assured of voluntary participation and the freedom to withdraw without ramifications. The study also anticipated the population sample would accurately represent the entire population of the study. The research assumed that the respondents returned the questionnaires on time. It was presumed that the responses from the respondents mirrored a correct picture of the research.

Additionally, the study assumed that transformational leadership practices, such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, are present and operational in TVET colleges within the Nairobi Metropolis. Further, the study anticipated that organizational culture within TVET institutions significantly mediates the relationship between leadership practices and institutional performance, impacting the quality of service delivery and institutional outcomes. Moreover, the study expected that institutional performance among TVET colleges in the Nairobi Metropolis varies and is influenced by both leadership practices and the prevailing organizational culture.

Furthermore, the current study presumed that the use of a mixed-methods research approach would excellently capture the significant interrelationships between transformational leadership, organizational culture, and institutional performance, affording both depth and breadth of understanding. It assumed that participants had a basic comprehension of leadership and organizational culture concepts, enabling them to provide meaningful responses aligned with the study objectives. These assumptions formed the foundation of the study and guided its methodology and analysis.

Justification/Rationale of the Study

The necessity to carry out this research was founded on several reasons. Foremost, the current study was justified by the critical role that TVET colleges play in addressing Kenya's socio-economic development challenges, comprising unemployment, skills mismatch, and industrialization (Beatrice & Peter, 2023). As the demand for a skilled workforce continues to increase, the need to optimize the performance of TVET institutes becomes progressively vital. Leadership and organizational culture are significant determinants of institutional success, and comprehending their influence on performance affords valuable insights for policymakers, administrators, and educators. This study was critical for addressing leadership challenges in the governance and management of TVET institutions within the Nairobi Metropolis, aligning with the Ministry of Education's Policy Framework for Reforming Education and Training for Sustainable Development (Ministry of Education, 2019). By focusing on transformational leadership, organizational culture, and institutional performance, the research provides insights into improving the quality of program delivery and institutional effectiveness.

In the Nairobi Metropolis, a region marked by rapid urbanization and industrial activity, TVET colleges must align their operations with labor market demands and national development goals. This study addressed a critical gap by exploring how transformational leadership and organizational culture can be leveraged to enhance institutional performance, ensuring that these colleges meet the needs of both learners and industries.

Furthermore, the findings of this study contribute to the broader discourse on education management and policy, offering practical recommendations for fostering innovation, accountability, and sustainability in the TVET sector. By addressing

leadership and cultural challenges (TVET in Kenya, 2020), the study aimed to empower TVET colleges to deliver high-quality education and training, eventually shaping Kenya's economic development and competitiveness. Additionally, previous researchers noted the need to improve institutional performance in TVET colleges by applying appropriate leadership styles and a suitable OC (Chelimo, 2022; Mutiso & Njuguna, 2021).

Additionally, the study addresses a conceptual gap by exploring how transformational leadership, organizational culture, and institutional performance interrelate specifically within the TVET college context. Filling this knowledge gap is essential for advancing theoretical understanding and practical applications, contributing to sustainable institutional reforms. This research bridges existing contextual, conceptual, empirical, and methodological gaps and lays a foundation for further empirical and theoretical exploration in the TVET sector.

Significance of the Study

This study holds substantial importance for a variety of stakeholders, comprising policymakers, educators, administrators, and industry partners engaged in the growth and operation of TVET institutions. By examining the relationships between transformational leadership, organizational culture, and institutional performance, the study provides actionable insights that can help improve the quality and effectiveness of TVET colleges in the Nairobi Metropolis. The findings of this study can facilitate policymakers in designing strategies and frameworks that promote effective leadership and nurture a positive organizational culture within TVET institutions. This alignment is crucial for achieving national development objectives such as Vision 2030 and aligning the subsector with the policy framework of the Ministry of Education (Vision

2030 Delivery Secretariat Draft Strategic Plan 2023/24 – 2027/28: Empowering Kenya's Future, N.D.).

The study highlights the significant role of leadership and culture in shaping institutional performance. Administrators and managers of TVET colleges can leverage these insights to implement practices that boost organizational productivity, adaptability, and stakeholder fulfillment. By nurturing a culture of novelty, accountability, and teamwork, the study aimed to contribute to enhanced teaching and learning experiences. This eventually guarantees that students obtain relevant skills and capabilities to thrive in the labor market (Osawa et al., 2023). Further**,** insights from this research can strengthen partnerships between TVET colleges and industries by ensuring that institutions align their operations and curricula with labor market needs. This alignment boosts graduate employability and contributes to economic development.

The study fills a gap in existing literature by exploring the interplay of leadership, culture, and performance within the context of TVET colleges in the Nairobi Metropolis. It adds to the academic discourse on education management and serves as a reference for future research in similar contexts. By addressing these aspects, the study contributes to the overall improvement of TVET colleges, ensuring their sustainability and effectiveness in equipping learners with the skills needed to drive Kenya's socio-economic transformation. The study provided groundwork for prospective research in the field of leadership, OC, and institutional performance in TVET colleges. It provides a framework for exploring similar relationships in different contexts or expanding the scope to other educational institutions. Future researchers can extrapolate the study outcomes, methodologies, and limitations to conduct more comprehensive investigations, adding to the current knowledge base. The study will

advance knowledge in academia on a broader utilization of TL Theory, Leader-Member Exchange (LMX) Theory, and Balance Scorecard. Further, the study benefits academia by clearing the vagueness on how the facets of TL encompassing idealized influence, intellectual stimulation, individualized consideration, and inspirational motivation impact institutional performance.

Scope of the Study

The study was confined to TVET institutions located in the Nairobi Metropolis, encompassing Nairobi City County, Kiambu County, Murang'a County, Machakos County, and Kajiado County. This region was selected due to its diverse and dynamic TVET environment, making it a suitable context for the research. The research investigated three key constructs: transformational leadership, organizational culture, and institutional performance. Transformational leadership was studied through its core dimensions, comprising inspirational motivation, individualized consideration, intellectual stimulation, and idealized influence. Organizational culture was analyzed in terms of synchronized teamwork, attaining goals, customer orientation, change management, harmonious work environment, and building internal community. Institutional performance was assessed using metrics comprising financial, customer, internal processes, as well as learning and growth**.**

The study targeted, TVET county directors, principals or managers, heads of departments, and student leaders of TVET institutions, as key respondents. These groups are directly engaged in leadership, managerial practices, and performance results, affording valued understandings of the study constructs. A convergent-parallel mixed-methods approach was adopted, combining quantitative data from questionnaires with qualitative insights from interviews and focus group discussions. This approach ensures a comprehensive understanding of the relationships between the

study variables (Dawadi et al., 2021). The study was conducted within a specific time frame, capturing data on the current state of leadership, culture, and performance in TVET institutions during the research period. Data was collected between June 2024 and September 2024.

The unit of analysis was the TVET colleges within the Nairobi Metropolis, Kenya. The research aimed to examine and understand how TL, OC, and institutional performance interact within these colleges. The unit of observation included college principals, HODs, TVET county directors, and student leaders. Subordinate staff and other external stakeholders were excluded from the study. Institutions other than TVET Colleges within the Nairobi Metropolis were excluded from the study. Further, individuals who do not hold relevant roles or positions within the TVET colleges, such as subordinate staff were excluded. The anchor theory of the study was TL theory, which was supplemented with the Leader-Member Exchange Theory and the Balanced Scorecard Theory. The research was rooted in the pragmatism research philosophy.

Limitations and Delimitations of the Study

Limitations of a study denote prospective drawbacks that are not within the scholar's control and may closely be linked with the selected study design, restraints of the selected statistical framework, budget constraints, or other issues (Theofanidis & Fountouki, 2019). The study relied on self-reported data collected through questionnaires and interviews, which may be subject to bias, including social desirability and selective memory, potentially affecting the accuracy of the findings. The study used multiple data collection methods, including questionnaires, interviews, and focus group discussions, to corroborate self-reported information and enhance the credibility of the findings. To reduce social desirability bias and encourage honest reporting, the study assured participants that their responses would remain anonymous

and confidential. Furthermore, the researcher used follow-up questions and cross-check responses within interviews and focused group discussions to validate the reliability and consistency of the data provided. Additionally, the researcher engaged skilled interviewers and moderators who were able to build a relaxed environment, encourage honest responses, and probe deeper without influencing participants' responses. Moreover, participants were allowed enough time to reflect through their answers, particularly for complex or sensitive questions, to lessen inaccuracies owing to selective memory. By implementing these strategies, the study considerably minimized bias and enhanced the reliability and validity of self-reported data.

A possible limitation of this research is the potential dearth of generalizability. The findings were specific to the participating TVET colleges within the Nairobi Metropolis. While the study focused on TVET institutions in Nairobi Metropolis, its findings may not be fully generalized to TVET institutions in other regions or countries with different contextual dynamics. The unique cultural, social, and economic factors present in Nairobi Metropolis might influence the relationships between TL, OC, and institutional performance in ways that differ from other contexts. This limitation was acknowledged in the present study and recognized as providing grounds for future research. Moreover, organizational culture is inherently dynamic and may evolve over time. The study captures data at a specific point, which may not reflect long-term trends or changes. This provides grounds for recommendations for future researchers in different contexts.

Study delimitations denote the boundaries or bounds that a scholar sets to attain the aims of the research (Leedy & Ormrod, 2020; Theofanidis & Fountouki, 2019). Geographically, the study was confined to TVET institutions within Nairobi Metropolis, focusing on this specific region to ensure detailed analysis and relevance

to local educational challenges and contexts. The population of the study was limited to TVETs in Nairobi Metropolis. Nairobi Metropolis covers five counties: Nairobi, Kiambu, Murang'a, Machakos, and Kajiado (Tubei & Gaas, 2023). Because of the constraints of time and costs it would not be manageable to consider TVETs in every part of Kenya.

This study was delimited to Technical and Vocational Education and Training (TVET) institutions within the Nairobi Metropolis, specifically focusing on Vocational Training Centers (VTCs), Technical and Vocational Colleges, and National Polytechnics. These categories of institutions were selected due to their strategic role in implementing Kenya's TVET policy at various operational levels. TVET institutions domiciled in universities were excluded from the study. This exclusion was informed by the significant structural, administrative, and academic differences between university-based TVET units and standalone TVET institutions, which could have introduced variability not aligned with the objectives of the study.

Additionally, the study focused exclusively on the constructs of transformational leadership, organizational culture, and institutional performance, excluding other leadership styles or organizational factors that might also impact performance of TVET colleges in the Nairobi Metropolis. Furthermore, the research was limited to TVET county directors, principals or managers, faculty, student leaders of TVET institutions, as they are directly involved in leadership, cultural practices, and performance outcomes, excluding ordinary students, support staff, and external stakeholders.

Besides, the study deliberately adopted a mixed-method approach, using questionnaires, interviews, and focused group discussions to gain comprehensive insights, rather than relying solely on either qualitative or quantitative methods. Data

collection was limited to a particular time frame, guaranteeing that findings mirror the current state of leadership, culture, and performance in TVET colleges during the study period. These limitations and delimitations outline the scope and boundaries of the research, providing clarity on its focus and potential constraints.

This study was delimited to public and private Technical and Vocational Education and Training (TVET) colleges within the Nairobi Metropolis, Kenya. These institutions operate under the Government of Kenya's performance contracting framework—a contextualized version of the Balanced Scorecard (BSC)—which is used to evaluate performance in public sector entities. However, this study did not directly consider the government's performance contracting framework or its implementation guidelines. Instead, the study adopted the classical BSC model developed by Kaplan and Norton, focusing on its four standard dimensions: financial performance, internal business processes, customer (student and stakeholder) satisfaction, and learning and growth. This choice was deliberate, as the government's performance contracting framework incorporates additional administrative and policy elements that extend beyond the leadership and organizational culture variables central to this study. Including the performance contracting framework would have introduced policy and compliance dimensions not aligned with the study's theoretical framework or research objectives. By focusing on the BSC dimensions, the study ensured consistency in the conceptualization and measurement of institutional performance, enabling a clearer assessment of the influence of transformational leadership and organizational culture.

Chapter Summary

This chapter has provided essential information on the background to the study, the statement of the problem, objectives, hypotheses, assumptions, and justification/rationale of the study. It has also explained the significance, the scope,

limitations, and delimitations of the study. In the next chapter, a critical review of conceptual, empirical, and theoretical literature is presented.

CHAPTER TWO: LITERATURE REVIEW

Introduction

This chapter critically examines current literature on transformational leadership (TL), organizational culture (OC), and institutional performance (IP). Whereas there has been much research on TL, OC, and IP, few researchers have taken into consideration the relationship between TL and OC in influencing the IP, especially in the TVET colleges in the Nairobi Metropolis, Kenya. This chapter begins with conceptual and empirical literature, followed by a theoretical framework and a conceptual framework. Later, the chapter presents a synthesis of research gaps before concluding with a chapter summary. The conceptual literature review was guided by the study variables and sought to clarify the variables. The empirical literature review was guided by the research objectives.

Conceptual Literature Review

Conceptualization of Transformational Leadership

Leadership is defined as a shared influence through which a leader strives to elucidate an institution's aims through a relationship based on leader-follower engagement (Bagga et al., 2022). The triumph of any institute hinges on the effectiveness of the leader, and an effective leader is one who engages a robust and impactful leadership style (Dim & Nzube, 2020). TL is a current leadership style that conveys positive business effectiveness, inspiring individuals to employ effort to support this success through building strong relationships, attending to individuals' crucial needs, and supporting individuals in realizing their objectives as they make valuable contributions to their institutions (Rawashdeh et al., 2020). This leadership approach involves a leader transforming their team, motivating and inspiring them, fostering trust, appreciating their innovative ideas, and nurturing their growth (Khan et

al., 2020). Additionally, TL brings about change in individuals and overall systems. At its optimum, it initiates beneficial and positive transformations in followers, ultimately aiming to evolve them into leaders (Shrestha, 2020).

Similarly, TL is outlined as an effective leadership strategy characterized by its emphasis on adapting to current environmental conditions; this adaptability is achieved through the utilization of internal resources such as information, financial and human capital, as well as consideration of various external factors (Alessa, 2021). Thus, transformational leaders count on their individual qualities instead of their official positions; they are visionary and have the capacity to convert their visions into reality. They expect followers to challenge the status quo as well as try different approaches that are healthier in their lives and institutions (Rizki et al., 2019). In accord with this, Northouse (2019) pronounced that transformational leaders recognize the contributions of followers to the institute, thus such leaders motivate followers to cultivate and offer additional ideas towards the institution's success. In the same breath, Schoch et al. (2021) elucidate TL as a leader’s capacity to stimulate followers to rise above their ambitions for the good of the institution.

Transformational leadership is primarily characterized by its results; for instance, such leaders inculcate self-importance and esteem and encourage performance and productivity (Jensen et al.,2019). According to Alessa (2021), TL mirrors numerous qualities found in leaders, including holistic analysis of internal and external administrative factors and the capacity to stimulate personnel to substitute their interests for those of the institute. Similarly, a transformational leader can directly engage stakeholders to transform different facets of the institution through vision, deed, as well as impact (Sayyadi, 2022). Leadership encompasses the attitude as well as the conduct of a person to impact a team to function together more competently and

effectively to realize an essential degree of productivity (Alessa, 2021; Rawashdeh et al., 2020). Hence, TL improves the consciousness of cohorts by appealing to greater ideals and values including freedom, honesty, integrity, concord, peace as well as equality. Moreover, transformational leaders accentuate novel ideas, thus creating a conducive environment for enhanced IP (Reza, 2019).

Moreover, TL encompasses four interrelated behavioral dimensions comprising "inspirational motivation, individualized consideration, intellectual stimulation, and idealized influence" (Khan et al., 2020, p.2). Inspirational Motivation involves a leader's ability to articulate a compelling vision, communicate high expectations, use meaningful symbols, foster enthusiasm and team spirit, appeal to intrinsic values, and model commitment to inspire followers toward shared goals (Northouse, 2019; Sayyadi, 2022). In the context of TVET colleges in the Nairobi Metropolis, Kenya, inspirational motivation would involve leaders effectively communicating a compelling institutional vision, motivating staff to embrace change, and aligning individual roles with broader institutional goals.

Individualized Consideration involves a leader's attentiveness to each follower's needs, providing personalized support, mentorship, and growth opportunities, while fostering a supportive environment that encourages individual development and recognition (Northouse, 2019). In the context of this study, this component is essential in understanding how leaders within TVET colleges in the Nairobi Metropolis nurture workers' potential, enhance job satisfaction, and contribute to a culture of continuous professional improvement—factors that jointly influence institutional performance.

Intellectual Stimulation involves a leader's ability to encourage creativity, challenge assumptions, promote critical thinking, and support innovative problem-

solving by engaging followers in exploring new ideas and alternative approaches (Sayyadi, 2022). This implies that when a leader exhibits TL, workers might see it as backing and reciprocate by upholding an optimistic work attitude (Khan et al., 2020). Within the framework of this study, intellectual stimulation is examined as a key transformational leadership practice that enables leaders in TVET colleges in the Nairobi Metropolis to foster innovation, adapt to dynamic educational demands, and improve institutional performance through inclusive and forward-thinking decision-making processes.

Idealized influence involves a leader serving as a role model by exhibiting high ethical standards, integrity, and commitment to shared values, thus earning trust, respect, and admiration from followers who are enthused to emulate the leader's behavior and vision (Virgiawan et al., 2021). In the context of this study, idealized influence was analyzed as a foundational element of transformational leadership within TVET colleges in the Nairobi Metropolis, where leaders' exemplary conduct and value-driven leadership play a crucial role in shaping institutional culture, fostering trust among stakeholders, and enhancing overall institutional performance.

According to Hutagalung et al. (2020), TL involves a leader first understanding and subsequently transforming the OC with a new vision. Additionally, TL is perceived as the capability to modify the environment, stimuli, impetus, patterns, and values, as opposed to simply directing organizational participants to enhance performance and overcome challenges to ultimately achieve organizational objectives (Dickson & Kising'u, 2019).

Transformational Leadership (TL) has been widely recognized as a critical leadership model for driving organizational change and performance. According to Hutagalung et al. (2020), TL involves a leader first understanding and then

transforming the organizational culture (OC) through the articulation of a compelling vision. Similarly, Dickson and Kising'u (2019) describe TL as the capacity to reshape the organizational environment, stimuli, and values, rather than simply directing members, to enhance performance and address institutional challenges. Gallo and Hlupic (2019) add that transformation in OC reflects the leader's values and awareness, resulting in enhanced communication, employee commitment, and innovative capabilities across the institution.

Bradley (2020) emphasizes that transformational leaders inspire and empower their followers to initiate meaningful changes that support long-term institutional goals. These leaders motivate through vision, respect, and confidence, enabling followers to exceed expectations and overcome self-perceived limitations (Rawashdeh et al., 2020). Transformational leadership is now considered the dominant leadership approach in contemporary organizational settings (Nur & Widhi, 2019), primarily because it transforms followers' beliefs, attitudes, and values rather than relying solely on compliance (Reza, 2019). In the context of this study, transformational leadership is examined through its four key dimensions—inspirational motivation, individualized consideration, intellectual stimulation, and idealized influence—to assess their impact on the institutional performance (IP) of Technical and Vocational Education and Training (TVET) colleges within the Nairobi Metropolis, Kenya.

Conceptualization of Organizational Culture

Organizational Culture (OC) plays a critical role in shaping institutional productivity and effectiveness (Hagos, 2021). Organizational Culture comprises core values, shared norms, leadership style, communication, accountability, vision, innovation, employee commitment, teamwork, and work environment—all of which collectively shape behavior, guide decision-making, and influence institutional

performance (Barajas, 2024; Nasir et al., 2022; Ng & Hempel, 2023). A healthy OC fosters collaboration, continuous learning, accountability, and adaptability—qualities essential for thriving in dynamic environments (Crook et al., 2021; Kapur, 2021; Srivastava, 2021).

When aligned with institutional goals, OC enhances communication, motivation, and strategic performance (Ijaz & Abbas, 2020; Taye et al., 2019). Conversely, poor cultural integration can undermine productivity and effectiveness (Omazic et al., 2020; Wong, 2020). Despite extensive research on OC in general (Khan & Law, 2018; Ivanova & Ignatjeva, 2018), there remains a gap regarding its mediating role between Transformational Leadership (TL) and Institutional Performance (IP) in Technical and Vocational Education and Training (TVET) colleges in the Nairobi Metropolis. This study sought to address this gap by examining how OC mediates the relationship between TL, through its four dimensions, and the performance of TVET institutions, thus contributing to a more nuanced understanding of leadership and organizational effectiveness in the Kenyan TVET context.

The organizational culture dimensions used in this study are grounded in established frameworks such as Denison's Model, Cameron and Quinn's Competing Values Framework, and Schein's Organizational Culture Theory (Cameron & Quinn, 2022; Denison et al., 2022; Schein & Schein, 2021). These frameworks are authoritative in explaining how teamwork, shared goals, customer focus, change adaptability, interpersonal harmony, and internal community contribute to institutional effectiveness through a strong organizational culture. Consequently, this study identified six key dimensions, including synchronized teamwork, attaining goals, customer orientation, change management, harmonious work environment, and building internal community were identified. Synchronized Teamwork captures the level of collaboration and

cooperation among staff, emphasizing unity over competition in task execution. Attaining Goals reflects the clarity of institutional objectives, shared vision, and commitment to continuous improvement in achieving set targets (Denison et al., 2022; Makole et. al., 2023). Customer Orientation evaluates the institution's responsiveness to students and stakeholders, including attention to their needs and the prioritization of service delivery. Change Management assesses the institution's adaptability, flexibility, and preparedness to implement improvements with minimal disruption (Makole et. al., 2023. Harmonious Work Environment considers the quality of interpersonal relationships, trust, fairness, and mutual respect among members of the institution. Building Internal Community measures the presence of shared values, transparent communication, collective responsibility, and the empowerment of individuals to influence institutional direction (Mucherah & Odongo, 2023). These dimensions collectively mediate the relationship between transformational leadership and institutional performance by reinforcing a supportive and performance-driven organizational culture.

Conceptualizing Institutional Performance

Institutional Performance (IP) refers to the collectively defined indicators of an institution's success, encompassing both financial and non-financial outcomes such as institutional image, competencies, and efficiency (Modell, 2019; Brown et al., 2018). It reflects the institution's effectiveness in delivering quality services and achieving strategic goals, making it a vital element for survival in today's competitive landscape (Dim & Nzube, 2020). IP is shaped by internal dynamics, including leadership style, employee commitment, job satisfaction, and the prevailing organizational culture (OC) (Akparep et al., 2019; Doval, 2020).

While traditional views emphasize financial indicators like ROI and profitability, recent scholarship advocates for more holistic evaluation tools like the Balanced Scorecard (BSC), which integrates financial, customer, internal process, and learning and growth perspectives (Zizlavsky, 2014; Lim et al., 2024). In the context of Technical and Vocational Education and Training (TVET) institutions, IP also involves student satisfaction, teaching quality, innovation, and graduate employability (Mutungi et al., 2023).

This study adopted the BSC framework to assess IP in TVET colleges within the Nairobi Metropolis, focusing on four key dimensions: learning and growth, internal processes, customer orientation, and financial outcomes (Kiriri, 2022; Yusof, 2020). The study aimed to determine how IP is influenced by Transformational Leadership (TL) and the mediating role of Organizational Culture (OC) in these institutions.

Empirical Literature Review

Inspirational Motivation and Institutional Performance

In Jordan, ALmahasneh et al. (2022) conducted research to investigate the effects of inspirational motivation and idealized influence on OP. The research applied a quantitative methodology to obtain data from Information Technology Company managers thus it presents both methodological and contextual gaps. The results noted that both idealized influence and inspirational motivation exert a positive influence on OP. ALmahasneh et al. (2022)’s study is similar to the current study since it considered the manner in which TL and OC impact performance. However, it contextually differs from this current study since it was carried out at Jordan, Southwest Asia, while this current study was conducted at Nairobi Metropolis, Kenya. ALmahasneh et al.'s (2022) study is different from the current study because it addressed only two components of TL (TL) - inspirational motivation and idealized influence, while the current study

considered the four constructs of TL to have a deeper understanding of how TL impacts performance of TVET intuitions in Nairobi Metropolis, Kenya. The current research utilized mixed methods to understand the role of OC and TL in the performance of TVET institutes in Nairobi Metropolis, thus bridging the methodological gap presented by ALmahasneh et al. (2022).

Similarly, Akdere and Egan (2020) explored the effect of TL and human resources on OP. The research took place in the United States of America (USA) at healthcare facilities. It established a direct link between inspirational motivation and OP. The study established that TL, supported by a healthy human resource culture, leads to a happy and satisfied employee who, in turn, positively impacts customers, leading to positive OP. The research findings are congruent with ALmahasneh et al.'s (2022) conclusion that inspirational motivation impacts IP positively. The research relevance is inherent in the link between inspirational motivation, OC, and OP. However, the study was carried out among healthcare institutions rather than TVET colleges, hence presenting a contextual gap that this research filled by studying the constructs within the TVET sub-sector in Kenya. Akdere and Egan (2020) present a geographical gap since their study dwells on American trends, whereas this study sought to establish the influence of TL and OC on the performance of TVET colleges in Nairobi Metropolis, Kenya.

Correspondingly, Shanqaiti and Farea (2021) explored TL's influence on project accomplishment within the context of the Saudi Arabian construction industry. The scholars collected data utilizing a questionnaire survey directed to the project's team. The findings indicated that inspirational motivation positively influenced project success. However, the study focused on the construction industry in Saudi Arabia and the results may not be transferable to an education context, thus, presenting a contextual

gap. Additionally, the research took a narrow view of IP through project success, hence presenting a conceptual gap. The present study addressed this gap by investigating the connection between inspirational motivation, OC, and IP of TVET colleges in the Nairobi Metropolis, Kenya. The study by Shanqaiti and Farea (2021) applied a quantitative research approach to collect data. This presents a methodological gap that the current study filled by adopting a mixed method approach to obtain an enriched and deeper comprehension of how TL and OC impact the performance of TVET colleges in Nairobi Metropolis.

In Iraqi, Waham et al. (2020) examined the impact of TL on the OP in higher education institutes. Their findings indicate that inspirational motivation has a noteworthy impact on OP. Consequently, educational institutions should recognize inspirational motivation as a crucial leadership quality for enhancing productivity. The findings also demonstrate that TL significantly influences OP. Therefore, institutions of higher education should consider TL as a key leadership trait in structuring training curriculums and formulating prospective employment policies. However, research by Waham et al. (2020) used a quantitative research approach presenting a methodological gap. The current study filled this gap by utilizing a mixed method for an enhanced understanding of the connection between the study variables.

In Tanzania, Majia (2020) surveyed the impact of TL on the performance of workers in local government authorities. The findings displayed a significant constructive connection between TL and workers' performance. Additionally, the research uncovered that inspirational motivation exerts an adverse impact on employees' performance. Also, the research found that the administration should modify and articulate innovative policies on leadership to encourage the implementation of TL for enhanced performance. The study by Majia (2020) differs

from the current research since it adopted a survey quantitative research approach built on positivism philosophy, while the current study adopted a mixed method approach grounded on pragmatism philosophy. This afforded the researcher an enriched understanding of how the research variables relate. The study by Majia (2020) was constrained in terms of its contextual scope, given that it was conducted solely within one Local Government Authority. Consequently, the findings may not be broadly applicable or generalized to TVET colleges. Furthermore, the study assessed increased productivity, organizational growth, and job satisfaction as dimensions of OP. The present study investigated IP as a multi-dimensional construct to have an enhanced view of how it influences the performance of TVET colleges in the Nairobi Metropolis.

In Kenya, Gachunga et al. (2020) studied leadership commitment through inspirational motivation in relation to the competitiveness of TVETs. Gachunga et al. (2020) employed a descriptive research design that entailed the gathering of data from 69 TVET institutions. The unit of observation in the study included HODs, college principals, or their representatives. Addinionaly, the study assessed the influence of the relationship between inspirational motivation and competitiveness of TVETs by decision-making, employee involvement, and strategic direction. The research provides contextually relevant empirical literature that is foundational for the present advancement of leadership research in the TVET sector. However, Gachunga et al. (2020) fail to explain the direct impact of inspirational motivation on the IP of TVET colleges which the current study addressed by investigating how inspirational motivation influences IP and how OC mediates this relationship in TVET colleges in the Nairobi Metropolis, Kenya..

In the same breath, Langat et al. (2019) assessed the impact of inspirational motivation on worker career performance in the Kenyan insurance sector. Langat et al.

(2019) established that inspirational motivation considerably predicted workers occupation performance. Moreover, the study deduced that the congruence of personnel work values played a significant moderating role in the relationship between TL and job performance among lower-level administrators in the insurance sector in Kenya. The study by Langat et al. (2019) presented a contextual gap since it was actualized within the insurance sector in Kenya which has diverse leadership dynamics, performance indicators, and organizational cultures compared to TVET institutes. Thus the results may not be directly applicable to the education sector. The current study filled this gap by carrying out a study in the TVET subsector in a Kenyan context. Further, Langat et al. (2019) presented a methodological study gap since it was a quantitative study that used questionnaires. The current study used a mixed-method approach to get a deeper comprehension of the situation in the TVET sub-sector in the Nairobi Metropolis.

Likewise, Muthimi et al. (2021) surveyed the role of inspirational motivation in improving academic performance in selected Kenyan universities. The results established a noteworthy constructive influence of inspirational motivation on performance, underlining its role in enhancing faculty commitment and student results. Nevertheless, their study concentrated on universities, presenting a contextual gap in comprehending how TL affects TVET institutes, which have unique administrative structures, instruction objectives, and performance pointers. This study bridged this contextual gap by examining how TL (specifically, inspirational motivation) influences IP, with OC as a mediating factor in TVET colleges in the Nairobi Metropolis, Kenya. The study found a substantial constructive influence of inspirational motivation on the academic performance of institutions of higher education. The findings of this study are compatible with the findings by Waham et al. (2020) who established that

inspirational motivation has a noteworthy influence on OP. The study by Muthimi et al. (2021) employed a positivist research philosophy and adopted explanatory and descriptive research designs, while the current study adopted a pragmatic research philosophy and used a convergent parallel mixed-method design to get an in-depth understanding and generalizability. Further, the study by Muthimi et al. (2021) used a quantitative method using questionnaires, thus presenting a methodological gap that the current study sought to fill by applying mixed methods to get a deeper understanding of the participants' perspectives.

Individualized Consideration and Institutional Performance

In Iraq, Budur and Demir (2022) explored the relationship between TL and workers' performance. The researchers selected 399 respondents by the use of convenience sampling technique, and data was gathered through a survey questionnaire. The outcomes noted that inspirational motivation had a noteworthy and positive influence on workers' performance. Additionally, the research established that individualized consideration has substantial and positive impacts on courtesy and civic quality, resulting in improved performance. The study by Budur and Demir (2022) is similar to the current study since it explored the four dimensions of TL, inspirational motivation, individualized consideration, intellectual stimulation, and idealized influence. However, it differs from the current study because it applied quantitative techniques while the current study used a mixed method design applying interviews, questionnaires, and FGDs to collect data for an enhanced understanding of respondents' perspectives and feelings.

Similarly, in Pakistan, Khan et al. (2020) conducted a study on the relationship between individualized consideration, worker performance, and interactional justice. The study concluded that individualized consideration is a significant factor in

developing the general OP. The study also concluded that individualized consideration is an important component in impacting workers' opinions regarding justice and performance. Consequently, the study established that when the contentment level from the handling of personnel by the administration is great, it certainly affects the workers' performance. The study applied a quantitative methodology and positivism philosophy, thus differing from the current study which applied mixed method approach and pragmatism research philosophy. Furthermore, Khan et al. (2020) used questionnaires to collect data, while the current study utilized questionnaires, interviews, and FGDs for a more enhanced understanding of the study variables.

Correspondingly, Mathende and Karim (2022) studied the role of TL on work performance in Zimbabwe. The scholars used systematic random sampling to pick 369 participants. The study found that individualized consideration positively impacts work performance and each construct of TL influences work performance though at different extents. The findings of this study suggest that leaders realize IP by affording guidance and assurance to followers through optimistic communication and engagement. The study was done in a beverage industry presenting a contextual gap in comprehending how TL affects TVET institutes, which have unique administrative structures, instruction objectives, and performance pointers. The study adopted a quantitative research design using questionnaires thus presenting a methodological gap. The current study sought to address these gaps by applying a mixed-method approach to find out the connection between individualized consideration and IP of TVET colleges in the Nairobi metropolis, Kenya.

Similarly, Golyama et al. (2018) surveyed the impact of individualized consideration on Tanzanian public sector performance. The exploration was quantitative in nature and a survey research design was used. A sample size of 367

participants was used in data gathering using multistage sampling and structural equation modeling was utilized for data analysis. The results exhibited that individualized consideration positively and significantly influenced public sector performance. The study further concluded that leaders with responsibilities in the public sector ought to demonstrate individualized consideration by involving followers in decision-making, mentoring as well as coaching them. Golyama et al. (2018) work is congruent with the current study because both applied multistage sampling to collect data. However, Golyama et al. (2018) empirically differ from the current study since it focused on one dimension of transformational leadership; individualized consideration, while the current study explored four dimensions of transformational leadership in order to have an enhanced understanding of the manner in which TL influences performance of TVETs in the Nairobi Metropolis.

In Kenya, Chebon et al. (2019) conducted research on the impact of intellectual stimulation and individualized consideration on workers' performance in a hospital setting. The researchers employed a descriptive study design and utilized a stratified random sampling method, with simple random sampling used within each stratum to select respondents for the study. The findings revealed that individualized consideration positively contributed to improved worker performance. Additionally, the study established that leaders could inspire higher output through motivation and innovation. Moreover, Chebon et al.(2019) recommended that personnel should be accorded the opportunity to responsively express their opinions and better participate in decision-making procedure. The study by Chebon et al. (2019) differs from the current study because it applied structured questionnaire, while the current study utilized structured questionnaire, interviews, and FGDs to gain a deeper understanding of the respondents' perspectives on the issues considered in the study. Furthermore, Chebon et al. (2019)

did the study in a hospital setting and the findings might not be generalizable in the education sector, hence presenting a contextual gap. The current study filled this study gap by doing a study in a TVET sub-sector in the Nairobi Metropolis, Kenya.

Similarly, Murage (2022) examined the link between individualized consideration and IP within the context of public universities in Kenya. The study utilized a quantitative research design. Data was collected from 74 personnel from the human resource departments of 30 public universities. Data analysis was performed using the correlation technique. It was found that individualized consideration had a comparatively high effect size on IP, only second to inspirational motivation. Conversely, the study by Murage (2022) did not test whether and how the relationship between TL and performance could have been mediated by OC, something this current study tested. Furthermore, the research was carried out in the higher education sector rather than the TVET sub-sector thus, presenting a contextual gap that this research addressed by doing a study in the TVET sub-sector in the Nairobi Metropolis.

Correspondingly, Mugo and Kiboss (2023) explored how transformative leadership affects the standard of vocational training in youth polytechnics located in Nakuru County, Kenya. The study utilized mixed methods approach and data was gathered from 198 polytechnic staff and 11 officers from the 11 Sub-counties of Nakuru County. Inferential analysis revealed that individualized consideration had the greatest effect size on the quality of vocational training, explaining 34.3% unit increase in quality after holding the other dimensions of TL constant. The study concluded that TL yields a resilient constructive impact on the standard of vocational training. The study is similar to the current study since it focused on the four main components of TL. Nonetheless, it deviates from the present study as it did not examine the mediating impact of OC. This constitutes a knowledge gap that the current research aimed to

address by investigating the mediating role of OC in the connection between transformative leadership and IP within TVET colleges in the Nairobi Metropolis. Additionally, the study by Mugo and Kiboss (2023) focused on a narrow set of IP metrics, failing to capture the wider spectrum of significant performance indicators pertinent to TVET institutes. This limited scope presents a conceptual gap, which the current study sought to address by integrating a broader assessment of IP metrics.

Intellectual Stimulation and Institutional Performance

In Malaysia, Arrippin and Wahab (2023) did a study on the effect of TL on the tutoring method of polytechnic instructors. The study revealed a significant relationship between all four dimensions of TL and the promptness of polytechnic instructors in executing the mentoring method. Further, the findings exhibited that the TL can instill the quality of the lecturers' dedication, thus enhancing the institution's performance. The scholars used a descriptive quantitative research method. This presents a methodological gap that the current study sought to fill by using a mixed methods approach to capture a broader spectrum of the respondents' perspectives and feelings. The study differs from the current study since it utilized a questionnaire alone to collect data while the current study used interviews, FGDs, and questionnaires to obtain data. This provided the researcher with a more comprehensive knowledge of the relationship between the study variables.

Congruently, Jabri et al. (2021) explored the influence of TL on employee performance. The scholars noted that TL had a positive impact on employee performance, with three factors of transformative leadership; individualized consideration, idealized influence, and intellectual stimulation constructively influencing employee performance. This study presents a geographical gap since it focused on Saudi Arabia, limiting the generalizability of the results in a Kenyan context

due to cultural differences, among other factors. It also presents a contextual knowledge gap because the study was done in a private power project sector, thus, the findings may not be generalizable in an education context. The study leaves a contextual gap in comprehending how TL affects TVET institutes, which have unique administrative structures, instruction objectives, and performance pointers. Furthermore, the study employed a quantitative approach, leaving a methodological gap. The present study addressed these knowledge gaps by examining the interplay between transformative leadership (TL), OC, and the IP of TVET institutions in the Nairobi Metropolis, Kenya. Additionally, the current study used a mixed-methods approach through interviews, FGDs, and questionnaires to obtain data. This provided the researcher with a more comprehensive knowledge of the connection between the study variables and also provided a deeper understanding of the respondents' perspectives and opinions.

Similarly, Para-González et al. (2018) researched the relationship between transformative leadership and employee performance in a Spanish context. Data was collected from 200 Spanish industrial companies. While their study delivered valuable insights, its concentration on the industrial sector and the Spanish context presents a contextual gap. The current study aimed to bridge this gap by examining the interplay between TL, OC, and IP within Technical and Vocational Education and Training (TVET) colleges in the Nairobi Metropolis, Kenya. The study findings by Para-González et al. (2018) revealed that the implementation of TL styles boosts performance when particular structures of HRM practices including learning and innovation are established in an institute. This cross-sectional study proposed continuous intellectual stimulation for increased OP. The study's results indicated that TL, chiefly through intellectual stimulation, directly influences OP. However, an empirical knowledge gap is identified as the research did not analyze the specific type

of OC required to foster relationships between TL, HR activities, innovation, and performance. The present study sought to address this knowledge gap by investigating the connections between TL, OC, and IP within Technical and Vocational Education and Training (TVET) colleges in the Nairobi Metropolis, Kenya. This research provided a more relevant understanding of how transformational leadership influenced institutional outcomes in the TVET sector within the Kenyan context. The current study provides a more significant understanding of how TL and OC impact institutional outcomes in the TVET sub-sector within the Kenyan context.

In Nigeria, Musa et al. (2018) researched the influence of TL on employees' performance. The research aimed to determine employees' responses to the absence of guidance regarding the institution's TL style. The scholars utilized interviews, FGDs and questionnaires to collect primary data. The study determined that intellectually stimulating leadership inspires innovation and creativity. However, a contextual and empirical gap exists, as the study was conducted in a Nigerian context and did not explore the role of organizational culture (OC) in determining the association between TL and institutional performance (IP). To address these gaps, the present study investigated the interplay between TL, OC, and IP within Technical and Vocational Education and Training (TVET) colleges in the Nairobi Metropolis, Kenya.

In Kenya, Demesi et al. (2022) explored leaders’ intellectual stimulation training and church leadership performance. The study employed both survey and interview methods to gather quantitative and qualitative data. The investigation revealed a robust and positive correlation between leaders' intellectual stimulation and the performance of church leaders among graduates and church members. Furthermore, the study found that intellectual stimulation by church leaders contributed to increased creativity and innovation in decision-making and conflict resolution, significantly

enhancing church growth. Consequently, the research established that intellectual stimulation had a constructive and notable impact on the performance of church leaders in Kenya. However, the study mainly focused on graduates and church members, potentially overlooking other vital participants such as clergy-in-training, non-affiliated community members, or managerial personnel. Increasing the sample could afford a more inclusive understanding. Further, while the study underlined the benefits of intellectual stimulation, it did not offer comprehensive tactics for church leaders to incorporate this training into their leadership practices successfully. More studies could explore detailed training curricula or frameworks for improving intellectual stimulation.

While Demesi et al. (2022) afford insights into intellectual stimulation as a component of TL, their study is limited in several ways when applied to the current study. The study was conducted in a church leadership setting, which is different from the TVET college context. Institutional performance in TVET institutes may be predisposed by additional factors, including government policies, industry alliances, and student results, which were not considered in the church-based study. The study differs from the current study since Demesi et al. (2022) focused on church leadership performance, while this research focused on the performance of TVET institutions in the Nairobi Metropolis. Demesi et al. (2022) focused only on intellectual stimulation, which is one aspect of TL. The current study undertook a broader examination of TL, including other constituents such as inspirational motivation, individualized consideration, and idealized influence, to offer a more holistic comprehension of leadership efficacy in TVET institutes. The role of organizational culture in influencing institutional performance was not explored by Demesi et al. (2022)'s study. The current study investigated how cultural values, norms, and practices within TVET colleges in

the Nairobi Metropolis, Kenya, interrelate with transformational leadership to influence performance. Additionally, whereas church growth was used as a performance pointer in the Demesi et al. (2022) study, the current study focused on TVET exact performance pointers, including student enrollment, student completion rate, graduate employability rate, feedback systems, institutional reputation, skills attainment, and institutional effectiveness.

Congruently, Gitu and Awuor (2020) studied the influence of charismatic leadership and intellectual stimulation on IP in the energy sector in Kenya. The research utilized descriptive research and determined the sample size through stratified random sampling. Data was collected through questionnaires and analysis comprised the application of descriptive statistics as well as inferential analysis. The study concluded that intellectual stimulation impacts IP in Kenya Pipeline Company (KPC) Limited. However, a notable contextual gap is that the study was a case study in KPC Limited; thus, the results may not be generalizable in an education sector, therefore authenticating the relevance of the current study on how TL and OC influence the performance of TVET colleges in the Nairobi Metropolis, Kenya.

Likewise, in Kenya, Mulli and Kiiru (2020) conducted a study on the influence of TL on the performance of personnel within the Kenya National Police Service, specifically focusing on those working in Nyeri County. The study utilized a descriptive research methodology and stratified sampling and random sampling methods were used to select 383 police officers of all ranks spread across six constituencies in Nyeri County. The research concluded that the implementation of TL had a direct and positive impact on the performance of the National Police Service in Nyeri County. Further, the study established that senior police officers support their juniors by collaborating with them as they execute their tasks. The senior officers mentored and encouraged

junior officers to try new and innovative ways of solving problems in their line of duty. While Mulli and Kiiru (2020) provide valuable insights, the study presents sectoral and institutional differences when compared to the current study. The study was carried out within a military-style, ranked setting (Kenya National Police Service), where leadership arrangements, performance anticipations, and workplace culture considerably differ from academic institutes like TVET colleges. Furthermore, leadership tactics in police services focus on discipline, command, and control, while TVET institutes highlight teamwork, invention, and education delivery. The study by Mulli and Kiiru (2020) exclusively examined intellectual inspiration, one of the four components of TL, thus leaving an empirical study gap. The present study encompassed all four primary components of TL, comprising idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. The current study employed a holistic approach to TL to comprehend how its components interact to influence organizational culture and institutional performance in TVET colleges in the Nairobi metropolis, Kenya.

Idealized Influence and Institutional Performance

In Australia and Iran, Afshari (2022) studied the connections between idealized influence and worker organizational commitment. Data were collected from participants in two manufacturing establishments, one located in Australia and the other in Iran, through the use of questionnaires. The study employed structural equation modeling (SEM) in hypothesis testing. The findings established statistically substantial interactions between idealized influence and the workers' organizational commitment in both samples. Afshari (2022) differs from the current study since it was quantitative, while the current research employed a mixed method in which both qualitative and quantitative data were collected and analyzed. This provided the researcher with a more

comprehensive knowledge of the connection between the study variables and also provided a deeper understanding of the respondents' perspectives and opinions. The study by Afshari (2022) introduces a geographical gap as it was conducted in Australia and Iran, whereas the current study was conducted in Kenya. Afshari (2022) focused on manufacturing organizations in Australia and Iran, presenting a contextual knowledge gap. The findings may not be generalizable in an education context. The current study addressed this gap by investigating the interplay between TL and OC on IP of TVET colleges in the Nairobi Metropolis, Kenya. While the study by Afshari (2022) examined idealized influence and its relationship with organizational commitment, it did not account for the role of OC in shaping leadership efficacy. The current study addressed this study gap by assessing how OC mediates the impact of TL in TVET colleges in the Nairobi Metropolis, Kenya.

Similarly, in Vietnam, Le and Le (2021) examined the impact of idealized influence and individualized consideration on knowledge sharing and the innovation performance of companies. The results revealed that knowledge sharing actions of personnel play a significant role in cultivating business innovation performance. Moreover, the results highlighted the impact of individualized consideration on innovation performance compared to the influence of idealized influence on innovation performance. The study employed a survey technique to gather data from 60 small and medium-sized companies in Vietnam. Surveys are easy to administer but they are devoid of somebody to clarify; respondents may end up with diverse understandings of research questions. To address this methodological gap, the current research employed a mixed method in which both qualitative and quantitative data were collected and analyzed. This provided the researcher with a more comprehensive knowledge of the connection between the study variables and also provided a deeper understanding of

the respondents' perspectives and opinions. The study by Le and Le (2021) presents a contextual gap since it was done in companies, and findings may not be generalizable to an education setting. The current study filled this gap by carrying out a study in a TVET setting in Nairobi Metropolis.

Similarly, Muterera et al. (2018) examined the influence of TL on the performance of employees within the county governments of the United States of America, utilizing a cross-sectional and descriptive sample study. The research employed a combination of Internet-based and mail-based methods to collect data from 1,364 county governments. The study established that idealized influence positively impacted OP. However, the study concentrated on CEO participants within county governments in the United States, which may not represent the experiences of employees at diverse levels or in other sectors. Therefore, the findings of the study may not apply to other sectors, including tertiary education. The current study addressed this gap by examining the interplay between TL and OC on IP of TVET colleges in the Nairobi Metropolis, Kenya.

Correspondingly, Kumlachew (2022) conducted a study on the impact of leadership styles on employee performance, focusing on the case of the TVET agency in Addis Ababa, Ethiopia. The researcher employed a mixed research method, utilizing both qualitative and quantitative methods. Descriptive and explanatory research designs were applied in the study. The researcher sampled 167 participants who filled out the Multifactor Leadership Questionnaire. Results showed that idealized influence, together with other TL dimensions, positively and significantly influenced employee performance. The research utilized both structured and unstructured questionnaires to gather data from the respondents. Qualitative data was collected using interviews. Thus, the study by Kumlachew (2022) is similar to the current study, which used a mixed-

method approach. However, Kumlachew (2022) is different from the current study since its variables differ from the variables of the current study. Kumlachew (2022) studied employee job performance, whereas the current study explored institutional performance of TVET colleges, which includes broader indicators such as student enrollment, student completion rate, graduate employability rate, feedback systems, institutional reputation, skills attainment, and institutional effectiveness. The study by Kumlachew (2022) was a case study of TVET agency in Addis Ababa, and the findings might not be generalizable in Kenyan TVET institutions, thus presenting a contextyual study gap which the current study addressed by examining the interplay between TL and OC on IP of TVET colleges in the Nairobi Metropolis, Kenya. Additionally, the research by Kumlachew (2022) did not examine the mediating role of OC. The current study bridged this gap by exploring the mediating impact of OC in the relationship between TL and IP of TVET colleges in the Nairobi Metropolis, Kenya. Furthermore, a contextual gap exists since the study by Kumlachew (2022) was conducted in a TVET agency rather than a TVET institution, hence presenting a knowledge gap that the current study filled by doing a study in TVET colleges within a Kenyan context. The study presents a geographical gap since it was done in Ethiopia. The current study filled this knowledge gap by conducting a study in TVET institutions in the Nairobi Metropolis, Kenya.

Similarly, Aden and Koshal (2023) explored the influence of idealized influence on the development of Intra-Regional Trade in the East African Community (EAC). The researchers espoused a positivist study philosophy as well as explanatory sequential mixed design. The positivist study philosophy is usually appropriate for quantitative data (Ryan, 2018). The current study was guided by pragmatism, which is appropriate for a mixed-method approach. Aden and Koshal (2023) utilized random

sampling and structured questionnaires and interviews to obtain a sample size and gather data, respectively. Data obtained was coded, cleaned, and analyzed employing SPSS (Version 24) to attain descriptive and inferential statistics. The results demonstrated that idealized influence significantly predicted the growth of intra-regional trade in the East African Community (EAC). Hence, the findings suggested that increased idealized influence would positively impact the advancement of intra-regional trade. Similarly, the study established that, to enhance the development of intra-regional trade, leaders should be aware that actions reflecting idealized influence contribute to the progress of intra-regional trade. The study by Aden and Koshal (2023) exhibits an empirical knowledge gap because some variables are different from those of the current study. The study assessed economic growth through trade, while the current study evaluated the institutional performance of TVET colleges in the Nairobi Metropolis, Kenya. Aden and Koshal (2023) examined only idealized influence, one dimension of TL. The current study expanded the scope by investigating other TL components, including inspirational motivation, intellectual stimulation, and individualized consideration. Further, the study by Aden and Koshal (2023) focused on regional trade within the EAC, presenting geographical and contextual gaps, whereas the current study is localized to Nairobi Metropolis TVET institutions. The current study contributes fresh insights by examining the interplay between TL and OC in influencing IP of TVET colleges, aspects not addressed in the EAC trade-focused study.

Correspondingly, in Kenya, Nyakomitta (2021) studied the impact of transformation leadership on the performance of commercial banks**.** The study is similar to the current study since it applied a mixed research design involving both quantitative and qualitative approaches. However, the study differs from the current one because it applied structured questionnaires to collect primary data, while the

current study used both structured questionnaires and interviews to collect data. This is expected to provide the researcher with a comprehensive understanding of the respondents' viewpoints. The study conclusions showed that idealized influence and performance of profitmaking banks are certainly and considerably interrelated. Further, inspirational motivation, intellectual stimulation, and individual consideration were identified as positively and significantly correlated with the performance of commercial banks. Additionally, the results indicated that OC played a significant moderating role in the relationship between TL and the performance of profit-making banks in Kenya. While Nyakomitta (2021) provides valuable insights concerning the interactions of TL, OC, and performance it differs in several ways with the current study. Nyakomitta (2021) is corporate-focused (commercial banks), presenting a contextual gap, and the findings may not apply to the education sector. The current study aimed to address this gap by conducting research within the TVET sector in the Nairobi Metropolis. Additionally, the study by Nyakomitta (2021) measured performance in terms of banking market share, profitability, and employee satisfaction, presenting an empirical gap. To bridge this gap, the current study assessed a broader spectrum of IP metrics, including financial, learning and growth, internal processes, and customer satisfaction. Nyakomitta (2021) presents a narrow scope on organizational culture's role in influencing the relationship between TL and performance. The study ratifies that OC moderates the leadership-performance relationship but does not explore how it mediates the connection between TL and IP in learning institutes. The current study addressed this gap by investigating how OC impacts the association between TL and IP in TVET colleges.

Likewise, in Kenya, Cheruse (2021) explored the connection between the head teacher's TL competence and learners' academic performance in primary schools**.** Data

was obtained using questionnaires and interviews. Head teachers' intellectual stimulation was discovered to have a statistically momentous link with the academic performance of students in primary institutes in Kericho County, Kenya. Other leadership components, including behavioral personality, professional development, commitment, and individual consideration, were discovered not to have a statistically noteworthy connection with learners' academic performance. The study by Cheruse (2021) empirically differs from the current study since the variables are different. Cheruse (2021) focused on intellectual stimulation, behavioral personality, professional development, commitment, and individual consideration while the current study explored inspirational motivation, individualized consideration, intellectual stimulation, idealized influence, and OC. Cheruse (2021) focused on students' academic performance in primary schools, which function differently from TVET colleges, where training is more specialized, competency-based, and industry- allied. The present study addressed this gap by analyzing how TL and OC influence the IP of TVET colleges in the Nairobi Metropolis, considering their distinctive focus on technical skills, innovation, and personnel development.

Equally, Musyoki et al. (2021) examined the impact of TL practices on the performance of learners in public secondary schools in Makueni County, Kenya. The research was based on data gathered from 12 ministry officials, 729 teachers, and 111 school principals using questionnaires and interviews. The results showed a statistically significant relationship between idealized influence practices and KCSE mean scores. This suggests that principals' idealized influence and students' academic performance were interrelated. Musyoki et al.'s (2021) study differs from the current study as it focused solely on one dimension of TL, idealized influence, while the current exploration encompassed a broader range of TL dimensions, including inspirational

motivation, intellectual stimulation, individualized consideration, and idealized influence. This comprehensive approach aimed to provide a more nuanced understanding of the relationship between TL and IP. Additionally, Musyoki et al. (2021) focus on secondary school principals and students, while the present study centered on TVET colleges in the Nairobi Metropolis. TVET institutes cater to dissimilar demographics, including adult learners and professionals seeking technical skills, requiring a different leadership approach.

The extant empirical literature reviewed consistently reports a constructive link between the four TL components— inspirational motivation, inspirational motivation, intellectual stimulation, and idealized influence—and different organizational performance (OP) concepts. Nonetheless, the majority of these studies have been conducted within dissimilar institutional contexts, such as corporate establishments, universities, and public institutes, with inadequate research focusing precisely on Technical and Vocational Education Training (TVET) colleges. Given the distinctive nature of TVET institutes, there is a need to analytically examine the interplay between TL, organizational culture (OC), and institutional performance (IP) within this context.

Organizational Culture, Transformational Leadership, and Institutional Performance

Organizational culture functions as a significant mediator between TL and institutional performance. Studies underline that transformational leaders shape and strengthen OC, influencing institutional results (Virgiawan et al., 2021). In TVET colleges, where practical skills learning and industry alignment are crucial, the role of leadership in promoting a conducive culture for performance excellence is principally important.

In Beijing, Taye et al. (2019) conducted research at a university on OC and its influence on the performance of higher education institutions. The study affords a valuable examination of OC and its impact on institutional performance, with an exact focus on six significant components, including strategy, environment, leadership, information, mission, and socialization. The inquiry of interviews with students and faculty members aids in establishing a link between OC and performance. The study discovered that most of the components of the OC appear inspiring and boosting towards the triumph of the institution's missions as well as visions. Additionally, the study concluded that a friendly and responsive environment significantly boosted productivity. On the contrary, the study revealed that unhealthy working environments limit employees' productivity. The study by Taye et al. (2019) concluded that OC significantly influences individual performance, thus contributing to the general performance of the institution. While Taye et al. (2019) provide valuable insights concerning the impact of OC on performance, it depicts a limited scope of participants since it only considered students and faculty members from a single higher education institute. This narrow sample size limits the generalizability of the results. Including managerial personnel and other participants would afford a broader understanding of organizational culture's influence. Additionally, whereas the study successfully recognizes six culture components, it does not examine how these constituents interrelate with leadership approaches or external influences, including programs, technological innovations, or economic aspects that also shape IP. The study mainly relied on qualitative interviews. Whereas this approach affords profound insights, the lack of quantitative data limits the aptitude to measure the forte and impact of the associations between OC, individual performance, and institutional performance.

The current study bridged this methodological study gap by employing a mixed-method approach to attain the benefits of study triangulation.

While leadership is considered one of the six components, the study by Taye et al. (2019) does not explicitly scrutinize TL. Given the growing prominence of leadership styles in structural accomplishment, the absence of analysis on how TL shapes organizational culture is a significant empirical gap. Unlike the reviewed study, the current study specifically focused on TL, a crucial dynamic driving institutional culture and performance. Taye et al. (2019) focused on a single higher education institute, whereas the current study centered on TVET colleges, which have distinctive challenges comprising industry connections, skill-based education, and competency-based syllabi. Taye et al. (2019) differs contextually from the current study since it was done in Beijing, while the current research was carried out in Kenya.

Similarly, in Indonesia, Rahmatullah et al. (2022) did a study aimed to explore and analyze the influence of OC and TL on IP via organizational commitment. The study applied a descriptive quantitative method, collecting data through a questionnaire and utilizing SmartPLS version 3.29 software for data analysis. The study's findings revealed that OC exerts a positive and significant influence on OP. Furthermore, the research concluded that TL has a positive and substantial impact on OP. Additionally, the study established that OC positively and significantly influences organizational commitment. It was found that TL positively and significantly enhances organizational commitment. The descriptive quantitative technique with a causal approach affords measurable and generalizable outcomes. However, this leaves a methodological gap since a purely quantitative approach lacks broad insights into the respondents' feelings and perspectives. The current exploration used mixed methods integrating qualitative and quantitative approaches through interviews and FGDs, and questionnaires to

capture leadership understandings, cultural impacts, and institutional challenges in better depth. This also helped achieve the advantages of the study triangulation of data. The study by Rahmatullah et al. (2022) contextually differs from the current study because it was carried out in Indonesia, while the current study was done in Kenya. Additionally, the study by Rahmatullah et al. (2022) was conducted in a political setting, which is generally shaped by ideological aims, electoral tactics, and party allegiance. Thus, the results cannot be generalizable to an educational context, where institutional performance is determined by academic quality, student results, personnel improvement, and industry alliance. The results from a political party cannot be directly related to educational institutes, particularly TVET colleges, which function in organized and regulated curricula, accreditation principles, and government training policies. The current study addressed the contextual gap by carrying out a study in an educational setting. The study by Rahmatullah et al. (2022) employed a limited sample size, as it concentrated on a single democratic party in one province and relied on only 158 participants. This narrow scope limits the generalizability of the results, as the OC, leadership approaches, and performance factors in one political unit may not represent wider tendencies across diverse sectors or areas. The current study incorporated a larger and more representative sample, including principals, faculty (HODS), student leaders, and county directors, and considered multiple TVET colleges to afford a holistic comprehension of TL and organizational culture in education.

Correspondingly, Lasrado and Kassem (2021) investigated the relationship between TL, OC, and institutional excellence in the United Arab Emirates (UAE). The research employed a multi-item scale questionnaire survey, and hypotheses were tested using structural equation modeling (SEM) and path analyses. A key finding of the study suggested that fostering an involvement culture leads to comprehensive engagement

and holistic commitment from employees, consequently resulting in improved organizational productivity. The study recommended that leaders should cultivate a participative culture and adopt a TL approach for performance enhancement. Research by Lasrado and Kassem (2021) is similar to the current study since two valuables, OC and TL, are similar. The study applies a multi-item scale survey with a moderately large sample (448 respondents), guaranteeing statistical trustworthiness. The application of SEM and path analysis affords a broad examination of causal associations. The study effectively demonstrates that transformational leadership fosters an involvement culture, which contributes to organizational excellence. The study successfully establishes that TL promotes a participation culture, which contributes to organizational quality and highlights the idea that leadership and culture function together to propel performance. The study affords actionable comprehensions for administrators, accentuating the significance of TL and an all-encompassing OC in accomplishing excellence.

The study by Lasrado and Kassem (2021) presents geographical and cultural gaps since it was based in the UAE, where leadership and organizational culture are predisposed by a distinctive socio-cultural and economic setting that may not be related to TVET colleges in the Nairobi Metopolis, Kenya. Furthermore, government policies, funding approaches, and societal anticipations concerning education in Nairobi Metropolis, Kenya, may vary from those in the UAE, thus presenting a contextual gap. The current study addressed these gaps by investigating the interplay between TL and OC in impacting the performance of TVET colleges in the Nairobi Metropolis, Kenya. Further, Lasrado and Kassem (2021) researched organizational excellence, while the current study focused on the IP of TVETs in Nairobi Metropolis in Kenya. Furthermore, Lasrado and Kassem (2021) present a methodological gap since it was a quantitative

study using a questionnaire survey, while the current study applied a mixed-method approach using interviews and structured questionnaires for a more enhanced understanding of the variables that were studied and a broader comprehension of the respondents' perspectives and feelings. This also helped achieve the advantages of the study triangulation of data.

Likewise, Yadav (2020) explored the mediating influence of OC on the association between TL method and job fulfillment in an Indian banking sector. A structured questionnaire was used for data collection. The findings suggested a positive correlation between TL and employee satisfaction. Furthermore, the results proposed that OC and the age of workers had a mediating and moderating effect on the relationship between the TL approach and job satisfaction of the workers. The study employed both descriptive and exploratory methodologies. The study successfully underlines the critical role of OC as a mediating aspect between leadership style and worker satisfaction. By employing quantitative exploration methods, the study affords statistically authenticated comprehensions into the interactions between TL, OC, and job satisfaction. The study by Yadav (2020) contextually differs from the current study because the latter was carried out in India in a banking sector, while the current study was done in Kenya in a TVET subsector. Banking institutes function under profit-focused, customer-oriented arrangements, while TVET institutes focus on education delivery, student learning results, and skill advancement. Yadav (2020) researched the association between TL, OC, and employee satisfaction, while the current study explored how TL and OC impact the IP of TVETs in Nairobi Metropolis, one of the variables is different. Further Yadav (2020) assessed job satisfaction, which is an individual-level result, rather than organizational performance, which is a wider institutional-level pointer. Since Yadav (2020) focuses only on banks in India, its

results may not be generalizable to an educational setting, especially TVET institutions. TVET institutes in Nairobi Metropolis function within diverse socio-economic, governing, and cultural backgrounds, necessitating an education-specific analysis of leadership, culture, and IP. While Yadav's (2020) study affords understandings into the association between TL, OC, and job satisfaction in the banking sector, its sectoral limits, focus on worker satisfaction, and lack of external contextual dynamics lessen its applicability to TVET institutes in Nairobi Metropolis. The current study fills these gaps by focusing on TVET colleges instead of corporate banking establishments

Equally, Maamari and Saheb (2018) explored whether OC had an impact on OP. The study was done in Lebanon, a country located in the Middle East. Using stratified sampling, the researcher purposively selected 550 participating employees from 72 small and medium-sized firms (SMEs) from whom qualitative data was derived. The study suitably highlights the impact of OC on leadership styles and, in turn, the influence of leadership on team performance. This aligns with the prevailing literature, signifying that culture and leadership are interrelated and shape workstation productivity (Bhardwaj, 2022). The study is founded on quantitative data assemblage from a substantial number of participants in the service sector, permitting for generalizable results. The study ascertains critical insinuations for leadership practice, comprising the necessity for reward plans that appeal to both genders correspondingly. The research is done in the Middle East, an area with different managerial backgrounds and cultural customs, making the exploration valuable for comprehending leadership in a non-Western context. The cross-sectional data from 40 service firms provide empirical understandings of these associations. The study demonstrated that OC directly and positively impacted the performance of an organization. However, the

study does not openly examine TL, which is a significant leadership style for propelling institutional transformation and performance enhancements. The current study addressed this empirical study gap by examining how TL and OC interconnect in impelling the IP of TVET colleges in the Nairobi Metropolis, Kenya. Additionally, the study by Maamari and Saheb (2018) is confined to the service sector, limiting its generalizability to other businesses, mainly education and training institutes like TVET colleges. Leadership in education establishments frequently necessitates diverse competencies, unlike in service firms, given the concentration on learning results and skill advancement. The current study on TVET colleges in the Nairobi, Metropolis, Kenya bridge these gaps by proving insights on how TL impacts institutional performance and cultural adaptation, fostering effective policy incorporation in technical and vocational training colleges in the Nairobi, Metropolis, Kenya. The research was contextualized in Lebanon, whose culture may be different from Kenyan culture. The study on IP was done in a TVET sector in Nairobi Metropolis, the results of which are applicable in Kenya.

Correspondingly, Sari et al. (2021) researched the impact of OC on employee performance. The study was done in Indonesia at PT Bank located in Rakyat as the case study. Employing a quantitative research approach, the participating employees were selected through a simple random sampling method. Employing a quantitative survey technique and path analysis, the scholars established that both OC and leadership style positively and significantly impact job satisfaction and employee performance in PT banks. Moreover, the study concluded that job satisfaction mediates and enhances the influence of OC and leadership style on performance. Conversely, a critique of this study reveals contextual gaps. Foremost, the study by Sari et al. (2021) was done in Indonesia, which has a different culture from Kenya. Further, the research focuses on a

single banking institute in Indonesia, limiting the generalizability of the results to other sectors or cultural contexts. Further, Sari et al. (2021) leave a geographical gap since it was done in Indonesia. The current study focused on TVET colleges in the Nairobi Metropolis, Kenya, allowing an understanding of how local cultural nuances and regional policies impact leadership practices and institutional performance. The current study addressed this contextual gap by investigating the interplay between TL and OC within the education sector, specifically TVET colleges in the Nairobi Metropolis, Kenya. An analysis of Sari et al. (2021) demonstrated methodological limitations since it employed a quantitative technique, limiting the researcher's ability to delve into the feelings and opinions of respondents. The current study engaged a mixed-methods approach to capture quantitative data and qualitative insights, affording a more nuanced comprehension of the interactions among study variables and a broad understanding of the respondents' perspectives. While the study engages path analysis to discover associations among variables, it does not investigate potential moderating dynamics or different elucidations that could impact worker performance.

Likewise, Ferdinan and Lindawati (2021) analyzed the influence of OC and TL on OP. The study focused on three Catholic-based universities in Surabaya, Indonesia, and was moderated by innovative work behavior. The study discovered that TL negatively affects innovative behavior and work performance. This contradicts much of the existing literature, which generally indicates a positive connection between TL and performance (Akdere & Egan, 2020; Almahasneh et al., 2022; Muthimi et al., 2021). A likely reason could be contextual dynamics particular to the institutes studied, such as inflexible managerial structures or leadership approaches that do not nurture worker enablement. Ferdinan and Lindawati (2021) found that OC has a direct and significant effect on creative work behavior, which aligns with wider literature

signifying that a supportive and flexible culture improves institutional performance (Bhardwaj, 2022; Sari et al., 2021; Yadav, 2020). An analysis of this study presents geographical and cultural contextual gaps when compared with the current study. Differences in leadership expectations, economic conditions, and cultural influences on work behavior might yield different findings from those observed in Indonesia. Conducting the study in Nairobi Metropolis, Kenya, allowed the researcher to capture how TL and OC function in a dynamic, urban-rural context to impact institutional performance of TVET colleges. Ferdinan and Lindawati (2021) concentrated on three Catholic-based universities in Surabaya, Indonesia, while the current study focused on TVET colleges in the Nairobi Metropolis, Kenya. Whereas university institutes share some resemblances with TVET colleges, the unique organization and operational environment of TVET colleges may limit direct applicability. The study by Ferdinan and Lindawati (2021) focused on individual work performance, whereas the current study aimed to establish the interplay between TL and OC on institutional performance. This wider perspective considered overall institutional productivity, student outcomes, financial, customer, internal process, learning, and growth, which are crucial in TVET settings.

Similarly, Golden III and Shriner (2019) investigated the relationship between transformational leadership (TL) and organizational creative performance. The study was grounded in TL theory and organizational culture (OC) theory. It explored the dimensions of TL, which include individualized consideration, idealized influence, intellectual stimulation, and inspirational motivation. The OC constructs examined were clan, adhocracy, market, and hierarchy cultures. Overall, the study found that TL was directly related to OC. Specifically, it revealed that both adhocracy and market cultures moderated the relationship between TL and creative performance. This

research enhances the understanding of TL and OC by analyzing how culture influences the relationship between TL and creative performance (CP), offering valuable insights for leadership studies. The study's sample of 147 employees from 109 Fortune 500 firms increases its relevance to corporate leadership practices and guarantees that findings are not limited to a single institute. The sample of 147 experts was selected through convenience sampling, which may hinder the representativeness of the outcomes. A more rigorous sampling technique could improve generalizability. Depending on self-reports for CP introduces possible biases, as workers may overrate or undervalue their creativity. Golden III and Shriner (2019) focused on corporate environments, while the current study examined TVET colleges in the Nairobi Metropolis, Kenya. Leadership and cultural dynamics in TVET colleges are influenced by diverse factors, such as government policies, student engagement, and industry alliances. Further, Golden & Shriner (2019) assessed individual creative performance, whereas the current study investigated institutional performance in TVET colleges, necessitating dissimilar performance measurements.

In Pakistani, Akhtar and Bakhtiyar (2020) explored culture as a predictor of self-awareness. The setting of the study was the Pakistani pharmaceutical companies located in the Hattar industrial zone. The study considered self-awareness as one of the qualities possessed by leader. This was a cross-sectional study that derived its data from 100 industrial employees working in Pakistani pharmaceutical companies using a purposive sampling technique. The study contributes to research on OC and performance by showing that culture impacts workers' emotional intelligence, a significant aspect of workplace efficacy. While Akhtar and Bakhtiyar (2020) provide valuable insights on the relationship between OC and EI it differs from the current study in several aspects. Akhtar and Bakhtiyar (2020) focused on employees in the

pharmaceutical industry, while the current study targeted TVET colleges in the Nairobi Metropolis, Kenya. The association between leadership, culture, and institutional performance of TVET colleges, where dynamics like student involvement and government policies play a significant role, differs from that of the pharmaceutical industry. The study by Akhtar and Bakhtiyar (2020) presents an empirical gap since it did not explore the role of TL, which the current study examined. Akhtar and Bakhtiyar (2020) measured individual emotional intelligence, while the current study investigated the interplay between TL and OC on the institutional performance of TVET colleges in the Nairobi Metropolis, Kenya.

In South Africa, Muzondiwa et al. (2022) investigated the connection between TL, perceived organizational efficiency, and OC in a designated multinational company. The study employed a quantitative research method and utilized structural equation modeling for data analysis. The results indicated a clear relationship between OC and TL. The research underscored the significant role of OC in both TL and the overall perceived organizational productivity. Thus, the study suggested that institutional leaders should prioritize the development of OC to foster TL and enhance organizational productivity. The study is pertinent because it explored TL within a multinational company in Africa and provided insights into leadership efficacy in a developing-world setting. The findings suggest that TL constructively impacts OC, enhancing organizational efficiency—aligning with literature supporting TL as a driver of performance (Afshari, 2022; Arrippin & Wahab, 2023; Gitu & Awuor, 2020; Mulli & Kiiru, 2020). The study presents a contextual gap since it was carried out in South Africa in a multinational business, thus, the findings may not be transferable to an educational setting, particularly TVET colleges where leadership styles and cultural dynamics differ due to factors like government policies, funding models, industry

partnerships and student engagement. To fill this knowledge gap, the current study was carried out in a TVET context in the Nairobi Metropolis. Further, the study by Muzondiwa et al. (2022) applied a quantitative research method, which may lack detailed feedback**,** thus presenting a methodological study gap. The current study addressed this knowledge gap by applying a mixed-method approach whereby data was obtained through interviews, FGDs, and questionnaires to acquire rich and comprehensive data from the respondents.

Also, Anning-Dorson (2021) explored OC and leadership as the precursor of organizational competitiveness. The study used Ghana's small and medium enterprises (SMEs) as a case study. Data were obtained from an online guided Ghana business directory. The study found that culture is ingrained by leaders as they communicate various aspects of the company, including giving strategic directions and explaining organizational policy to bring clarity. The study discovered that both culture and TL significantly influence OP. The study contributes to research on how OC and leadership impact organizational flexibility, which is significant for business adaptability and fortitude. It highlights the role of leaders in influencing cultures that encourage flexibility, which is important for companies functioning in vibrant and competitive markets. Anning-Dorson (2021) focused on business-oriented SMEs, limiting its generalizability to educational institutes such as TVET colleges. Unlike SMEs, TVET colleges function under organized regulatory structures and government funding models, which impact how leadership and culture interrelate. The current study addressed this contextual gap by focusing on the interplay between TL and OC in influencing institutional performance of TVET colleges in the Nairobi Metropolis, Kenya. Further, Anning-Dorson (2021) examined organizational flexibility as an outcome variable, while the current study centered on institutional performance in

TVET colleges. While Anning-Dorson (2021) explored leadership, the study did not explicitly focus on TL, presenting an empirical gap which the current study addressed by analyzing how TL influences institutional performance in TVET colleges in the Nairobi Metropolis, Kenya.

In Kenya, Joseph and Kibera (2019) did a study to establish the role of culture on OP. This was a descriptive cross-sectional research design targeting microfinance institutions in Kenya. The outcomes indicated a substantial influence of OC on institutions' market performance. Specifically, the research noted that the clan culture dominates the industry. However, the study also discovered that microfinance with a strong market culture was likely to enjoy higher market performance and financial leverage. The study findings are congruent with the results of a study that was done in South Africa by Muzondiwa et al. (2022). Joseph and Kibera (2019) collected data utilizing a structured questionnaire. The study thus presented a methodological gap, which the current study addressed using structured questionnaires, interviews, and FGDs. Joseph and Kibera (2019) provide empirical insights into prevailing cultural typologies (clan and hierarchy) in microfinance institutes. The study focused on microfinance establishments, which function under profit-driven models, limiting its generalizability to TVET colleges which are public-service institutes with dissimilar goals. Performance in TVET institutes is measured differently through indicators comprising student outcomes, personnel commitment, and employability rates, rather than profit-driven models. The current study addressed these gaps by exploring how TL and OC interrelate in impacting IP of TVET colleges in the Nairobi Metropolis, Kenya.

Similarly, Kamau and Wanyoike (2019) did a study in Kenya on how corporate culture affected the performance of Mayfair Casino. The independent variables

considered included leadership, employee involvement, teamwork and values, whilst the components of dependent variables included satisfaction, productiveness, efficiency, and effectiveness. The study used both descriptive and explanatory designs. A stratified sampling method was utilized to pick 108 participating employees. The research uncovered a strong correlation between corporate culture and OP. By investigating values, teamwork, employee involvement, and leadership, the study affords a holistic understanding of how different cultural components jointly impact OP. However, the research was confined to the casino business, limiting the generalizability of the results to other sectors, such as educational institutes. The current study examined TVET colleges within the Nairobi Metropolis, Kenya. TVET institutions operate in unique cultural and operational dynamics different from those of a casino, needing sector-specific study. The study by Kamau and Wanyoike (2019) was done in a for-profit organization that may have a different set of performance drivers from organizations such as Technical and Vocational Training Institutes, whose performance matrix is not strongly measured by profitability, which is the subject of this study.

Equally, Njoki et al. (2024) conducted a study to establish the influence of Transformational Leadership on the performance of deposit-taking SACCOs in Nairobi City County, Kenya. The study specifically aimed to determine the role of Organizational Culture (OC) in the relationship between Transformational Leadership (TL) and the performance of these SACCOs. Using a descriptive research design and a census survey, the study ensured comprehensive data collection from all 40 deposit-taking SACCOs in Nairobi City County. The findings revealed a strong positive influence of TL on SACCO performance, with OC playing a significant moderating role in the relationship between TL and organizational performance (OP). This study

effectively investigated the connection between transformational leadership and performance, integrating OC as a moderating factor. It focused exclusively on deposit-taking SACCOs in Nairobi City County, which limits the generalizability of the findings to other sectors, such as education or technical institutes. The financial services sector operates under different dynamics compared to TVET colleges, where leadership approaches and cultural impacts vary. The current study aimed to explore the interrelation between TL and OC in influencing institutional performance (IP) in TVET colleges within the Nairobi Metropolis, Kenya. In contrast to SACCOs, TVET colleges face a diverse set of cultural norms, values, and operational challenges that affect performance. The current study examined how specific cultural aspects- including innovation culture, teamwork, goal attainment, customer orientation, change management, a harmonious work environment, and building an internal community-shape institutional performance.

Theoretical Framework

A theoretical framework is a research blueprint that provides a roadmap for building the arguments for the research (Varpio et al., 2020). It connects the study to the prevailing knowledge via guidance by the use of relevant theory as well as by offering the basis of the hypotheses as well as the selections of the research approaches. Additionally, the theoretical framework affords a knowledge of theories as well as concepts applicable to the topic of the study (Adom et al., 2018; Garvey & Jones, 2021; Varpio et al., 2020). It affords the broader scopes of knowledge under consideration and offers an anchor for literature review and, most significantly, methodology as well as analysis (Nhan, 2020). This study was underpinned by the following theories: Leader-Member Exchange (LMX), Transformational Leadership Theory (TLT), and the Balanced Scorecard Theory (BST).

Leader- Member-Exchange (LMX)

This theory was originally pronounced in the works of Dansereau, Graen, and Haga (Dansereau et al., 1975; Northouse, 2019). The 'leader-member-exchange' concept interprets leadership at the dyad level and upholds that leaders impact their followers or cohorts via the unique or distinctive trust- and affect-grounded relationship that transpires amid the two (Inanc, 2018). Certainly, the central tenet of this concept is that leaders foster a varied connection with their subordinates, ranging from low to high levels (Volmer et al., 2022). A high-quality Leader-Member Exchange (LMX) leads to elevated levels of commitment, competence, trust, information exchange, collaboration, obligation, role clarity, superior job satisfaction, and reduced work stress (Aggarwal et al., 2020). Therefore, high Leader-Member Exchange (LMX) reflects situations where the relationship is built upon commitment and mutual trust, with followers gaining from intrinsic rewards, stimulating and challenging assignments, as well as growth opportunities. On the other hand, low LMX reflects contexts where economic exchange interactions prevail, and followers carry out their responsibilities in return for a specified remuneration and tangible rewards (Robert & Vandenberghe, 2020; Tziner & Fein, 2021). Correspondingly, Omobude (2019) pronounced that the quality of leaders- followers relationships has noteworthy significance on the organization outcomes, thus, leader- member exchange is recognized as one of the hallmarks of organizational productivity and effectiveness.

The Leader-Member Exchange (LMX) Theory conceptualizes leadership as a process that focuses on the collaboration between leaders and their followers (Olaniyan, 2020). This theory suggests that leaders use differentiated relationships for each subordinate, which in turn yields differentiated attitudes and responses of each subordinate, thereby occasioning varied performance outcomes (Tziner & Fein, 2021).

This differentiated relationship is an indication of a measure of relationship quality that subsists between leaders and followers (Omobude & Umemezia, 2019). The exchange process enhances interactivity, builds trust, creates a sense of belonging, and elicits support due to the collegial atmosphere that results (Naveed, 2019). Leadership plays an enormously crucial role in inspiring members of an institution to increase their level of motivation, encouraging them to act in pursuit of the goals and objectives of the institute. Extant research has revealed that high-quality LMX is related to diverse positive results, such as intensified institutional commitment, organizational citizenship demeanors, and work performance (Tziner & Fein, 2021).

The central focus of LMX is the dyadic relationship itself, with the assumption that the nature of the relationship is individualistic rather than pluralistic – that is, the treatment a leader accords to each differs from one subordinate to another (Robert & Vandenberghe, 2020; Upadhyay & Kumar, 2020). The second assumption is that the relationship is an exchange rather than a one-way phenomenon (Upadhyay & Kumar, 2020). The bond so created or lack thereof in the exchange process is mutual (Tziner & Fein, 2021; Upadhyay & Kumar, 2020).

Whereas the ideal is for leaders to have a high-quality LMX with all individual members, it may be difficult if not impossible to attain this because LMX strengthens over time and does not start uniformly across all members and also takes energy and resources (Estel et al., 2019). This means that all stakeholders have different levels of LMX strength with their leader. Thus, multiple relationships of similar strength with many other individuals lead to the formation of out-groups and in-groups, whereby in-groups refer to individuals whose dyadic bond with the leader is stronger, while out-groups are the individuals with a low LMX rating (Olaniyan, 2020). Because of strong LMX quality, in-groups typically enjoy more trusting, supportive, and respectful

exchanges that transcend contractual boundaries as compared to out-groups, whose LMX relationship is characterized by formality and impersonality (Estel et al., 2019).

LMX has precedence in leadership studies within the education sector (Nantunda, 2021), thus, it was relevant for this study. For instance, Eli et al. (2020) applied LMX theory in the investigation of organizational citizenship behaviors and performance of six Ghanaian technical training institutes. In the study, the full mediation impact of organizational citizenship behaviors was reported between LMX and OP, leading to the conclusion that work environments that promote high LMX quality should be fostered. The theory has also been at the intersection of OC and IP studies conducted in Turkey and France, with results suggesting that it significantly explains OC and performance outcomes (Çırak, 2020).

In this study, the LMX Theory was applied to provide a theoretical explanation of the manifestation of various IP metrics under investigation because of the implied link from IP back to LMX through employee job satisfaction and performance. It applied to this study as it focuses on the association between leaders and followers, which directly influences leadership efficacy, organizational culture, and institutional performance. This has been evidenced in prior research studies (Eli et al., 2020; Nantunda, 2021). Prior research in TVETs in Kenya has implicated that high LMX demonstrated in employee involvement is linked to increased student population, program development, staff retention, and high program completion rate (Gachunga et al., 2020). This signals the presence of a harmonious work environment, employee voice, and an internal community culture that represent measures of OC. LMX theory was appropriate for this current study since it brings out how TL may result in high commitment and trust of followers, hence boosting OP.

LMX Theory is connected to TL because transformational leaders boost robust, high-quality interactions with their followers, similar to what LMX Theory pronounces as "in-group" associations (Aggarwal et al., 2020; Estel et al., 2019; Volmer et al., 2022). Leaders who nurture high LMX connections can better stimulate, motivate, and improve employees, resulting in enhanced innovation and performance in TVET colleges. The nature of leader-member interactions impacts workplace culture. A constructive, high-LMX setting promotes trust, teamwork, cooperation, and transparent communication, which are vital in influencing a supportive and flexible organizational culture(Estel et al., 2019; Robert & Vandenberghe, 2020; Upadhyay & Kumar, 2020). Thus, LMX Theory is linked to TL and OC, the independent and the mediating variables in this study.

Furthermore, LMX Theory provides a framework to analyze institutional performance in TVET institutions. High-quality leader-member interactions can yield enhanced job fulfillment, responsibility, and performance (Eli et al., 2020; Nantunda, 2021; Olaniyan, 2020), eventually improving the overall IP of TVET colleges. When leaders cultivate constructive exchanges with faculty and workers, they encourage engagement and productivity, improving student results and institutional achievement. Thus, LMX Theory supported this study and provided a framework to analyze how transformative leadership connections and positive enabling OC impact institutional performance in TVET colleges in the Nairobi Metropolis, Kenya.

Transformational Leadership Theory

The development of the Transformational Leadership (TL) Theory is credited to Burns (1978), who described transformational leaders as those who endeavor to tackle followers' needs and support changes of persons, groups, as well as institutions. Initially, Burns (1978) introduced the theory and well-expounded TL as a practice or

approach through which followers and their leaders support each other to high levels of motivation and morality. Burns endeavored to connect the roles of leadership and followership, indicating a collaboration between leaders and followers (Northouse, 2019). Additionally, Burns affirmed that TL becomes evident when leaders and their followers mutually influence each other to ascend to a higher level of morality and motivation (Bradley, 2020). Later, Bass (1985) explained the concept by way of developing its insinuations on followers' inspiration and the influence on performance.

TL is a concept applied to designate how leaders influence and motivate team members to commit to challenging institutional objectives and goals and perform beyond expectations (Thompson et al., 2021). In the educational context, the concept of TL acknowledges that leadership can be collaborative or shared, emanating from both principals and instructors (Schoch et al., 2021). Consequently, TL is concerned with cultivating the performance of participants and increasing cohorts to their complete potential (Reza, 2019). Individuals who demonstrate TL habitually have a robust set of inner values as well as ideals and are effective at encouraging stakeholders to behave in manners that support the team's good instead of dwelling on their egoistic interests (Reza, 2019; Thompson et al., 2021). Transformational leaders encourage followers when tackling challenging goals and also increase followers' problem-solving capacities, which is essential in leadership effectiveness (Lai et al., 2020).

The major constructs underpinning TL theory comprise intellectual stimulation, inspirational motivation, idealized influence, and individualized consideration (Alessa, 2021; Mathende & Karim, 2022). Idealized influence mirrors a leader's capability to exercise significant control and influence followers. Inspirational motivation involves leaders who convey high expectations to their followers (Northouse, 2019). Similarly, intellectual stimulation embraces leadership that kindles creativeness and innovation in

followers, whereas individualized consideration comprises leaders who attend to their followers' necessities (Northouse, 2019; Reza, 2019). Recently, Bagga et al. (2022); Busari et al. (2019) and Islam et al. (2021) designated the TL approach as a leadership style whereby leaders proactively act as transformation drivers and increase followers' awareness by promoting their mutual benefits.

The general literature linking TL and the performance of educational institutions is well established (Alvi & Rana, 2019; Kouni et al., 2018). Similarly, there is a growing stream of research on OC as a mediator of IP in technical training institutes with TL as a criterion factor (Jamal et al., 2021). A high-performance culture due to work engagement finds its roots in TL as discharged through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Jaroliya & Gyanchandani, 2021; Lai et al.., 2020). However, differential outcomes of TL on IP have been attributed to cultural diversity (Budur, 2020), signifying the potential mediating power of OC on the TL-OP equation (Kaur Bagga et al., 2022).

The Transformational Leadership Theory complements the LMX Theory as they share some parallels. For example, as was noted about LMX Theory, transformational leaders inspire subordinates and colleagues to go the extra mile in productivity beyond the expectation of their contractual agreement (Lai et al., 2020; Thompson et al., 2021). Not only that, but transformational leaders build consensus, foster respect and trust, and create a sense of mutuality (Jaroliya & Gyanchandani, 2021; Northouse, 2019). The individualized consideration dimension of TL entails a leader's sensitivity to the personal needs of the individual and the formation of uniquely dyadic bonds akin to LMX relationships (Poturak et al., 2021).

The Transformational Leadership Theory was applied to the present study as it has been one of the most effective models for educational leaders, inspiring the design

of a culturally responsive and inclusive teaching and learning environment (Sparks, 2021). Prior research applying TL theory in the investigation of the outcomes of students of TVET institutions in Malaysia found that it had statistically significant explanatory power from the perspective of employability (Omar et al., 2019). The theory has also previously been used at the intersection between OC and competency development research in Kenyan TVETs (Chelimo, 2022). In the current study, the theory was employed to assess the impact of each dimension of TL on IP, with OC acting as a mediator. This was the anchor theory in the current study. TLT brings about the impact of TL and IP. Transformational Leadership (TL) Theory directly supported the study variables by elucidating how TL impacts OC and institutional performance. A robust, transformational leadership-focused culture encourages accountability, collaboration, and student-centered training, enhancing IP in TVET institutes.

The Balanced Scorecard Theory

The Balanced Scorecard (BSC) Theory was formulated in the early 1990s by Kaplan and Norton (Kaplan, 2009) due to dissatisfaction with the traditional focus on accounting-based performance measurement practices (Osewe, 2019). This discontent has been voiced by contemporary management thinkers who have highlighted the limitations of accounting-based performance measurement, specifically its neglect of the key performance indicators of learning institutions and the disconnect between financial performance and the strategic intent of these institutions (Fijalkowska & Oliviera, 2018). This situation prompted questions about the validity of financial metrics as the sole measure for evaluating operational performance (OP), including innovation and stakeholder satisfaction (Erawan, 2019). The BSC was designed to align business efforts with the institution's vision, mission, and strategy, improve both

internal and external communications, and monitor the institution's performance against strategic goals (Osewe, 2019; Yusof, 2020).

Balanced Scorecard (BSC) is a prevalent and current IP measurement instrument and has been broadly acknowledged in most institutions (Yusof, 2020). The BSC model has four constructs comprising financial, customer, internal process, learning and growth (Lourenço & Petenuci, 2022). The financial angle comprises indicators connected to an institution's financial performance, whereas the customer angle involves indicators linked to customer contentment and sustainability. The internal process angle represents the indicators that measure the product, the leadership in the bazaar in which it functions, the quality of merchandises and other structural facets of the institute (Lourenço & Petenuci, 2022). On the other hand, the learning and growth angle focuses on personnel management and the several facets connected to the quality of the workers and leadership (Yusof, 2020). In accord with this view, Lassoued (2018) elucidates that the financial perspective is concerned with how funders evaluate performance, the customer perspective addresses how customers view an institution, whereas, innovation and learning perspective is concerned with value creation and continuous improvement, while internal process perspective focuses on what the institution does to excel.

Furthermore, it has been noted that not all organizations have financial performance as their most important performance metric, especially not-for-profit institutions, where qualitative metrics take more salience (Sharaf-Addin & Fazel, 2021). Accordingly, the BSC expands the operational definition of IP by adding three other perspectives that together are intended to estimate effectiveness, efficiency, and institutional capabilities (Lourenço & Petenuci, 2022; Osewe, 2019; Yusof, 2020). In essence, BSC embedded non-financial metrics into the performance measurement

equation to provide a more holistic appreciation of IP (Mutai & Sitienei, 2019). Effectively, this created a balance between non-financial and financial metrics that facilitated institutional planning and performance evaluation (Chimtengo et al., 2017). Sharaf-Addin and Fazel (2021) posit that learning and growth are at the heart of OP, and this is reflected in the learning and teaching programs, community services, and research.

Internal business process perspective entails the progressive steps or stages that are involved in the delivery of education services, forming the value creation causal chain (Sharaf-Addin & Fazel, 2021). Expanding upon internal process metrics, the customer perspective encompasses the institution's capacity to deliver quality educational services, ensure effective delivery, and guarantee an overall positive student experience (Agbanu et al., 2016). Metrics include student enrolment, retention, satisfaction, and completion rate. The customer perspective translate student needs of educational services that is timely and of high quality into specific measures (Erawan, 2019). However, students are not the only customers of a learning institution and as such, this perspective should also satisfy the presenting needs of the society, corporate sector, alumni, staff (Sharaf-Addin & Fazel, 2021). Each of these stakeholders is equally concerned with the delivery of educational products and holds a perspective on educational products and their associated quality (Lassoued, 2018). High satisfaction result in high enrolment, which means high revenue – the financial dimension (Chimtengo et al., 2017).

The last perspective of the BSC framework is the financial perspective, which is a culmination of all the preceding perspectives (Erawan, 2019). It is at this stage where traditional accounting metrics, including ROI and return on assets, assume relevance as these communicate the economic implications of the actions undertaken

in the previous facets of IP (Agbanu et al., 2016). This may be evaluated in terms of revenue growth, cost reduction, and asset utilization (Erawan, 2019). Within not-for-profit institutions, maximization of funding from funding sources and maintenance of financial stability serve as proxies of financial metrics (Sharaf-Addin & Fazel, 2021).

Given the multi-dimensional view of IP measurement, the BSC framework appeals across all institutional forms (Sharaf-Addin & Fazel, 2021). It has diverse benefits to institutions subject to the objective of its implementation (Lourenço & Petenuci, 2022). As a result, the BSC has widely been applied to many sectors, including the education sector (Chimtengo et al., 2017; Lassoued, 2018; Osei-Kuffour, 2021; Sharaf-Addin & Fazel, 2021). For instance, Chimtengo et al. (2017) reviewed the IP of a polytechnic in Malawi utilizing the balanced scorecard model. Whereas the results showed poor performance on all BSC dimensions, the suitability of BSC in conducting performance assessment was not in question. Notwithstanding the merits inherent in the BSC framework, its theorization is not without shortcomings, and these should be taken into consideration when adopting or adapting the framework (Lourenço & Petenuci, 2022; Oliveira et al., 2021; Peris-Ortiz et al., 2019). Among these is the lack of a working definition of the salient success factors from which key performance indicators can be derived (Erawan, 2019). Further, the intended outcomes may not be achieved without modifying the elements to suit the institution's strategic intent, culture, and technology (Chimtengo et al., 2017).

BSC has been recognized to be an effective instrument for determining performance in the education sector. In Malaysia, for instance, Yusof (2020) applied BSC to measure the performance of higher education organizations. The BSC framework is quite relevant for the present study because it makes it possible to consider stakeholder feedback, internal efficiency, and customer satisfaction with

institutional processes besides the usual accounting metrics (Lassoued, 2018). Chimtengo et al.(2017) developed a useful framework for implementing BSC in TVETS. The framework identifies various metrics that underpin each BSC facet. Under the financial metric, it includes tuition income and operational costs. In terms of customer satisfaction, the number of complaints, responsiveness, and enrollment were used. From the dimension of internal processes, student/staff ratio, completion of syllabi, adherence to college calendar, quality faculty, teaching excellence. As pertains to learning and growth, program curricular innovation, HR training, and involvement in research are relevant metrics.

Improvement in institution performance by application of the BSC unreservedly denotes an intense action of internal process enhancement and would be subject to operative indicators to evaluate and monitor its advancement (Regalado et al., 2021). Similarly, customer and stakeholder fulfillment and improved financial status necessitate a pronounced determination and a perpetual philosophy of optimization and improvement (Peris-Ortiz et al., 2019; Regalado et al., 2021). The BSC guarantees alignment between finance, customer, internal processes, as well as learning and innovation. Correspondingly, it is essential as a communication strategy, administration control tool, and corporate strategy among the multiple techniques that aid in decision-making in an institute (Osei-Kuffour, 2021; Regalado et al., 2021; Sharaf-Addin & Fazel, 2021).

The BSC was significant to this current research as it provides an underpin for IP, the dependent variable. It anchors the financial perspective of IP through tuition income, operational costs, fundraising coordination, and financial management. In terms of customer perspective, it facilitates the evaluation of student enrolment, student completion rate, graduates' employment, feedback systems, and institutional

reputation. As pertains to internal processes, the BSC explained administration efficiency, strategic plan, assessment of the board, and performance evaluation. Lastly, concerning learning and growth, IP is anchored through program curricula innovation and information technology. BSC is interconnected to Transformational leadership, the independent variable of this study. Transformational leaders impact faculty enthusiasm, student commitment, and institutional guidelines, which support the learning and growth and internal business processes perceptions of the BSC (Gonçalves et al., 2024; Sayyadi, 2022). Leaders who encourage novelty and professional improvement contribute to enhanced institutional processes and improved student results.

The Balanced Scorecard (BSC) framework was adopted in this study to assess institutional performance in TVET colleges within the Nairobi Metropolis due to its comprehensive, multidimensional approach. While Kaplan and Norton's original BSC emphasizes financial metrics like ROI and profit, this study contextualized the framework for public educational institutions, focusing instead on budget utilization, stakeholder satisfaction, internal process efficiency, and staff development. These adapted dimensions align with the service-oriented nature of Kenyan TVET colleges and national goals such as Vision 2030, offering a more relevant and holistic performance measurement model.

Conceptual Framework

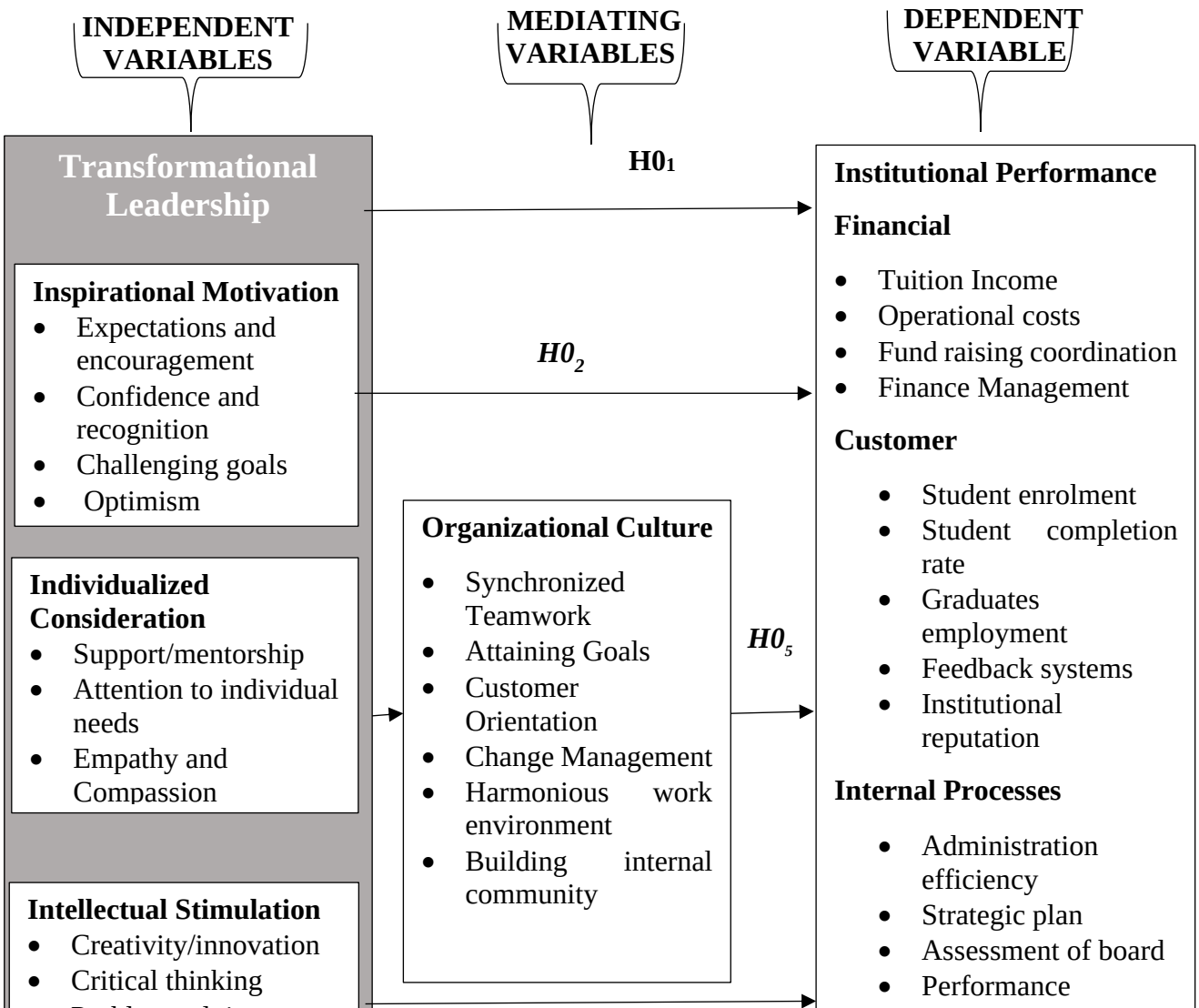
This study had three variables: TL was the independent variable, OC the mediating variable, and IP the dependent variable. TL was measured by the following constructs: idealized influence, intellectual stimulation, individual consideration, and inspirational motivation. While OC had the following components: synchronized teamwork, attaining goals, customer orientation, change management, harmonious work environment, and building internal community.

Institutional performance was measured through the following indicators: financial, learning and growth, internal processes, and customer satisfaction. The finance perspective comprised tuition income, operational costs, fundraising coordination, and finance management. The customer perspective involved student enrolment, student completion rate, graduates' employment, feedback systems, and institutional reputation. Internal processes component included the following indicators: administration efficiency, strategic plan, assessment of board, and performance evaluation. Learning and growth focused on program curricula innovation and information technology.

Figure 1 below presents the conceptual framework with the study variables and their indicator.

Figure 1

Conceptual Framework



A Synthesis of Research Gaps

A critical review of extant literature on transformational leadership, organizational culture, and institutional performance revealed several conceptual, contextual, methodological, and geographical gaps that this study sought to address. Despite numerous studies on Transformational Leadership (TL), Organizational Culture (OC), and Institutional Performance (IP), no research was found directly examining their relationship in TVET colleges within the Nairobi Metropolis, Kenya.

Conceptual Gaps

Many prior studies have narrowly focused on individual facets of leadership without sufficiently exploring the transformational leadership paradigm in its entirety. Specifically, research often emphasizes either transactional or distributed leadership styles, with limited attention to the four key components of transformational leadership—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Nguyen et al., 2022). Moreover, the relationship between transformational leadership and institutional performance is often treated as linear and direct, with inadequate exploration of mediating variables such as organizational culture. This study addressed these conceptual gaps by: examining all four components of transformational leadership; integrating organizational culture as a mediating variable, recognizing its central role in translating leadership behaviors into performance outcomes; and anchoring the analysis within established theoretical foundations, including Transformational Leadership Theory, Leader-Member Exchange (LMX) Theory, and the Balanced Scorecard (BSC) framework. This approach allowed for a multidimensional understanding of how transformational leadership interacts with cultural and institutional dynamics to influence performance in TVET colleges in the Nairobi Metropolis, Kenya.

Contextual Gaps

While transformational leadership has been extensively studied in corporate organizations and higher education institutions globally, there is limited literature focusing on its application within Technical and Vocational Education and Training (TVET) institutions, particularly in the Kenyan context. Studies in the Kenyan education sector tend to emphasize universities and secondary schools, thereby neglecting the strategically important TVET subsector, which is critical to the realization of Kenya Vision 2030 and the Big Four Agenda (Ministry of Education, State Department for TVET, 2024). This study responds to this contextual gap by focusing specifically on public TVET colleges within Nairobi Metropolis, Kenya, thereby generating empirically grounded insights that are directly relevant to Kenya's policy landscape and institutional needs.

Methodological Gaps

Most studies in this area adopt either quantitative-only or qualitative-only methodologies, which limits the depth and applicability of their findings. While quantitative studies often lack the contextual richness needed to understand how leadership dynamics unfold in complex organizational settings, qualitative studies may struggle with generalizability. This study bridges the methodological gap by adopting a pragmatist research philosophy and utilizing a mixed methods design, specifically the convergent parallel approach. This methodological orientation facilitated the simultaneous collection and triangulation of both quantitative and qualitative data, providing a comprehensive and balanced understanding of the interplay between transformational leadership, organizational culture, and institutional performance. Furthermore, the use of the Balanced Scorecard (Kaplan & Norton, 2020) to evaluate institutional performance across financial, internal processes, customer/stakeholder

satisfaction, and learning and growth dimensions marks an advancement over traditional, narrowly defined performance metrics.

Geographical Gaps

A significant body of leadership research originates from Western and Asian contexts, with relatively few empirical studies situated in sub-Saharan Africa, and particularly in Kenya (Matafwali et al., 2023). Even within African-focused research, studies often generalize findings across broad regional categories without addressing the unique administrative, socio-economic, and educational realities of specific localities (Matete Lerutla & Steyn, 2023). This study addresses this geographical gap by conducting an in-depth investigation within the Nairobi Metropolis, a critical urban and educational hub in Kenya. By focusing on this localized context, the study offers place-based insights that reflect the realities, challenges, and leadership practices of TVET institutions in one of Kenya's most dynamic and diverse regions.

In summary, this study is uniquely positioned to contribute to the body of knowledge by addressing four major gaps in the existing literature: A conceptual gap, by integrating all dimensions of transformational leadership and examining the mediating role of organizational culture. It addressed contextual gaps, by focusing on TVET colleges in the under-researched Kenyan education landscape, in the Nairobi Metropolis. It tackled methodological gaps by employing a mixed methods design grounded in pragmatism and the Balanced Scorecard framework. Geographical gaps, were addressed by producing localized evidence from the Nairobi Metropolis to inform both policy and practice. This gap-driven approach guarantees that the study is not only theoretically grounded and methodologically robust, but also practically relevant to stakeholders in Kenya’s TVET sub-sector and beyond.

Table 1 summarizes key research gaps identified from the reviewed literature.

Table 1

Summary of Literature Gaps

Authors	Key studies	Focus	Findings	Research gaps	How the gaps were filled
ALmahasneh et al. (2022)	"Idealized influence, inspirational motivation, OC and IP"	Effect of OC, inspirational motivation, and idealized influenced on organizational productivity	Idealized influence and inspirational motivation positively impact OP.	Contextual gap- done in an information technology company. Geographical gap- done in Jordan, and results may not be generalizable in a Kenyan context Empirical/ conceptual gap- focused on only two dimensions of TL	This study examined TVET colleges in the Nairobi Metropolis, focusing on the four dimensions of transformational leadership to assess its impact on institutional performance.
Arrippin, and Wahab. (2023)	"The Impact of TL on The Mentoring Approach"	The level of effectiveness of TL and the willingness of polytechnic instructors to adopt the mentoring method	The results reveal a strong link between TL effectiveness and polytechnic instructors' readiness to adopt mentoring. All four dimensions of TL show a significant association with lecturers' willingness to implement the mentoring style.	Geographical gap- Carried out in Malaysia Methodological gap- used a questionnaire in a google form thus lacking in-depth understanding of respondents' feelings and perspectives Contextual gap- limited to a Polytechnic setting	The current study was done in TVET colleges in Nairobi Metropolis, Kenya The current study employed mixed-method- qualitative and quantitative data was collected using questionnaire, FGDs and interviews.

Authors	Key studies	Focus	Findings	Research gaps	How the gaps were filled
Waham et al. (2020)	"The effect of TL on the IP in higher education institutions in Iraq"	TL and IP	TL has a substantial influence on IP	Geographical gap- the study was done in Iraq. Contextual gap- the study focused on higher education institutes. Methodological gap- used quantitative method utilizing self-administered questionnaire.	Current study was done in Nairobi Metropolis, Kenya. Current study focused on TVET institutions The current study used mixed method- both qualitative and quantitative data was collected using questionnaire,FGDs and interviews
Majia, (2020).	"The Influence Of TL On Employees' Performance In Local Government Authorities In Tanzania"	"TL on employees' performance"	TL positively impacts employees' performance. Inspirational motivation negatively influence employees' performance.	Contextual gap- study was done in a Tanzanian Local Government Authorities and results may not be generalizable to an education setting. Methodological gap- used a quantitative approach and data was collected through questionnaires which may limit respondents' opportunity to express feelings	Current study was done in TVET institutions in Nairobi Metropolis, Kenya. The current study used mixed method approach and data was collected using questionnaires, FGDs and interviews for a deeper comprehension of the respondents' perspectives and feelings.

Authors	Key studies	Focus	Findings	Research gaps	How the gaps were filled
Muthimi et al. (2021)	"Exploring the role of inspirational motivation to institutions of higher learning: Empirical evidence from selected universities in Kenya"	Impact of inspirational motivation on educational performance	The study settled that inspirational motivation constructively impacts the educational performance of designated institutions of higher learning in Kenya	Contextual gap- done in selected universities. Empirical/ conceptual gap- focused only on one dimension of TL Methodological gap- quantitative method using questionnaires	The current study was done in TVET institutions in Nairobi Metropolis Focused on the four dimensions of transformational leadership to assess its impact on institutional performance. Mixed method approach to get a deeper comprehension of the relationship between study variables.
Langat et al.(2019)	"Influence of inspirational motivation on employee job performance in the insurance industry in Kenya"	TL and workers job performance	The study established that inspirational motivation pointedly predicted personnel work performance	Contextual gap- The study was done in the insurance industry, and results may not be generalizable to the education sector. Methodological gap- This was a quantitative study that used questionnaires Empirical/ conceptual gap- focused only on one dimension of TL	The current study was carried out in TVET institutions. The current study used a mixed-method approach. The current study used both questionnaires, FGDs and interviews Focused on the four dimensions of transformational leadership

Authors	Key studies	Focus	Findings	Research gaps	How the gaps were filled
Budur and Demir (2022)	"The Relationship Between TL and Employee Performance: Mediating Effects of Organizationa l Citizenship Behaviors"	Correlation of TL with worker performance and citizenship conducts	Inspirational motivationand individual consideration have noteworthy and constructive impact on OCB. Idealized influence has no substantial association with OCB dimensions.	Geographical gap- done in Iraq. Methodological gap- quantitative technique through questionnaire.	Current study was done in Kenya. The current study used both interviews, FGDs and questionnaire to collect data for an enhanced understanding of respondents' perspectives and feelings
Mathende and Karim (2022)	TL Role on Work Performance under the COVID-19 Pandemic in Zimbabwe.	The role of TL on work performance	TL positively impacted work performance	Contextual gap- The study was done in a beverage industry in Zimbambwe. Methodological- The study adopted quantitative research design by means of questionnaires thus limiting respondents' opportunity to express their feelings and in-depth perspectives	The current study was done in TVET sub-sector in Kenya. The current study used a mixed method approach using interviews, FGDs and questionnaire to collect data for an enhanced understanding of respondents' perspectives and feelings

Authors	Key studies	Focus	Findings	Research gaps	How the gaps were filled
Joseph and Kibera (2019)	OC and performance: Evidence from Kenyan microfinance institutions.	Role of culture on OP	OC has a substantial influence on institutions market performance. Microfinance with strong market culture was likely to enjoy higher market performance and financial leverage.	Contextual gap- the study was done in microfinance institutions Empirical gap-It did not focus on TL Methodological gap- The study used structured questionnaire.	The current study was done in a TVET sub- sector. Focused on TL, OC and IP The current research add value by measuring the causality by combining both qualitative and mixed method quantitative approach.
Khan et al. (2020)	"Impact of TL on work performance, burnout and social loafing: a mediation model"	Impact of TL on workers' work results	TL has a substantial constructive connection with work performance.	Geographical gap- Was done in Pakistan. Contextual gap- the study was done in a telecommunication sector. Methodological gap- used questionnaire to collect data	The current study was done in Nairobi metropolis, Kenya. The current study was done in a TVET sub- sector. The current study used both interviews, FGDs and questionnaire to collect data for an enhanced understanding of respondents' perspectives and feelings

Authors	Key studies	Focus	Findings	Research gaps	How the gaps were filled
Chebon et al.(2019)	"Influence of individualized consideration and intellectual stimulation on employee performance"	The impact of TL on workers performance	TL significantly influence employee performance. Leaders inspire high production through creativeness and innovation	Contextual gap- the study was done in a hospital setting and the findings might not be generalizable in an education sector Empirical/ conceptual gap- focused only on two dimensions of TL	The current study filled the contextual gap by carrying out a study in TVET institutions in Nairobi Metropolis Focused on the four dimensions of transformational leadership
Mugo and Kiboss (2023)	"Influence of Transformative Leadership on Quality of Vocational Training in Youth Polytechnics within Nakuru County"	TL and quality of Vocational Training	The study concluded that TL has a robust constructive impact on quality of vocational training	Conceptual gap- the study did not examine the broad spectrum of IP metrics.	The current study filled the conceptual knowledge gap by studying the broad spectrum of IP of TVET institutions in Nairobi Metropolis in order acquire broad view how TL and OC impact performance

Authors	Key studies	Focus	Findings	Research gaps	How the gaps were filled
Demesi et al. (2022)	"Leader's Intellectual Stimulation Training and Church Leadership Performance"	The impact of intellectual stimulation on performance	Church leaders' intellectual stimulation enhanced creativity and innovation in decision-making and conflict resolution which considerably enriched church growth	Contextual gap- the study focused on church leadership performance and results may not be generalizable to an education context. Empirical/ conceptual gap- Focused only on intellectual stimulation	The current study addressed the contextual gap by carrying out a study in an educational context. Focused on the four dimensions of transformational leadership
Gitu and Awuor (2020)	"Influence of charismatic leadership and intellectual stimulation on IP in the energy sector in Kenya."	Impact of charismatic leadership and intellectual stimulation on IP	Charismatic leadership, intellectual stimulation and OP.	Contextual gap- the study was a case study in KPC Limited thus the results may not be generalizable in an education sector. Empirical/ conceptual gap- Focused only on intellectual stimulation	The current study examined how TL and OC influence performance of TVET institutions in Nairobi Metropolis. Focused on the four dimensions of transformational leadership

Authors	Key studies	Focus	Findings	Research gaps	How the gaps were filled
Afshari (2022).	"Idealized influence and commitment: A granular approach in understanding leadership.''	Idealized influence personnel organizational commitment	The findings concluded that idealized influence has a substantial impact on workers' organizational commitment.	Geographical gap- the study was done in Australia and results may not be generalizable in a Kenyan context. Contextual and conceptual gaps- The study focused on workers organizational commitment. Empirical/ conceptual gap- Focused only on idealized influence.	The current research focused on TVET institutions in Nairobi Metropolis, Kenya. Focused on the four dimensions of transformational leadership
Kumlache (2022)	"The effect of leadership style on employee performance: a case study on TVET agency, in Addis Ababa"	Impact of leadership style on personnel job performance	Results showed that idealized influence, together with other TL dimensions, positively and significantly influenced employee performance.	Conceptual and empirical gaps- the study focused on employee performance rather than IP. Empirical gap-The study did not examine the mediating role of OC. Contextual gap- the research was conducted in a TVET agency rather than a TVET college Geographical gap- was done in Ethiopia	The current study examined the interplay between TL and OC on IP of Kenyan TVET institutions in Nairobi Metropolis, Kenya.

Authors	Key studies	Focus	Findings	Research gaps	How the gaps were filled
Para-González et al. (2018)	Exploring the mediating effects between TL and IP. *Employee Relations*.	Relationship between TL and employee performance	The findings of the study show TL through learning and innovation has a direct impact on IP.	Contextual gap- Study was done in industrial companies Geographical gap-Done in Spain Empirical knowledge gap: the research did not analyze the type of OC necessary to nurture the relationships between TL, HR undertakings, as well as innovation and performance.	The current research focused on TVET institutions in Nairobi Metropolis, Kenya. The current study examined the relationship between TL, OC and IP.
Jabri et al. (2021)	"The Impact of TL on Employees Performance Among Employees in IWPPS, Saudi Arabia".	Impact of TL on work performance	Idealized influence, intellectual stimulation, and individualized consideration constructively influenced employee performance.	Geographical gap- the study was done in Saudi Arabia and the results may not be generalizable in a Kenyan context due to cultural differences among other factors. Contextual knowledge gap- the study was done in a private power project sector. and findings may not be generalizable in an education context	The current research focused on TVET institutions in Nairobi Metropolis, Kenya. It investigated how TL, and OC impact IP of TVETs in Nairobi Metropolis, Kenya.

Authors	Key studies	Focus	Findings	Research gaps	How the gaps were filled
Muterera et al. (2018)	"The Leader–Follower Dyad: The Link Between Leader and Follower Perceptions of TL and Its Impact on Job Satisfaction and OP."	TL behaviors,	The study established that TL positively impacted OP.	Contextual and geographical gaps -the study focused on CEO participants within county governments in the United States. Empirical gap- the study did not consider the issues such as OC, follower attitudes, behaviors and commitment might have an influence on OP.	The current study focused on interconnection between TL, OC, and IP of TVETs in Nairobi Metropolis, Kenya.
Musa et al. (2018)	"An Impact of TL on Employees' Performance: A Case Study in Nigeria".	TL on employees' performance.	TL significantly impacts staff performance. Individual consideration inspires innovation and creativity	Contextual and geographical gaps- The study focused on employees' performance in Nigeria thus, the results cannot be generalizable in TVET sector in a Kenyan context. Conceptual gap-The study did not address the variables of IP and OC Methodological gap-The study used a case study approach which is subjective, biased and lack generalizability.	The current study filled this contextual and conceptual gaps by exploring the relationship between TL, OC and IP of TVETs in Nairobi Metropolis, Kenya. The current study utilized a mixed method approach through the use of interviews, FGDs, and questionnaires to increase objectivity, in-depth understanding, and generalizability

Authors	Key studies	Focus	Findings	Research gaps	How the gaps were filled
Mulli & Kiiru (2020)	"Influence of intellectual inspiration and performance of the National Police Service in Nyeri County, Kenya	Impact of TL on the performance	The study established that TL had a direct and positive impact on the performance of the National Police Service in Nyeri County.	Empirical study gap- only considered intellectual inspiration which is one of the four components of TL. Contextual gap- The study was done in a national police service and the findings may not be generalizable in a tertiary education context.	The current study considered the four main components of TL including: inspirational motivation, individual consideration, intellectual stimulation and idealized influence to gain an enhanced understanding of the impact of TL on IP. The current study focused on performance of TVET colleges in Nairobi, Metropolis, Kenya.

Summary of the Chapter

This chapter has presented conceptual and empirical literature, followed by a theoretical framework and conceptual framework. Additionally, the chapter has offered a synthesis of research gaps and a chapter summary. The conceptual literature review was guided by the study variables and sought to clarify the variables. The empirical literature review was guided by the five objectives of the study. A synthesis of the research gaps including methodological, conceptual, contextual, and empirical study gaps is presented, and an explanation of how the current study sought to bridge the identified knowledge gaps is given. By addressing these gaps, this study contributes to a deeper comprehension of leadership efficacy in TVET institutes and affords insights for policy formulation, leadership improvement, and institutional enhancement. The next chapter discusses the research methodology that the study adopted.

CHAPTER THREE: RESEARCH METHODOLOGY

Introduction

This chapter begins by critically discussing the research paradigm and the corresponding design used for the study. This is followed by a description of the population and sample size and methods of sampling. Subsequently, data types, research instruments, reliability and validity, and instrument pre-testing are discussed. The chapter later presents a comprehensive explanation of the techniques of analyzing data and the ethical considerations before closing with a summary of the chapter.

Research Paradigm

A research paradigm refers to a mental model of understanding and explaining the findings of scientific inquiries. It is a philosophical perspective regarding the nature of truth and how people comprehend it (Dawadi et al., 2021; Khatri, 2020). This study selected pragmatism as the paradigm of choice. The basic premise of pragmatism is that whereas there may be an objective reality in existence, that objective reality can only be understood from the vantage point of those who have experienced it (Kaushik & Walsh, 2019; Okesina, 2020). Thus, both objective knowledge and subjective experience are valuable for explaining the world (Kaushik & Walsh, 2019). Pragmatists, therefore, do not allow themselves to be drawn into the metaphysical conflict between positivists and interpretivists concerning the nature of truth and reality as they prioritize practical understandings with real-life implications (Kelly & Cordeiro, 2020; Da Silva et al., 2018). This prioritization puts the research problem at the center of the scientific exploration, thereby allowing the utilization of all existing approaches to finding answers (Hafsa, 2019; Shah et al., 2019). This means that there is a need for balance between methodological rigor and the practical relevance of scientific outputs (Da Silva et al., 2018).

Pragmatism thus grants the liberty to the researcher to select the combination of designs, methods, and approaches that together yields an improved way of making sense of social phenomena in breadth and depth (Dawadi et al., 2021; Da Silva et al., 2018; Shah et al., 2019). By leveraging the advantages of each stance, the researcher will effectively offset the weaknesses of taking a single stance (Maarouf, 2019). This way, the practical relevance of this research was assured while simultaneously achieving scientific rigor (Molina-Azorin et al., 2018). Thus, in this research, pragmatism was a suitable research paradigm because the research aimed to both test the hypothesized relationship between TL and IP and explain how OC mediates this relationship. Therefore, pragmatism informed the decisions regarding the selection of research designs, the sampling technique, data collection and procedures of research, and data processing and analysis.

Research Design

The convergent parallel mixed-method approach applied in this study proved effective. This approach integrated parallel quantitative and qualitative research designs throughout data collection and analysis, merging insights in the interpretation phase. The research design affords a framework for data collection, measurement, and analysis (Patel & Patel, 2019; Skrzypek et al., 2022). Guided by a pragmatic approach, this study adopted a convergent-parallel mixed-methods design (Asenahabi, 2019), integrating quantitative and qualitative methodologies to provide an inclusive understanding of fundamental patterns and behaviors (Bracio & Szarucki, 2020; Creswell & Creswell, 2018).

The convergent parallel mixed method was utilized as the research design due to multiple reasons. First, leveraging multiple methods of collection and analysis of data has profound value from the point of methodological weaknesses and a

complementary value in terms of consolidating the strengths of each (Hafsa, 2019; Halcomb, 2019). Mixing data can afford an enhanced comprehension of the problem and produce more widespread evidence – the researcher achieves both depth and breadth (Creswell & Clark, 2017; Timans et al., 2019). This was significant for the present study due to the need to situate empirical data within its social context since the field of TVET combines diverse sectors and disciplines. This way, a comprehensive understanding of the research results from a breadth and depth perspective is enabled by methodological pluralism (Bracio & Szarucki, 2020). Furthermore, the findings become more comprehensive, complete, and credible due to the cross-validation of quantitative results with qualitative findings (Creswell & Creswell, 2018). Generally, the mixed methods design of research has received credence as a more dependable research design in the modern-day research world (Siddiqui, 2019; Timans et al., 2019).

Population

Population generally refers to the whole universe of research subjects from which a sample is to be meticulously extracted for examination aiming to draw a relatable summary and conclusion about the broader population in question (Etikan & Babtope, 2019). In this study, the population of interest included key stakeholders of TVET institutions in Nairobi Metropolis, ranging from Nairobi, Kiambu, Machakos, Kajiado, and Murang'a. TVET institutions domiciled in the universities were excluded from the study since they are under the general leadership of the universities. There are 687 institutions in these regions (Technical and Vocational Education and Training Authority [TVETA], 2023). In this research, the target population was 8,249 leaders comprising of 3,435 student leaders, 687 TVET principals, 4,122 Heads of Departments (HODs), and 5 County Directors of Education. Members of this population were targeted because they hold leadership positions in TVET institutions and thus, are

potentially more suitable to provide responses to questions regarding IP in relation to TL and OC. Student leaders were targeted because they represent the most important group as immediate consumers of TVET services and hence provided an essential picture of customer satisfaction as a performance metric. The TVET principals, HODs, and student leaders serve as the units of observation, while the TVET institutions represent the units of analysis. The County Directors of Education are key informants and are experts on TVET management. Table 2 shows the population distribution.

Table 2

Population Distribution

Nairobi metropolitan region	**Category**	**HODs**	**TVET Principals**	**Student Leaders**	**County Director of Education**	**Total population**
Nairobi	Private	1782	297	1485	1	4,117
	Public	276	46	230		
Kiambu	Private	570	95	475	1	1,693
	Public	276	46	230		
Machakos	Private	282	47	235	1	1,021
	Public	228	38	190		
Kajiado	Private	210	35	175	1	541
	Public	60	10	50		
Murang'a	Private	66	11	55	1	877
	Public	372	62	310		
	Sub-totals	**4,122**	**687**	**3,435**	**5**	**8,249**

Source (TIVETA, 2023).

Sample Size

The sample size denotes a population proportion selected as a representation of the entire population (Casteel & Bridier, 2021; Etikan & Babatope, 2019). The population sample ought to be an accurate representative of the broader population to

guarantee that researcher can use the findings to generalize similar conclusions about the entire population (Bujang et al., 2018; Casteel & Bridier, 2021).This selection is usually done because it may not be economically or ethically viable to implement the study on the entire population (Bhardwaj, 2019). Attaining a representative sample size is critical to scholars because of its repercussion for cost, time as well as precision of the sample estimation (Adam, 2020). This study used Cochran's (1977) sample size formula as noted by Mugenda and Mugenda (2019) with a meticulousness or precision error of 0.05 as follows:

$$n = \frac{z^2(p)(q)}{d^2}$$

Where:

n: The anticipated sample size

Z: The critical z-value at the desired confidence level (e.g. at $0.05, z = \pm 1.96$)

P: The fraction within the target population that is anticipated to exhibit the characteristics under examination. This was assumed at p=0.5 since no estimate is available.

q=: 1-p

d: statistical significance (e.g. 0.05).

Substituting for the above formula, the sample size (n) is computed as:

$$n = \frac{1.96^2(0.5)(2 - 0.5)}{0.05^2}$$

$$n = 384$$

However, because the population size was small, finite population correction formula was applied to adjust the sample.

$$n = n * N/n + (N - 1)$$

$$N = population\ size, N0 = initial\ sample\ size$$

$$\big(384 * 8249\big)/\big(384 + (8249 - 1)\big) = 367$$

The sample size was 367 leaders of TVET institutions. Table 3 shows the sample distribution by metropolitan region and TVET category.

Table 3

Sample Size Distribution

Nairobi metropolitan region	**Category**	**HODs**	**TVET Principals**	**Student Leaders**	**County Director of Education**	**Total population**
Nairobi	Private	115	19	5	1	166
	Public	18	3	5		
Kiambu	Private	37	6	5	1	75
	Public	18	3	5		
Machakos	Private	18	3	5	1	49
	Public	15	2	5		
Kajiado	Private	14	2	5	1	31
	Public	4	1	5		
Murang'a	Private	4	1	5	1	45
	Public	24	5	5		
	Sub-totals	**267**	**45**	**50**	**5**	**367**

Sampling Method

A multi-stage sampling technique was used for enhanced data gathering, administration, and analysis. This sampling technique is applied to collect data in stages by picking gradually smaller units at each stage (Hossan et al., 2023). The study included the five counties in the Nairobi Metropolis. The key stakeholders were classified as HODs, principals, student leaders, and county directors of education through clustered sampling. The TVETs institutions in the counties were categorized as private and public based on their registration with TVETA. Stratified random sampling approach was utilized in this stage. Stratified random sampling is a selection technique where the scholar splits the population of interest into subcategories or strata, especially when a researcher is handling a large population of which it is difficult to collect data from each member (Tiwari et al., 2023). Proportionate sampling was used to determine the number of key stakeholders needed based on the ratio of their population in each county. It offers more precise results compared to other approaches of probability sampling (Casteel & Bridier, 2021). Within each stratum, a simple random sample of respondents was selected. The criteria for stratification are the proportion in each metropolitan region and TVET category. Random numbers were generated using the random number generator function in the Statistical Package of Social Sciences (SPSS Version 29) and used to select the final random samples in each stratum.

Types of Data

This research entailed the collection of primary data, first-hand information direct from the research participants (Vallabh et al., 2019). The data in this current study constituted both quantitative and qualitative. Quantitative data, which is data in numeric form (Ali, 2021; Vallabh et al., 2019), was gathered to facilitate hypothesis

testing using statistical techniques. This entailed the use of rating scales to generate quantitative data that could be subjected to statistical operations. Qualitative data, which is an umbrella term for all non-numeric data (Hameed, 2024), was gathered to document the voices of participants concerning the meaning they make of the IP of TVETs concerning TL and OC.

Data Collection Methods

Data collection involves gathering data from research respondents utilizing tools that have been approved (Creswell & Creswell, 2018). The selection of appropriate methods of data gathering depends on the problem of research under investigation, the set research questions to be answered, and the study design used (Sileyew, 2019). In light of these considerations, the current research utilized questionnaires, in-depth interviews, and focused group discussions. The multiple tools helped in data triangulation, resulting in a broad and in-depth comprehension of how study variables interrelate.

Focused Group Discussions

A focused group discussion (FGD) has great possibility to clasp and consider the respondents' feelings, words, expressions, opinions, believes, reactions, and responses whereas assembling the data (Gundumogula, 2020). Thus, this study conducted focused group discussions with student leaders to establish their thoughts, feelings, perspectives, and perceptions regarding how leadership approaches of their leaders and institutions's culture influence performance of various TVET institutes. A FGD guide was designed to tally the study objectives and the questions centred on the inspirational motivation, individualized consideration, intellectual stimulation, and idealized influence on institutional performance (Appendix V). The discussions also covered the institutional culture of the TVETs and how it related to performance. Each FGD

consisted of at least five participants with a moderator. The moderator for each session was either the researcher or the trained research assistant, and took an average of an hour. The sessions were recorded (audio) using digital recorders and data backed up in cloud and laptops.

Questionnaire

In this research, a structured questionnaire was employed as the primary tool to collect quantitative data. According to Vallabh et al. (2019), a questionnaire is a systematic collection of pre-defined questions designed to obtain raw data from respondents in a structured manner. This is essentially an instrument that contains a set of items with pre-determined questions and items and a set of alternative answers that respondents can choose from (Leary, 2021; Zina, 2021). Three hundred and twelve (312) questionnaires were administered to the principals cum directors and heads of departments. The two sets of questionnaires comprised of four sections each. The first section entailed questions for generating the respondents' demographic information, including gender, designation, years of experience in the TVET sector, tenure in the institution, and education level.

The second section was made up of items for measuring TL. It contained multiple sub-scales each measuring the four dimensions of transformational leadership, including inspirational motivation (8 items), individualized consideration (8 items), intellectual stimulation (8 items), and idealized influence (8 items). The instrument required respondents to assess the frequency with which each statement aligned with the person or leadership they were evaluating. The items were measured on a 5-point scale, with responses ranging from 1, "strongly disagree," 2, "disagree," 3, "neither agree nor disagree," 4, "agree," to 5, "strongly agree."

The third section was comprised of items for measuring OC. Twenty-two (22) items were used to conduct an OC assessment that coalesced around five thematic elements of synchronized teamwork, attaining goals, customer orientation, change management, harmonious work environment, and building internal community (Parray & Bhat, 2018). The items were measured on a 5-point scale, with responses ranging from 1, "strongly disagree," 2, "disagree," 3, "neither agree nor disagree," 4, "agree," to 5, "strongly agree."

The fourth section entailed performance assessment. The section contained 34 items for assessing IP on the five dimensions comprising financial performance (7 items), customer satisfaction (7 items), internal processes (12 items), and innovation and learning (8 items). These items were rated on a 5-point Likert scale, with responses ranging from 1, "Very low performance," to 5, "Very high performance."

In-depth Interviews

In-depth interviews were clustered into location to include 2 TVET principals from each county, and one County Director per county in the Nairobi Metropolis. This is whereby, the respondents answered in their own words to a set of queries by the researcher in an interview (Busetto et al., 2020; Zina, 2021). In agreement with Busetto et al. (2020), interviews are utilized to acquire understandings of an individual's subjective experiences or involvements, opinions as well as motivations. Thus, conversations were held with the interviewees to gain their perspectives on the variables under investigation pertaining their respective institutions or regions they oversee. Therefore, thematic questions covered TL, OC and IP. The interviews were conducted either physically or through zoom depending on availability and prevalence of the interviewees. Recording of interviews with the consent of the interviewees was done for later transcription.

Research Procedures

A combination of qualitative and quantitative methods was adopted in line with a mixed-methods research design as part of data collection procedures (Kimmons, 2022). First, a research permit was sought from NACOSTI. After obtaining the NACOSTI permit, the researcher obtained an introduction letter from the University. The researcher sought approval from authorities managing the TVET institutions where participants were drawn. The researcher then used the consent form to request the respondents to participate in the research. The questionnaires were physically administered, employing the drop-and-pick technique or by emailing to respondents.

Instrument Pre-testing and

Instrument pretesting is the process of trying out the selected study tools on a set number of study respondents to gauge the clarity and reliability of the research tool (Edlund & Nichols, 2019). This test is undertaken to ascertain whether respondents understand the questions and can respond without any difficulty. It also enables the evaluation of the effectiveness of the instrument in eliciting relevant data (Hashim et al., 2022). Pretesting and piloting assisted the researcher in identifying questions that might lack clarity and sensibility to participants, or issues with the questionnaire that may result in biased responses (Edlund & Nichols, 2019). Further, insights from the pre-testing stage were valuable in effecting improvements on the instrument for clarity and precision in addition to facilitating the estimation of the implementation duration (Edlund & Nichols, 2019). In this study, the instruments were pretested on 36 respondents from private and public TVET Colleges in the Nairobi Metropolis. Specifically, the pilot study was done in Nairobi County due to the convenience of distance and the large number of TVET institutions in the county. The researcher excluded institutions where the piloting was done from the main study.

Instrument Validity

Validity designates the accuracy or correctness of a measure denoting whether the findings embody what they are supposed to measure (Humphreys et al., 2021). Therefore, the validity of a research instrument refers to its capacity to precisely measure what it intended to assess. The validity of criterion, face, construct, and content was applied to test the overall research instruments' validity. According to Duckett (2021), criterion validity focuses on the consistency of the instrument with earlier authenticated tools, while construct validity is about the practical association between interrelated constructs. On the other hand, content validity denotes the level to which items in a questionnaire mirror the content that the instrument intends to measure while face validity focuses on feasibility, readability, consistency, and clarity of the language applied (Rusticus, 2021). In this study, construct validity was achieved thorough comparing research instruments with previous studies while Content validity was guaranteed by using multiple items to cover every dimension of the study constructs. Face validity was obtained from the advice of research experts including the supervisors and lecturers.

Transferability is conceptualized as the degree to which results can applied or transferred to depict data for comparison among respondents (Stahl & King, 2020). On the other hand, dependability is construed to mean that the data collected from the participants supports the research findings(Stahl & King, 2020). In the current research, these dimensions of validity were assured by focusing on the relevant themes for answering the research questions.

Trustworthiness

In the context of this study, it is worthy to note that qualitative research sought to incorporate several measures that enhanced the credibility, transferability,

dependability, and confirmability of the study findings. In this study, therefore, the following were considered:

Credibility: To ensure credibility, different procedures were used including:

i) **Triangulation**: To maintain the reliability and validity of the findings, the sources of data were questionnaires, interviews, FGDs, and documents.

ii) **Peer debriefing**: The findings and conclusions were discussed with other people from the field or with the providing expert to determine if the interpretations and conclusions were accurate.

Transferability: The aim was to give enough information to the reader concerning context of the study and the subjects of the research in order to inform decisions on whether the findings can be applied to comparable contexts or samples. This was addressed through:

Thick description: The methodologies used in the research process were also described in detail with the aim of exposing the context of the study, the participants and the methods adopted in data collection so as to increase the generality of the study.

Dependability: To guarantee dependability, or reliability of finding, the following were looked into:

i) **Audit trail**: All the decisions made during the research, such as data collection, analysis, and interpretation, were well documented.

ii) **Member checking:** The participants were also permitted to correct the findings to ensure that the results that were generated by the study reflected their reality.

Confirmability: To achieve confirmability, measures were implemented to ensure that the study was free from the researcher's bias.

Auditability: Record keeping of the sequence of the research process and other possible decision-making made it easier for other people to analyze the processes used.

Reflexivity

Reflexivity: The researcher's biases, assumptions, and preconceptions about the participants and the phenomena under study were regularly challenged throughout the research process. It explains how the researcher's experiences and beliefs come into play within the study process. It is crucial to look into:

Bracketing

According to Tufford and Newman (2022), bracketing includes a process of reflexive self-awareness in which the researcher purposefully and intentionally suspends personal judgment and prior knowledge to engage more objectively with participants' lived experiences. To ensure objectivity and minimize the influence of personal biases during information gathering and analysis, bracketing was intentionally and systematically applied throughout the research process. The researcher made a conscious effort to set aside preconceptions, prior knowledge, and personal experiences related to transformational leadership, organizational culture, and institutional performance within TVET colleges. Bracketing was achieved through strategies such as reflective journaling, pre-interview reflexivity, use of a semi-structured interview guide, member checking, peer debriefing, and methodological triangulation to minimize researcher bias and enhance the credibility of the findings.

Peer scrutiny: Discuss possible bias and prejudice with the research assistants themselves to prevent bias influencing the results of the study.

Methodological transparency: Specifically, it is possible to properly record reflexivity processes and decisions, which would make the study more transparent and actual.

Instrument Reliability

Reliability denotes the consistency and dependability of a measure, that is, whether the findings can be replicated under the same circumstances (Humphreys et al., 2021). In this research, the Cronbach alpha test provided a measure of reliability at r>.07. This means that an alpha value of 0.7 and above was an indication that the instruments were reliable. The case processing summary and reliability statistics of the pilot data were presented in Tables 4 and 5.

Table 4

Case Processing Summary

		N	%
Cases	Valid	36	100.0
	Excluded[a]	0	.0
	Total	36	100.0

a. Listwise deletion based on all variables in the procedure.

Table 4 shows that the number of valid cases was 36, representing 100.0% of the total cases. No cases were excluded, as indicated by 0 cases excluded, representing 0.0%. The total number of cases in the test was 36, making up 100.0% of the total sample.

Table 5

Reliability Statistics

Cronbach's Alpha	N of Items
.932	95

Table 5 shows a Cronbach's Alpha =932 for all the 95 items in the research questionnaire.

It is instructive to note that while the research instruments had been pretested before, the pretests were done in a different cultural context, hence the need for reliability testing within Kenya's TVET context.

Credibility is defined as the degree to which the original views of research participants are correctly represented, while transferability is conceptualized as the scale to which findings are applied or transferred to depict data for comparison among respondents (Stahl & King, 2020). Confirmability is understood as the extent to which the data generated are derived from the research participants rather than being figments of the scholar's imagination (Kakar et al., 2023). In the current research, these dimensions of reliability were assured by triangulation of the data by testing for cross-site consistency and establishment of an audit trail (Korstjen & Moser, 2018; Stahl & King, 2020).

Data Analysis Plan

Data analysis plan in mixed methods study constitute quantitative and qualitative data analysis. Quantitative data analysis entails the utilization of statistical procedures and tools to assess, explain, clarify, summarize data (Creswell & Creswell, 2017; Diamantopoulos et al., 2023). In practice, the researcher edited, coded, entered, cleaned, screened and transformed data as the important initial steps before employing statistical techniques to summarize, analyze and interpret data (Chivaka, 2018; Creswell & Creswell, 2018). In the current research descriptive statistics in SPSS (Version 29) was used for quantitative data analysis and summarized as standard deviations, means,

percentages, and frequencies. Qualitative data, or the data collected through interviews, was tested using content analysis (Shava et al., 2021).

The two structured questionnaires were developed and administered separately to Principals/Directors and Heads of Departments, covering four major areas: Demographics, Transformational Leadership, Organizational Culture, and Institutional Performance.. Although minor linguistic differences were observed to suit the roles of respondents, the questionnaires maintained equivalence in item structure and conceptual coverage. During analysis, data from both groups were merged into a unified dataset. Constructs were coded identically, and responses were analyzed both in aggregate and by role to account for any perceptual variances between leadership levels.

Diagnostic Tests

Diagnostic tests was performed on the dataset to test for normality assumptions, linearity, heteroscedasticity and multicollinearity before carrying out inferential analysis (Creswell & Creswell, 2017; Wondola et al., 2020).

Normality test. A test of normality is used to assess whether a given dataset follows a normal distribution, which is a common assumption in many statistical analyses (Uhm & Yi, 2021). In this study, the Kolmogorov-Smirnov and Shapiro-Wilk tests were conducted (Amiati et al., 2021; Kim & Park, 2019). These tests calculate a test statistic and compare it to critical values or p-values to assess significant deviations of the data from a normal distribution (Khatun, 2021). The null hypothesis is accepted when $P > 0.05$, and population is considered as normally distributed. By conducting a test of normality, the researcher examined whether the data collected for variables related to TL, OC, and IP were normally distributed. This is important because of assumption of normality in regression analysis. If the test of normality indicated a departure from

normality, data transformation was performed to enhance normality of the distribution (Yuliawati, 2018). In the current study, if the results indicated that $p \leq 0.05$, the null hypothesis was rejected, whereas if the results indicate that $p > 0.05$, the null hypothesis was not rejected. The finding were presented in Table 6.

Table 6

Normality Test of Data

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Average performance score	.347	299	.000	.774	299	.000
The average score in inspirational motivation	.293	299	.000	.766	299	.000
The average score in individualized Consideration	.254	299	.000	.789	299	.000
The average score in intellectual stimulation	.244	299	.000	.804	299	.000
The average score in idealized Influence	.276	299	.000	.779	299	.000
The average score in Organizational culture	.261	299	.000	.805	299	.000
Average statistic	.2792			.7862		

a. *Lilliefors Significance Correction*

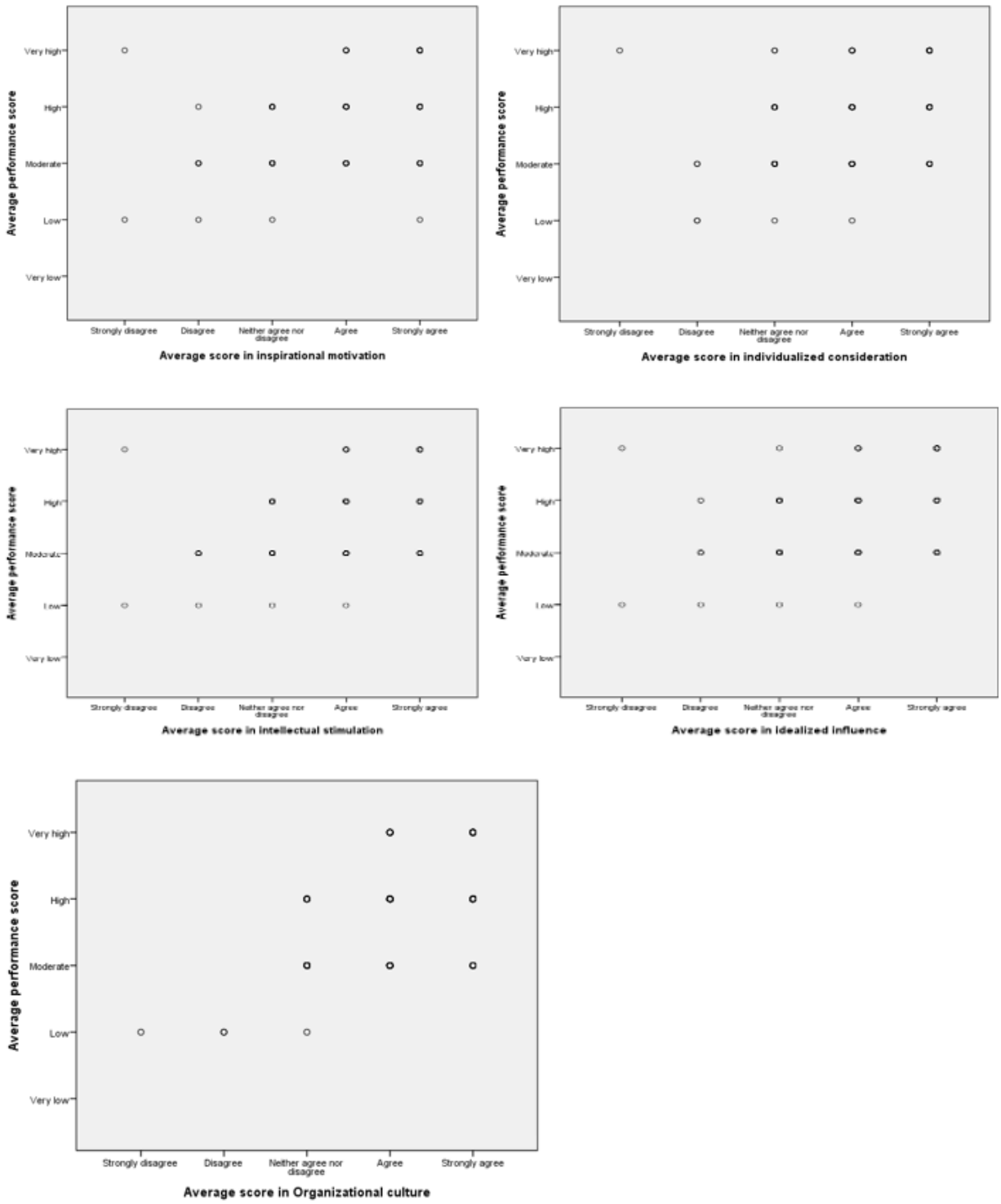
Table 6 shows that the significance level of all the variables for both Kolmogorov-Smirnova and Shapiro-Wilk statistics were significant.

Linearity test. The linearity test assesses the existence of a linear relationship between two variables. It aids in assessing whether variations in one variable

correspond to predictable adjustments in another variable, providing insights into the nature and strength of the relationship (Burton, 2021). In this study, linearity test was conducted by using scatterplots and assessing the visual pattern of the data points. This is as presented in Figure 2.

Figure 2

Linearity test of the data



A linear relationship is indicated by a roughly straight line or a systematic pattern in the scatterplot (Feng et al., 2022). This is significant because linear regression and other linear modelling techniques assume linearity in the relationship between the

variables. Deviations from linearity may affect the validity and reliability of the regression outcomes (Burton, 2021; Feng et al., 2022). Understanding the existence and nature of a linear relationship between two variables aids researchers determine the suitable modelling approach. If a linear relationship is confirmed, linear regression models may be suitable for analyzing the data (Creswell & Creswell, 2017).

Heteroscedasticity test. This test examines the variability of the errors or residuals in a regression model and assesses its consistency (Ali, 2021). In the study exploring the relationship between TL, OC, and IP in TVET Colleges within Nairobi Metropolis, a heteroscedasticity test was conducted to assess the assumption of constant variance in the regression model (Khaled et al., 2019). The assessment was conducted using the Breusch-Pagan test. This tests typically entails conducting a regression analysis of the squared residuals against the independent variables to examine if a significant relationship exists (Astivia & Zumbo, 2019). This was presented in Table 7.

Table 7

Heteroscedasticity test of the data

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26.913	5	5.383	18.244	.000[b]
	Residual	86.445	293	.295		
	Total	113.358	298			

a. Dependent Variable: Average performance score
b. Predictors: (Constant), Average score in Organizational culture, Average score in inspirational motivation, Average score in intellectual stimulation, Average score in individualized consideration, Average score in idealized Influence

Table 7 shows that an F-statistic=18.244 which shows a difference in variance in the residuals which was statistically significant (sig.=.000). By conducting a heteroscedasticity test, the researcher assessed whether the assumption of constant variance was violated in the regression model. This assumption was important because

the selected approach of ordinary least squares (OLS) regression assumes homoscedasticity. If heteroscedasticity is present, it may impact the reliability and accuracy of the regression model (Taherdoost, 2022). In the current study, if the error term indicates that $p \leq 0.05$, the null hypothesis was rejected, implying there is heteroscedasticity, whereas if the results show that $p \geq 0.05$, the null hypothesis was accepted, indicating that there is no heteroscedasticity.

Multicollinearity test. A multicollinearity test is used to assess the presence and severity of high inter-correlations amid multiple independent variables in a regression analysis (Shrestha, 2020). Multicollinearity results from high inter-correlations among multiple independent variables in a regression model, challenging the researcher's ability to distinguish the individual effects of the variables on the dependent variable (Zemlyak et al., 2022). This may result in unstable parameter estimates, difficulties in interpreting the significance of individual predictors, and inflated standard errors (Shrestha, 2020). For the purpose of this study, correlation coefficients was calculated to determine multicollinearity. Identifying multicollinearity helps avoid misinterpretation and enables a more accurate understanding of the relationships between TL, OC, and IP. This was achieved using the Variance Inflation Factor (VIF). The VIF quantifies the effect of multicollinearity by measuring the extent to which the variance of an estimated regression coefficient is inflated. (Creswell & Creswell, 2017). The findings were presented issuing Table 8.

Table 8

Multicollinearity test of the data

Model		Collinearity Statistics	
		Tolerance	VIF
1	The average score in individualized Consideration	.469	2.133
	The average score in intellectual stimulation	.381	2.626
	The average score in Idealized Influence	.373	2.681

The average score in Organizational culture	.512	1.951

a. Dependent Variable: Average score in inspirational motivation

Table 8 shows tolerance values of the variables below 1 and VF values of greater than 1. A VIF value of less than 1 indicates the absence of multicollinearity, whereas values greater than 1 indicate escalated multicollinearity levels. As a general guideline, values above 5 or 10 are often considered indicative of high multicollinearity, and this criterion was applied to the present study (Edlund & Nichols, 2019). Multicollinearity was mitigated by combining highly correlated variables.

Factor Analysis

Factor analysis is a powerful statistical method used to understand the underlying relationships between observed variables by identifying a smaller number of unobserved variables, known as factors (Shrestha, 2021). Through factor analysis, the researcher was able to test the level of data reduction. The process simplified complex data sets by reducing the number of variables, making it easier to interpret and analyze the data (Frost, 2018). This analysis also helped in identifying patterns in the data. This helps in uncovering hidden patterns or structures within the data, which can be crucial for developing theories or models. The collected data was undertaken through factor analysis and the results presented in Table 10.

Table 9

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.956
Bartlett's Test of Sphericity	Approx. Chi-Square	7132.084
	Df	496
	Sig.	.000

Table 10 displays the findings from the factor analysis that included Bartlett's Test of Sphericity and the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy. The KMO Measure of Sampling Adequacy indicated data suitability for factor analysis, registered at.956. With 496 degrees of freedom (df) and a significance value (Sig.)

of.000, the estimated Chi-Square value of 7132.084 obtained from Bartlett's Test of Sphericity indicated that the data met the requirements for analysis.

Inferential Data Analysis

Inferential techniques such as determination of correlation coefficients and multiple regression modelling was carried out (Mugenda & Mugenda, 2019). Thus quantitative analyses was done by means of the Statistical Package for the Social Sciences (SPSS) Version 29 where test of particular study hypotheses was done. Consequently, the interpretation of quantitative data involved presenting inferences by means of percentages, tables, and charts. This research utilized Pearson's correlation and linear regression to test hypothesis. A correlation analysis affords facts on the forte and course of the linear relationship between two variables, whereas a simple linear regression analysis affords estimations of parameters in a linear equation that may be utilized to calculate values of either variable in comparison to the other (Zemlyak et al., 2022).

To test the direct relationship between transformational leadership dimensions and institutional performance, the following empirical model is proposed:

$$IP = \beta_0 + \beta_1 IM + \beta_2 IC + \beta_3 IS + \beta_4 ID + \varepsilon$$

Where;

IP = Institutional Performance composite score

β_0 = Value of IP when the coefficient of IM, IC, IS, and ID are zero.

B_1, β_2, β_3, β_4 = Standardized Beta Coefficients

IM = Inspirational Motivation composite score

IC = Individualized Consideration composite score

IS = Intellectual Stimulation composite score

ID = Idealized Influence composite score

ε = Standard error

Empirical Model for Mediation Test

The study adopted the Baron and Kenny (1986) four-step procedure to examine the mediating role of organizational culture in the relationship between transformational leadership and institutional performance of TVET colleges in the Nairobi Metropolis, Kenya. The study employed the Baron and Kenny (1986) mediation procedure due to its clarity, theoretical grounding, and suitability for stepwise regression using SPSS. It provided a systematic framework to examine whether organizational culture mediates the relationship between transformational leadership and institutional performance. While it does not test the indirect effect directly, it was appropriate for the available tools and research context, with bootstrapping recommended for future studies.

Baron & Kenny (1986) proposed a 4-step procedure for testing the mediation effect, which was applied in this study as follows:

Step 1: A significant relationship between the transformational leadership (TL) and institutional performance (IP) was tested using simple linear regression model as follows:

$$IP = \beta_0 + \beta_1 TL + \varepsilon$$

Step 2: A significant relationship between the transformational leadership (TL) and Organizational Culture (OC) was tested using simple linear regression model as follows:

$$OC = \beta_0 + \beta_1 TL + \varepsilon$$

Step 3: A significant relationship between Organizational Culture (OC) and Institutional Performance (IP), was tested while controlling for Transformational Leadership (TL) using multiple linear regression model as follows:

$$IP = \beta_0 + \beta_1 TL + \beta_2 OC + \varepsilon$$

Step 4: The mediation effect was tested by combining the results from Steps 1, 2, and 3 to assess whether the mediator variable (Organizational Culture) significantly mediates the relationship between the independent variable (Transformational Leadership) and the dependent variable (Institutional Performance). If the relationship between Transformational Leadership and Institutional Performance (Step 1) becomes non-significant when the Organizational Culture (Step 3) is included in the analysis, it suggests full mediation. If the relationship between Transformational Leadership and Institutional Performance (Step 1) remains significant but decreases in magnitude when Organizational Culture (Step 3) is included, it suggests partial mediation.

The study employed the Baron and Kenny (1986) mediation procedure due to its clarity, theoretical grounding, and suitability for stepwise regression using SPSS. It provided a systematic framework to examine whether organizational culture mediates the relationship between transformational leadership and institutional performance. While it does not test the indirect effect directly, it was appropriate for the available tools and research context, with bootstrapping recommended for future studies.

Operationalization and Measurement of Variables

Table 10 shows how the variables are operationalized in the study.

Table 10

Operationalization of the Variables

Variable	**Nature**	**Operationalization**	**Indicators**	**Measurement In Questionnaire**
Inspirational Motivation	Independent variable	A leader's capacity to influence followers by setting high expectations and demonstrating confidence.	Expectations and encouragement Confidence and recognition Challenging goals Optimism	Section II Items on a 1-5 Scale Questions 1 to 8 Level of measurement - Ordinal
Individualized Consideration	Independent variable	Leadership attribute whereby a leader is attentive to the individual needs, supports, and mentors the followers	Support/mentorship Attention to individual needs Empathy and Compassion	Section II Items on a 1-5 Scale Questions 9 to 16 Level of measurement - Ordinal
Intellectual Stimulation	Independent variable	A dimension of TL whereby the leader encourages creativity and innovation within the institution	Creativity/innovation Critical thinking Problem solving	Section II Items on a 1- 5 Scale Questions 17 to 24 Level of measurement - Ordinal
Idealized Influence	Independent variable	A leader's capacity to earn the trust and respect and inspire their followers	High ethical standards Vision and mission Confidence, trust and respect Self-sacrifice	Section II Items on a 1- 5 Scale Questions 25 to 32 Level of measurement - Ordinal

Organizational Culture	Mediating Variables	An institution's way of operations, interactions, values, and all that happens within the institution	Synchronized Teamwork Attaining Goals Customer Orientation Change Management Harmonious work environment Building internal community	Section III Items on a 1-5 Scale Questions 1 to 22 Level of measurement - Ordinal
Institutional Performance	Dependent Variables	Institution financial component is operationalized as the manner in which an institute acquire, utilize and manage finances.	Financial Tuition Income Operational costs Fundraising18 coordination Finance Management	Section IV Items on a 1- 5 Scale Questions 1 to 7 Level of measurement - Ordinal - Interval -Categorical
		Customer experiences, contentment, their retention and how the public perceives and interacts with an institution	Customer Student enrolment Student completion rate Graduates employment Feedback systems Institutional reputation	Section IV Items on a 1-5 Scale Questions 8 to 14 Level of measurement - Ordinal
		These are the objectives and measures that determine how well the institution is running and how particular units interconnect and function together to realize institutions' goals.	Internal Processes Administration efficiency Strategic plan Assessment of board Performance evaluation	Section IV Items on a 1-5 Scale Questions 15 to 26 Level of measurement - Ordinal
		The real processes that an institution capitalize on in order to grow, survive and accomplish strategic objectives	Learning and Growth Program curricula innovation Information technology	Section IV Items on a 1-5 Scale Questions 27 to 34 Level of measurement - Ordinal

A summary of the objectives, form of analysis and justification is provided in Table 11 below.

Table 11

Statistical Analysis Techniques and Justification

Objective	Form of Analysis	Justification
To assess the relationship between inspirational motivation and IP of TVET colleges in the Nairobi Metropolis.	Pearson's correlation and linear regression	Appropriate for gauging the magnitude and orientation of the association between two variables.
To explore the relationship between individualized consideration and IP of TVET colleges in the Nairobi Metropolis.	Pearson's correlation and linear regression	Appropriate for gauging the magnitude and orientation of the association between two variables.
To explore the relationship between intellectual stimulation and IP of TVET colleges in the Nairobi Metropolis.	Pearson's correlation and linear regression	Appropriate for gauging the magnitude and orientation of the association between two variables.
To investigate the relationship between idealized influence and IP of TVET colleges in the Nairobi Metropolis.	Pearson's correlation and linear regression	Appropriate for gauging the magnitude and orientation of the association between two variables.
To evaluate the mediating effect of OC on the relationship between TL and IP of TVET colleges in the Nairobi Metropolis.	Baron and Kenny (1986) 4-step procedure	Fit for examining existence of mediation effect and extent of mediation between two variables.

Qualitative Data Analysis

Qualitative data analysis was carried out using thematic technique. This entailed data transcription and subjection of the transcribed data to a process of identification of categorization by across codes, identification of patterns and themes within the categories and finally deriving implications and interpretations (Creswell & Creswell, 2017; Roller, 2019). An audit trail was maintained throughout qualitative data analysis as a measure of credibility and transparency of the process.

Regarding the entire data analysis plan, Rai (2018) conceptualizes the mixed-methods data analysis approach with reference to a 7-stage process involving reducing,

displaying, transforming, correlating, consolidating, comparing and integrating data. This process is in keeping with the notion of thematic content analysis as "the systematic reduction of content, analyzed with special attention to the context in which it was created, to identify themes and extract meaningful interpretations of the data" (Roller, 2019, p. 2). The integration phase involved combining the findings from the qualitative and quantitative results (Creswell & Creswell, 2018). Following the integration, a side-by-side comparison is conducted; the researcher initially reports the quantitative and statistical findings, followed by a discussion of the qualitative themes supporting or contradicting these statistical findings (Creswell & Creswell, 2017).

Data Presentation

Data presentation in the research involves the organization and display of the gathered data in a clear and meaningful manner (Patel & Patel, 2019). In this study, tabular presentation was used to present numerical data, such as correlation coefficients, standard deviations, means, and other descriptive statistics. Tables provide a structured format that allows for easy comparison and reference (Sileyew, 2019). They can include multiple variables or groups, facilitating the presentation of detailed information in a concise manner. Figures, such as charts and diagrams, was employed to visually represent data relationships or patterns. Figures enhance understanding, facilitate comparisons, and highlight trends or relationships between variables (Mugenda & Mugenda, 2019). Thematic data was supported with illustrative quotes to capture the richness and nuances of participants' perspectives and experiences (Greening, 2019).

Ethical Considerations

Research ethics encompasses inquiries into how research topics are developed, the design of research, the acquisition of access to respondents, the collection, processing, and storage of data, as well as the analysis and reporting of data (Okesina,

2020) Accordingly, the researcher first obtained clearance from the PAC University Ethics Review Committee before embarking on field work. This went along with an introduction letter from the graduate school indicating that the scholar is a student undertaking the study for academic purposes only. These two documents were used to apply for research permission at the National Commission for Science, Technology and Innovation (NACOSTI), the government agency in charge of regulating the conduct of all research in Kenya. Various authorities managing the TVET institutions where participants were drawn were approached for approval. Participants were required to complete a consent form that provided detailed information about the study's objectives and how their data was used. This form was presented to respondents, allowing them the chance to address any concerns before providing their consent. This involved implementing a confidentiality agreement, serving as a legally binding contract between the participant and the researcher.

The researcher observed the “do no harm” principle. At no time did the researcher mentally, psychosomatically or physically expose the respondents or participants to harm. Anonymity and confidentiality was maintained by using code names instead of the participants’ actual names or names of their institutions. The study participants were assured that they would not be involved in any situation that could cause them harm. The confidentiality of participants was protected by ensuring that no identifying information was included in the report. Further, only aggregated data was reported so as to ensure non-traceability to the individual respondents. For verbatim quotes, codes were used instead of the participants’ actual names or names of their institutions.

A lock and key system was maintained for all physical data, while electronic data files was password protected. No information that might have been sensibly

anticipated to identify an individual or an institution was available to other research participants/non-participants. The data was destroyed by incinerating physical data and deleting electronic data within a period of two years after completion of the study.

The Inclusion and Exclusion Criteria

The study respondents comprised TVET principals, HODs, County Directors, and student leaders, because they hold leadership positions in TVET institutions and thus, are potentially better placed to provide crucial insights on institutional performance in relation to transformational leadership and organizational culture. Principals are the uppermost-ranking administrators in TVET institutes. They are accountable for setting the planned direction, executing policies, and supervising all institutional processes. Their insights are central in assessing how TL practices impact institutional performance, as they directly outline and shape the organizational culture and propel strategic enterprises. Heads of departments play a key role in linking administration decisions and departmental implementation. They are engaged in program execution, worker supervision, and resource distribution at the departmental level. Therefore, their perspectives are significant in evaluating how TL approaches and OC impact departmental performance, workers' motivation, and aligning departmental aims with the institute's larger vision.

County Directors supervise multiple TVET institutes in specific counties. Kenya is divided into 47 counties. The study was conducted in five counties. County TVET Directors afford external yet well-versed perceptions of institutional performance by relating different institutes. Their role comprises ascertaining compliance with national policies and enhancing institutional improvement. Therefore, they offered critical insights into how TL and culture differ across institutes and impact performance results. Student leaders represent the student body and function as a link

between the administration and students. Thus, they are openly influenced by institutional culture and leadership actions. Their insights were essential in comprehending how leadership and culture impact the student experience, comprising facets like educational performance, adjustment, discipline, and general approval of the institute. The study excluded TVET institutes affiliated with universities because the universities mainly control their leadership and administration structures. Their inclusion could introduce variability that did not match the study's focus on standalone TVET institutes. Furthermore, the study excluded individuals under 18 years old owing to their inadequate comprehension of institutional leadership dynamics and the ethical and logistical challenges of attaining parental consent. Additionally, the study focused only on participants with leadership or administrative roles to guarantee that the data collected came from people directly engaged in institutional decision-making and policy execution.

Chapter Summary

This chapter has described in detail the methods guiding the study. The chapter has explained that the study proceeded on the basis of pragmatism that accords premium to comprehensiveness of scientific inquiry by leveraging on the complementarity of deductive and inductive stances. Consequently, the mixed-methods design was used, with specific reference to convergent-parallel archetype. The study population and sampling design has been detailed in this chapter, along with the data collection methods, instrument reliability and validity and other research procedures such as pilot testing. The chapter has also discussed the plan for data analysis and the ethical considerations that were made.

CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSIONS

Introduction

This study examined how transformational leadership influences the performance of TVET institutions in the Nairobi Metropolis. It concentrated on the four constituents of transformational leadership- inspirational motivation, individualized consideration, intellectual stimulation, and idealized influence- and evaluated how organizational culture mediates the relationship between transformational leadership and institutional performance. Employing a convergent mixed-methods design, the study collected and analyzed quantitative and qualitative data independently before integrating the results. The chapter starts with the response rate from the field, covering questionnaire administration, interviews, and focus group discussions. Later, it presents respondent demographics, assesses the performance level of TVET colleges -the study's dependent variable- and analytically outlines results by the study's objectives. It then offers a regression analysis of the variables and an empirical model for the mediation test before concluding with a chapter summary.

Response Rate

The study entailed administering questionnaires, conducting key informant interviews and focus group discussions. The response rate was analyzed as shown in Table 12.

Table 12

Response Rate

Tool	Sample	Achieved	Percent
Questionnaires for Principals and HoDs	312	299	95.8%
Key Informant interviews with Principals and Education directors	15	14	93.3%
Focus Group Discussions with Student leaders (groups of 5* 10)	50	40	80.0%

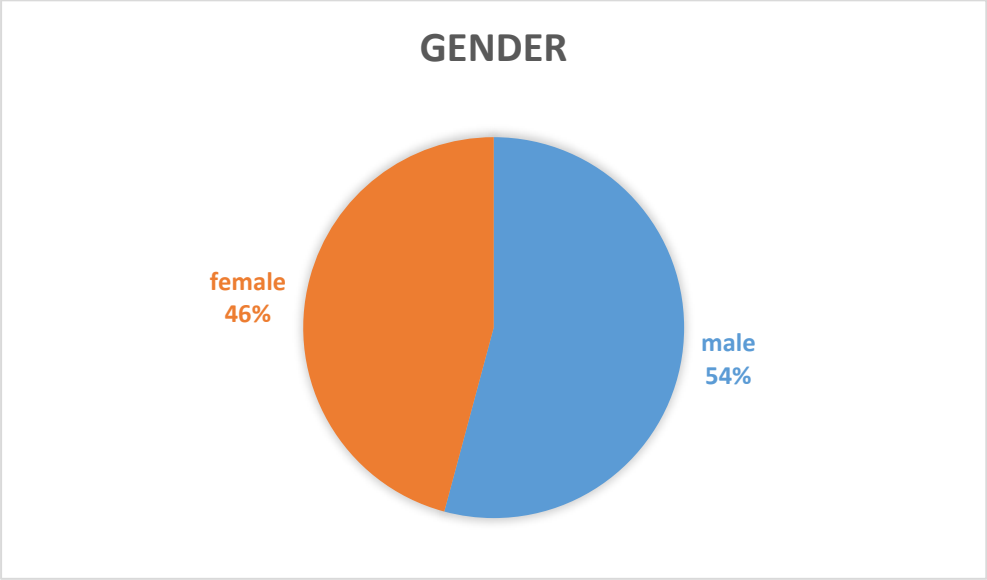
Study findings in Table 12 display the response rates of different data collection tools adopted in this study by sample size, number of responses, and respective percentages. Questionnaires were administered to principals and Heads of Departments (HoDs). Out of a sample size of 312, a total of 299 responses were achieved, which represented a response rate of 95.8%. In the Key Informant Interviews with principals and Education Directors, 14 out of 15 participants were interviewed. Focus Group Discussions with student representatives (50, average of 5 students for each of the 10 sampled institutions). These response rates demonstrate significant participation from all tools as well as the targeted population subjects, especially principals, HoDs, and key informants (KIs).

Demographics (Questionnaire Respondents)

The questionnaire respondents were required to indicate their demographic characteristics, and the result on gender is presented in Figure 3.

Figure 3

Gender of the Respondents

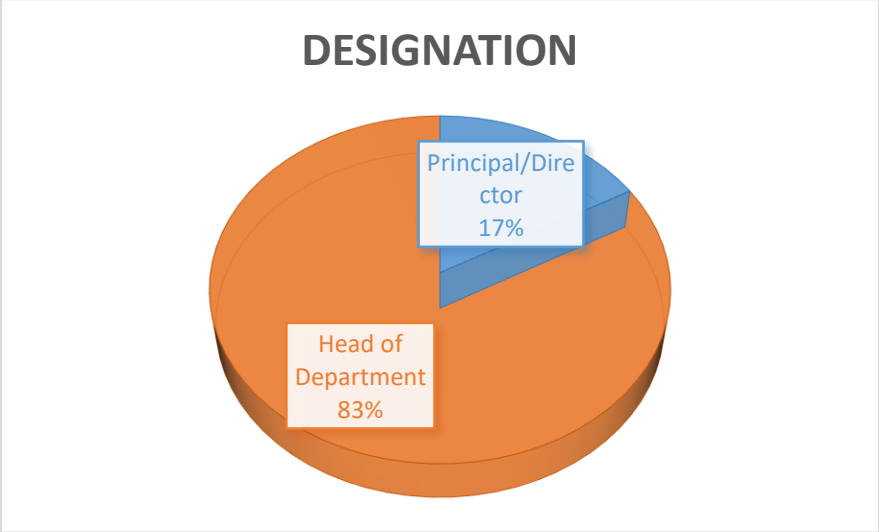


Study findings in Figure 3 show the gender distribution of questionnaire respondents. Male respondents comprised 54% of the participants, while female respondents comprised 46%. The closely balanced gender distribution suggests that the study captured different perceptions across genders, boosting the credibility and inclusivity of the answers. This gender balance reduces bias and guarantees that both male and female perspectives contribute to comprehending the impact of TL and OC on the performance of TVET institutes. Furthermore, the balanced gender portrayal could mirror the inclusivity of leadership and managerial roles in TVET institutes in the Nairobi Metropolis, signifying advancement toward gender impartiality in institutional leadership. This orientation with gender mainstreaming procedures, policies, and practices might also impact organizational culture and administrative dynamics in TVET institutes.

The demographic on the designation of the respondents is presented in Figure 4.

Figure 3

Designation of the Respondents

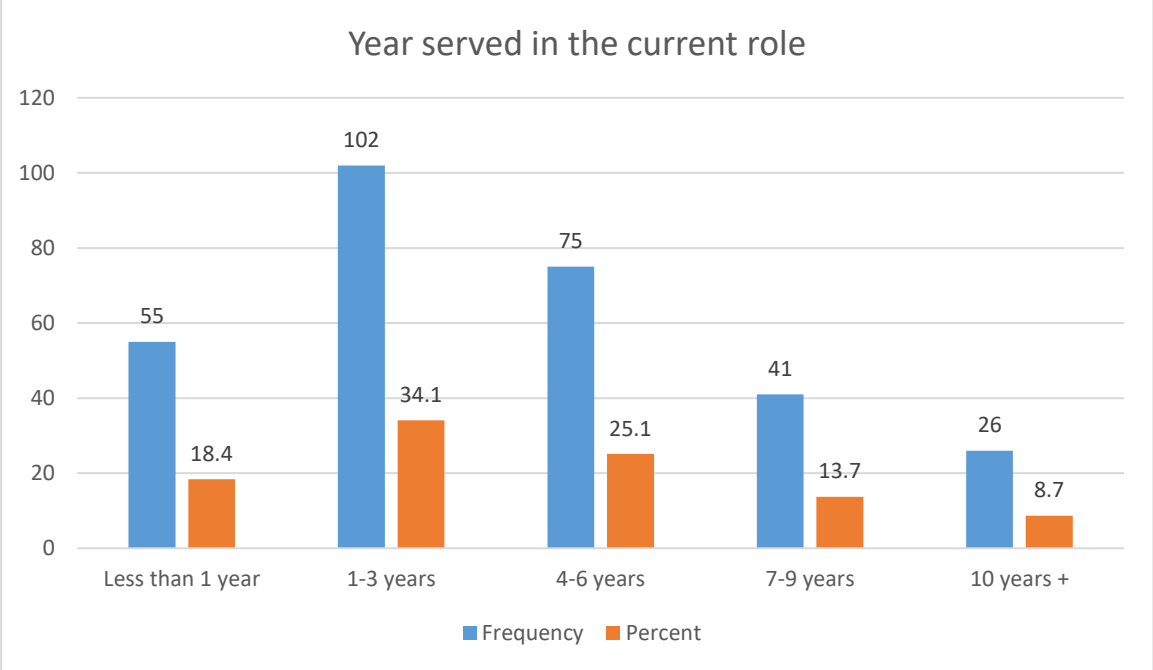


Study results in Figure 4 display that the respondents' designations had 83% of all responders being heads of departments and 17% being principals/directors. This indicates a considerable dominance of department heads in the sample compared to the principals/directors. However, this is justified from the sample where only one principal/director leads an institution that has multiple HoDs. The high portrayal of HODs signifies that the study collected comprehensive, ground-level understandings of how TL and OC impact day-to-day processes and departmental performance. HODs regularly function as a link between institutional leadership, personnel, and students providing important insights on policy execution and workers' and students' involvement. The study established that the previous studies and this one are in concurrence that leadership is distributive (Karakose et al., 2022; Nadeem, 2024).

The respondents were asked about their period of service in their positions. The demographic is presented in Figure 5.

Figure 4

Years of service in their current roles



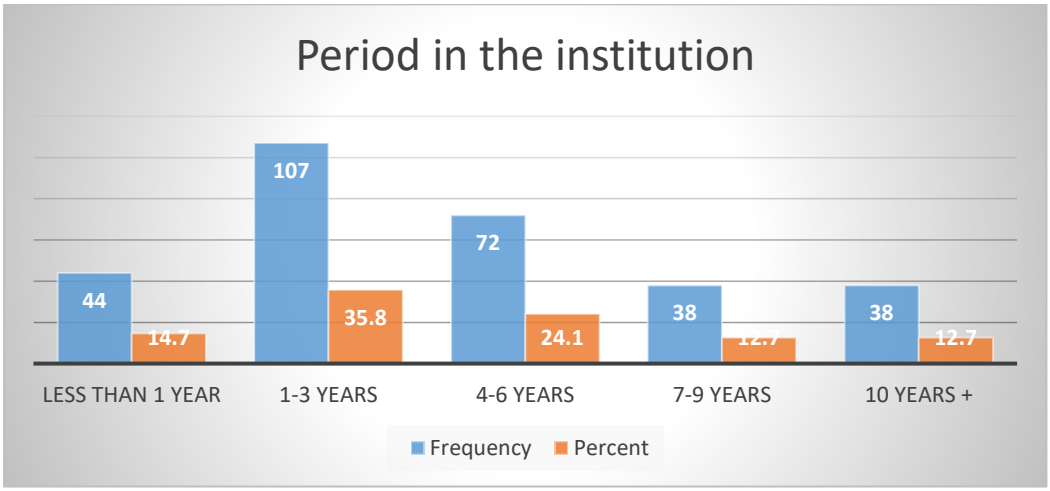
Study results in Figure 5 show the respondents' years of service in their current roles as a percentage and frequency. At 102 (34.1%) of the largest group was individuals with 1-3 years of experience. Those with 4-6 years, with a frequency of 75 and a percentage of 25.1%, came in second. Those who had been in their position for less than a year, with a frequency of 55, or 18.4%. With a frequency of 41, or 13.7%, the fourth category, those with 7-9 years, was represented. The group of respondents with more than ten years of experience was the smallest, comprising only 26 individuals, or 8.7% of the total. The predominant group (34.1%) had 1-3 years of experience, and 18.4% had less than a year in their roles. This suggests that a substantial percentage of the respondents may still be acquainting with their leadership or administrative tasks. Their perceptions might mirror fresh understandings and current

organizational fluctuations, but they may have inadequate historical perspectives on institutional performance tendencies.

The period of service in leadership position is significant as it determines confidence and understanding in the respective roles. A study by Othman et al. (2019) established that the lengthier an employee remains in a workplace, the greater the performance level displayed towards the institution. The length of service duration is one of the components that is a measure of the enhancement of employee work performance (Vuong & Nguyen, 2022). Organizational psychology studies indicate that prolonged tenure cultivates deeper institutional knowledge and strategic insights, enhancing performance and decision-making capabilities (Atatsi et al., 2021). Human Capital Theory further supports this perspective, suggesting that accumulated experience translates directly into increased competence and organizational value (Tian & Tóth, 2024). Consequently, extended periods of service not only build professional confidence but also foster a more comprehensive understanding of complex workplace environments and intricate role responsibilities. In Figure 5, the study presented the period of the respondents in the institution.

Figure 5

Service periods in their respective institutions



Study findings in Figure 6 displayed the respondents' service periods in their respective institutions as percentages and frequency. The largest category was those who had been at the institution for 1-3 years, with a frequency of 107(35.8%) of the total. Next in line, accounting for 24.1% of the sample, were respondents who had been at the institutions for 4-6 years, with a frequency of 72. Less than a year's stay at the institution came in third place with a frequency of 44 (14.7%). With a frequency of 38, the groups who had stayed for 7-9 years and over ten years represented 12.7% of the respondents. The leading proportion of respondents (35.8%) having 1-3 years of service might signify a moderately high workforce turnover rate or a current increase in personnel numbers. Great turnover potentially indicates likely challenges with workforce retention, job fulfillment, or institutional solidity. Otherwise, if the institution is developing, this may underline enlargement and the onboarding of fresh workers. Furthermore, with a substantial portion of personnel having less than 4 years of familiarity, there may be limits in institutional information, awareness, and experience. This might disrupt institutional memories and the mentorship accessible to

newer workforce. Nevertheless, it could also signify that fresh viewpoints and fresh ideas are being presented.

Service periods of employees can significantly influence job performance, as experience gained over time often leads to higher productivity, expertise, and familiarity with organizational processes. Long service periods typically foster job satisfaction, as employees develop a sense of belonging and mastery in their roles (Chen et al., 2023; Othman et al., 2019). This indicates that workers with lengthier service in TVET institutions can strengthen processes and decision-making procedures. Their institutional memories support the maintenance stability of policies and curriculums, supporting smooth operations and durable forecasting (Lange et al., 2020). This steadiness promotes trust and dependability among stakeholders resulting in improved institutional performance. Given the substantial number of moderately new personnel, there might be a necessity for vigorous onboarding and specialized career improvement curriculums. This would aid in integrating novel personnel, building experiences, and aligning them with the institute's objectives. The lower percentages of respondents in the 7-9 years and over 10 years classifications (both at 12.7%) might display a challenge in retaining workers beyond a specific tenure. TVET colleges in the Nairobi metropolis might need to discover plans and tactics to advance job satisfaction and professional progression chances for mid to long-term personnel.

Moreover, experienced workers may also exhibit better problem-solving skills and leadership abilities, contributing to better institutional performance (Lin, 2024). However, prolonged service can also lead to complacency or resistance to change, which may negatively affect job performance (Obina & Adenike, 2022).Therefore, while longer service periods usually boost job performance through accrued knowledge and skills, they can also present challenges necessitating strategic management to retain

enthusiasm and flexibility. Thus, TVETs in Nairobi Metropolis must strike a balance by boosting constant learning and introducing professional improvement programs to guarantee that long-serving personnel maitain adaptability and openness to innovative approaches. The TVET colleges in the Nairobi Metropolis might be required to tailor their policies to strengthen fresh and long-standing workers. For example, enterprises to lessen turnover and tactics to maintain experienced personnel can boost institutional success.

The respondents were asked to indicate their institution categories and approval status. The findings are presented in Table 13.

Table 13

Institution Categories and Approval Status

Institution category	Public	172	57.5
	Private	127	42.5
	Total	299	100
Institution approval status	Yes	270	90.3
	No	29	9.7
	Total	299	100

The study findings depicted by Table 13, shows that 172 (57.5%) respondents belonged to public institutions and accounted for a majority (57.5%) of the sample. Compared favorably with that, private institutions accounted for only 127 or 42.5% of the total respondents. A significantly higher proportion being public than private. The finding that 57.5% of the respondents belonged to public TVET institutions while only 42.5% were from private institutions has numerous implications for the improvement, administration, and strategic planning of TVETs in Nairobi Metropolis and Kenya as a

whole. The prevalence of public institutions suggests that they play a pivotal role in providing technical and vocational training in Nairobi Metropolis and beyond. This indicates the government's substantial investment in TVET to address skills advancement and workforce needs. This is in accord with earlier researchers (Osawa et al., 2023; UNESCO, 2023). This indicates that policymakers should continue to support and enhance public TVET institutions to guarantee they meet the increasing demand for technical skills across different industries. Further, the higher enrollment in public institutes might point to better affordability and accessibility compared to private institutions. Nevertheless, this also places substantial pressure on public TVETs in terms of infrastructure, staffing, and quality of education (Technical and Vocational Education and Training Authority, 2023). Addressing these challenges will be critical to maintaining and improving the quality of training provided.

Conversely, the finding that 57.5% of the respondents belonged to public TVET institutions while only 42.5% were from private institutions may highlight disparities in access to TVETs between different socio-economic groups, as public institutions often cater for students from lower-income backgrounds. This is congruent with the findings of earlier research (Maina, 2019; Maina & Muathe, 2023; Mugambi et al., 2022). Improving the capability of public institutes while guaranteeing affordability in private TVETs could promote equity and inclusivity across the sub-sector. Thus the current study highlights the necessity for a balanced and tactical approach to supporting both public and private TVET institutions. Strengthening the infrastructure, quality, and inclusivity of public TVETs while nurturing private sector participation will be crucial to addressing Kenya's skills improvement needs, which is congruent with the government's aspirations (TVETA, 2024).

Furthermore, given their substantial role in workers' improvement, the public TVETs' dominance accentuates their influence on the socio-economic advancement of Nairobi Metropolis and Kenya at large. This is in accord with previous research which pinpointed that strengthening TVET institutions can boost national output and competitiveness in regional and global markets (Maina, 2019; Ministry of Education, Science and Technology, 2014). Besides, public TVET institutions should leverage their larger enrollment to drive innovation in curriculum development and strengthen links with the industry to ensure the programs offered align with market demands. This is in accord with the emphasis by previous literature (Ozor et al., n.d.; Rizvi et al., 2024.).

Regarding institution approval status, the majority (90.3%) reported that their institutions were approved, with a frequency of 270. Of the 33 individuals who answered 'No', only nine respondents (9.7%) reported that their institutions were not approved. This reflects a high level of institutional endorsement, although this was not universal, and most respondents attended institutions without such approval. Most respondents had been at their institutions for 1–3 years, and public institutions were better represented than private. Most of the other survey respondents were from approved institutions, which suggests that this was a survey of data about credible educational settings. Credible educational settings are those that adhere to high standards of academic integrity, transparency, and reliability (International Center for Academic Integrity [ICAI], 2021.). These institutions ensure that their data is accurate, consistent, and reliable, which is crucial for making informed decisions and maintaining trust among stakeholders. Credible TVET educational settings within the Nairobi Metropolis are those that integrate industry relevance, quality infrastructure, competent faculty, and inclusive practices. By maintaining these standards, TVETs can

significantly contribute to economic development and the creation of a skilled workforce tailored to market needs (Osawa et al., 2023; Maina & Muathe, 2023).

Credible educational settings in Technical and Vocational Education and Training (TVET) institutions are environments that foster high-quality learning, skill development, and industry relevance (Osawa et al., 2023; UNESCO, 2023). Within the context of the Nairobi Metropolis, these settings are characterized by specific features that ensure effective training and holistic student development. TVET institutes are required to be registered and accredited by the Technical and Vocational Education and Training Authority [TVETA] (The Government of Kenya, 2022). Accreditation guarantees compliance with national education and training criteria (TVETA, 2023). Additionally, trainers and instructors are expected to possess applicable qualifications and practical knowledge in their fields of specialization. Constant professional improvement for workers guarantees they remain updated with industry trends (Beatrice & Peter, 2023).

Performance of TVET Institutes in the Nairobi Metropolis, Kenya

This study entailed assessing the level of performance of the TVET institutions to allow the analysis against the various specific variables. The questionnaire respondents were asked to rate their level of agreement with a list of items under financial indicators. The measurement was on a 5-point Likert scale: 1=Very low; 2=Low; 3=Moderate; 4=High to 5=Very high performance. The collected data was analyzed and findings are presented in Table 14.

Table 14

Performance of TVETs (Financial Indicators)

	N	Minimum	Maximum	Mean	Std. Deviation
Tuition income	299	1.00	5.00	3.6355	1.09186
Operating costs	299	1.00	5.00	3.7023	.97366
Financial management	299	1.00	5.00	3.6856	1.03049
Fundraising coordination	299	1.00	5.00	3.6020	1.14347
Promptness in payment of suppliers	299	1.00	5.00	3.7425	1.08246
Efficiency in paying employees' wages	299	1.00	5.00	3.9097	.98404
Proficiency in funding various budgetary needs	299	1.00	5.00	3.8763	1.02063

Study findings in Table 14 provide descriptive statistics of financial indicators concerning TVET institutes' performance in the Nairobi Metropolis. Each indicator is evaluated on a scale from 1 (lowest) to 5 (highest). The indicators show that the mean for tuition income was 3.6355, with a standard deviation of 1.0918. A mean of 3.6355 denotes that TVET institutes in the Nairobi Metropolis have a relatively robust tuition income. This signifies that most TVET colleges in the region make a sensible amount of revenue from tuition fees, positively supporting their financial solidity. Conversely, a moderately high standard deviation (1.0918) signifies variability in tuition income performance across institutes. This demonstrates that while some TVETs might be doing well financially, others might be struggling with low tuition revenue, possibly due to variances in admission figures or fee structures. Unpredictability in tuition income may yield inconsistent cash flows, affecting financial scheduling and budgeting for institutes. Institutes that greatly depend on tuition income may face financial uncertainty if admission drops, underlining the necessity for expanded revenue streams

(Minor, 2023). This can affect the capacity to sustain dependable service delivery and payment of workers' wages.

Operating costs had a mean of 3.7023 and a standard deviation of .97366. The mean score shows that, on average, TVET institutes in the Nairobi Metropolis sustain relatively high operating costs. Reasonably high operating costs might generate financial pressure, particularly for institutes with inadequate income streams or those greatly dependent on tuition fees. The standard deviation of .97366 mirrors moderate unpredictability in operating costs across institutes. This suggests that while some TVET colleges manage their expenditures competently, others might struggle with greater or less controlled operational expenses. Institutes with high operating expenses compared to income may struggle with cash flow problems, affecting their capacity to meet financial commitments, including paying service providers or financing developmental projects. The spread in operational expenses might mirror variances in how well institutes manage their finances. Some might be practicing cost-saving processes, but others may lack strong monetary controlling practices.

Financial management had a mean of 3.68561 and an SD of .03049. The moderately high mean displays that, on average, TVET colleges in the Nairobi Metropolis have a moderate to high level of finance management performance. The low standard deviation shows that most respondents perceive that their institutes manage finances well. The minimal standard deviation suggests consistent performance in financial administration practices across the TVET colleges in the region. This shows a possibility of uniformity in how financial management procedures are executed or perceived. Uniformity could denote firmness in monetary practices, perhaps signifying well-established policies. Conversely, the minimal variances in finance management may suggest either robust observance of protocols or a possible absence of innovation

and flexibility. Since finance management performance is consistent, TVET colleges in the region should sustain consistent monitoring and assessment to speedily recognize and address any evolving concerns that might interrupt solidity.

Promptness in payment of suppliers had a mean of 3.7425 and a standard deviation of 1.08246. The relatively high mean score (3.7425) shows a reasonably constructive level of promptness in paying suppliers. This exhibits that, on average, the TVET colleges in the Nairobi Metropolis are essentially prompt in settling supplier payments but may not constantly attain excellence. The relatively high SD of 1.08246 demonstrates a substantial inconsistency in payment practices. The high deviation signifies the existence of a wider spread of responses, exhibiting that while some payments may be very prompt, others could be significantly delayed. Payment deferments can yield strained relations with suppliers, possibly leading to mistrust, interferences in the supply chain, or uncomplimentary terms (Bernal et al., 2024; Rogers & Fells, 2017).

Funding different budgetary objectives had an average score of 3.8763 and SD =1.02063. An average score of 3.8763 exhibits a largely constructive performance in funding different budgetary objectives. It means that the TVET colleges in the Nairobi Metropolis are soundly effective in distributing funds to meet diverse budgetary aims but may not constantly realize excellence in this aspect. The SD =1.02063 denotes a moderately high discrepancy in the responses or performance. This suggests that while some budgetary objectives are well-funded, others do not obtain adequate financial support.

The findings were triangulated with the key informant interviews and the results showed how different TVET institutions aligned their financial state. One Key Informant posited:

> *We have internal processes that ensure that we are able to do that. .... Now we have registration deadlines. Yes, we have, of course, things like the exam and the mandatory requirements, and among them, they should have cleared with this office. So we can raise funds (KI 02, 5th August 2024).*

The findings align with the existing literature on traditional form of measuring the financial performance of institutions. According to Modell (2019), the traditional view of performance often uses accounting measures that evaluate performance in terms of return on investment (ROI), profitability, return on assets, and return on equity. However, when applying these measures to Technical and Vocational Education and Training (TVET) institutions, particularly in the Nairobi Metropolis and Kenya at large, some contextual insights emerge. While TVETs, especially public ones, are not-for-profit institutions, profitability could be assessed in terms of financial sustainability, such as the ability to generate income from partnerships, grants, or industry collaborations (TVETA, 2023).

For TVETs, Return on Investment (ROI) could be regarded in terms of how competently they utilize funds to yield skilled graduates who contribute to the economy. This might comprise examining the cost of training programs compared to the employability and earnings of graduates (Schueler & Loveder, 2020). Return on Assets (ROA) might examine how well TVETs utilize their corporeal and intellectual assets, such as training machineries, facilities, and staff expertise, to attain their objectives (Schueler & Loveder, 2020; Technical And Vocational Education And Training Authority, 2024). Return on Equity (ROE) might measure the revenues to investors or financiers, for private TVETs. While, a similar perception could assess incomes on government or donor investments for public institutions (Fernando, 2023).

However, the measure of institutional performance using financial terms has been criticized for its narrow focus on short-term profitability, often neglecting long-

term sustainability, social impact, and employee welfare. Traditional methods regularly overlook non-financial purposes such as skill improvement, social inclusion, and societal implications (Jović & Tomašević, 2021). Public TVETs serve developmental goals instead of profit-making, making profitability and return on investment (ROI) less relevant. Traditional approaches fail to capture intangible profits, such as enhanced social skills or reduced joblessness (Mugambi et al., 2022). Modern methods of financial performance measurement include comprehensive and more nuanced metrics that are congruent with the manifold objectives of TVETs. They underscore outcomes, participant involvement, and sustainability (Jović & Tomašević, 2021; Schueler & Loveder, 2020). While traditional methods afford foundational comprehensions into financial performance, they are inadequate for the nuanced and multifaceted functions of TVETs in Kenya. Thus, contemporary methods, which blend financial, societal, and sustainability metrics, present a more universal and relevant assessment framework (Mugambi et al., 2022). As Kenya continues to develop and restructure its TVET subsector, embracing current performance measurement approaches will be essential in guaranteeing that these institutes successfully contribute to national growth (Maina & Muathe, 2023).

Table 15 presents the findings on the performance of the TVET institutions in terms of customer satisfaction.

Table 15

Performance of TVETs (Customer Satisfaction Indicators)

	N	Minimum	Maximum	Mean	Std. Deviation
Students' and employees' satisfaction rate	299	1.00	5.00	3.8495	.98347
Credibility of the institution	299	1.00	5.00	3.8729	.90333
Number of students who want to enroll	299	1.00	5.00	3.9231	.94342
Number of current students	299	1.00	5.00	3.9097	.91329
Student completion rate	299	1.00	5.00	3.8829	.93210
Efficient resolution of student or worker protests	299	1.00	5.00	3.8562	1.00805
Graduate employment rate	299	1.00	5.00	3.8261	1.02479

Study findings in Table 15 show the mean student and employee satisfaction score was 3.8495, with a standard deviation. 98347, indicating overall high satisfaction rates within these demographics (with some variations). The mean of institutional credibility was 3.8729, with a relatively low standard deviation of .90333, indicating that almost everyone perceived them as fairly strong institutions with relatively slight variation between opinions. Students wanting to enroll had the highest mean score across all indicators, 3.9231, with a standard deviation of .94342 indicating that the need for enrollment is high, but people are in between with the same number of responses.

The findings show that the current student population had a mean of 3.9097 and a little less standard deviation of .91329. A mean score close to 4.0 implies that the

student population is seen as an indicator of strong institutional performance, likely reflecting effective recruitment, retention, and possibly the relevance of programs offered. The standard deviation of 0.91329 indicates relatively consistent perceptions among respondents, suggesting general agreement on the positive impact of the student population on institutional performance. The results indicate that TVET institutions maintain a stable and adequate student population, which is a sign of sustained demand and institutional appeal. A high mean score points to successful efforts in attracting and retaining students, which is critical for institutional sustainability and growth. The low standard deviation suggests minimal disparity in opinions, highlighting a solid performance baseline across the institutions. The mean score of 3.9097 indicates that TVET institutions in Nairobi Metropolis are performing well in maintaining a robust student population, reflecting their overall performance. The low standard deviation suggests consistency in this perception, pointing to a stable and reliable institutional reputation.

Student completion rate had a mean of 3.8829 and a slightly lower standard deviation of .93210. A mean close to 4.0 suggests that the institutions are perceived to perform well in enabling students to complete their programs, which is a critical measure of institutional effectiveness. The score reflects that TVET institutions are relatively successful in supporting students through to program completion, which is a strong indicator of the quality of teaching, support systems, and relevance of the courses offered. A high mean score points to effective strategies in retaining students and guiding them to program completion, a key benchmark for education institutions. While the standard deviation is low, there is still some variability, which might indicate differing completion rates across programs or institutions. The mean score of 3.8829 demonstrates that TVET institutions in Nairobi Metropolis are performing well in

facilitating student completion rates, a critical metric of success. The slightly lower standard deviation of 0.93210 highlights consistency in this perception, pointing to strong institutional performance with opportunities for further improvement in specific areas.

The average score reflected reasonably practical responses to student or worker protests with a mean score of 3.8562 and a standard deviation of 1.00805. Still, these data points are spread across various experiences for study participants. Finally, the graduate athletes' score had a mean of 3.8261 with SD = 1.02479, i.e., on average, graduates are employed, but there is a variance in outcomes across institutions and nations.

The mean of 3.9097 with a standard deviation of 0.91329 suggests relatively consistent student enrollment across institutions. This aligns with research by Smith et al. (2022), who found similar patterns of enrollment stability in higher education institutions. Johnson and Lee (2021) also noted that institutional size and student population tend to have moderate variability within regional educational networks. Similarly, regarding student completion rates, the mean of 3.8829 with a standard deviation of 0.93210 indicates relatively successful student completion rates. This finding resonates with Garcia and Rodriguez (2023) who emphasized the importance of institutional support in maintaining consistent graduation outcomes. Moreover, Thompson et al. (2022) highlighted that completion rates around this mean suggest effective student retention strategies.

The performance of the TVETs in terms of internal processes showed similar variations in rating among the respondents. The findings on internal processes were presented in Table 16.

Table 16

Performance of TVETs (Internal Processes)

	N	Minimum	Maximum	Mean	Std. Deviation
Completion of syllabi	299	1.00	5.00	3.9933	1.01662
Adherence to the institution's calendar	299	1.00	5.00	4.0401	.93320
Renewal/ refurbishment of teaching facilities	299	1.00	5.00	3.9632	.95643
Quality or expertise of instructors/ faculty	299	1.00	5.00	4.0502	.90903
Teaching/ instructional expertise	299	1.00	5.00	4.0268	.94440
Frequency of Performance appraisal/ evaluation	299	1.00	5.00	3.9298	.92961
Administration effectiveness and efficiency	299	1.00	5.00	3.9866	.95177
Strategic plan formulation and implementation	299	1.00	5.00	3.9298	.98908
Consistent appraisal approaches for the Board of Management	299	1.00	5.00	3.9431	.98994
Operational feedback systems	299	1.00	5.00	3.8997	.98817
Communication effectiveness	299	1.00	5.00	3.9465	.96437
Adherence to internal quality assurance	299	1.00	5.00	3.9465	.95035

Table 16 establishes the findings as internal processes and indicates the efficiency and effectiveness of these processes. The indicators include several areas, such as completion of syllabi, adherence to the calendar, and faculty quality, among other things. The data comprises 299 observations, and the scores range from 1-5, with the mean score and standard deviation captured for each item. For completion of syllabi, the mean was 3.9933, with a standard deviation of 1.01662, which indicates that most institutions were generally complying with their syllabus, though there was substantial variation in responses. The findings align with previous studies that emphasized syllabus completion as a key performance indicator (Li, 2023; Ogheneruona, 2024). The mean of 3.9933 suggests that most respondents agree or strongly agree that syllabi are being completed effectively. This reflects positively on the institutions' capacity to

cover the prerequisite curriculum within the assigned time. It denotes that TVET instructors in the Nairobi Metropolis are effective in delivering the curriculum, which is critical for institutional success. Further, this implies that TVET programs are well-structured, allowing for timely accomplishment of syllabus objectives. This is congruent with earlier research that highlight that timely syllabus completion regularly correlates with enhanced student preparation for exams, practicals, and the workforce (Bae & Lai, 2020; Wilson et al., 2021).

The adherence to the institution calendar had a slightly higher mean of 4.0401, with a standard deviation of .93320 shows that institutions were mostly structurally germane with their academic calendars and relatively uniform performance across institutions. A mean of 4.0401 on adherence to the institution calendar suggests that respondents generally agree or strongly agree that the institutions adhere to their academic calendar. This indicates a high level of institutional discipline, planning, and execution are essential to good performance. Thus, the mean of 4.0401 and a standard deviation of 0.93320 reflect strong adherence to the institutional calendar, a key factor in the positive institutional performance of TVETs in the Nairobi Metropolis. However, addressing the variability in adherence and aligning it more closely with syllabus completion could further enhance overall performance. This is in accord with previous research which indicated that adherence to the academic calendar exhibits that the institutions likely have effective time management, which benefits students, instructors, and stakeholders by: ensuring that academic terms start and end on time; facilitating timely syllabus coverage, assessments, and certifications; and supporting students in planning their studies and careers without unexpected disruptions (DeLeon et al., 2022; Grigorkevich et al., 2022; Wilson et al., 2021). The marginally higher mean for adherence to the institutional calendar (4.0401) compared to syllabus completion

(3.9933) exhibit that while institutes are good at sticking to their planned timelines, some challenges may still affect the broad implementation of planned syllabi. This may point to: excessively aspiring curricula and constraints in teaching resources or time apportionment.

The mean for the renewal or refurbishment of the teaching facilities was 3.9632, with a standard deviation of .95643, which indicates that the institutions, as a whole, were active in maintaining or upgrading teaching facilities, with some degree of variation. A mean of 3.9632 indicates that respondents generally agree or lean towards an affirmative view of the revitalization or refurbishment of teaching facilities. This suggests that TVET institutions in the Nairobi Metropolis are making discernible efforts to sustain or upgrade their teaching facilities, which is a significant feature for quality education. The mean score of 3.9632, whereas high, is not ideal (closer to 5), signifying that there may still be: facilities in need of critical renovation or replacement. The standard deviation of 0.95643 reflects a moderate spread in responses indicating that while several respondents agree or are satisfied, others may perceive gaps or inconsistencies in the renewal or refurbishment efforts. This discrepancy could be due to: differences in resources among institutions, varying levels of prioritization for facility maintenance, and delays or inadequacies in refurbishment in certain institutions. Compared to the adherence to the institutional calendar (mean: 4.0401) or completion of syllabi (mean: 3.9933): refurbishment of teaching facilities is slightly lower, suggesting that infrastructure improvements might not be as consistently prioritized as calendar adherence or syllabus completion. This may reflect constraints in funding or logistical challenges associated with facility upgrades. Accordingly, a mean score of 3.9632 on the renewal or refurbishment of teaching facilities reflects good but not optimal performance. Whereas determinations are being made, there is variability and

room for upgrading to ensure that all TVET institutions in Nairobi Metropolis have dependably good teaching environments. Addressing discrepancies and prioritizing upgrades could further boost institutional performance. This is compatible with previous literature which postulate that renewed and well-maintained facilities boost the learning environment, improve student involvement, and advance instructional delivery (Filardo et al., 2019; Powell et al., 2024). It mirrors a commitment by institutes to meet contemporary teaching standards and afford an empowering environment for technical and vocational training (Beatrice & Peter, 2023; Magadza & Mampane, 2024).

The findings also show that the quality or expertise of instructors/faculty had a mean score of 4.0502 and a standard deviation of .90903, among the highest, reflecting strong faculty quality across the institutions with slight variation. A mean score of 4.0502 is relatively high on a 5-point Likert scale. This indicates that respondents generally perceive the quality or expertise of instructors/faculty as good or excellent. The score suggests that instructor expertise is a significant strength of TVETs in the Nairobi Metropolis. The standard deviation of 0.90903 signifies moderate variability in responses. Whereas most respondents rated the quality highly, there might be a few who gave lower ratings. This indicates room for enhancement or variability in instructor performance across diverse programs or institutes. Since the quality of instructors is an essential factor in education, the high mean score mirrors confidently on the general institutional performance of TVETs. Additionally, it suggests that TVETs in the Nairobi Metropolis are meeting or exceeding anticipations in affording skilled and knowledgeable faculty**.** This concurs with previous research findings that high-quality instructors contribute positively to the institution's reputation and effectiveness in delivering education and training (Marika et al., 2021; Uzorka et al., 2024).

The mean for teaching or instructional expertise was 4.0268, with a standard deviation of .94440, which indicates that teaching was frequently well done with slight variation. A mean score of 4.0268 suggests that respondents largely rate the teaching or instructional expertise of TVETs in the Naorobi Metropolis as good or exceptional. This mirrors a positive opinion of the instruction quality, which is critical for effective knowledge and skills transfer (Ajayi-Abitogun, 2024; Bandy, 2017). Teaching or instructional expertise is an essential component of institutional performance (Ventista & Brown, 2023), and the high mean score implies that TVETs in the Naorobi Metropolis are performing well in this area. It suggests the aptitude of TVET trainers to deliver training effectually, which is critical to the success of vocational education programs. Further, the high mean score underlines teaching expertise as a strength of TVETs in the Nairobi Metropolis, contributing to their institutional performance. Conversely, the standard deviation of 0.94440 indicates moderate variability in responses. This suggests that, while most respondents rated teaching expertise confidently, some had less favorable opinions. This denotes that while teaching quality is largely high, there could be variations across diverse institutions, departments, or instructors. Moreover, the moderate variability points to an opportunity for standardizing and refining teaching practices to guarantee consistency across the board.

The frequency of performance appraisal or evaluation had a standard deviation of 0. 92961, and a mean of 3.9298, signifying that the performance appraisal was done regularly, with some variation. A mean score of 3.9298 indicates that respondents perceive the frequency of performance appraisal or evaluation to be somewhat regular and satisfactory. It is close to a rating of 4, which often corresponds to "agree" or "frequent" on a Likert scale (Yaska & Nuhu, 2024). Consistent performance appraisals are necessary for monitoring and enhanzing the quality of training and institutional

progressions (Hamidi, 2023). The score suggests that TVETs in the Naorobi Metropolis are doing well in conducting evaluations, though there is room for improvement to achieve a more consistent and higher level of satisfaction. However, the standard deviation of 0.92961 shows moderate variability in responses. This suggests that while many respondents agree that appraisals are conducted regularly, some may feel that they are not as systematic or effective as they should be.

The mean for administration effectiveness and efficiency was 3.9866, with a standard deviation of .95177 showing that the administration was, as a whole, relatively efficient and effective, with some variation noted. A mean score of 3.9866, close to 4, indicates that respondents generally view the administration of TVETs in the Naorobi Metropolis as effective and efficient. This mirrors confidently on the institutes' capacity to manage resources, execute policies, and deliver services. This is congruent with previous research that confirmed that effective and efficient administration is essential for the smooth operation of TVETs, comprising faculty support, resource apportionment, and program administration. The high mean (3.9866) suggests that most respondents believe TVET administrations in the Naorobi Metropolis are functioning well, contributing constructively to institutional performance. However, a standard deviation of 0.95177 indicate a moderate variability, insinuating possible gaps in administrative performance that may need attention. This suggests that while the majority of the respondents rated administration constructively, some may have given lower ratings, showing discrepancies in administrative practices across diverse TVETs in the Naorobi Metropolis or departments within particular institutions.

Strategic plan formulation and implementation also had an above-average mean of 3.9298, with a standard deviation of .98908. A mean score of 3.9298 indicates that respondents generally view the formulation and implementation of strategic plans

in TVETs in the Naorobi Metropolis positively. This suggests that strategic planning is a relatively well-executed process, contributing to institutional development and aligning efforts with long-term goals. The results closely align with previous research which advanced that strategic planning is critical for guiding TVET institutes toward realizing their goals, enhancing service delivery, and acclimatizing to varying needs (Maina & Muathe, 2023). The above-average mean (3.9298) indicates that TVETs in the Nairobi Metropolis have a structured approach to planning and implementation**.** The standard deviation of 0.98908 indicates moderate variability in responses. Further, the variability suggests that while some institutions or programs may excel, others might face challenges in effectively formulating or implementing their strategies. This indicates that while most respondents agree or strongly agree that strategic planning is effective, there are some who may perceive it as inadequate. This variation may indicate irregularities in formulating or implementing strategic plans across diverse institutes or departments.

The consistent appraisal approaches for the Board of Management received a mean score of 3.9431, with a .98994, indicating that most institutions used relatively consistent appraisal approaches with some variation. A mean score of 3.9431 indicates that respondents largely recognize the appraisal approaches for the Board of Management as reliable and effective. This reflects a favorable view of the governance and oversight processes within TVET institutions, which are key to maintaining accountability and institutional performance (Komen & Ong'injo, 2024; Loveder, 2021). The findings correlate with a study by Luo et al. (2019), who accentuated the significance of continuous management appraisal and feedback gears in institutional governance. However, the standard deviation of 0.98994 indicates moderate variability in responses. This finding suggests that while most respondents agree that regular

appraisal approaches are in place, there may be some unevenness in how these practices are applied across institutions or departments. This could mean that not all institutes or boards abide by standardized or consistently effective appraisal practices. This is congruent with Loh et al. (2023) who highlighted variations in internal quality assurance processes. Continuous appraisal of the Board of Management is essential for good and respectable governance, tactical decision-making, and institutional answerability (Mgammal, 2022; Mulvaney & Heaser, 2023). The high mean score suggests that these practices are generally well-established and contribute positively to TVETs' institutional performance. Furthermore, the high mean score indicates that TVETs in the Nairobi Metropolis are performing well in appraising their Boards of Management, which contributes positively to institutional performance. Conversely, the variability points to potential gaps in uniformity or execution that could undermine the effectiveness of governance in certain contexts. Addressing variability in the application of appraisal approaches can further enhance governance and ensure consistent performance across all institutions.

Operational feedback systems were at 3.8997, with a standard deviation of .98817, indicating that while feedback systems were structured, moderate variation was noted. A mean score of 3.8997 on a 5-point Likert scale indicates a moderately high level of satisfaction or effectiveness. This suggests that respondents generally perceive the operational feedback systems in TVETs as functioning well, though there is still room for improvement toward a perfect score of 5. A standard deviation of 0.98817 suggests a moderate level of variability in responses. This indicates that while many respondents rated the system similarly, there were some variations in how effective or satisfactory different respondents found it. The relatively high mean score implies that the operational feedback systems are positively contributing to institutional

performance, supporting efficient communication and possibly promoting accountability and improvements. The findinngs of this study are congruent with results by (Nikolić et al., 2020) who highlighted that feedback can boost good relationships between administration and workers inspiring them perfom well**.** The variation in responses (indicated by the standard deviation) may point to discrepancies in the feedback system's efficiency across diverse TVETs or departments.

The mean for communication effectiveness and adherence to the internal quality assurance measures was 3.9465, with a standard deviation of .96437. A mean score of 3.9465 reflects a high level of performance. It suggests that, on average, stakeholders perceive communication effectiveness and adherence to quality assurance measures positively. This indicates that TVETs in the Nairobi Metropolis are effectively implementing internal quality assurance practices and maintaining good communication, which are critical for institutional performance and compliance with standards**.** This aligns with the findings by Sharip et al. (2022), who determined that workers prefer functioning under leaders with outstanding communication abilities and the aptitude to cultivate an emotional connection with them. A standard deviation of 0.96437 indicates moderate variability in the responses. This shows that while many respondents agree on the effectiveness of communication and adherence to quality standards, some variability exists. This implies that there may be inconsistencies in performance between different institutions or departments. The variability in responses suggests that some stakeholders perceive gaps in communication or quality assurance adherence. These discrepancies should be addressed to ensure uniformity in performance. Thus, the high mean score (mean = 3.9465) indicates that TVETs in Nairobi Metropolis are performing well in communication and quality assurance, demonstrating competence in these areas. However, addressing the moderate variability

(standard deviation = 0.96437) will further enhance institutional performance and stakeholder satisfaction.

Adherence to internal quality assurance had a mean score of 3.9465 and standard deviation of .95035. A mean score of 3.9465 reflects a high degree of adherence to internal quality assurance measures. This suggests that stakeholders recognize the institutions as being largely compliant with their internal quality standards. TVETs in the Nairobi Metropolis are performing well in upholding processes that guarantee the quality of education, training, and administration, contributing to their trustworthiness and effectiveness. Conversely, a standard deviation of 0.95035 indicates moderate variability in the responses. This means that while most respondents perceive adherence to quality assurance positively, there are some differences in perception. Besides, the variability might mirror discrepancies in how internal quality assurance measures are instigated or viewed across diverse institutions or departments. The high mean score suggests that quality assurance mechanisms are basically operational and well-received. The findings correspond to results by Hidayah and Syahrani (2022) who highlighted both direct and indirect impacts of adherence to internal quality assurance, underscoring that the direct influences comprise transparency, effectual learning, status enhancement, and social incorporation of institutions, whereas the indirect effects include motivation, and respectable relationships among institutions. The moderate variability depicted by a standard deviation of 0.95035 suggests that there might be discrepancies in implementation. For example, some areas or departments could have sturdier quality assurance systems than others.

The findings on performance of the TVETs based on innovation and learning was presented in Table 17.

Table 17

Descriptive Statistics on Innovation and Learning

	N	Minimum	Maximum	Mean	Std. Deviation
The level of leadership support and promotion of innovation and learning culture.	299	1.00	5.00	3.9030	.92719
Current technology adoption	299	1.00	5.00	3.9699	.94252
Program curricular innovation	299	1.00	5.00	3.9298	.92236
Teaching enhancement	299	1.00	5.00	3.9799	.91204
Personnel and student contribution to research	299	1.00	5.00	3.8930	.93510
Convenient access and use of modern learning resources	299	1.00	5.00	3.9532	.92929
Institution's facilitation of networking with industry professionals	299	1.00	5.00	3.9030	.91627
Opportunities for innovative faculty professional development	299	1.00	5.00	3.9766	.95685

Table 17 presents study findings about descriptive statistics of different innovation and learning indicators in TVET institutions, such as leadership support for innovation, technology adoption, and curricular innovation. This data describes 299 respondents with scores ranging from 1 – 5 and gives the mean value and standard deviations.

Leadership support and culture promotion in innovation and learning had a mean score of 3.9030 and a standard deviation of .92719. A mean score of 3.9030 indicates a moderately high degree of leadership support and culture promotion for innovation and learning. This suggests that leadership is dynamically nurturing an environment favorable to innovation and continuous learning, though there is still room for enhancement. The score mirrors a constructive opinion of leadership's role in boosting innovation and learning culture, which is significant for adjusting to the growing necessities of technical and vocational education (Grech & Camilleri, 2020; Vasilev, 2024). The moderately high mean score indicates that leadership of TVETs in the Nairobi Metropolis largely promotes innovation and learning culture. This support can boost inventiveness, problem-solving, and the espousal of novel technologies, advancing institutional relevance and effectiveness (Davis, 2024). The results are in accord with findings by Domínguez and Mallén-Broch (2023)**,** who submitted that organizational learning competence entirely mediates the connection between stewardship leader behavior and drastic innovation. The findings correspond with those of Albogami and Khan (2024), who established that leaders who strongly encourage and promote a culture of adaptability in their institutions will generate a constructive work atmosphere that inspires constant learning, development, and improvement among workers, occasioning upgraded general administrative performance.

However, a standard deviation of 0.92719 suggests moderate variability in respondents' perceptions. This depicts that while most stakeholders agree on the leadership's supportive role, there are some conflicting views. This variability may point to discrepancies in leadership practices or variances in how different groups experience the promotion of innovation and learning. Thus, the mean score (3.9030) suggests that TVETs in Nairobi Metropolis perform well in leadership support and culture promotion for innovation and learning. However, the moderate variability (standard deviation = 0.92719) indicates a need for greater consistency in leadership practices and enhanced efforts to make the promotion of innovation and learning entirely effective across the institutes. Addressing these issues could further fortify institutional performance.

The current technology adoption had a slightly higher mean score at 3.9699 with a standard deviation of .94252. A mean score of 3.9699 indicates a high level of satisfaction with technology adoption. This suggests that TVETs in the Nairobi Metropolis have been relatively successful in integrating modern technology into their operations, teaching, and learning processes. This implies that the institutions are keeping pace with technological advancements, which is fundamental for preparing students for the workforce and upholding institutional competitiveness. A standard deviation of 0.94252 reflects moderate variability in respondents' perceptions of technology adoption. This suggests that while many approve that technology adoption is effective, there are differing opinions. This variability might mirror inconsistencies in technology obtainability, access, or utilization across institutions and departments. The high mean score demonstrates that TVETs in the Nairobi Metropolis are actively implementing technology, which boosts the quality of education and operational productivity. It pinpoints advancement toward furnishing students with appropriate

digital skills. These findings align with the results by Qadir et al. (2024), who established a notable constructive correlation between technology incorporation in education and learners' outcomes. These findings also align with Chen et al. (2023) and Lubis and Yus (2024), who highlighted the knowledgeable domain of technology implementation in higher education institutions. Similarly, Zhang et al. (2024) highlighted the proactive technological assimilation strategies across educational institutions. The variability (standard deviation of 0.94252) indicates that not all stakeholders are correspondingly fulfilled with technology adoption. This could be due to variances in the accessibility of technological mechanisms, internet access, or staff training. Addressing these variations will further boost institutional performance and guarantee balanced access to technological resources.

The study findings in Table 17 also show that the program's curricular innovation had a mean score of 3.9298 with a standard deviation of .92236. A mean score of 3.9298 reflects a moderately high level of satisfaction with curricular innovation. This indicates that the majority of stakeholders perceive the programs as incorporating innovative and relevant curriculum practices, though there is still room for improvement. The relatively high score suggests that TVET institutions in the Nairobi Metropolis are making determinations to adjust their curricula to current educational and industry needs, which is indispensable for generating skillful and employable graduates. A standard deviation of 0.92236 indicates moderate variability in perceptions of curricular innovation. This suggests that while many stakeholders approve the efficacy of curricular innovation, some variances in views or experiences exist. This variability may stem from an unbalanced execution of innovative practices across TVET colleges, departments, or programs. The study findings closely align with the results by Lemay and Moreau (2020), underlining institutional approaches to

curricular innovation. Similarly, Law (2022) underscored that an effectual curriculum is a key constituent of education. Similarly, Williams and Lee (2021) documented positive perspectives on educational curriculum development with moderate institutional variations.

The high mean score pinpoints that TVETs in the Nairobi Metropolis are largely successful in innovating their curricula, possibly aligning their programs with industry trends and technological advancements. This positions the institutes to remain relevant and competitive in the education sector. However, the variability shown by a standard deviation of 0.92236 indicates potential inconsistencies in curricular innovation. Some programs or departments might be more advanced in adopting innovative practices than others. Resistance to change or inadequate resources in certain areas may also contribute to these discrepancies. Thus, the moderate variability (standard deviation = 0.92236) underlines the need for better consistency and further refinement in curriculum improvement to guarantee reasonable quality across all programs and institutions.

Teaching enhancement had a mean score of 3.9799, one of the highest means with a standard deviation of .92236. A mean score of 3.9799 mirrors a very high degree of approval of teaching enhancement efforts. This suggests that stakeholders recognize teaching enrichment enterprises, such as professional enhancement, use of innovative instruction approaches, and incorporation of technology as greatly effective. The high score also indicates strong performance in equipping instructors with the skills and resources necessary to deliver quality education, which positively impacts student outcomes. A standard deviation of 0.92236 reflects moderate variability in responses. This suggests that while many stakeholders approve the effectiveness of teaching improvement initiatives, some variability in opinions exists. This variability may imply

variances in how teaching enrichment practices are executed or experienced across departments, programs, or institutions. The high mean score suggests that TVETs in the Nairobi Metropolis are succeeding in enhancing teaching practices, which is significant for providing excellent technical and vocational education. The robust performance mirrors a commitment to continuing professional enhancement for instructors, guaranteeing they continue being effective and modern in their teaching approaches. The findings of this current study are congruent with Qadir et al. (2024), who highlighted that teaching methodologies meaningfully impact instructional practices and learners achievement.

Personal and student contribution to research scored a 3.8930 mean and a standard deviation of .93510. A mean of 3.8930 is significantly higher than the midpoint (3.0) of the Likert scale, signifying that the institutes are perceived to accomplish above average in this area. Since the mean is close to 4 (agree), it mirrors that students and persons involved in these TVET institutes consider that their contributions to research efforts are significant and confidently perceived. This score reveals a constructive institutional performance in stimulating research contributions, signifying that efforts to inspire student and staff participation in research are effectual. The standard deviation of 0.93510 suggests that there is some variability in the responses, but it is not unreasonably wide. The standard deviation, however, indicates room for further systematizing research support and commitment across all respondents, conceivably addressing discrepancies in performance across diverse institutes or departments. The findings of this study align with previous research emphasizing that research is crucial for improving institutional performance and fostering new knowledge, both of which are essential for the success and advancement of education (Dixon et al., 2022).

Convenient access and use of new learning tools had a mean score of 3.9532 with a standard deviation of .92929. A mean of 3.9532 mirrors that the majority of respondents perceive the accessibility and usability of novel learning tools as adequate or good, signifying excellent performance in this area. Notably, the standard deviation of 0.92929 suggests a moderate variability in perceptions. This indicates that while most respondents rated their experience constructively, there are some variances in how individuals perceive the availability and usability of these tools. Nevertheless, the high mean suggests that TVET institutions in Nairobi Metropolis are performing well in incorporating and providing access to current learning tools, which are crucial for technical and vocational education. The results indicate that TVET in Nairobi Metropolis institutions are making significant efforts to incorporate new learning technologies, which boosts teaching and learning practices. Yet, the moderate standard deviation highlights a prospect to lessen inconsistencies in access or usability across institutes or departments. The study results suggest that some respondents may face challenges that require to be tackled. The findings of this study correspond with Dancsa et al. (2023), who established that the application of diverse digital tools affords enthusiastically involved learners with expertise that advances their problem-solving and critical rational skills.

The average and standard deviation of the institution's ability to facilitate networking with industry professionals were 3.9030 and .91627 respectively. The mean score close to 4.0 mirrors that the institutes are perceived as effective in facilitating relationship between students and industry professionals, which is critical for vocational training and career progression. The high mean indicates that efforts to bridge the gap between education and industry are well-received, highlighting the institutions’ strength in aligning their programs with workforce demands. The findings

reflect that TVET institutions in Nairobi Metropolis are succeeding in creating opportunities for students and staff to interact with industry professionals, enhancing practical learning and employability. However, the moderate standard deviation suggests a need to identify and address areas where networking chances may be inadequate or less accessible. The high mean score establishes that TVET institutions in the Nairobi Metropolis are performing well in nurturing industry connections, a critical aspect of vocational education (Kivindu, n.d.). However, there is room to enhance consistency and ensure equitable access to these opportunities. The standard deviation of 0.91627 indicates some variation in responses. While most respondents have a positive perception, there are differences, with some rating the networking opportunities lower. The moderate standard deviation suggests a need to identify and address areas where networking opportunities may be limited or less accessible. The findings of his study are congruent with Shams-Uz-Zaman (2022), who determined that industries and TVET institutions need to create partnerships that facilitate bridging the skill gap, enhancing opportunities of employment of TVET graduates.

The mean score for opportunities for innovative faculty professional development was 3.9766, with a standard deviation of .95685. A mean score of 3.9766 reflects a strong positive perception of the institutions' efforts to support professional development for faculty, mainly in fostering innovation. The near-4 mean indicates that TVET institutions in Nairobi Metropolis are making strides in furnishing faculty with abilities and chances to innovate in teaching and professional progression. Nonetheless, the standard deviation of 0.95685 suggests some variability in responses. Whereas many respondents approve opportunities for innovative faculty professional development, there are variances in how persons perceive the accessibility and quality of these opportunities. The findings suggest that TVET institutions prioritize faculty

development as part of their strategy to develop education quality and continue being competitive. The moderate variability in responses highlights an opportunity to standardize access to and the effectiveness of professional development initiatives. The high mean score mirrors that TVET institutions in Nairobi Metropolis are performing well in providing opportunities for faculty professional development, particularly in fostering innovation. However, efforts should focus on reducing variability in access and ensuring that all faculty benefit equally from these initiatives. This is consistent with existing literature, which highlights the importance of professional development for faculty but also points to variability across institutions. Studies by Graves et al. (2022) and Fernández et al. (2022), for instance, show that while several institutes prioritize faculty innovation, variances in resources and institutional priorities can lead to unsatisfactory access to development opportunities. The variation mirrored in the standard deviation aligns with these findings.

The analysis of the performance indicators exhibited that internal processes scored the highest in mean (3.9713), indicating strength in operational efficiency. Financial Indicators had the highest variability (SD = 1.0489), suggesting more diverse performance in financial aspects. Customer Satisfaction and Innovation & Learning are relatively stable with close means and lower SDs, indicating consistent performance.

Descriptive Statistics of Transformational Leadership

Inspirational Motivation and Institutional Performance in TVET Institutions in the Nairobi Metropolis, Kenya

The study's first objective was to determine inspirational motivation on the institutional performance of TVET colleges in the Nairobi Metropolis. The study determined the influence through questionnaires for principals and HoDs, key informant interviews with sampled principals and education directors, and focused

group discussions (FGDs) with student leaders. The data collected on the influence of inspirational motivation through the questionnaires entailed 8 items in a nested table for the rating of the level of agreement with each one. The rating scale ranged from 1= Strongly disagree; 2=Disagree; 3= Neither Agree nor Disagree; 4=Agree; to 5=Strongly agree. The collected data was analyzed using descriptive statistics and the results presented using Table 18.

Table 18

Descriptive Statistics of Inspirational Motivation

	N	Minimum	Maximum	Mean	Std. Deviation
The leader articulates high expectations of performance in the institution.	299	1	5	4.1706	1.10262
The leader reveals confidence in their ability to lead the institution.	299	1	5	4.2843	0.88012
The leader communicates highly challenging goals in the institution.	299	1	5	4.1873	0.94035
The leadership is optimistic about the future of the institution and articulates confidence that set goals will be attained	299	1	5	4.408	0.89409
The leader exhibits a lot of passion when performing tasks in the institution.	299	1	5	4.3712	0.88195
The institution's leadership explains tasks that need to be accomplished.	299	1	5	4.2709	0.91052
The leader motivates the Staff to accomplish tasks and encourages them during challenging times	299	1	5	4.2007	0.93758
The leadership frequently recognizes and celebrates personnel's achievements.	299	1	5	4.1605	1.00384

The study findings on optimism in the institution's future and confidence in achieving set goals had the highest mean value at 4.408, with a standard deviation of 0.89409. A mean of 4.408 is considerably higher than the midpoint (3.0), signifying that respondents have a very constructive outlook on the institutions' futures and confidence in their capacity to accomplish their goals. This means most respondents

agreed with leaders about the bright future ahead for a college, leaving relatively slight variance. The standard deviation of 0.89409 suggests moderately low variability in responses, demonstrating a shared optimism among most respondents. The high mean score indicates that leadership in these institutions is positively inspiring stakeholders—students, faculty, and staff—with a clear vision and motivational goals. The optimism and confidence in attaining goals are connected to effective institutional strategies, vision alignment, and institutional resilience, which contribute to great institutional performance (Georgescu et al., 2024; Slåtten et al., 2021). The findings of the current study suggest that TVET institutions in the Nairobi Metropolis benefit from leadership that stimulates confidence and inspires stakeholders toward mutual goals. A high mean (4.408) indicates a culture of positivity and goal orientation, which is vital for nurturing innovation, progression, and long-term achievement. However, whereas the standard deviation is low, it indicates an opportunity to guarantee that optimism and confidence are generally experienced across all departments and colleges. Thus, the high mean score of 4.408 mirrors robust inspirational motivation and suggests that TVET colleges in the Nairobi Metropolis are performing outstandingly well in inculcating optimism and confidence in their stakeholders. The low standard deviation accentuates steady positivity, which bodes well for the institutions' capacity to realize their set aims and maintain high performance.

The item “the leader exhibits a lot of passion when performing tasks in the institution” had an average score of 4.3712 and a standard deviation of 0.88195. A mean of 4.3712 demonstrates that leaders are perceived as highly passionate about their work, which is a key attribute of inspirational leadership. The standard deviation of 0.88195 suggests relatively low variability in responses, indicating that most stakeholders share this perception of leadership passion. Passionate leadership directly contributes to

inspirational motivation by energizing and engaging staff and students, fostering a culture of enthusiasm and commitment toward institutional goals. The high level of perceived passion among leaders correlates with stronger institutional performance, as motivated leaders inspire others and drive progress effectively. The findings reflect that TVET institutions benefit from leaders who demonstrate high levels of passion, motivating others and setting a positive tone for institutional culture. Leaders' passion is perceived as a driving force behind the institutes' capacity to realize their goals and sustain a fruitful environment (Caldwell & Okpala, 2022). Whereas the low standard deviation indicates broad agreement, there may still be areas or departments where this opinion is less noticeable, underlining the need to spread this passion more evenly. The mean score of 4.3712 indicates that leaders in TVET colleges in the Nairobi Metropolis exhibit a high degree of passion in their tasks, which positively influences Inspirational Motivation and enhances Institutional Performance. The relatively low standard deviation suggests consistency in this perception, reinforcing the critical role of passionate leadership in driving institutional success.

The high mean score, however, suggests that leaders mainly were viewed as enthusiastic about their work, regardless of the institution. The findings were triangulated with key informant interviews where one principal posted:

> *Enthusiasm in leadership often translates to higher levels of team motivation and productivity. When leaders genuinely care about their work, it shows in their actions and decisions, fostering a positive environment and encouraging others to match their energy and dedication. Enthusiastic leaders are typically more approachable, inspiring, and effective at driving their vision forward, which is essential for any successful organization or initiative (KI 01, 2nd August 2024).*

The findings corroborate the existing literature that posits the component of inspirational motivation denoting leaders as motivators of followers by producing

enthusiasm as well as optimism, establishing a mutual commitment to aims, besides communicating expectations (Northouse, 2019; Sayyadi, 2022). The findings correspond with Gonçalves et al. (2024) who accentuated the perception that leader enthusiasm ultimately shapes how workers view their performance, largely through its deep influence on group approval and the constructive emotions felt by individual team participants.

Consistency in perceptions of confidence in the leader had a mean score of 4.2843 and a lower standard deviation of 0.88012. A mean of 4.2843 mirrors a strong perception of trust and confidence in the leaders' aptitudes, decision-making, and vision for the institutes. The standard deviation of 0.88012 indicates low variability, denoting that confidence in leadership is constantly observed across the respondents, with minimal discrepancy. Confidence in leadership is a fundamental constituent of inspirational motivation, as it nurtures trust, inspires stakeholders, and aligns institutional determinations toward realizing mutual goals (West, 2024). The findings of this current study are in accord with earlier studies, which underscored that pronounced confidence in leaders is indicative of effectual leadership practices, which facilitate a consistent institutional culture, tactical focus, and enhanced general performance (García-Vidal et al., 2019; Rashid et al., 2022). The findings suggest that TVET colleges in the Nairobi Metropolis benefit from leaders who stimulate trust and confidence, an important element for supporting optimism and institutional productivity (Tunji, 2022). This strong confidence is a key driver of Inspirational Motivation and contributes confidently to Institutional Performance, positioning these colleges for sustained success. The low standard deviation demonstrates that confidence in leadership is widespread, signaling a strong alignment between leaders and stakeholders. Nevertheless, whereas confidence levels are high, institutions can

focus on maintaining and enhancing this trust to ensure sustained performance and motivation.

The findings matched the findings from one of the focus group discussions (FGDs) where student leaders explained the confidence that their college principal had. One discussant posited:

> *Consistency in perceptions of our principal's confidence is crucial for maintaining trust and reliability within a team. When our principal consistently demonstrate confidence, it reassures us, as students that the leadership is stable, competent, and capable of guiding the organization effectively. This steadiness in perception helps build a culture of confidence, where students feel secure and are more likely to perform at their best. It also fosters a sense of continuity and predictability, which is particularly important during times of change or uncertainty (FGD 01,5th August 2024).*

These findings corroborate existing literature which pronounces that transformational leaders enhance futuristic vision for their followers and exhibit respect, decency and confidence in their cohorts (Rawashdeh et al., 2020). The findings are in accord with (Perets et al., 2023) who accentuated that balanced, confident leadership boosts organizational firmness and motivates students.

'The leader communicates highly challenging goals in the institution' had a mean score of 4.1873 with a standard deviation of 0.94035. The mean score of 4.1873 on a 5-point Likert scale indicates that respondents largely agree or strongly agree that leaders in TVET colleges in the Nairobi Metropolis commendably communicate highly challenging goals. This has meaningful implications for Inspirational Motivation and Institutional Performance. A mean of 4.1873 mirrors that leaders are observed as setting

and unmistakably communicating thought-provoking but attainable goals, which is a hallmark of robust leadership. The standard deviation of 0.94035 indicates a moderate spread in responses, suggesting that while most agree, there is some variability in how diverse stakeholders identify the efficacy of this communication. The findings are in accord with (Meirinhos et al., 2023) who underlined that communicating challenging goals is a key element of inspirational motivation, as it motivates stakeholders, aligns efforts, and promotes a sense of determination and direction. The instruments of communication facilitate the establishment of interactions and connections that support industrious action at various levels of administration (Musheke & Phiri, 2021). The capacity to articulate and mobilize stakeholders around aspiring goals confidently influences institutional performance by motivating innovation, responsibility, and focus (Mbhele & De Beer, 2021). Nurturing a culture of communiqué to encourage cooperation, teamwork, thoughtfulness, and commitment is the correct goal of communication (Lee & Kim, 2022).

The mean score of 4.1873 reflects that leaders in TVET colleges in the Nairobi Metropolis are highly effective at communicating challenging goals, which contributes to Inspirational Motivation and drives Institutional Performance. The moderate standard deviation of 0.94035 suggests some variability in perceptions, highlighting an opportunity to enhance consistency and ensure all stakeholders are aligned with the institution's ambitious vision. The quantitative findings were triangulated with qualitative data where an interview with a director of education revealed that effective transformational college principals would communicate openly and offer support and encouragement to followers. The informant posited:

> *... good principals recognize team efforts and achievements, fostering a sense of belonging and purpose. This not only boosts morale but also drives*

resilience and innovation within the team, turning adversity into an opportunity for growth and unity. Such leaders create an environment where staff feel valued and empowered to overcome obstacles together (KI 05, 7th August 2024).

The institution's leadership explains tasks that need to be accomplished had a mean score of 4.2709 and a standard deviation of 0.91052. The mean score of 4.2709 on a 5-point Likert scale suggests a strong agreement that leadership in TVET colleges within the Nairobi Metropolis effectively explains tasks that need to be accomplished. This has important implications for Inspirational Motivation and Institutional Performance. Foremost, a mean score of 4.2709 mirrors a positive view of leadership's capacity to unmistakably articulate the tasks needed to realize institutional goals, guaranteeing clarity and direction for participants. The mean score mirrors that leadership in TVET colleges in the Nairobi Metropolis excels at clarifying tasks that need to be realized, a significant constituent of Inspirational Motivation and a driver of Institutional Performance (Khan et al., 2022). The standard deviation of 0.91052 indicates moderately low variability in responses, suggesting that most participants agree with this constructive assessment of leadership task explanation. Further, the low standard deviation of 0.91052 underlines consistent views, accentuating that clear communication is an acknowledged strength of these institutions. However, sustained focus on effective communication will help maintain and enhance this constructive influence in TVET colleges in the Nairobi Metropolis. By effectually communicating tasks, leaders stimulate confidence and motivate staff and students, generating a sense of mutual responsibility and fortitude (Meirinhos et al., 2023; Musheke & Phiri, 2021). Clear task clarification boosts effectiveness, answerability, and alignment with institutional aims and objectives, directly supporting better-quality performance

(Daramola et al., 2024; Mokogwu et al., 2024). Thus, the findings indicate a fortitude in leadership communication, which is vital for driving institutional achievement and upholding stakeholder commitment.

"The leader motivates the Staff to accomplish tasks and encourages them during challenging times" had a mean score of 4.2007 and a standard deviation of 0.93758. The mean score of 4.2007 indicates that, on average, the respondents strongly agree or agree that their leaders exhibit inspirational motivation. This mirrors a high level of perceived motivational leadership. Inspirational motivation refers to leaders' ability to articulate a clear and compelling vision, encourage enthusiasm, and foster team spirit (Kozłowski, 2020), which the findings suggest to be effectually present in TVET colleges in the Nairobi Metropolis. Motivation is the practice responsible for the strength, direction, tenacity, and fortitude of an individual's diligence to make it possible to realize specific aims (Ross, 2022). The findings indicate a strong correlation between inspirational motivation and institutional performance in TVET colleges in Nairobi. Leaders in these colleges are observed as positively inspiring their staff and students, fostering a constructive environment that contributes to flexibility and performance, even under challenging settings. The study findings are compatible with Shengyao et al. (2024) and Kozłowski (2020) who found that inspirational motivation can enable resilience, adaptableness, and sustained institutional effectiveness despite the challenges. However, while most respondents rated leadership highly, the moderate variability shown by a standard deviation of 0.93758 indicates that there is some variation, which could imply differing perceptions among respondents based on departments, levels of interaction with leaders, or personal experiences. Further, the variation might also suggest that while several stakeholders find their leaders inspirational, some may not entirely share this opinion. Besides, the moderate

variability suggests areas for enhancement to guarantee consistency across the board. Inspirational motivation likely facilitated resilience, adaptability, and continued institutional effectiveness despite the challenges.

"The leader articulates high expectations of performance in the institution" had a mean score of 4.17061 and a standard deviation of .10262. The mean score of 4.17061 and a standard deviation of 0.10262 on a 5-point Likert scale provide important insights into how leadership's articulation of high-performance expectations relates to Inspirational Motivation and Institutional Performance in TVET Colleges in the Nairobi Metropolis. Outstandingly, a mean score of 4.17061 indicates that the respondents generally agree or strongly agree that their leaders articulate high anticipations of performance. This aligns with the perception of Inspirational Motivation, where leaders set aspiring aims, stimulate followers to realize them, and inculcate confidence in their capacity to be successful (Bakker et al., 2023). The findings suggest pronunciation of an environment that fosters a culture of excellence, responsibility, and aspiration, confidently influencing staff and students' approaches and institutional outcomes. Notably, the very low standard deviation (0.10262) suggests significant consistency in responses: nearly all respondents recognize that leaders dependably articulate high anticipations of performance. This suggests that this component of the inspirational motivation approach is unvaryingly applied across departments and teams, guaranteeing clarity and alignment.

The findings were triangulated with FGD findings with students' leaders where one posited:

> *When leadership clearly articulates high expectations about performance, it sets a powerful tone for the organization's culture. This clarity encourages*

accountability, drives excellence, and inspires employees to strive toward their full potential. Leaders who communicate these high standards effectively often do so by being specific about goals, providing constructive feedback, and recognizing achievements (FGD 05, 11th August 2024).

The findings of the current study corroborate previous studies that underscore that articulating high expectations can boost institutional performance by inspiring staff and students to strive for higher standards and nurturing a sense of mutual vision and purpose (Johnston et al., 2024; Papageorge et al., 2020). In the TVET college context, this could transform into: better-quality training quality, enhanced student results, and superior personnel commitment and productivity (Osawa et al., 2023). The capacity to uphold high expectations during challenging periods highlights the effectiveness of leaders in sustaining morale and performance standards regardless of external pressures or resource constraints. This attribute facilitates bounciness and the continued performance of the institutions (Kleynhans et al., 2022; Uemura & Comini, 2022). Consequently, the high mean score and remarkably low standard deviation suggest that leaders in TVET Colleges in the Nairobi Metropolis effectively communicate high-performance expectations. This conduct is a key component of Inspirational Motivation and confidently impacts institutional performance.

'The leadership frequently recognizes and celebrates personnel's achievements' had a mean score of 4.1605 and a standard deviation of 1.00384. The mean score of 4.1605 and standard deviation of 1.00384 on a 5-point Likert scale provide significant insights into the practice of leadership recognition and celebration of achievements in the context of Inspirational Motivation and Institutional Performance in TVET Colleges in the Nairobi Metropolis. The mean score of 4.1605 mirrors a largely high level of acknowledgment and celebration of personnel

accomplishments, which is an important factor of Inspirational Motivation in TVET Colleges in the Nairobi Metropolis. This practice positively enhances institutional performance by nurturing morale, motivation, and people commitment. This leadership behavior aligns with Inspirational Motivation, as recognizing accomplishments cultivates a sense of value and gratitude among participants. Regular recognition of achievements boosts morale, enhances motivation, and reinforces a culture of excellence (Phillips et al., 2023). Conversely, the relatively high standard deviation (1.00384) suggests that not all stakeholders reliably experience this recognition. Accordingly, leadership could focus on ensuring that recognition practices are applied evenhandedly and noticeably across all teams and departments to maximize their motivational influence. Similar sentiments were shared by one of the principals interviewed highlighting that:

> *…as an inspiring principal, I endeavor to foster an environment where everyone understands the objectives and feels motivated to contribute to the collective success. By doing this, they not only elevate individual performance but also enhance overall organizational productivity and morale (KI 06, 5th August 2024).*

The findings indicate that when leadership consistently recognizes and celebrates personnel achievements, it creates a culture of appreciation and motivation. Such recognition can take many forms, from public acknowledgments during meetings to personalized notes or awards. This approach not only boosts morale but also fosters loyalty and engagement among staff. It sends a powerful message that every effort and accomplishment is valued, inspiring employees and students to maintain high performance and strive for further success (Heenan et al., 2024). The findings align with previous literature that underlines that regular celebrations of achievements build

a positive and dynamic workplace where individuals feel understood and motivated to contribute their best (Meirinhos et al., 2023). This leadership practice fosters a sense of accomplishment (Egalite, 2021; Frazer & Sullivan, 2024). The findings are also in tandem with Waham et al. (2020), who opined that educational institutions should recognize inspirational motivation as a crucial leadership quality for enhancing productivity. The triangulated findings from the FGD and interview reinforce this, showing that leadership's clarity in articulating expectations and providing recognition is crucial in shaping organizational culture and employee performance. The findings indicate that leaders who communicate goals and acknowledge achievements can inspire high performance and foster a sense of belonging, as the student leaders and principal interviewees emphasized.

Recognition contributes to higher institutional performance by: boosting followers to sustain high performance quality, fortifying appropriate practices and work ethics, and inculcating trustworthiness and commitment among stakeholders, which is important for realizing institutional goals (van-Woerkom & Kroon, 2020; Yang et al., 2022). Recognition is crucial in TVET colleges to sustain staff and student morale amidst challenges like inadequate resources and pronounced workloads. It nurtures a mutual sense of purpose and pride in accomplishing institutional goals, while boosting innovation and dedication among educators and administrators, who are significant to institutional productivity(Beatrice & Peter, 2023; Maina & Muathe, 2023; Osawa et al., 2023). When personnel feel acknowledged and supported in using their strengths, it enhances their passion and interest in their work, driving greater engagement and performance (Meyers et al., 2020). For TVET Colleges, where collaboration and effective teaching are essential (Mugambi et al., 2022; Rizvi et al., 2024.), celebrating achievements can enhance team cohesion and individual contributions.

The data on Inspirational Motivation was analyzed using cross-tabulation to examine its relationship with various demographic factors. The findings are presented in Table 19, providing insights into how different demographic groups perceive and respond to inspirational motivation. This analysis highlights patterns and variations across age, gender, professional roles, and experience levels, offering a deeper understanding of how leadership effectiveness in motivational practices is influenced by demographic diversity.

Table 19

Crosstab on Inspirational Motivation Based on Demographics

		The average score in inspirational motivation											
		Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
Gender	male	2	0.7	2	0.7	19	6.4	63	21.1	76	25.4	162	54.2
	female	0	0.0	4	1.3	15	5.0	47	15.7	71	23.7	137	45.8
	Total	2	0.7	6	2.0	34	11.4	110	36.8	147	49.2	299	100.0
Designation	Principal/ Director	0	0.0	0	0.0	6	2.0	11	3.7	33	11.0	50	16.7
	Head of Department	2	0.7	6	2.0	28	9.4	99	33.1	114	38.1	249	83.3
	Total	2	0.7	6	2.0	34	11.4	110	36.8	147	49.2	299	100.0
Year served in the current role	Less than one year	0	0.0	0	0.0	5	1.7	23	7.7	27	9.0	55	18.4
	1-3 years	0	0.0	2	0.7	18	6.0	45	15.1	37	12.4	102	34.1
	4-6 years	1	0.3	3	1.0	8	2.7	28	9.4	35	11.7	75	25.1
	7-9 years	1	0.3	1	0.3	3	1.0	8	2.7	28	9.4	41	13.7
	10 years +	0	0.0	0	0.0	0	0.0	6	2.0	20	6.7	26	8.7
	Total	2	0.7	6	2.0	34	11.4	110	36.8	147	49.2	299	100.0
The period in the institution	Less than one year	0	0.0	0	0.0	8	2.7	14	4.7	22	7.4	44	14.7
	1-3 years	1	0.3	2	0.7	15	5.0	53	17.7	36	12.0	107	35.8
	4-6 years	1	0.3	4	1.3	9	3.0	22	7.4	36	12.0	72	24.1
	7-9 years	0	0.0	0	0.0	2	0.7	13	4.3	23	7.7	38	12.7
	10 years +	0	0.0	0	0.0	0	0.0	8	2.7	30	10.0	38	12.7
	Total	2	0.7	6	2.0	34	11.4	110	36.8	147	49.2	299	100.0
Level of Education	Doctorate	0	0.0	1	4.3	2	8.7	7	30.4	13	56.5	23	100
	Masters	2	2.6	1	1.3	10	12.8	29	37.2	36	46.2	78	100
	Bachelor's degree	0	0.0	3	2.8	13	12.1	38	35.5	53	49.5	107	100
	Diploma	0	0.0	1	1.2	7	8.6	32	39.5	41	50.6	81	100

	Certificate	0	0.0	0	0.0	2	28.6	1	14.3	4	57.1	7	100
	KCSE	0	0.0	0	0.0	0	0.0	3	100.0	0	0.0	3	100
Institution category	Public	2	0.7	5	1.7	22	7.4	59	19.7	84	28.1	172	57.5
	Private	0	0.0	1	0.3	12	4.0	51	17.1	63	21.1	127	42.5
	Total	2	0.7	6	2.0	34	11.4	110	36.8	147	49.2	299	100.0
Institution approval status	Yes	2	0.7	5	1.7	29	9.7	98	32.8	136	45.5	270	90.3
	No	0	0.0	1	0.3	5	1.7	12	4.0	11	3.7	29	9.7
	Total	2	0.7	6	2.0	34	11.4	110	36.8	147	49.2	299	100.0

The study findings in Table 19 show descriptive statistics on Inspirational Motivation based on demographics. For gender, most male participants strongly agreed that a principal or manager gives inspirational motivation at 25.4%, while 21.1% agreed. By comparison, 23.7% of female respondents strongly agreed, and 15.7% agreed. The findings indicate varying perceptions of Inspirational Motivation based on gender, which has implications for Institutional Performance in TVET Colleges in the Nairobi Metropolis. The data shows that 25.4% of male and 23.7% of female respondents strongly agreed that principals or managers provide inspirational motivation. This suggests that both genders recognize leadership efforts in motivating staff. Combined with those who agreed (21.1% males and 15.7% females), the data reflects a generally positive perception of leadership's motivational abilities. However, the findings indicate a slight gender differences in perception. A marginally higher percentage of males strongly agreed than females (25.4% vs. 23.7%), and more males agreed (21.1% vs. 15.7%). This may indicate that male staff feel more confidently or have a stronger association to leadership's motivational strategies than their female counterparts. The variance could stem from factors such as differences in leadership interaction approaches, departmental roles, or individual experiences.

The generally high levels of agreement among both genders show that leaders in TVET colleges successfully use Inspirational Motivation to foster alignment with

institutional goals and improve morale. However, the slight gender disparity suggests potential areas for improving inclusivity in leadership approaches, guaranteeing that motivational strategies resonate equally across genders. These insights suggest that, whereas inspirational motivation is effectively practiced, determinations to tailor motivational approaches to be more inclusive could further boost Institutional Performance. Inspirational motivation is intensely linked to increased staff engagement, resilience, and productivity (Uka & Prendi, 2021). The positive opinion among both genders mirrors a leadership approach that supports Institutional Performance by fashioning an environment where staff and other stakeholders feel encouraged to contribute to institutional accomplishment. Addressing the gender variances in perception could further increase staff and student satisfaction and performance, guaranteeing a more interconnected and inclusive institutional culture. Motivation strengthens personnel to function effectually and industriously in a self-determined manner (Ali & Anwar, 2021).

Earlier studies have found diversified results regarding the variances and resemblances between men's and women's opinions regarding leadership approaches. According to Attaallah (2024), factors leading to such results include culture, team composition, the evaluator's distinctiveness, and the context of the study. A study by Lee and Park (2021) examined the role of gender in the view of leadership approaches in the setting of public sector institutions and established that women have more positive opinions of transformational leadership than their male counterparts thus differing with the findings of the current study. In contrast, there was no discernible gender difference in transactional leadership perceptions (Lee & Park, 2021). However, some researchers (Dappa et al., 2019; Martinez-Leon et al., 2020; Miranda, 2019) find no variances between men's and women's leadership approaches and perceptions. Men

tend to use assertiveness and directiveness, while women emphasize empathy and collaboration. These differences reflect the distinct leadership styles that can motivate and engage teams, with both contributing to performance and growth through their unique approaches to inspirational motivation (Northouse, 2019). In their study, Martinez-Leon et al. (2020) postulated that in value-based institutions, leaders' behaviors and perceptions are mainly determined by the context and recognized that women's progression in leadership ranks to the environment where values comprising self-governing and participative are implemented.

Regarding designation, a more significant proportion of HODs (38.1%) agreed strongly with the inspirational motivation items when compared to principals and managers/directors, where only 11.0% agreed. A larger proportion of HODs (38.1%) strongly agreed with the inspirational motivation items compared to only 11.0% of Principals and Managers/ Directors. This suggests that HODs, being closer to operational and team-level activities, may experience or recognize inspirational motivation more directly in their day-to-day interactions with leaders or staff. The lower percentage of Principals and Managers/ Directors who strongly agreed indicates that these higher-ranking administrators might view inspirational motivation less directly. This could be due to: their concentration on strategic decision-making rather than uninterrupted engagement with leadership's motivational practices. A prospective gap in the application or visibility of inspirational leadership at their level, could also be a reason for the lower lower percentage of Principals and Managers/ Directors who strongly agreed. The higher agreement among HODs underscores the efficacy of inspirational leadership at mid-level management, where operational and team-focused interactions are most prevalent (Arıcıoğlu et al., 2020). The lower perception among Principals and Directors might signal a need for leaders to better extend motivational

strategies across all organizational levels ensuring senior leaders also feel inspired and supported.

The findings suggest that HODs play a pivotal role in translating leadership vision into actionable goals at the departmental level. Their strong perception of inspirational motivation likely contributes positively to team morale, engagement, and productivity, directly enhancing Institutional Performance. Conversely, a lower perception among principals and managers/directors could hinder their ability to inspire motivation and drive across large institutional frameworks, leading to a misalignment in leadership. The findings corroborate with literature on leadership variation across organizational levels. Studies by (Kehr et al., 2023) indicate that inspirational motivation is expressed differently by leaders depending on their ranks. While heads of departments may provide direct encouragement and personalized inspiration, principals and directors focus more on strategic goals. Both approaches, however, share a common goal of energizing teams through vision and clear communication (Neves, 2024).

In terms of years in role, respondents with 1-3 years of service showed the highest level of agreement, with 15.1% and 12.4% strongly agreeing. With 9.0% strongly agreeing, those in their roles for less than a year demonstrated significant agreement. The data suggests that respondents with 1-3 years of service exhibit the highest levels of agreement, indicating that they feel the strongest impact of Inspirational Motivation on Institutional Performance in TVET in the Nairobi Metropolis colleges. Those with less than one year of experience also show significant agreement, though at slightly lower levels. The findings indicate that newer workers (1-3 years) may still be sturdily influenced by motivational leadership behaviors and their view of institutional performance. Their greater levels of agreement could mirror enthusiasm or direct involvement with effective leadership. However, respondents with

less than one year of experience might still be adapting to their roles but exhibit notable agreement, suggesting that Inspirational Motivation may be having an initial constructive influence. The findings mirror that leadership strategies underlining Inspirational Motivation are effective at fostering a constructive perception of institutional performance, mainly among comparatively newer workers. These findings underscore the significance of sustaining robust motivational leadership, particularly for new and moderately new personnel, to maintain high levels of observed institutional performance. Work enthusiasm is significant in shaping employees' attitudes in the work setting, and positive work enthusiasm boots institutional performance (Maryanti et al., 2022). Great work enthusiasm from personnel stimulates them so that they stay cautious, responsible, and disciplined (Al-Bazaiah et al., 2023); (Maryanti et al., 2022). The findings reflect the position of Cashman (2017) who suggests that experienced leaders often draw from past successes and clear vision to inspire confidence, while less experienced leaders bring fresh perspectives and enthusiasm.

The findings align with Kouzes and Posner (2023) who underscored that both new and seasoned leaders can commendably motivate teams, with skilled leaders depending on wisdom and storytelling, whereas new leaders energize through passion and novelty. Both approaches boost team engagement and institutional growth and productivity. Experienced leaders are habitually adept at expressing long-term institutional goals, which supports personnel align their efforts with a mutual vision (Mary, 2018). This steadiness and clarity are significant in navigating the challenges often faced in TVET institutes, such as resource constraints, shifting industry demands, and policy shifts(Maina & Muathe, 2023; Osawa et al., 2023). Similarly, the results correspond with Cashman (2017) who advanced that experienced leaders often draw from past successes and clear vision to inspire confidence, while less experienced

leaders bring fresh perspectives and enthusiasm. By drawing on their expertise, experienced leaders impart a sense of security and purpose, which improves motivation and enhances institutional performance through enriched personnel engagement and stability (Kouzes & Posner, 2023).

For the period in the institution, the highest percentage of solid agreement was among respondents who had been there for 1-3 years (12.0%), followed by those who had served for ten years or more (10.0%). Those with 7-9 years of experience show a slightly lower agreement with the list of statements describing inspirational motivation. The 12.0% strong agreement among respondents with 1-3 years of service indicates that newer staff are particularly receptive to or influenced by leadership's Inspirational Motivation efforts. This could reflect: initial enthusiasm and optimism when joining the institution, making them more likely to notice and appreciate motivational leadership behaviors; and greater exposure to onboarding practices or mentorship programs that emphasize leadership inspiration. The 10.0% strong agreement among staff with 10+ years of service suggests that long-serving staff also acknowledge and value inspirational leadership. This probably stems from: their deep association with the institution's leadership practices over time, and a robust connection to institutional aims and trust in leadership, cultivated through years of collaboration and mutual accomplishments. The lower agreement among those with 7-9 years' experience may indicate a possible cynicism or disillusionment in their view of leadership practices as they advance through their occupations. It may also suggest a gap in leadership endeavors to sustain or adapt motivational approaches for mid-tenure workers, who may feel disregarded or less involved compared to fresher or more senior colleagues.

The disparities in agreement based on tenure of service suggest that leadership undertakings in Inspirational Motivation may not correspondingly resonate with all

groups. Newer workers may be motivated by eagerness and the novelty of leadership actions. Long-serving personnel are motivated by a strong alignment with the institution's vision and trust in leadership (Dong, 2024; Maryanti et al., 2022). The study findings indicate that mid-tenure staff may require focused efforts to maintain and enhance their engagement and inspiration, addressing any unproductivity or perceived deficiency of recognition. The constructive perception of Inspirational Motivation among newer and long-serving staff indicates its role in enhancing morale, commitment, and alignment with institutional aims. Conversely, the dip in agreement among the mid-tenure workforce underlines a potential challenge that TVETS in the Nairobo Metropolis must address. If left unaddressed, it could reduce motivation and productivity within this critical group, who often play pivotal roles in operational and leadership transitions. The findings indicate that perceptions of Inspirational Motivation vary across tenure groups in TVET Colleges in the Nairobi Metropolis. While newer and long-serving staff demonstrate high agreement, mid-tenure staff perceive leadership motivation less positively. Addressing this gap can enhance staff engagement across all tenure levels, thereby optimizing Institutional Performance and fostering a more cohesive and motivated workforce (Brucker et al., 2022). This corresponds with a study by (Stamolampros et al., 2019) who posited that prospects for profession advancement is closely connected with a statistically notable decrease in job turnover and increased institutional effectiveness.

In the case of level of education, the results show the distribution of responses to the question on inspirational motivation, broken down by education level. The findings indicate that higher education levels correlate with positive responses. Respondents with higher levels of education (Doctorate, Masters, and Bachelors) are more likely to select higher ratings on the Likert scale (4 and 5), indicating stronger

agreement or perception of Inspirational Motivation and Institutional Performance. For example: Doctorate: 56.5% rated "5" and 30.4% rated "4," meaning the majority perceive high levels of Inspirational Motivation and Institutional Performance. Masters: 46.2% rated "5" and 37.2% rated "4," showing a similar trend. Bachelor's degree: 49.5% rated "5" and 35.5% rated "4." Those with lower education levels (Diploma and Certificate) showed a weaker perception of Inspirational Motivation and Institutional Performance. For example: Diploma: 50.6% rated "5" and 39.5% rated "4," still positive but with slightly reduced intensity. Certificate: The responses were skewed, with only 57.1% rating "5" and the rest distributed among lower ratings. The findings indicate that higher education levels appear to influence a more positive perception of institutional performance and leadership traits like Inspirational Motivation. This may suggest that persons with advanced education have higher anticipations or more optimism concerning institutional competencies.

Lower education levels might mirror inadequate engagement or less acquaintance with the broader influences of leadership and institutional productivity. The less educated leaders might rely more on hands-on experience and pragmatic approaches, inspired by real-world insights and relatable problem-solving tactics (Weiss, 2021). The results suggest that leaders in TVET colleges in the Nairobi Metropolis may need to tailor motivational approaches to resonate with stakeholders across all education levels. Bridging the gap in opinion between folks with lower and higher education levels could increase general institutional unity and performance. The findings indicate how education level shapes opinions of Inspirational Motivation and Institutional Performance, signifying that educational background impacts perceptions toward leadership productivity and institutional dynamics. This interpretation highlights how education level shapes perceptions of Inspirational Motivation and

Institutional Performance, suggesting that educational background influences attitudes toward leadership effectiveness and institutional dynamics. The study findings align with Kavitha et al. (2024) whose results established a favorable substantial influence of inspirational motivation and work enthusiasm on teachers' productivity.

The study explored the relationship between institutional category (Public and Private) and the perception of Inspirational Motivation and Institutional Performance in TVET colleges within the Nairobi Metropolis, based on a 5-point Likert scale. Across all institutions, 86% of respondents rated "4" (36.8%) or "5" (49.2%), indicating a strong positive perception of Inspirational Motivation and Institutional Performance in TVET colleges. Only a small percentage of respondents rated "1" (0.7%) or "2" (2.0%), showing minimal dissatisfaction. A significant majority of respondents from public institutions rated "4" (19.7%) and "5" (28.1%), totaling 57.5% for the highest ratings. Respondents in private institutions also exhibited high ratings, with 42.5% selecting "4" or "5." Private institutions show slightly higher satisfaction at the top end of the Likert scale, with a larger percentage of respondents choosing "5" (21.1% in private vs. 28.1% in public institutions). This suggests that private institutions may be perceived as slightly more effective in Inspirational Motivation and Institutional Performance. Nevertheless, the results suggest that both public and private TVET colleges in the Nairobi Metropolis are perceived positively, with most respondents agreeing that the institutions exhibit effective leadership and performance. The study findings also indicate that while both institution types perform well, private institutions may have a slight edge in terms of perceived Inspirational Motivation and Institutional Performance. This could be due to factors such as resource availability, personalized attention, or differences in leadership styles (Kouzes & Posner, 2023; Kirichu et al., 2024).

The study findings suggest that public TVET colleges should focus on minimizing neutral responses by enhancing leadership strategies to instigate higher satisfaction. Further, the findings indicate that Public TVET colleges need to reinforce the delivery of services and motivational approaches to align with the high anticipations of stakeholders. On the same vein, the study findings suggest that private TVET institutions need to leverage the constructive perception to further differentiate from public institutions and attract more students and workers. The private TVET institutions should sustain and advance Inspirational Motivation approaches to sustain better satisfaction levels. The overall positive trend indicates strong institutional performance, but there is room for growth in ensuring higher ratings across all categories. The study reflects a robust alignment of Inspirational Motivation and Institutional Performance with stakeholder expectations, with private institutions displaying a slight edge over public ones. The findings correspond with those of Almahasne, who found that inspirational motivation positively impacts organizational productivity.

A correlation analysis was conducted to assess the strength and direction of the association between inspirational motivation and Institutional Performance. This analysis aimed to determine the degree to which motivational factors influence or are associated with the performance levels of institutions. The findings are presented in Table 20.

Table 20

Correlation Analysis between Inspirational Motivation and Institutional Performance

		The average score in inspirational motivation	Average performance score
The average score in inspirational motivation	Pearson Correlation	1	.762**
	Sig. (2-tailed)		.000
	N	299	299
Average performance score	Pearson Correlation	.762**	1
	Sig. (2-tailed)	.000	
	N	299	299

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

Table 20 demonstrate a strong positive correlation between Institutional Performance and Inspirational Motivation (r=.762). The Pearson correlation coefficient (r) between the average score in Inspirational Motivation and the average performance score is 0.762. This indicates a strong positive correlation, meaning that higher levels of Inspirational Motivation are strongly associated with better Institutional Performance. The P-value (Sig. (2-tailed) Sig. (2-tailed)) is 0.000, which is less than the 0.01 significance level. This demonstrates that the correlation is statistically significant, meaning the observed relationship is unlikely to be due to chance. The analysis was conducted on a sample of 299 respondents, ensuring sufficient data to provide reliable results. The strong positive correlation suggests that Inspirational Motivation plays a critical role in enhancing Institutional Performance. Leadership practices that inspire and motivate stakeholders are likely to result in higher

performance levels. The findings suggest that TVET colleges in the Nairobi Metropolis should prioritize nurturing a culture of Inspirational Motivation among leaders and educators. This could include leadership development programs, motivational training, and creating environments that inspire collaboration and innovation. The findings highlight the importance of aligning motivational strategies with institutional objectives to optimize performance outcomes (Khan et al., 2022; Kavitha et al., 2024). The correlation analysis reveals that Inspirational Motivation is significantly and positively associated with Institutional Performance in TVET colleges. This underscores the critical role of motivational leadership in achieving higher performance levels and suggests that institutions should focus on cultivating inspirational practices to enhance their effectiveness. The study findings are in concurrence with Chebon et al. (2019) who established that leaders motivate workers to high effectiveness through creativity, communication, and innovation.

The findings reflect the existing literature in other studies and locations that indicated that inspirational motivation exerts a positive influence on organizational performance (ALmahasneh et al., 2022) and that inspirational motivation positively influences project success (Al Shanqaiti & Farea, 2021). The findings are in accord with Muthimi et al. (2021), who concluded that inspirational motivation constructively impacts the educational performance of designated institutions of higher learning in Kenya. Similar findings are shown in the work of Gachunga et al. (2020), who showed an influence of the relationship between inspirational motivation and competitiveness of TVETs by decision-making, employee involvement, and strategic direction.

Individualized Consideration and Institutional Performance in TVET Institutions in Nairobi Metropolis, Kenya

The second research objective aimed to assess the influence of Individualized Consideration on the institutional performance of TVET colleges in the Nairobi Metropolis. To achieve this, data was collected through questionnaires, interviews, and focus group discussions (FGDs). The questionnaire section on Individualized Consideration included a list of 8 items, each designed to evaluate respondents' perceptions of how leadership practices tailored to individual staff needs and concerns impact institutional performance. Respondents were asked to rate their level of agreement with each item on a 5-point Likert scale, where: 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree. The collected data was analyzed to identify trends and patterns, and the findings are presented in Table 21, which highlights the descriptive statistics and insights derived from the responses. These results provide a foundation for understanding the role of personalized leadership approaches in fostering motivation, engagement, and overall performance within TVET institutions.

Table 21

Descriptive Statistics of Individualized Consideration

	N	Min	Max	Mean	Std. Deviation
The leader spends time mentoring staff.	299	1.00	5.00	3.9866	1.0066
The leader supports staff in improving their strengths and skills.	299	1.00	5.00	4.0970	.93081
The leader aids staff in their work-related undertakings	299	1.00	5.00	4.0836	.91025
The leader provides personnel with opportunities for personal growth.	299	1.00	5.00	4.1605	.93818

The leader discourages any discrimination and treats staff fairly and kindly.	299	1.00	5.00	4.2809	.87929
The leader values the staff's capabilities and input in the institution.	299	1.00	5.00	4.2910	.91168
The leader shows concern for the staff's well-being.	299	1.00	5.00	4.2709	.90683
The leader treats each member of the personnel with respect and trust.	299	1.00	5.00	4.3244	.90400

“The leader spends time mentoring Staff**”** had a mean score of 3.9866 and a standard deviation of 1.0066. The mean score of 3.9866 suggests that most respondents generally agree that leaders in TVET colleges spend time mentoring staff. This reflects a positive perception of leaders' commitment to providing Individualized Consideration, a key leadership conduct that encompasses offering personalized support and help to workers (Khan et al., 2022). The average response suggests that leaders are perceived to engage in mentoring activities, though not consistently across the board. The relatively higher standard deviation indicates variability in responses, suggesting that while some staff experience mentoring, others may not benefit as much from this support. Mentoring is a core element of Individualized Consideration, a leadership practice that fosters personal and professional growth among staff. The relatively high mean score suggests that leaders in these colleges are perceived as prioritizing mentorship, which aligns with transformational leadership practices. A comparison with interview findings reflected the need for mentorship among staff. The key informants indicated that the mentorship led to better performance of the TVET colleges in the Nairobi Metropolis. One director of education posited:

> *When a leader invests time in mentoring staff, it has a profound impact on both individual and organizational performance. Mentoring helps*

> *employees develop their skills, gain confidence, and understand their career paths. This personal investment fosters a sense of loyalty and respect towards the leader and the institution. It also encourages a culture of continuous learning and development. By sharing their knowledge and experiences, leaders not only build stronger teams but also ensure that institutional knowledge is passed down effectively. This practice creates a more competent, motivated, and engaged workforce, leading to better overall performance (KI 06).*

The results align with (Kayago et al., 2023) who established a constructive and noteworthy influence of individualized consideration on organizational productivity. Effective mentorship improves workers' satisfaction, skill improvement, and commitment, which constructively influences Institutional Performance (Botha & Hugo, 2021). Leaders who invest in mentoring help personnel develop professionally by sharing knowledge, affording guidance, and nurturing personal progression. This nurturing environment boosts employees' skills, confidence, and job satisfaction. Consequently, staff become more motivated and committed, leading to improved performance and higher-quality education delivery (Attaallah, 2024; Egalite, 2021; Khan et al., 2022). Thus, by capitalizing on mentoring, leaders may be facilitating better outcomes for TVET colleges in the Nairobi Metropolis.

The “Leader supports staff in improving their strengths and skills” had a mean of 4.0970 and a standard deviation of 0.93081. The mean score of 4.0970 indicates that respondents strongly agree that leaders in TVET colleges in the Nairobi Metropolis support staff in cultivating their strengths and abilities. This high score mirrors a constructive perception of leaders' commitment to personalized personnel improvement, a hallmark of Individualized Consideration in transformational

leadership (Kayago et al., 2023; O'Donnell, 2021). The standard deviation of 0.93081 suggests relatively low variability in responses. This indicates that most respondents align closely in their perceptions, with a majority rating this leadership demeanor positively.Thus the findings indicate that leaders in TVET colleges are highly regarded for their efforts to support staff in developing their strengths and skills. This exhibits a strong commitment to Individualized Consideration, which positively impacts Institutional Performance (Adem et al., 2022; Zhenjing et al., 2022). When leaders keenly aid workers to enhance their fortes and skills, it likely yields enlarged staff enthusiasm and morale, enriched capability for innovation and problem-solving, and enhanced overall productivity at both the individual and institutional levels(Hafee et al., 2019; Mala et al., 2022; Oketch & Komunda, 2020). Supporting personnel to develop their strengths and skills is a key aspect of Individualized Consideration, where leaders identify and cater for the unique needs and potential of each employee (Botha & Hugo, 2021; Kayago et al., 2023). Consequently, this practice directly contributes to the constructive Institutional Performance of TVET colleges in the Nairobi Metropolis. The findings further suggest that, whereas the opinions are basically consistent, there remains an opportunity to guarantee uniformity and further strengthen these leadership demeanors across all TVET institutions.

"The leader aids staff in their work-related undertakings" had a mean score of 4.0836 with a standard deviation of .91025. The mean score of 4.0836 on a 5-point Likert scale for the statement "The leader aids staff in their work-related undertakings" indicates that the majority of respondents agree that leaders in TVET colleges in the Nairobi Metropolis provide significant support to their staff in handling work-related tasks. The mean score above 4 suggests that leaders demonstrate a considerable degree of individualized consideration by actively aiding staff with their professional

responsibilities. This aligns with transformational leadership approaches that accentuate supporting and enabling workers. Leaders' aid in work-related endeavors likely promotes a supportive and concerted work setting (Khan et al., 2022). Staff who feel supported in their roles are more likely to experience reduced stress and increased job satisfaction, which contributes to their overall performance (Zhenjing et al., 2022). By supporting personnel, leaders probably adapt their guidance to individual needs, mirroring the spirit of individualized consideration. This practice can help employees improve their abilities and confidence in handling their tasks successfully (Hafee et al., 2019; Khan et al., 2020). Leaders who dynamically support workers facilitate better task implementation and problem-solving, which can directly advance institutional productivity and efficiency. Supportive leadership practices boost employees' morale and motivation(Khan et al., 2020a; Lin et al., 2022; Oketch & Komunda, 2020). When workers perceive that their leaders are invested in their accomplishments, they are more committed and loyal to realizing institutional goals. By supporting personnel in work-related endeavors, leaders contribute to constructing staff aptitude, which increases institutional productivity over time (Mala et al., 2022). Supportive leadership encourages the achievement of goals and aims among workers through the recognition of specific courses of accomplishment, the provision of support, and guaranteeing that the established organizational aims have a focus on how specific workers’ aims will be achieved as well (Oketch & Komunda, 2020).

The standard deviation (0.91025) indicates moderate variability in responses. This suggests that whereas the majority of respondents perceive their leaders as supportive, some workers may feel less supported in their job-related tasks. This variability suggests inconsistency in leadership practices across different departments or colleges. It may also indicate potential variances in how leaders apportion their time

and consideration to staff. Thus, the mean score of 4.0836 signifies that leaders in TVET colleges in the Nairobi Metropolis are generally perceived as aiding workers in their job-related endeavors, signifying strong individualized consideration. This practice constructively influences institutional performance by enhancing a supportive and productive work environment. Nonetheless, the standard deviation highlights a need for consistency in applying these supportive practices across the board to guarantee evenhanded support for all personnel participants.

"The leader provides personnel with opportunities for personal growth" had a mean of 4.1605 and a standard deviation of .93818. The mean score of 4.1605 indicates that most respondents strongly agree that leaders in TVET colleges provide staff with opportunities for personal growth. This score mirrors a widespread view of effective leadership undertakings in fostering Individualized Consideration, where leaders dynamically encourage personal and professional advancement among personnel. The standard deviation of 0.93818 exhibits relatively low variability in responses, denoting that a majority of respondents have a constant view of leaders affording opportunities for personal progression. Nevertheless, some variation exists, signifying that this leadership approach may not be consistently employed across all TVET colleges in the Nairobi Metropolis. Leadership training programs can concentrate on standardizing this demeanor to ensure all personnel benefits equally. Personal growth opportunities should be aligned with institutional aims to maximize their influence on general performance (Mehner et al., 2024). Affording opportunities for individual progression is a core constituent of Individualized Consideration in transformational leadership (Kim & Cruz, 2022). This encompasses leaders identifying the unique needs of workers and enabling tailored development opportunities to boost their aptitudes and career satisfaction (Kayago et al., 2023; Khan et al., 2022).

When leaders emphasize personal growth, it boosts staff engagement, motivation, and morale; enhances the skill set of personnel, which contributes to better service delivery and innovation; and ultimately strengthens the Institutional Performance of TVET colleges, as motivated and skilled personnel are better equipped to contribute to organizational success(Botha & Hugo, 2021; Kavitha et al., 2024 ; Oketch & Komunda, 2020). This guarantees that workers improvement translates into measurable enhancements in college operations and results. The findings of the current study indicate that leaders in TVET colleges in the Nairobi Metropolis are perceived as highly effective in providing opportunities for personal growth, reflecting a strong commitment to Individualized Consideration.

"The leader discourages any discrimination and treats staff fairly and kindly" had a mean of 4.2809 and a standard deviation of 0.87929. This item received one of the highest mean scores, showing that fairness and kindness are significant aspects of leadership behavior. The low standard deviation implies consistency in this perception across respondents. The mean score of 4.2809 reflects a very strong agreement among respondents that leaders in TVET colleges actively discourage discrimination and treat staff fairly and kindly. This high rating demonstrates that leaders are widely perceived as fostering inclusivity, fairness, and respect, which are critical aspects of Individualized Consideration. These engagements signal that leaders value each worker's dignity and contributions, nurturing a constructive work environment and enhancing morale (Kayago et al., 2023; O'Donnell, 2021). The high mean score suggests that fair and inclusive leadership is a strength of TVET colleges in the Nairobi Metropolis. TVET colleges in the Nairobi Metropolis should continue to strengthen these values through regular training and institutional policies that uphold fairness and kindness. The standard deviation of 0.87929 indicates low variability in responses. This

indicates that majority of the participants share a consistent view that fairness and kindness are fundamental leadership attributes across TVET colleges in the Nairobi Metropolis. This uniformity suggests that these practices are well-embedded and largely acknowledged.

However, while variability is low, any instances of variation in leadership practices ought to be addressed through mechanisms such as anonymous feedback, performance assessments, and leadership coaching (Mala et al., 2022; O'Mahony & Pascual Pelayo, 2021). Treating staff fairly, discouraging discrimination, and showing kindness are hallmarks of Individualized Consideration. TVET colleges should emphasize equity and inclusivity as core principles of leadership. This involves not only discouraging discrimination but also actively celebrating diversity and fostering an environment where all staff feel valued. A fair and inclusive leadership approach contributes to higher levels of staff trust, satisfaction, and commitment; improved teamwork and collaboration among staff; and Enhanced productivity, as staff are motivated to contribute to institutional goals without fear of bias or favoritism (Bourke & Espedido, 2019; Oh et al., 2023). Discrimination refers to unfair treatment of individuals or groups based on characteristics like gender, age, or ethnic background, rather than their qualifications or performance (Köchling & Wehner, 2020). Addressing discrimination requires focusing on merit-based practices and ensuring decisions are free from bias to promote fairness and equity in the workplace. Discrimination and unfair treatment of workers often arise when selection and advancement criteria are ambiguous, poorly communicated, or appear to deliberately exclude certain groups (International Labour Organization, 2020). Clear, transparent, and inclusively designed standards are essential to fostering fairness and equity in the workplace. Institutions must ensure that criteria are well-defined, openly shared, and free from bias to promote

trust, diversity, and equal opportunities for all employees (Hyatt & Gruenglas, 2023; International Labour Organization (2020). In accord with these findings, the FGDs outcomes indicated that the TVET principals focus more on avoiding discrimination to build harmony in the college community. A discussant posited:

> *When our principal actively discourages discrimination and ensures fair treatment of staff, it fosters a positive, inclusive college. Such leadership promotes a culture where everyone feels valued and respected, regardless of their background. This approach not only boosts morale and job satisfaction but also encourages diversity of thought and innovation (FGD 04, 12th August 2024).*

Principally, impartiality in leadership is a foundation for a successful, harmonious, and productive team (International Labour Organization, 2020). The findings are consistent with the existing literature that transformational leadership improves the consciousness of cohorts by appealing to greater ideals and values including freedom, honesty, integrity, concord, peace as well as equality (Price, 2019). Further, transformational leaders accentuate novel ideas, thus, creating a conducive environment for enhanced institutional performance (Reza, 2019).

"The leader values the staff's capabilities and input in the institution" had a mean of 4.2910 and a standard deviation of 0.91168. The mean score of 4.2910 suggests a strong agreement among respondents that leaders in TVET colleges value the capabilities and input of their staff. This high score suggests that leadership practices in these colleges nurture a culture of recognition, respect, and collaboration. The standard deviation of 0.91168 reflects relatively low variability in responses, indicating that most respondents share this positive opinion. However, some variability exists, suggesting that these leadership practices might not be uniform across all institutions.

Valuing staff capabilities and input is a fundamental component of Individualized Consideration, where leaders acknowledge the unique contributions of individuals and integrate their ideas into institutional decision-making (Etomes et al., 2024; Kayago et al., 2023). The finding aligns with the principles of participative and inclusive leadership, where acknowledging employee input fosters trust, motivation, and engagement (Yukl & Lepsinger, 2020). This practice generates a sense of ownership and belonging among workers. Leaders who regard personnel aptitudes and input nurture better involvement and motivation among workers; enhanced collaboration and innovation, as employees feel empowered to share their thoughts and expertise; heightened institutional results, as different perspectives support more cognizant decision-making and improved performance (Lin et al., 2022; Mehner et al., 2024). Leaders who involve their followers inspire, fortify, and connect their cohorts, thus addressing their basic emotional needs of autonomy, aptitude, and connection, correspondingly (Mazzetti & Schaufeli, 2022). A study by Gallup (2022, as cited by Celestin et al. (2024) suggests that institutions with greater levels of worker involvement experience a 21% growth in productivity, underlining the significance of this concept in the current corporate landscape. Consequently, the findings of this study suggest that leaders of TVET institutions should continually and actively engage personnel in decision-making procedures to further strengthen the value of their contribution.

The item “The leader shows concern for the staff's well-being” received a mean score of 4.2709 and a standard deviation of 0.90683 on a 5-point Likert scale. The mean score of 4.2709 reflects a strong agreement among respondents that leaders in TVET colleges demonstrate concern for the well-being of their staff. This high score suggests that leaders prioritize their employees' emotional, physical, and mental well-being,

which is a key aspect of Individualized Consideration. The standard deviation of 0.90683 indicates relatively low response variability, meaning that most respondents share a similar positive perception. However, the slight variation suggests that some respondents might have experienced differing levels of concern from their leaders. Showing concern for staff well-being is a critical dimension of Individualized Consideration in transformational leadership. Leaders who actively care about their staff foster trust, loyalty, and a supportive workplace culture. When leaders demonstrate genuine concern for staff well-being it enhances employee satisfaction, motivation, and retention; and creates a positive and healthy work environment, reducing burnout and improving morale. These factors collectively contribute to better Institutional Performance, as staff are more likely to be engaged, productive, and aligned with institutional goals (Mazzetti & Schaufeli, 2022; Odi-Owei, n.d.). Empathy boosts institutional efficacy by stimulating multiplicity and inclusion, growing worker commitment and retention, and generating a culture of accountability, care, and novelty (Zivkovic, 2022). Leaders who show empathy can generate a context where varied groups and individuals feel recognized, reinforced, and empowered to make full contribution (Moore et al., 2020). The high mean score indicates that concern for staff well-being is a leadership strength. TVET colleges should continue promoting open communication, mental health support programs, and employee assistance initiatives. While most respondents have a positive view, the moderate variability suggests that not all leaders may be equally effective in showing concern for staff well-being. This finding aligns with research emphasizing the importance of supportive leadership in fostering employee satisfaction, trust, and productivity (Celestin et al., 2024). Concern for well-being is a cornerstone of transformational leadership which concentrates on prioritizing workers' needs and fashioning a nurturing work environment (Peykar,

2024). Leadership training should emphasize the importance of empathy and consistent support across all levels of the institution (Zivkovic, 2022). The findings suggest that TVET colleges in the Nairobi Metropolis should embed personnel well-being into their core policies, ensuring that leaders are equipped to support their teams through resources, training, and a culture that prioritizes care.

Recent studies underline the critical role of well-being-focused leadership in promoting organizational success. For instance, Nielsen et al. (2021) found that leaders who demonstrate care for employee well-being foster higher levels of job satisfaction, psychological safety, and engagement. Similarly, Carmeli et al. (2023) highlighted that concern for well-being contributes to resilience and workplace thriving, particularly in high-demand environments like education. Furthermore, workplace well-being is increasingly tied to performance, as noted by Harter and Mann (2020), who emphasize that well-being initiatives improve employee retention and reduce burnout. The findings suggest that principals in TVETs are meeting critical leadership expectations by valuing staff welfare, contributing to positive organizational culture and outcomes. This approach positions institutions to maintain a motivated workforce capable of delivering quality education and services.

The item “The Leader treats each member of the personnel with respect and trust” received a mean score of 4.3244 and a standard deviation of 0.90400 on a 5-point Likert scale. The mean score of 4.3244 reflects a very strong agreement among respondents that leaders in TVET colleges treat staff with respect and trust. This high score underscores the perception of a leadership culture that values dignity, professionalism, and confidence in staff capabilities. The standard deviation of 0.90400 indicates low variability, suggesting that respondents consistently view their leaders as respectful and trustworthy in their interactions with staff. While some slight variation

exists, it is minimal and does not significantly detract from the overall positive perception. Respect and trust are foundational elements of Individualized Consideration in transformational leadership. Leaders who demonstrate these qualities foster a workplace environment where staff feel valued and empowered, enhancing their sense of commitment and motivation. Leaders who treat staff with respect and trust contribute to higher levels of morale and job satisfaction among employees, strengthened relationships between staff and leadership, promote collaboration and open communication, and greater staff engagement, which positively influences productivity, innovation, and overall Institutional Performance in TVET colleges. The high mean score reflects a strong institutional culture of respect and trust. Colleges should continue to prioritize these values in leadership training and evaluations to maintain this positive perception. While variability is low, efforts should be made to ensure uniformity in how respect and trust are demonstrated by all leaders across departments and institutions. This could involve feedback mechanisms and mentorship programs for leaders. The findings concur with Baquero (2023) who established that trust in the leader is critical for growing workers productivity and nurturing a healthy work setting. By building a culture of trust, integrity, and respect, managers will create a climate that fosters collaboration, positive thinking, and energy (Maximo et al., 2019).

The quantitative study findings were triangulated with the interview findings where one key informant posited:

> *Leaders who prioritize respect and trust in their relationships with personnel members significantly enhance institutional performance through various mechanisms. The findings indicate that this leadership approach creates a positive organizational culture that drives productivity and innovation (KI 09, 16th August 2024).*

The findings indicate that leaders who demonstrate respect and trust foster higher employee engagement levels, resulting in improved productivity and reduced turnover rates. Open communiqué and consistent feedback mechanisms enrich trust, respect and transparency between workers and administration (Baquero, 2023; Celestin et al., 2024). Additionally, Mbore et al. (2019) emphasized that effective leadership, characterized by respect and trust, positively impacts institutional performance.

When leaders treat each member of their team with respect and trust, it cultivates a positive work environment where people feel valued and empowered. This leads to higher job satisfaction, increased motivation, and better collaboration among team members. When individuals feel respected and trusted, they are more likely to take ownership of their work, be innovative, and go the extra mile, which collectively enhances the institution's performance. Trust and respect also reduce conflicts and improve communication, creating a more cohesive and productive workforce. In essence, respectful and trusting leadership is foundational to achieving excellence and sustainable success in any organization. This denotes how transformational leaders build consensus, foster respect and trust, and create a sense of mutuality (Northouse, 2019) among the TVET institutions in the Nairobi metropolis.

The descriptive statistics findings on Individualized Consideration based on demographics are presented in Table 22.

Table 22

Descriptive Statistics on Individualized Consideration Based on Demographics.

		The average score in individualized Consideration											
		Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
Gender	male	1	0.3	3	1.0	19	6.4	72	24.1	67	22.4	162	54.2
	female	0	0.0	1	0.3	15	5.0	65	21.7	56	18.7	137	45.8
	Total	1	0.3	4	1.3	34	11.4	137	45.8	123	41.1	299	100.0

Designation	Principal/ Director	0	0.0	0	0.0	4	1.3	17	5.7	29	9.7	50	16.7
	Head of Departm ent	1	0.3	4	1.3	30	10.0	120	40.1	94	31.4	249	83.3
	Total	1	0.3	4	1.3	34	11.4	137	45.8	123	41.1	299	100.0
Year served in the current role	Less than one year	0	0.0	0	0.0	6	2.0	26	8.7	23	7.7	55	18.4
	1-3 years	0	0.0	1	0.3	15	5.0	57	19.1	29	9.7	102	34.1
	4-6 years	0	0.0	3	1.0	8	2.7	33	11.0	31	10.4	75	25.1
	7-9 years	1	0.3	0	0.0	5	1.7	11	3.7	24	8.0	41	13.7
	10 years +	0	0.0	0	0.0	0	0.0	10	3.3	16	5.4	26	8.7
	Total	1	0.3	4	1.3	34	11.4	137	45.8	123	41.1	299	100.0
The period in the institution	Less than one year	0	0.0	0	0.0	4	1.3	21	7.0	19	6.4	44	14.7
	1-3 years	0	0.0	1	0.3	20	6.7	56	18.7	30	10.0	107	35.8
	4-6 years	1	0.3	3	1.0	9	3.0	27	9.0	32	10.7	72	24.1
	7-9 years	0	0.0	0	0.0	1	0.3	16	5.4	21	7.0	38	12.7
	10 years +	0	0.0	0	0.0	0	0.0	17	5.7	21	7.0	38	12.7
	Total	1	0.3	4	1.3	34	11.4	137	45.8	123	41.1	299	100.0
Level of Education	Doctorat e	0	0.0	1	0.3	3	1.0	10	3.3	9	3.0	23	7.7
	Masters	1	0.3	1	0.3	8	2.7	38	12.7	30	10.0	78	26.1
	Bachelor' s degree	0	0.0	1	0.3	14	4.7	47	15.7	45	15.1	107	35.8
	Diploma	0	0.0	1	0.3	7	2.3	38	12.7	35	11.7	81	27.1
	Certificat e	0	0.0	0	0.0	1	0.3	2	0.7	4	1.3	7	2.3
	KCSE	0	0.0	0	0.0	1	0.3	2	0.7	0	0.0	3	1.0
	Total	1	0.3	4	1.3	34	11.4	137	45.8	123	41.1	299	100.0
Institution category	Public	1	0.3	3	1.0	18	6.0	85	28.4	65	21.7	172	57.5
	Private	0	0.0	1	0.3	16	5.4	52	17.4	58	19.4	127	42.5
	Total	1	0.3	4	1.3	34	11.4	137	45.8	123	41.1	299	100.0
Institution approval status	Yes	1	0.3	3	1.0	30	10.0	123	41.1	113	37.8	270	90.3
	No	0	0.0	1	0.3	4	1.3	14	4.7	10	3.3	29	9.7
	Total	1	0.3	4	1.3	34	11.4	137	45.8	123	41.1	299	100.0

The descriptive statistics in Table 22 provide insights into individualized consideration as perceived by different demographic groups within TVET colleges in the Nairobi Metropolis. The study findings display descriptive statistics on average scores of individualized considerations categorized by gender, designation, years served in a current role, time at the institution, education level, category, and approval status. Concerning gender, male respondents report slightly higher levels of agreement

(24.1%) and strong agreement (22.4%) than females (21.7% agreeing, 18.7% strongly agreeing). This suggests that male respondents perceive a higher level of individualized consideration from their leaders, which may contribute to their engagement and potentially better performance outcomes. The lower levels of agreement and strong agreement among female respondents could indicate gaps in how leadership practices address the specific needs of women in these institutions. This disparity may indicate a need for leadership improvement initiatives that lead to better recognition and response to gender-specific challenges, such as work-life balance, professional progression opportunities, or addressing unconscious prejudices in leadership approaches (Badura et al., 2020; Thelma & Ngulube, 2024). By promoting gender equality and acknowledging these diverse needs, institutions can create a more inclusive, respectful, and productive community (Lwamba et al., 2022). Perceptions of fairness and equity in individualized consideration are critical for fostering a positive institutional culture (Celestin et al., 2024; González-Cánovas et al., 2024). If women perceive less support, it may lead to reduced engagement, satisfaction, and retention among female personnel, which can frustrate overall institutional performance (Shen & Joseph, 2021). Institutions where both male and female staff feel equally supported are likely to achieve higher levels of engagement and productivity, as all employees feel valued and motivated to contribute. When employees perceive that their institution's administrators treat them fairly, they tend to respond with increased diligence and behaviors that reflect strong work commitment (Kerse, 2020). This positive relationship between fair leadership and employee commitment is well-documented in organizational studies (Kungwola, 2023; Mezinova et al., 2023). Research has shown that transformational leadership, characterized by fairness and support, significantly enhances employees' affective commitment—their emotional attachment to the organization (Jiatong et al.,

2022). The gender disparity in perceptions of individualized consideration may reflect broader cultural or structural issues within the TVET colleges in the Nairobi Metropolis. By addressing gender disparities in individualized consideration, TVET colleges in the Nairobi Metropolis can create a more inclusive environment, improve staff satisfaction, and enhance overall institutional performance.

The data indicates that Heads of Departments (HoDs) reported higher levels of agreement (40.1%) and strong agreement (31.4%) regarding individualized consideration compared to Principals/Directors, who showed 5.7% agreement and 9.7% strong agreement. This suggests that HoDs perceive a greater level of personalized support and mentorship from their leaders. Research indicates that individualized consideration positively influences employee performance (Etomes et al., 2024). Leaders who act as mentors and coaches, respecting individual needs, can enhance staff performance (Muthusi et al., n.d.). The lower agreement levels among Principals/Directors may indicate a lack of personalized support at higher leadership tiers. Addressing this gap is crucial, as transformational leadership at all levels is vital for enhanced institutional performance. Consequently, the disparity suggests a need for targeted leadership development programs, especially for senior leaders, to foster a culture of individualized consideration throughout various TVET institutions.

The finding indicates that respondents with 1–3 years in their current role exhibit the highest levels of agreement (19.1%) and strong agreement (9.7%) regarding individualized consideration. This is closely followed by those with 4–6 years of tenure (11.0% agreed, 10.4% strongly agreed). In contrast, individuals with over 10 years in their role report the lowest levels of agreement (3.3%) and strong agreement (5.4%). Thus, individuals who have served between 1–6 years show the highest levels of agreement (19.1%-11.0%) and strong agreement (10.4%-9.7%). This could reflect a

period of peak contribution and support within an organization, as employees may feel well-supported during these years. Employees in the early stages of their tenure (1–3 years) perceive higher levels of individualized consideration from leadership. This may be due to onboarding processes, mentorship programs, or leaders' determination to integrate new staff successfully (Becker & Bish, 2021; Bhakta & Medina, 2021). Personnel onboarding intentionally connects organizational aims and practices to worker accomplishment (Hommey et al., 2020). Those with 4–6 years in their roles maintain relatively high perceptions of individualized consideration, suggesting sustained support during this period. This continuity can contribute to continuing worker improvement and satisfaction. The findings suggest a notable decline in perceived individualized consideration among employees with over 10 years in their roles, indicating a reduction in leadership engagement. Long-serving employees might feel overlooked or assume that they require less support, yielding a decreased perception of personalized attention. High levels of perceived individualized consideration among newer employees can enhance engagement and reduce early turnover (Muthusi et al., n.d.). However, the decline among long-tenured staff may result to disconnection, potentially affecting institutional knowledge preservation and performance.

Concerning tenure of service in the institution, respondents with less than one year had a small proportion (14.7%). This suggests that a small proportion of leaders were newly appointed, which could indicate continuing organizational reshuffling or leadership turnover. Individuals in this category require rigorous onboarding and mentorship to familiarize themselves quickly and successfully (Bhakta & Medina, 2021). The largest group of principals and HODs fell into the tenure category of 1-3 years (35.8%), reflecting a moderate level of stability in leadership. This group is likely

to be still adjusting or refining their roles while driving strategic objectives (Atatsi et al., 2021; Othman et al., 2019). Respondents with a tenure of service of 4-6 years had a substantial proportion (24.1%). The results indicate that a considerable number of experienced leaders are present in TVET colleges in the Nairobi Metropolis, possibly bringing more maturity and comprehension of institutional dynamics, which can considerably enhance performance and mentoring. Respondents with 7–9 years and those with 10+ years of service recorded 12.7% each. These leaders epitomize long-tenured workers, conceivably holding institutional memory and profoundly understanding institutional challenges and prospects. Experienced leaders can serve as mentors and role models, providing personalized support and guidance tailored to the needs of individuals (Kayago et al., 2023; Khan et al., 2022). This is particularly important for dynamic roles such as Principals and Heads of Departments.

The data provides an overview of the educational qualifications of respondents and their distribution across various categories. Respondents with a doctorate and master's degrees (7.7% and 26.1%, respectively) represented a relatively smaller but crucial segment of highly qualified staff. These individuals are likely to possess advanced expertise and leadership capabilities, making them ideal mentors and role models. Tailoring mentorship programs to utilize their knowledge effectively can enhance individualized consideration and institutional growth. Respondents with Bachelor's degrees make up the largest group at 35.8%. This suggests a substantial pool of mid-level professionals who may require personalized support and leadership training to advance in their roles, ensuring their contributions align with institutional objectives. A significant portion of respondents held diplomas (27.1%) and certificates (2.3%). Only 1% of respondents had KCSE qualification. These individuals are likely to occupy support roles and may require basic, yet personalized, guidance to align their

efforts with institutional goals. These individuals may benefit from targeted professional development programs to enhance their skills and competencies, which can improve overall institutional performance. Given the diverse educational levels, fostering individualized consideration through mentorship and tailored professional development is critical for improving institutional performance (Meier, 2023; Rinfret et al., 2023). Leaders should address the unique needs of staff at different educational levels to maximize their contributions toward achieving TVET goals in the dynamic Nairobi Metropolis. Mentorship from highly educated staff and tailored support systems can enhance staff development, motivation, and performance (Muthusi et al., n.d.), driving the success of TVET institutions.

Regarding the category of colleges, public TVETs account for 57.5% of respondents, indicating a larger workforce in comparison to private TVETs (42.5%). This suggests that leaders in public TVET colleges should focus on instigating scalable individualized support systems to address the different needs of their larger personnel pool, guaranteeing alignment with institutional goals. On the same vein, private TVETs, whereas smaller in workforce size, contribute meaningfully, with 42.5% of respondents. These institutes can leverage their moderately smaller scale to provide more tailored mentorship and support, nurturing innovation and personnel engagement. The data accentuates a balance between the larger public sub-sector workforce and the increasing presence of private TVET institutions. Leaders in both sub-sectors should adopt individualized consideration by tailoring mentorship and development programs to meet the specific challenges and opportunities unique to their institutions (Hommey et al., 2020; Muthusi et al., 2024). The findings indicate that public TVETs, with their larger size, may face challenges like uniformity in mentorship and support. Conversely, private TVETs, with their smaller teams, have the potential for faster policymaking and

more adaptive strategies, improving performance through closer staff engagement and personalized support. Effective leadership can improve staff satisfaction and productivity, improving student outcomes (Muttalib et al., 2023). Fostering individualized consideration in both public and private TVET institutions is essential. By addressing the particular needs of staff, institutes can boost motivation and performance, contributing to the overall accomplishment of TVETs in the Nairobi Metropolis.

The collected data was used to conduct a correlation analysis between Individualized Consideration and Institutional Performance. The correlation analysis examines the relationship between individualized consideration and institutional performance in TVETs within the Nairobi Metropolis. The findings are presented in Table 23.

Table 23

Correlation Analysis between Individualized Consideration and Institutional Performance

		The average score in individualized Consideration	Average performance score
The average score in individualized Consideration	Pearson Correlation	1	.352**
	Sig. (2-tailed)		.000
	N	299	299
Average performance score	Pearson Correlation	.352**	1
	Sig. (2-tailed)	.000	
	N	299	299

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

The study findings show that a relatively weak positive correlation (r=0.352) was found between the average performance score and the average score in individualized consideration. With a significance value (Sig.) of 0.000, the association between the average performance score and the average score in individualized consideration was found to be statistically significant at the 0.01 level (2-tailed) (sig=.000). The Pearson Correlation coefficient of 0.352 indicates a moderate positive relationship between individualized consideration and institutional performance. This suggests that as individualized consideration (personalized mentorship and support) increases, institutional performance also improves. The data highlights the importance of adopting individualized consideration as a leadership approach. Tailored support and mentorship have a measurable and positive impact on institutional performance (Law et al., 2020). Leaders in TVET institutions should prioritize understanding and addressing the unique needs of their staff to foster better motivation, engagement, and productivity. By integrating strategies that emphasize individualized consideration, TVETs can achieve enhanced outcomes such as improved teaching quality, staff satisfaction, and student success, contributing to the overall mission of providing quality technical and vocational education (Taylor & Dart, 2023). The study findings underscore the significant role of individualized consideration in driving institutional performance, making it a critical focus area for TVET leadership in the Nairobi Metropolis.

Leaders in TVET institutions should prioritize understanding and addressing the unique needs of their staff and students to foster better motivation, engagement, and productivity.These findings were corroborated by interview findings from one of the directors of education who posited:

> *We have a positive association between individualized consideration by principals and the institutional performance of TVET colleges in the Nairobi metropolitan. When principals provide personalized support and attention to their staff, it fosters a more motivated and engaged workforce (KI 07, 20th August 2024).*

The findings indicate that the personalized support of principals to tutors will enhance the overall performance of the institutions. The results suggest that Individualized consideration can lead to improved job satisfaction, better staff retention, and a more collaborative work environment, all of which contribute to the institution's success (Carpenter, 2023; Taylor & Dart, 2023). By recognizing and addressing the unique needs and strengths of each staff member, principals can boost a more effective and supportive educational setting, ultimately benefiting both the staff and the students resulting to enhanced overall college performance.

Individualized considerations in managerial contexts have been extensively researched as a critical leadership dimension. According to Paais and Pattiruhu (2020), personalized attention to workers' needs directly correlates with organizational performance. Comparatively, the current study findings concur with the existing literature; for instance, Budur and Demir (2022) found that individualized consideration had a noteworthy and positive influence on workers performance. Similarly, Khan et al. (2020) showed that individualized consideration is a significant factor in developing general structural performance. Concurrently, Mathende and Karim (2022) found that individualized consideration positively impacted work performance and each construct of TL influences work performance to different extents. In concurrence, with the findings of the current study, Chebon et al. (2019) observed that individualized consideration positively contributed to improved worker performance. Furthermore, Murage (2022) found that individualized consideration had a comparatively high effect size on IP only second to inspirational motivation.

Associating the current study findings with theories, it is revealed that when principals provide personalized support and attention to their staff, it fosters a more motivated and engaged workforce (Lai et al., 2020). This, in turn, enhances the overall performance of the institution. Individualized consideration can lead to improved job satisfaction, better staff retention, and a more collaborative work environment, all of which contribute to the institution's success (Xuecheng et al., 2022). By recognizing and addressing the unique needs and strengths of each staff member, principals can create a more effective and supportive educational setting, ultimately benefiting both the staff and the students.

Intellectual Stimulation and Institutional Performance

The third objective of the study examined the influence of intellectual stimulation on the performance of TVET colleges in the Nairobi Metropolis, Kenya. Quantitative data was collected through a questionnaire featuring 8 statements rated on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). HODs assessed the intellectual stimulation practices of their principals whereas principals assessed their leadership. The data, analyzed using descriptive statistics, is summarized in Table 24.

Table 24

Descriptive Statistics of Intellectual Stimulation

	N	Min	Max	Mean	Std. Deviation
The Leadership encourages new approaches to solving problems	299	1.00	5.00	4.3043	.86176
The Leadership allows divergent opinions from team members to tackle issues.	299	1.00	5.00	4.0870	1.02933
The Leader promotes an environment where Staff are encouraged to critique the Leader's assumptions, perspectives, and opinions.	299	1.00	5.00	4.0201	.97258

The Leadership encourages alternative approaches to carrying out tasks	299	1.00	5.00	4.1672	.88545
Leadership heartily invites innovative ideas and feedback from the personnel.	299	1.00	5.00	4.2007	.85129
Leadership refrains from interfering with tasks unless an issue needs to be resolved.	299	1.00	5.00	4.1806	.87517
The Leadership involves personnel in decision-making processes.	299	1.00	5.00	4.1304	.93750
The Leadership encourages thought-provoking ways to improve performance.	299	1.00	5.00	4.0334	.96875

The data in Table 24 illustrates perceptions of leadership practices related to intellectual stimulation and their impact on institutional performance in TVET (Technical and Vocational Education and Training) institutions in the Nairobi Metropolis. The item “Encouraging New Approaches to Solving Problems” had a Mean score of 4.3043 and a standard deviation of 0.86176. This item had the highest mean score, indicating that leaders in these institutions are perceived as highly effective in encouraging innovative problem-solving. The relatively low standard deviation suggests consistent agreement among respondents. This finding highlights that encouraging new approaches is a key aspect of intellectual stimulation by leaders, likely contributing positively to institutional performance by promoting creativity, adaptability, and proactive problem-solving within the colleges. The finding indicates that leadership characterized by intellectual stimulation empowers problem-solving innovation. This finding aligns with the Transformational Leadership Theory (Rayets et al., 2023) accentuating leaders' role in nurturing creative thinking and encouraging novel methods to handle organizational challenges. The concept of stimulating innovative problem-solving approaches has been addressed by several researchers. For example, (Shafique et al., 2019) examined the patterns of influences between a transformational leadership approach and organizational-level novelty through

individual-level creativity. Innovative personnel ideas enable institutes to realize their aims and drive success (Huang et al., 2022). Personnel are enthused by cognitive tools that accentuate the significance of their work, encouraging them to create and apply innovative notions to realize organizational aims (Lee et al., 2020; Shafique et al., 2019). A leadership culture that encourages innovative problem-solving nurtures intellectual stimulation among the personnel. It inspires employees to think analytically, discover new ideas, and constantly progress. All these, contribute to a learning-oriented environment resulting in enhanced performance (Huang et al., 2022; Lee et al., 2020; Rayets et al., 2023). Boosting new methods of handling and solving problems can meaningfully develop the TVET colleges' capacity to adapt to shifting environments, overcome challenges, and enhance general performance. This leadership approach enables and motivates workers and students to bring novel solutions, thus boosting institutions' performance.

The item, "The leadership allows divergent opinions from team members to tackle issues" had a mean score of 4.0870 and a standard deviation of 1.02933. The high mean score (4.0870) signifies that leadership in TVET colleges in the Nairobi Metropolis largely inspires different perspectives to address issues, reflecting a constructive aspect of intellectual stimulation. Nonetheless, the standard deviation of 1.02933 suggests some variability in responses, indicating that this practice is not uniformly applied across all institutes. This underlines that whereas several leaders encourage open dialogue and varied views, there is room for enhancement to guarantee consistency in nurturing intellectual stimulation, which is essential for improving institutional performance. The mean score indicates that, on average, leadership in TVET colleges in the Nairobi Metropolis inspires personnel to share and discuss

divergent opinions. This method is central to intellectual stimulation, as it encourages critical thinking, originality, and varied problem-solving approaches.

The quantitative findings were triangulated with the qualitative results from key informants and FGD discussants. In one of the interviews, one principal postulated:

> *When leadership champions innovative problem-solving approaches in educational institutions, it can transform the entire learning environment. Fostering a culture that embraces creativity and open-mindedness, inspires teachers and staff to explore new methods and technologies to enhance educational experiences. This proactive attitude can lead to more effective teaching strategies, improved student engagement, and better resource management (KI 01, 2nd August 2024).*

Effective leaders can collect ideas from different sources, pay attention to diverse perceptions from followers, and make decisions that mirror shared interests (Yunita et al., 2023a). Well-inspired personnel apply divergent opinions, exhibit innovative conduct at work and are more resourceful (Rahmadani et al., 2020). Intellectual Stimulation depicts leaders who encourage creativity and novelty through individual and team viewpoints (Biloa, 2023). This leadership approach embraces varied viewpoints and can fortify collaboration among workers as team participants sense that their contributions are treasured, fostering effective collaboration and a sense of shared ownership of decisions (Lai et al., 2020; Lee et al., 2020). Nonetheless, whereas boosting divergent opinions is significant, there may be occasions where these varied perspectives lead to incongruities or conflict, mainly if the leadership fails to manage the discussion successfully (Adham, 2023). Thus, TVET college leaders ought to nurture an environment where different opinions are encouraged and discussed positively. By stimulating a culture of open exchange of ideas and accepting diverse perspectives, TVET colleges can improve intellectual stimulation, enhance decision-making practices, and nurture an environment of teamwork and novelty that results in improved institutional performance.

The item, “The leader promotes an environment where staff are encouraged to critique the leader's assumptions, perspectives, and opinions,” had a mean score of 4.0201 and a standard deviation of 0.97258. The mean score of 4.0201 suggests that leadership in TVET colleges in the Nairobi Metropolis generally promotes a culture of intellectual encouragement and openness. This behavior is a vital component of intellectual stimulation, where leaders instigate significant feedback and varied standpoints. The mean score mirrors that most leaders of TVET colleges in the Nairobi Metropolis are observed as open to critique and ready to challenge their perspectives, which supports intellectual development and collaboration. However, the standard deviation of 0.97258 indicates moderate response variability, suggesting that this leadership approach is not constantly applied across all TVET colleges. The standard deviation indicates that whereas many leaders embrace intellectual stimulation, others may not wholly create an environment where personnel feel inspired to critique constructively. Stimulating workforces to critique leadership standpoints and assumptions helps in fashioning a culture of confidence, trust, analytical thinking, and innovation, boosting decision-making and institutional productivity (Mazzetti & Schaufeli, 2022). It promotes acceptance of mutual values, directing every team participant's actions and stimulating shared responsibility for realizing performance results (Khosravi et al., 2020). Building an environment that promotes open, transparent, and honest communication, inspires information dissemination, and encourages variety and forbearance is essential for conflict determination (Aghaei et al., 2022). Institutes, where leaders nurture openness and interchange of ideas, are anticipated to benefit from enhanced collaboration and innovative solutions, whereas inconsistency in this approach could hamper improvement in others.

The quantitative findings were triangulated with the qualitative results from key informants and FGD discussants. In one of the interviews, one principal postulated:

> *When leadership champions innovative problem-solving approaches in educational institutions, it can transform the entire learning environment. Leaders inspire teachers and staff to explore new methods and technologies to enhance educational experiences by fostering a culture that embraces creativity and open-mindedness. This proactive attitude can lead to more effective teaching strategies, improved student engagement, and better resource management (KI 01, 2nd August 2024).*

The study findings show that principals perceive encouraging new approaches as significant to keeping institutes adaptive, resilient, and relevant in a changing educational landscape. Essentially, visionary leadership drives continuous improvement and excellence in education. This shows that transformational leaders encourage followers when tackling challenging goals and also increase followers' problem-solving capacities which is essential in leadership effectiveness (Lai et al., 2020).

In a related FGD with student leaders, one posed:

> *When our principal actively seeks and welcomes innovative ideas and feedback from staff, it creates a dynamic and inclusive environment. This approach empowers the college employees to contribute their unique perspectives and solutions, fostering a sense of ownership and engagement. It also promotes continuous improvement and adaptability, as the institution can quickly implement effective changes based on ground-level insights. This is what we have experienced and witnessed as student leaders for the last one year we have been in our positions (FGD 06, 13th August 2024).*

The findings indicate that ultimately, this open and collaborative atmosphere leads to enhanced performance, creativity, and satisfaction within the TVET institutions in Nairobi metropolitan. Encouraging such a culture of innovation and feedback is a cornerstone for sustained success and excellence in education.

"The leadership encourages alternative approaches to carrying out tasks" had a 4.1672 means score and 0.88545 standard deviation. The mean score of 4.1672 signifies that leadership in TVET colleges in the Nairobi Metropolis largely inspires innovation and adaptability in task implementation. The high mean score exhibits that most leaders enthusiastically motivate workers to embrace innovative methods and think creatively, promoting a vibrant and adaptive work environment. By stimulating varied approaches, leadership promotes an adaptive and robust institutional culture that prospers in dynamic settings (Costa et al., 2023). By boosting different methods, leaders enable staff to discover inventive solutions, resulting in improved productivity and effectiveness in realizing institutional aims (Alblooshi et al., 2021). The moderately low standard deviation (0.88545) suggests that this practice is implemented fairly consistently across TVET institutes, signifying a cooperative culture of inspiring innovation. This practice nurtures values of intellectual inquisitiveness and constant improvement, vital for preserving competitive and high-performing institutes (Ahluwalia, 2020; Costa et al., 2023). The finding of this current study aligns with previous literature accentuating the role of leadership in stimulating creativity and adaptability (Askew, 2023; Kremer et al., 2019). While the data indicates uniformity in applying intellectual stimulation, there may still be remote cases where TVET college leaders do not entirely embrace this practice, restraining prospects for novelty in some areas. Hence, fortifying this practice across all institutes will improve the general productivity of TVET colleges in the Nairobi Metropolis.

"Leadership heartily invites innovative ideas and feedback from the personnel" had a mean score of 4.2007 and a standard deviation of 0.85129. The high mean score of 4.2007 signifies that leadership in TVET colleges in the Nairobi Metropolis sturdily inspires personnel to contribute innovative notions and feedback. This suggests that

leaders in TVET colleges are observed as greatly open to new opinions and responses from their personnel, nurturing a culture of novelty and constant upgrading. The low standard deviation (0.85129) denotes that this practice is constant across TVET institutes in the Nairobi Metropolis, with most colleges implementing a culture of honesty, and respect the involvement of their personnel. A steady practice of welcoming feedback and views helps foster a culture of confidence, transparency, and shared respect, which is critical for long-term institutional success. When leadership enthusiastically welcomes and appreciates feedback, it enhances workers' confidence and commitment (García-Vidal et al., 2019; West, 2024). This generates an attitude of ownership among personnel, leading to advanced efficiency and enthusiasm.

The quantitative findings were triangulated with the qualitative results from key informants and FGD discussants. In one of the interviews, one principal postulated:

> *When leadership champions innovative problem-solving approaches in educational institutions, it can transform the entire learning environment. By fostering a culture that embraces creativity and open-mindedness, leaders inspire teachers and staff to explore new methods and technologies to enhance educational experiences. This proactive attitude can lead to more effective teaching strategies, improved student engagement, and better resource management (KI 01, 2nd August 2024).*

In a related FGD with student leaders, one posed:

> *When our principal actively seeks and welcomes innovative ideas and feedback from staff, it creates a dynamic and inclusive environment. This approach empowers the college employees to contribute their unique perspectives and solutions, fostering a sense of ownership and engagement. It also promotes continuous improvement and adaptability, as the institution can quickly implement effective changes based on ground-level insights. This is what we have experienced and witnessed as student leaders for the last year we have been in our positions (FGD 06, 13th August 2024).*

A constant approach to welcoming feedback and views will aid TVET leaders in cultivating a culture of trust, openness, and reciprocated respect.

The item, “Leadership refrains from interfering with tasks unless an issue needs to be resolved” had a mean score of 4.1806 and a standard deviation of 0.87517. The mean score of 4.1806 shows that leadership in TVET colleges in the Nairobi Metropolis largely embraces a hands-off method, trusting workers to carry out their tasks autonomously unless a substantial problem necessitates intervention. This approach promotes independence and responsibility, which are crucial for intellectual stimulation. This confidence in personnel independence can stimulate intellectual involvement, permitting workers to reason innovatively and take ownership of their undertakings. The low standard deviation (0.87517) indicates that this leadership approach is broadly practiced across TVET institutes, signifying that personnel can largely anticipate a constant level of independence and marginal micromanagement. This aligns with the literature on leadership styles that emphasize empowering employees and avoiding micromanagement (Aljabri & Alharthy, 2025; Ndidi et al., 2022). Leaders who desist from needless interference permit staff to discover different approaches and inventive solutions to responsibilities, which can improve efficiency and innovative problem-solving *(*Costa et al., 2023*)*. A leadership method that trusts personnel to accomplish their tasks freely fosters a sense of accountability and answerability, enhancing institutional performance (Kremer et al., 2019; Ndidi et al., 2022; Szende et al., 2020). Nonetheless, while autonomy is beneficial, there may be occurrences where problems or inadequacies go unhandled due to the lack of intervention. Thus, TVET leadership needs to discover a balance between independence and well-timed support.

“The leadership involves personnel in decision-making processes” had a mean score of 4.1304 and a standard deviation of 0.93750. The mean score of 4.1304 suggests that leadership in TVET colleges in the Nairobi Metropolis largely practices a

participatory method, inspiring staff involvement in decision-making. This mirrors a constructive aspect of intellectual stimulation, where workers feel appreciated and enabled to contribute their views, ideas, and skill. The mean score mirrors that leaders in TVET colleges are viewed as boosting innovative and analytical thinking, hence fostering performance enhancement and problem-solving. Conversely, the moderately high standard deviation signifies variability in how this practice is viewed by respondents, indicating variances in leadership approaches or institutional culture. Stimulating thought-provoking approaches aid personnel in advancing inventive solutions, openly contributing to improved institutional performance. The finding reflects Chebon et al. (2019) who opined that workers should be afforded a chance to offer directed training programs for leaders to enhance their ability to foster intellectual stimulation through thought-provoking methods that challenge staff to think creatively and responsively articulate their views, for enhanced involvement in the decision-making process. Particular circumstances intensify the challenges connected with decision-making and require a flexible response to address them (Ahern & Loh, 2021). Leaders are significant in creating a constructive work culture in the group and institution. They nurture the anticipated norms, standards, and outlooks of the team or institute and guarantee that team participants feel respected, attended to, and sustained *(Yunita et al., 2023)*. Consequently, TVET leadership should constantly facilitate directed training curricula for leaders to improve their ability to nurture intellectual stimulation through inspiring approaches that challenge workers and students to think innovatively.

"The leadership encourages thought-provoking ways to improve performance" had a mean score of 4.0334 and a standard deviation of 0.96875. The mean score of 4.0334 indicates that leadership in TVET colleges in the Nairobi Metropolis largely

promotes intellectual stimulation by inspiring workers to reason analytically and discover innovative means to improve performance. The high mean score reflects that leaders in TVET colleges are regarded as furthering innovative and analytical thinking, hence fostering performance enhancement. Nonetheless, the standard deviation of 0.96875 shows some inconsistency in views, signifying that implementation of this leadership approach is not wholly constant across all institutes. Stimulating thought-provoking methods supports personnel advance inventive solutions, cooperatively contributing to greater institutional performance. Variance in responses suggests that some TVET colleges may lack constant practices in stimulating analytical thinking and innovation, consequently, limiting their capacity to implement intellectual stimulation. In harmony with this argument, (Choudhury & Collins, 2021)) recommended that leaders should take accountability and responsibility; give hope; build a trustworthy vision; cultivate direction, and stay thoroughly linked to individuals on which their decisions are influencing. To foster confidence among teams and staff, leaders should take practical steps including providing training, engaging in strategic planning, and effectively sharing information and insights (Ahern & Loh, 2021).

The findings also reflect the sentiments shared by the key informants who in solidarity reported that a friendly environment is significant in improving the performance of TVET workers and students in the Nairobi Metropolis, Kenya. One of the interviewees posited:

> *Educational leadership plays a crucial role in fostering an environment where creative ideas flourish, driving performance improvements in TVET institutions in the Nairobi metropolitan. By encouraging innovative thinking and embracing new teaching methodologies, principals can enhance the quality of education and student engagement. This proactive approach not only addresses current challenges but also prepares the institutions to adapt to future needs and trends (KI 08).*

The finding also resonates with the Transformational Leadership Theory and Innovation-Oriented Leadership frameworks (Al-Husseini et al., 2021; Owusu-Agyeman, 2021). To improve the performance of TVET colleges, leaders should exhibit a tactical vision and generate positive environments for personnel to implement innovative undertakings (Owusu-Agyeman, 2021). Visionary education leaders play a vital role in modeling a culture of inventiveness, thus, fostering institutional performance (Mahama, 2024). Effective leadership encompasses not only motivating novel notions but also affording the resources and the backing required to effect them commendably (Abdulfatai, 2021). Intellectual stimulation practice advances followers' work productivity, fostering improved institutional performance

Using the collected data, the researcher conducted a crosstab analysis between Intellectual Stimulation and the demographics of the respondents. The findings are presented in Table 25.

Table 25

Crosstab Analysis on Intellectual Stimulation Based on Demographics

		The average score in intellectual stimulation											
		Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
Gender	male	2	0.7	3	1.0	20	6.7	76	25.4	61	20.4	162	54.2
	female	0	0.0	3	1.0	21	7.0	60	20.1	53	17.7	137	45.8
	Total	2	0.7	6	2.0	41	13.7	136	45.5	114	38.1	299	100.0
Designation	Principal / Director	0	0.0	0	0.0	5	1.7	24	8.0	21	7.0	50	16.7
	Head of Department	2	0.7	6	2.0	36	12.0	112	37.5	93	31.1	249	83.3
	Total	2	0.7	6	2.0	41	13.7	136	45.5	114	38.1	299	100.0
Year served in the current role	Less than one year	0	0.0	0	0.0	5	1.7	35	11.7	15	5.0	55	18.4
	1-3 years	0	0.0	3	1.0	18	6.0	46	15.4	35	11.7	102	34.1
	4-6 years	1	0.3	3	1.0	13	4.3	31	10.4	27	9.0	75	25.1
	7-9 years	1	0.3	0	0.0	5	1.7	15	5.0	20	6.7	41	13.7

	10 years +	0	0.0	0	0.0	0	0.0	9	3.0	17	5.7	26	8.7
	Total	2	0.7	6	2.0	41	13.7	136	45.5	114	38.1	299	100.0
The period in the institution	Less than one year	0	0.0	1	0.3	7	2.3	24	8.0	12	4.0	44	14.7
	1-3 years	1	0.3	2	0.7	19	6.4	50	16.7	35	11.7	107	35.8
	4-6 years	1	0.3	3	1.0	9	3.0	32	10.7	27	9.0	72	24.1
	7-9 years	0	0.0	0	0.0	4	1.3	16	5.4	18	6.0	38	12.7
	10 years +	0	0.0	0	0.0	2	0.7	14	4.7	22	7.4	38	12.7
	Total	2	0.7	6	2.0	41	13.7	136	45.5	114	38.1	299	100.0
Level of Education	Doctorate	0	0.0	1	0.3	5	1.7	7	2.3	10	3.3	23	7.7
	Masters	2	0.7	1	0.3	14	4.7	38	12.7	23	7.7	78	26.1
	Bachelor's degree	0	0.0	2	0.7	15	5.0	47	15.7	43	14.4	107	35.8
	Diploma	0	0.0	1	0.3	5	1.7	41	13.7	34	11.4	81	27.1
	Certificate	0	0.0	1	0.3	0	0.0	2	0.7	4	1.3	7	2.3
	KCSE	0	0.0	0	0.0	2	0.7	1	0.3	0	0.0	3	1.0
	Total	2	0.7	6	2.0	41	13.7	136	45.5	114	38.1	299	100.0
Institution category	Public	2	0.7	6	2.0	21	7.0	83	27.8	60	20.1	172	57.5
	Private	0	0.0	0	0.0	20	6.7	53	17.7	54	18.1	127	42.5
	Total	2	0.7	6	2.0	41	13.7	136	45.5	114	38.1	299	100.0
Institution approval status	Yes	2	0.7	5	1.7	31	10.4	126	42.1	106	35.5	270	90.3
	No	0	0.0	1	0.3	10	3.3	10	3.3	8	2.7	29	9.7
	Total	2	0.7	6	2.0	41	13.7	136	45.5	114	38.1	299	100.0

Study findings in Table 25 display the descriptive statistics offering valuable insights into the relationship between intellectual stimulation and various demographic characteristics. The findings indicate that intellectual stimulation has a great level of agreement among respondents, with 45.5% agreeing and 38.1% strongly agreeing. This signifies that most of the respondents view intellectual stimulation confidently. The findings indicate that only 2.7% of respondents either strongly disagree or disagree with intellectual stimulation, suggesting that largely the respondents feel that this leadership approach is greatly and broadly implemented in TVET colleges in the Nairobi Metropolis.

Regarding gender, male respondents were 54.2% while females were 45.8% with slightly more males (45.8%) strongly agreeing than females (38.1%). This shows

higher perceived intellectual stimulation among male respondents. Nevertheless, whereas females are less in number, they similarly display a substantial level of agreement, with 37.8% of them agreeing or strongly agreeing. Only 1.7% of males disagree or strongly disagree, signifying that intellectual stimulation is broadly valued among male respondents. A marginally higher percentage of females (1.0%) disagree compared to males. The constructive scores from both genders signify that intellectual stimulation plays a significant role in nurturing institutional performance by engaging personnel and boosting innovative thoughtfulness. Conversely, the slight differences in perceptions between males and females concerning this leadership approach might mirror disparities in access to intellectually stimulating chances or variances in work experiences among genders. Leadership is a practice whereby a person inspires a team to realize a shared goal (Northouse, 2019). The findings indicate that male and female personnel recognize intellectual stimulation confidently, signifying that this leadership approach contributes constructively to institutional performance in TVET colleges. Nevertheless, the slight gender differences in perception underscore the need for continuing determinations to guarantee inclusivity and equity in nurturing intellectual commitment among personnel. This aligns with Özen and Yavuz (2024), emphasizing that fostering a culture of inclusivity, encouraging provision for staff, nurturing a helpful and inclusive learning setting, and affording professional improvement for workers enhance overall performance.

The data regarding the designation of respondents in relation to intellectual stimulation on a 5-point Likert scale shows that most participants either agree (45.5%) or strongly agree (38.1%) that intellectual stimulation exists in their TVET colleges. Very few respondents disagree (2.0%) or strongly disagree (0.7%), suggesting a constructive view of intellectual stimulation across designations. Principals/Directors

(16.7% of respondents) reported great levels of intellectual stimulation, with 50% (24 agreeing and 21 strongly agreeing). Only an insignificant proportion (10% or 5 respondents) remained neutral, whereas no Principals/Directors expressed disagreement with this leadership approach. This sturdy agreement signifies that those in upper leadership positions largely experience and value intellectual stimulation, possibly owing to their engagements in strategic planning, policymaking, and problem-solving. Heads of Department displayed even greater agreement levels, with 68.6% (37.5% agreeing and 31.1% strongly agreeing). Only a minor percentage (2.7%) of Heads of Departments displayed disagreement or neutrality, probably mirroring variances in access to intellectual engagement chances across departments. These findings underscore that intellectual stimulation is central to the duties and engagements of Heads of Departments, given their direct participation in managing groups and executing strategies. Furthermore, this indicates that Heads of Departments perceived upper leadership as valuing and practicing intellectual stimulation. The constructive view of intellectual stimulation across both teams indicates a robust connection between leadership roles and institutional performance in TVET colleges in the Nairobi Metropolis. Leadership practices that nurture intellectual stimulation have a tendency to improve innovation and tactical thinking, advance personnel commitment and motivation and fortify institutional decision-making practices (Fu et al., 2022; Li et al., 2019). The findings are congruent with Fu et al. (2022) who established that intellectual stimulation impacts personnel creativity considerably.

The study finding concerning years served in the current role indicate that a large number of respondents either agree (45.5%) or strongly agree (38.1%) with statements on intellectual stimulation. The percentage of participants who disagree (2.0%) or strongly disagree (0.7%) was negligible, mirroring a largely constructive

perception. Less than 1 year (18.4% of respondents) indicated that intellectual stimulation is regarded constructively by new personnel, with 11.7% agreeing and 5.0% strongly agreeing. A substantial portion (10.3%) remained neutral, which may suggest that new workers are still adapting to their responsibilities and comprehending the institute's culture. No disagreement was reported in this category. The findings show that the percentage of respondents agreeing or strongly supporting was highest for those with 1 to 3 years in the institution (16.7% agreed, and 11.7% strongly agreed). A huge number of respondents (34.1%) were in this category. Respondents in this category reported high intellectual stimulation, with 27.1% (15.4% agreeing and 11.7% strongly agreeing). Conversely, neutral responses (6.0%) and disagreement (1.0%) signify that some participants may still be settling into their responsibilities or encountering challenges in their work settings. This pattern is consistent with the work of (Sullivan & Al Ariss, 2021) who show how initial enthusiasm is tempered by developing organizational understanding, aligning with organizational socialization theories that highlight the dynamic nature of employee attitudes during early to mid-career stages. Category of 4-6 years (25.1% of respondents) displayed moderate levels of intellectual stimulation, with 19.4% (10.4% agreeing and 9.0% strongly agreeing). Nevertheless, neutral responses (4.3%) and disagreement (1.0%) underscore a likely plateau in intellectual engagement as workers progress past their initial engagements in their respective roles. Transitions happen as a person ages and progresses from one stage of growth to another through an individual's profession (Sullivan & Al -Ariss, 2021). Notably, the slight decline in strong support for 4–6-year workers suggests a potential transition point in worker perception and organizational commitment that merits further exploration.

Intellectual stimulation decreasesd for the category of 7-9 Years (13.7% of respondents), with only 11.7% (5.0% agreeing and 6.7% strongly agreeing). The reduced levels of agreement and the increase in neutral responses (1.7%) signifies possible inactivity or limited prospects for progression over time. The category of 10 years or more (8.7% of respondents) showed the lowest levels of intellectual stimulation, with 8.7% (3.0% agreeing and 5.7% strongly agreeing). No disagreement is stated, however, the absence of neutral or strongly constructive responses may suggest a sense of disengagement or inadequate intellectual engagement for long-serving personnel. The finding signifies a connection between tenure in a role and intellectual stimulation. The study results indicate that newer personnel (<1 year and 1-3 years) tend to report higher levels of agreement that leadership practices intellectual stimulation. This can contribute constructively to institutional performance as staff in this category bring fresh ideas and enthusiasm. This is consistent with Sullivan and Al Ariss (2021) who underscored that administrative practices centered upon the career stage perception tend to concentrate training and vocation improvement efforts on workers in the initial professional stages.

The finding concerning the period in the institution affords insights into how views of intellectual stimulation differ depending on the duration of service at TVET colleges in the Nairobi Metropolis. Most of the respondents either agree (45.5%) or strongly agree (38.1%) with statements concerning intellectual stimulation, signifying that most personnel recognize intellectual stimulation confidently. Very few respondents disagreed (2.0%) or strongly disagreed (0.7%), signifying limited discontent. The findings indicate that respondents with less than 1 year in the same institution (14.7% of respondents) regarded intellectual stimulation confidently with 12.0% (8.0% agreeing and 4.0% strongly agreeing). Only a minor proportion (2.6%)

was neutral, whereas no disagreement was displayed. New workers tend to recognize their environment as intellectually stimulating, conceivably due to the freshness of their responsibilities and initial enthusiasm (Nagy et al., 2019; Sullivan & Al Ariss, 2021). Career development can be influenced by other factors including variations in personality, labor principles, or aim setting (Nagy et al., 2019). Similarly, Nowell (2022) highlights that innovative mentorship models support professional growth and the assimilation of new educational technologies. Newer educators, keen to learn and adapt, contribute to dynamic learning environments by embracing intellectual challenges and incorporating the latest technologies.

The category of respondents with 1-3 Years (35.8% of respondents) reported the uppermost levels of intellectual stimulation, with 28.4% (16.7% agreeing and 11.7% strongly agreeing). Only 7.1% stayed neutral or disagreed, signifying that personnel in this group are still involved and enthused by fresh prospects. The group of 4-6 years (24.1% of respondents) shows a slight decline in perceptions of intellectual stimulation with 19.7% (10.7% agreeing and 9.0% strongly agreeing). Further, neutral responses increased to 4.0%, signifying that some personnel might be experiencing stagnation or less stimulating prospects after many years of service. The 7-9 years group (12.7% of respondents) depicts a lower level of perceptions of intellectual stimulation with 11.4% (5.4% agreeing and 6.0% strongly agreeing). The findings show a visible surge in neutral responses (1.3%) suggesting a further decline in commitment as workers stay longer in the institution. The 10+ years (12.7% of respondents) reported the lowest levels of intellectual stimulation, with 12.1% (4.7% agreeing and 7.4% strongly agreeing). Neutral responses were minimal in this category; nevertheless, the overall lower scores suggest reduced inspiration or fewer chances for intellectual involvement over time. The findings indicate that greater levels of agreement regarding

intellectual stimulation among those with shorter tenures could yield innovative ideas and enthusiasm, enhancing institutional performance. The discoveries indicate that intellectual stimulation and involvement tend to reduce as workers stay longer in the institution. This is consistent with Nagy et al. (2019) who opined that currently, careers leave workers with less chances for vertical movement with their present employers. However, some forward-looking companies started implementing changes, affording apprenticeships to long-serving workers instead of merely focusing on younger recruits. Such institutions also provide constant training and improvement throughout workers' professions (Nagy et al., 2019; Sullivan & Al Ariss, 2021). The diminishing perception of intellectual stimulation as tenure rises may deter innovation and enthusiasm, potentially affecting the institute's overall success (Fu et al., 2022; Kumar & Dhiman, 2020; Nagy et al., 2019; Sullivan & Al Ariss, 2021). The results signify that intellectual stimulation is utmost among newer personnel and diminishes with longer tenures, mainly for those who have been in the institute for 7 or more years. This tendency suggests a need for constant determination to sustain intellectual engagement through all tenure groups to improve institutional performance in TVET colleges. Consequently, the leadership of TVET institutions should develop tailored involvements, interventions, and specialized career improvement initiatives to aid address these challenges successfully.

The finding regarding the level of education provides valuable insights into how intellectual stimulation is perceived across educational qualifications in TVET colleges in the Nairobi Metropolis. The bulk of respondents either agree (45.5%) or strongly agree (38.1%) with statements on intellectual stimulation, signifying a largely constructive perception. However, negligible disagreement occurs (2.0% disagree, 0.7% strongly disagree), mirroring slight displeasure across all education levels.

Doctorate (7.7% of respondents) category perceived intellectual stimulation constructively with 5.6% (2.3% agreeing and 3.3% strongly agreeing). Nevertheless, neutral responses (1.7%) and minimal disagreement (0.3%) signify that even among greatly educated persons, intellectual stimulation can differ depending on their responsibilities and involvement in the institute. Master's degree (26.1% of respondents) group showed moderate levels of intellectual stimulation, with 20.4% (12.7% agreeing and 7.7% strongly agreeing). However, a lesser percentage (5.0%) was neutral or disagreed, signifying that intellectual stimulation is largely well-received and appreciated by those in this category. Thus, the finding indicates that personnel with advanced education report greater levels of intellectual stimulation, mirroring their responsibilities in leadership. TVET leadership should focus on leveraging the capability of the personnel at this upper educational level. Hence, guaranteeing constant intellectual engagement of staff in this category is vital to sustaining the institutional performance of TVET institutes.

Bachelor's degree (35.8% of respondents) perceived intellectual stimulation constructively, with 30.1% (15.7% agreeing and 14.4% strongly agreeing). Conversely, neutral responses (5.7%) and minimal disagreement (0.7%) denoted some disparity in experiences and practices of intellectual stimulation within this category. The findings indicate that a significant portion of diploma holders (27.1% of respondents) perceived intellectual stimulation confidently, with 25.1% (13.7% agreeing and 11.4% strongly agreeing). However, neutral responses (2.0%) and minimal disagreement (0.3%) signify that most persons in this category view intellectual practices as satisfactory. Thus, bachelor's and diploma holders reported constructive experiences of intellectual stimulation, conceivably contributing to the effectiveness and teaching productivity of the institution. Affording this category opportunities for progression and improvement

can enrich their intellectual commitment further (Fu et al., 2022; Ventista & Brown, 2023). Intellectual stimulation is less pronounced among certificate holders (2.3% of respondents), with only 2.0% (0.7% agreeing and 1.3% strongly agreeing). Conversely, neutral responses (0.0%) and minimal disagreement (0.3%) may denote inadequate prospects for intellectual experiences and involvement in this category.

Respondents with KCSE education (1.0% of total respondents) reported the lowest levels of intellectual stimulation, with only 0.3% agreeing and 0.0% strongly agreeing. However, neutral responses (0.7%) and no disagreement indicate limited opportunities for intellectual engagement due to fewer responsibilities or roles requiring intellectual stimulation. This suggests that persons with the lowest educational credentials experience minimal intellectual stimulation, possibly owing to inadequate chances for professional progression, participation in decision-making, or involvement in intellectually stimulating undertakings within the TVET colleges. The finding indicates that intellectual stimulation is lowest among personnel with certificates or KCSE credentials, perhaps owing to their roles or tasks necessitating intellectual determination. Offering upskilling chances and improved involvement can increase their support to institutional productivity (Sholeh, 2021; Ventista & Brown, 2023). This finding underscores the necessity for targeted and well-planned capacity-building initiatives, including training curricula, upskilling chances, and mentorship to improve intellectual involvement and boost the contribution of persons with lower education levels to institutional productivity. This is in harmony with previous studies that underscore that continuous training, constant coaching, and concerted persistent professional improvement motivate personnel and student abilities, resulting in improved overall institutional effectiveness (Ventista & Brown, 2023). The findings denote that intellectual stimulation largely correlates with higher education levels.

Thus, TVET colleges should develop and execute strategies to maintain and improve intellectual involvement across all qualification levels, guaranteeing that every worker can contribute efficiently to institutional performance.

The finding on institution category (public vs. private) regarding intellectual stimulation indicates that among public institutions (57.5% of respondents), (27.8%) agreed and (20.1%) strongly agreed representing the majority, signifying a largely constructive opinion of intellectual stimulation. In private institutions (42.5% of respondents), (17.7%) agreed while (18.1%) strongly agreed similarly forming a substantial majority, although the total percentage was marginally lower than that of public institutes. A higher number of respondents in public institutes reported constructive opinions of intellectual stimulation (47.9% agree or strongly agree). The greater percentage of agreement could reveal sturdier structures for career improvement, research chances, or formal procedures for personnel engagement. Private institutions (42.5% of respondents) displayed marginally lower levels of intellectual stimulation, with 35.8% agreeing or strongly agreeing. The finding signifies an opportunity for enhancement in nurturing intellectual involvement in private TVET institutes. The finding indicates a connection between intellectual stimulation and institutional performance across public and private TVET colleges in the Nairobi Metropolis. Greater levels of intellectual stimulation among public college personnel may correlate with improved institutional performance. Public TVET institutes are often larger and better resourced, facilitating improved opportunities for workers' involvement and intellectual development (Beatrice & Peter, 2023; Lange et al., 2020; TVET Accreditation Handbook January 2023., n.d.). Public TVET institutes could further improve intellectual stimulation by instigating programs concentrated on innovation and concerted leadership and work involvement. Private TVET institutes in

the Nairobi Metropolis, while still doing well, display a marginally lower level of intellectual stimulation. This could affect general institutional effectiveness if not addressed. Therefore, leadership in these institutes should invest in personnel improvement and team-building curricula to improve intellectual engagement.

The finding on institution approval status (approved vs. not approved) regarding intellectual stimulation indicates that approved institutions (90.3% of respondents) displayed tremendously constructive responses that intellectual stimulation is existent. Negative views were slight, with only 0.7% strongly disagreeing and 1.7% disagreeing. Non-approved institutions (9.7% of respondents) reported lower levels of intellectual stimulation, with agreeing (3.3%) and strongly agreeing (2.7%), and a substantial 6.3% remaining neutral or disagreeing. The great levels of agreement in approved institutes signify that intellectual stimulation is intensely connected with institutional approval. These institutes possibly have formal structures, procedures, and resources that nurture intellectual involvement among workers, comprising professional growth curricula, innovative training practices, and leadership prospects (Beatrice & Peter, 2023; Osawa et al., 2023). Lesser agreement levels and greater neutrality or disagreement in non-approved institutions indicate a deficiency of procedures to nurture intellectual stimulation. Institutions in this category may suffer a shortage in organizational support, leadership involvement, or professional progression chances to motivate intellectual stimulation among personnel.

Leadership can boost workers' and students’ intellectual stimulation by cultivating an environment that encourages participation in activities including training, conferences, workshops, discussions, seminars, and webinars (Sholeh, 2021). Intellectual stimulation facilitates leaders to encourage followers to tackle organizational complications innovatively and approach old problems using new ways

(Job & Chepkoech, 2023). This aligns with Nurabadi et al. (2021) who accentuated that transformational leadership impacts development procedure, institute revolution and trainers' performance throughout instruction. Principals' intellectual stimulation can be seen through the implementation of collaborative programs in institutions and with the public (Sholeh, 2021). This corroborates with the works of Dergaliuk et al. (2021) and Winslow (2024), who posit that intellectual exchange nurtures a better, more all-encompassing environment by encouraging open interchange and critical thinking. The findings in the current study reveal that the Nairobi Metropolis TVET colleges' leadership value and practice intellectual stimulation. Comparing this with existing literature, Ondari et al. (2018) found that intellectual stimulation significantly impacts the performance of state corporations in Kenya. Similarly, Kioko et al. (2024) reported a positive relationship between intellectual stimulation and organizational performance in private universities in Nairobi. These studies support the idea that intellectual stimulation is a critical component of effective leadership in both public and private institutions.

A correlation analysis between Intellectual Stimulation and Institutional Performance of TVET colleges in the Nairobi Metropolis, presented in Table 26, highlights the strength and direction of their relationship.

Table 26

Correlation Analysis between Intellectual Stimulation and institutional Performance

		The average score in intellectual stimulation	Average performance score
The average score in intellectual stimulation	Pearson Correlation	1	.330**
	Sig. (2-tailed)		.000

	N	299	299
	Pearson Correlation	.330**	1
Average performance score	Sig. (2-tailed)	.000	
	N	299	299

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

The study finding in Table 26 shows a constructive correlation (r= 0.330) between Intellectual Stimulation and Institutional Performance in TVET colleges within the Nairobi Metropolis. This strength of association is statistically significant at the 0.01 level (2-tailed) with a significance value (Sig. = 0.000). This indicates that a change in average intellectual stimulation would have a significant change on the average performance of the TVET institutions in the Nairobi Metropolis. The constructive correlation signifies that as intellectual stimulation rises—through leadership approaches that inspire innovation, inventiveness, and analytical thinking—there is a matching enhancement in institutional performance. Whereas the correlation is not very robust, it is significant, signifying that intellectual stimulation contributes certainly to performance but may require to be integrated with other factors to optimize its influence. The statistically significant finding underlines the significance of a leadership approach that concentrates on engaging workers intellectually to enhance institutional productivity in TVET institutes. To promote institutional performance, leaders in TVET colleges ought to adopt approaches that stimulate intellectual including boosting innovation, engaging personnel in decision-making, and building a culture of constant learning (Maina & Muathe, 2023).

Further, the findings suggest that the intellectual stimulation provided by TVET principals is closely linked to the institution's performance. This indicates that the

TVET leaders set a tone of constant enhancement and excellence by inspiring innovative thinking, critical analysis, and inventive problem-solving among personnel and students (Davis, 2024; Sithole, 2019). This intellectual engagement fosters a culture where educators feel motivated to explore new teaching methods and technologies, ultimately enhancing the quality of education. Furthermore, students benefit from a more dynamic and engaging learning environment, which can lead to higher levels of achievement and satisfaction (Li et al., 2019; Miao & Cao, 2019). The principal's role in challenging the status quo and inspiring forward-thinking approaches directly impacts the institution's ability to adapt, grow, and excel in delivering vocational and technical education (Ventista & Brown, 2023). This association underscores the importance of leadership that prioritizes intellectual growth as a means to drive institutional success. The finding highlights the principal's role in challenging the status quo and inspiring forward-thinking approaches, which directly impacts the institution's ability to adapt, grow, and excel in delivering vocational and technical education. This aligns with Nwanekezie (2022) who emphasizes that strategic leadership is crucial for educational success, particularly in fostering innovation and resilience. Similarly, Ranke (2024) underscores the importance of visionary leadership in shaping student success by promoting intellectual growth and inclusivity.

Idealized Influence and Institutional Performance of TVET Institutions in the Nairobi Metropolis,Kenya

The fourth objective of the study was to establish the impact of idealized influence on the institutional performance of TVET colleges in the Nairobi Metropolis. The questionnaire on this theme was designed in a nested table for rating the level of agreement with each of the statements. The statements were measured on a 5-point Likert scale: 1=strongly disagree; 2=Disagree; 3= Neither Agree nor Disagree;

4=Agree; 5=strongly agree. The collected data were analyzed and presented in Table 27.

Table 27

Descriptive Statistics on Idealized Influence

	N	Minimum	Maximum	Mean	Std. Deviation
The Leadership instills confidence in the Staff and makes them feel honored to be associated with the institution.	299	1.00	5.00	4.1739	.95002
I admire the character and actions of my Leader.	299	1.00	5.00	4.1639	1.00497
The Leader clearly and inspiringly articulates the vision and mission of the institution	299	1.00	5.00	4.2809	.86389
The Leader prioritizes the interests of others and the institution above personal interests.	299	1.00	5.00	4.1706	.92740
The Leader implements initiatives that promote high standards within the institution	299	1.00	5.00	4.2776	.85914
The Leader believes in and upholds moral values and convictions.	299	1.00	5.00	4.2742	.94747
The Leadership of this institute guarantees ethical and credible decisions.	299	1.00	5.00	4.3110	.85936
The Leader is dependable and consistent and functions as my role model.	299	1.00	5.00	4.1940	.95318

Table 27 presents descriptive statistics for respondents' perceptions of leadership practices.

The mean scores for all leadership attributes range from 4.1639 to 4.3110, signifying that most respondents either agreed or strongly agreed that their leaders display idealized influence. The highest mean was for "Leadership guarantees ethical and credible decisions" (4.3110, SD = 0.85936), exhibiting that leaders are broadly viewed as ethical and credible decision-makers. The lowest mean was for "I admire the character and actions of my leader" (4.1639, SD = 1.00497), nevertheless, this also

mirrors a largely constructive sentiment. The standard deviations (ranging between 0.85914 and 1.00497) signify moderately low variability in responses, signifying agreement among respondents concerning the constructive impact of idealized influence in these institutes. The findings indicate that the leadership of TVET colleges in the Nairobi Metropolis has a clear focus on vision and ethics. The results signify that TVET college leaders excel in expressing the vision and mission of the institutes (Mean = 4.2809) and in executing high standards (Mean = 4.2776).

Strong agreement from participants was mirrored in the statement, "The leadership guarantees ethical and credible decisions," which scored a high 4.3110 mean, standard deviation = 0.85936. The high mean score (4.3110) and low standard deviation (= 0.85936) suggest strong consensus among participants that leadership of TVET colleges in the Nairobi Metropolis guarantees ethical and trustworthy decision-making. The reasonably small standard deviation (= 0.85936) signifies that replies are grouped closely around the mean, displaying an agreement among participants with minimal difference in views. Idealized influence, encompasses leaders establishing great ethical values, stimulating trust, and behaving as examples (Afshari, 2022). The great mean denotes that leadership in the TVET colleges in the Nairobi Metropolis is viewed as exemplifying these values. This opinion nurtures confidence, trustworthiness, and enthusiasm among personnel, students, and external partners, boosting institutional success. This finding is concurrent with Adrees and Gulzar (n.d.) who underlined the significance of ethical leadership conduct, comprising ethical policymaking, mentorship, communication, and responsibility. Ethical decision-making by leaders is essential for improving worker engagement and continuing accomplishment (Kim & Lee, 2024). The low variability in responses indicates that this perception was widespread across the institutions, strengthening the role of leadership in influencing

ethical principles (Ciulla & Ciulla, 2020). Ethical decision-making by leaders is crucial for enhancing organizational culture, employee engagement, and long-term success (Ciulla, 2020; Kim & Lee, 2024). This current study reveals that ethical and trustworthy decision-making connects with better-quality institutional performance. Constructive observations of leadership integrities denote that decision-making procedures in these TVET colleges are clear, steady, and aligned with administrative standards, improving operational productivity and participant fulfillment.

In the same vein, the statement "The leader articulates the vision and mission of the institution in a way that is clear and inspiring" had a mean of 4.2809 with a standard deviation of 0.86389. The findings indicate that there was agreement about the exercising of ethical decisions as well as observing the goal of the institutes. A mean score above 4.2809 on a 5-point Likert scale signifies that leaders in TVET colleges within the Nairobi Metropolis are largely viewed to articulate the institute's vision and mission successfully and in a motivating way. This mirrors confidently on the Idealized Influence constituent of transformational leadership. A value of 0.86389 on standard deviation displays modest variance, signifying that whereas most participants agree with the statement, there is some variance in view. This may point to fluctuating levels of uniformity in leadership actions across institutes. The quantitative findings correlate with qualitative discoveries. For instance through interviews with the principals, one key informant accentuated:

> *Principals in Nairobi's TVET institutions are crucial in shaping their ethical landscape and driving institutional goals. By making moral decisions, they ensure fairness, transparency, and integrity in their operations. This involves adhering to policies that promote equality, upholding academic standards, and managing resources responsibly (KI 10, 17th August 2024).*

The findings indicate that these principals align their actions with the institutes' goals, concentrating on providing quality vocational and technical education that addresses the market's demands. They nurture a culture of incessant enhancement and innovation, boosting both personnel and students to excel. Harmonizing ethical attentions with strategic aims guarantees that TVET institutes not only sustain high values but also adapt successfully to changing educational and business landscapes (Jamaludin et al., 2023). Reinforcing ethical leadership will facilitate TVET subsector contribute to the nation's commercial progression by generating skillful personnel in several high-demand areas. Strong and stimulating communication of the vision and mission has the capacity to yield improved orientation of organizational aims, boosted inspiration among workers and students, and better-quality general performance (Balakrishnan et al., 2024). In the area of leadership distinction, work productivity is not just an element; it is the precise heart of an institute's aim/ purpose, intention, vision, tenacity, and mission (Balakrishnan et al., 2024; Hendri, 2019; Swanson et al., 2020). It is an essential component in driving intentional inventiveness and nurturing a mutual understanding of purpose. This essential concentration boosts confidence, productivity, and the general achievement of the TVET establishments in the Nairobi Metropolitan.

Likewise, the item "The leader implements initiatives that support high standards throughout the institution" had a mean of = 4.2776, and SD = 0.85914. This high mean postulates that respondents agree or strongly agree that leaders in TVET colleges within the Nairobi Metropolis enthusiastically execute initiatives that improve institutional principles. The reasonably small standard deviation (0.85914) denotes that responses are unswerving, with most respondents sharing related opinions about the leader's focus and commitment to upholding great standards. This aligns with

UNESCO-UNEVOC (2024) which emphasizes the importance of transformative leadership in TVET institutions to drive change and maintain high standards. Equally, the study's findings are concurrent with past literature that underlines the role of leadership in fostering innovation and ensuring quality in TVET through strategic initiatives (Suderman, 2019). TL is principally effective for leaders in supporting change (Plummer, 2023). Idealized influence accentuates leaders performing as role models, inspiring others to maintain and follow high values and standards (Kariuki, 2021). The high mean and low standard deviation in this current study finding underscore a robust constructive opinion of leadership within TVET colleges in the Nairobi Metropolis. Leaders in these colleges are perceived as enthusiastically nurturing a culture of excellence by instigating initiatives that maintain high standards. To sustain and enhance this perception, continuous improvement in leadership capability, intentional goal setting, and participant teamwork is vital (Ferdinand-James et al., 2024; Novojen & Birnaz, 2019). These engagements will guarantee continued institutional productivity and confidence among all participants. A high-performing institute is well-placed to appeal to learners, secure funding, and sustain a constructive reputation in the region and elsewhere (Askari & Refae, 2023; Sokolovska et al., 2019). Leaders who concentrate on initiatives to encourage high standards openly boost better institutional success. These initiatives facilitate improved teaching excellence, resource distribution, leadership, and participants' contentment.

Similarly, the item "The leader believes in and upholds moral values and convictions" had a mean of 4.2742 and a standard deviation of 0.94747. The finding indicates a strong consensus (mean = 4.2742) that leadership demonstrates a commitment to moral principles and values, with a moderate standard deviation (0.94747), signifying some inconsistency in views across respondents. This denotes

that leaders in TVET colleges in the Nairobi Metropolis are observed as ethical and principled persons who exhibit robust ethical values. This reflects constructively the Idealized Influence, which underscores leaders performing as ethical examples. This high mean score mirrors the significance of ethical leadership, which is fundamental to nurturing trust, esteem, and organizational reliability. Literature consistently emphasizes the role of leaders in modeling ethical behavior, which in turn influences organizational culture and decision-making (Kim & Lee, 2024). Ethical leadership has been interrelated with improved worker enthusiasm, commitment, and general institutional effectiveness (Oladimeji & Abdulkareem, 2023). However, the standard deviation indicates that while most participants view their leader as ethical, there may still be some differences in individual perceptions, highlighting potential areas for improvement. The finding concords with (Shafique et al., 2020) who established that ethical leadership is a significant means to develop workers' professional security and well-being, fostering improved employee health and overall well-being. Leaders who maintain moral standards stimulate their teams to follow these conducts, nurturing a culture of truthfulness, responsibility, cooperation, and commitment to institutional aims. Shifting moral practices can yield mistrust, diminished morale, and reduced institutional productivity (Ughulu, 2024). Therefore, TVET colleges' leadership ought to institute flawless ethical criteria and codes of behavior for leaders, personnel, and students. All leaders, workers, learners, and other stakeholders should be encouraged to exhibit ethical conduct in their day-to-day interactions enthusiastically.

Correspondingly, "The leader is dependable and consistent and functions as my role model" had a mean of 4.1940 and a standard deviation of 0.95318. The high mean score of 4.1940 denotes that respondents largely "agreed" to "strongly agreed" with the statement. This signifies that leaders in most TVET colleges within the Nairobi

Metropolis are regarded as trustworthy, dependable, and operational role models. This level of dependability promotes assurance and trust among personnel and students, fostering improved stability and enhanced industrious institutional setting (Kim & Lee, 2024; Oladimeji & Abdulkareem, 2023). This finding is congruent with Idealized Influence, a crucial facet of TL, where leaders motivate cohorts through their trustworthiness, consistency, and ethical conduct (Afshari, 2022; Ughulu, 2024). Further, the finding is compatible to Kharkheli and Gavardashvili (2023) who established that ethical leadership practices aid the leaders in making principled decisions and in creating a healthy institutional environment. Conversely, the standard deviation of 0.95318 signifies a moderate-to-high variance in responses. This suggests that whereas several respondents distinguish their leaders as trustworthy and role models, some recognize discrepancies in leadership conduct across institutes. Leaders who function as robust role examples foster a culture of responsibility, effectiveness, answerability, and commitment among personnel and students. Nonetheless, unreliable leadership can reduce enthusiasm, and create reluctance and unwillingness, hindering general institutional effectiveness (Antunez et al., 2024; Morris et al., 2020). In this regard, the leadership of TVET institutes should cultivate a leadership code of behavior that sketches anticipated conducts, guaranteeing consistency across TVET colleges. This will aid in reducing discrepancies in leadership practices.

Likewise, “The leadership instills confidence in the staff and makes them feel honored to be associated with the institution” had a mean of 4.1739 and a standard deviation of 0.95002. A mean of 4.1739 denotes that respondents largely "agreed" to "strongly agreed" with the statement. This exhibits that leadership in several TVET colleges within the Nairobi Metropolis is viewed as effective in enhancing personnel confidence and trust in their institute. This is well-matched with idealized influence, a

significant component of TL, where leaders stimulate and inspire their followers through their confidence, vision, confidence, and integrity confidence (Afshari, 2022). A high mean score signifies that, in numerous TVET colleges, leadership fruitfully promotes a constructive work setting, encouraging personnel and nurturing institutional trustworthiness. When workers feel dignified and privileged to be part of the institute, their level of engagement, commitment, and productivity improves (Shafique et al., 2020). Devising a constructive role model creates aim-striving developments for the workers. A transformative front runner role model the followers as an intelligent, inventive, and entrepreneurial who surpasses individual interests (Ligon, 2020). The moderately high standard deviation (0.95002) shows that the view of leadership efficacy differs. Some colleges may have robust, motivating idealized leadership, whereas some may lack uniformity in cultivating personnel confidence. These discrepancies could emanate from variances in leadership approaches, communiqué efficiency, or administrative challenges. Confidence, enthusiasm, and pride in an institute contribute to greater job fulfillment, lessened turnover, and enhanced performance. Conversely, if leadership fails to motivate personnel constantly, it produces disconnection, reduced confidence and morale, and declined institutional productivity (Amir Ch. et al., 2021; Ma'ruf et al., 2022). Hence, the leadership of TVET colleges should cultivate and execute leadership procedures that accentuate personnel enthusiasm, clear communiqué, and team commitment to guarantee a dependable tactic across all TVET institutes.

Equally, "The leader prioritizes the interests of others and the institution above personal interests" had a mean of 4.1706 and a standard deviation of 0.92740. This high mean signifies that many respondents agree or strongly agree that the leadership in TVET colleges within the Nairobi Metropolis prioritizes institutional and participant

well-being over personal gain. A score of 4.1706 indicates a robust constructive view of leadership ethics and commitment to supporting others. Conversely, a moderately high standard deviation suggests some disparity in responses, signifying that whereas most agree, there is a minority who observe some discrepancies in the practice of idealized influence. Idealized influence is a fundamental facet of TL, where leaders function as moral role models, displaying self-sacrifice, honesty, and a commitment to the better good (Afshari, 2022; Kariuki, 2021; Ma'ruf et al., 2022). The high mean (4.1706) indicates that TVET college leaders in the Nairobi Metropolis exemplify these qualities, promoting trust, assurance, and passion among personnel, students, and external participants. Leadership that focuses on encouraging institutional and participant well-being tends to cultivate transparent administration, worker inspiration, and institutional accomplishment (Ouma, 2024; Syafaruddin Syafaruddin, 2024). Ethical leadership lessens fraud and discrimination, resulting in effective resource administration and upgraded service provision in TVET colleges. Conversely, the marginally higher standard deviation (0.92740) denotes that some participants have concerns regarding variations in leadership obligation, which can influence institutional confidence and productivity.

Similarly, "I admire the character and actions of my leader" had a mean of 4.1639 and a standard deviation of 1.00497. This moderately high mean signifies that most respondents agree or strongly agree that they regard the behavior and actions of their leaders in TVET colleges in the Nairobi Metropolis. Further, a mean above 4.0 indicates a constructive view of leadership ethics, performance, and impact within these institutes. The high mean indicates that a noteworthy share of personnel and learners admire and look up to their frontrunners owing to their behavior and decision-making. However, the standard deviation of 1.00497 is moderately larger than the preceding

statements, signifying greater variability in responses. This denotes that whereas several respondents respect their leaders, some have misgivings or mixed views concerning their character and engagements. Idealized influence is a significant constituent of TL, where leaders function as examples exemplifying high moral standards, integrity, and inspirational actions. Well-regarded leaders build a constructive institutional culture that improves workers enthusiasm, learners' discipline, and general institutional success (Islam et al., 2019). When frontrunners function with honesty and stimulate respect, TVET colleges can experience enhanced collaboration, improved commitment from workers, and a robust institutional reputation. This results in improved performance of the TVET institutes. Conversely, if certain TVET leaders are viewed as lacking integrity, credibility, and fair-mindedness, it could yield reduced morale, disapproval to leadership, and a weakening in institutional success. Learners and personnel are anticipated to model their manners and actions after frontrunners they admire and approve.

Ethical, credible, stimulating leadership fosters a constructive learning setting and learner accomplishment. Respected leaders build robust collaborations, funding prospects, and high-quality experts, improving institutional productivity (AI-Youbi et al., 2020; Sheng et al., 2024; Turnbull et al., 2021). Moral leadership sees and focuses beyond mere devotion to moral standards; it includes a profound consciousness of the ethical setting in an institution. Principled leaders have an intensified sense of moral consciousness, permitting them to proactively recognize potential moral challenges and predicaments that might arise (Sheng et al., 2024). Ethical leaders constantly evaluate the institute to incorporate ethics into decision-making, avoiding misbehavior and strengthening ethical commitment (Oladimeji & Abdulkareem, 2023). Idealized influence as a behavior underscores the captivating involvement of a leader based upon

sagacity of vision, ethics as well as beliefs (Mathende & Karim, 2022). In the same vein, Virgiawan et al. (2021) emphasize that leaders with idealized influence mentor others through robust principles of trustworthiness and ethics.

The study findings suggest that Idealized Influence in TVET leadership within the Nairobi metropolis shapes institutional culture and efficacy. Principals who exemplify this leadership trait motivate trust, reliability, and alignment with institutional goals. This type of leadership inspires trust and respect, motivating staff and students to align with institutional goals and values (Giedraitis, 2024). When the TVET principals display these qualities, they produce a setting of hope and commitment. Learners and personnel are more likely to feel involved and reinforced, nurturing a collaborative atmosphere (AI-Youbi et al., 2020; Turnbull et al., 2021). Learners benefit from this leadership practice through improved mentorship and a clearer comprehension of the institute's mission (Herrero & Stanton, 2021). Idealized Influence enhances morale, trustworthiness, devotion, and performance. Principals who exemplify it cultivate excellence and novelty, keeping institutes vigorous, dynamic, strong, and forward-thinking (Stronge & Xu, 2021). Through captivating and stimulating behavior, these leaders generate a vision that cohorts find enthralling, nurturing a perception of trust, approval, and respect (Deemie, 2024).To improve institutional performance, TVET colleges should strengthen ethical leadership, encourage openness, engage participants in decision-making, and tackle emerging leadership disquiets.

Using the collected data, the researcher conducted a crosstab analysis between Idealized Influence and the demographics of the respondents, with findings in Table 28.

Table 28

Descriptive Statistics on Idealized Influence Based on Demographics

		The average score in idealized Influence											
		Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
Gender	male	2	0.7	2	0.7	20	6.7	63	21.1	75	25.1	162	54.2
	female	0	0.0	2	0.7	17	5.7	56	18.7	62	20.7	137	45.8
	Total	2	0.7	4	1.3	37	12.4	119	39.8	137	45.8	299	100.0
Designation	Principal/ Director	0	0.0	1	0.3	4	1.3	19	6.4	26	8.7	50	16.7
	Head of Department	2	0.7	3	1.0	33	11.0	100	33.4	111	37.1	249	83.3
	Total	2	0.7	4	1.3	37	12.4	119	39.8	137	45.8	299	100.0
Year served in the current role	Less than one year	0	0.0	1	0.3	4	1.3	26	8.7	24	8.0	55	18.4
	1-3 years	0	0.0	0	0.0	18	6.0	49	16.4	35	11.7	102	34.1
	4-6 years	1	0.3	2	0.7	13	4.3	25	8.4	34	11.4	75	25.1
	7-9 years	1	0.3	1	0.3	2	0.7	13	4.3	24	8.0	41	13.7
	10 years +	0	0.0	0	0.0	0	0.0	6	2.0	20	6.7	26	8.7
	Total	2	0.7	4	1.3	37	12.4	119	39.8	137	45.8	299	100.0
The period in the institution	Less than one year	0	0.0	0	0.0	6	2.0	21	7.0	17	5.7	44	14.7
	1-3 years	1	0.3	3	1.0	17	5.7	48	16.1	38	12.7	107	35.8
	4-6 years	1	0.3	1	0.3	13	4.3	22	7.4	35	11.7	72	24.1
	7-9 years	0	0.0	0	0.0	1	0.3	17	5.7	20	6.7	38	12.7
	10 years +	0	0.0	0	0.0	0	0.0	11	3.7	27	9.0	38	12.7
	Total	2	0.7	4	1.3	37	12.4	119	39.8	137	45.8	299	100.0
Level of Education	Doctorate	0	0.0	1	0.3	6	2.0	2	0.7	14	4.7	23	7.7
	Masters	2	0.7	1	0.3	11	3.7	34	11.4	30	10.0	78	26.1
	Bachelor's degree	0	0.0	2	0.7	12	4.0	46	15.4	47	15.7	107	35.8
	Diploma	0	0.0	0	0.0	6	2.0	32	10.7	43	14.4	81	27.1
	Certificate	0	0.0	0	0.0	1	0.3	3	1.0	3	1.0	7	2.3
	KCSE	0	0.0	0	0.0	1	0.3	2	0.7	0	0.0	3	1.0
	Total	2	0.7	4	1.3	37	12.4	119	39.8	137	45.8	299	100.0
Institution category	Public	2	0.7	3	1.0	23	7.7	66	22.1	78	26.1	172	57.5
	Private	0	0.0	1	0.3	14	4.7	53	17.7	59	19.7	127	42.5
	Total	2	0.7	4	1.3	37	12.4	119	39.8	137	45.8	299	100.0
Institution approval status	Yes	2	0.7	2	0.7	30	10.0	109	36.5	127	42.5	270	90.3
	No	0	0.0	2	0.7	7	2.3	10	3.3	10	3.3	29	9.7
	Total	2	0.7	4	1.3	37	12.4	119	39.8	137	45.8	299	100.0

The findings in Table 28 show descriptive statistics of idealized influence via demographics (gender, designation, years served in the current position, length of time at institution, level of education, and type/category of institution and institutional approval). The finding denotes that Idealized Influence is strongly acknowledged in TVET colleges across several demographics, signifying a constructive leadership influence on institutional performance. Most participants (85.6%) either agree or strongly agree that their leaders show Idealized Influence. This suggests that leadership in TVET institutes in the Nairobi Metropolis is generally appreciated and trusted, which can improve institutional success.

Male respondents perceived Idealized Influence for leadership to a greater degree, with 25.1% strongly agreeing with this trait and 21.1% agreeing. In females, the percentage of agree and strongly agree was lower compared to males: 20.7% and 18.7% respectively. However, both male (46.2%) and female (39.4%) respondents essentially agreed on Idealized Influence, signifying all-inclusive leadership opinion. Nevertheless, the minor gender difference in representation (more males in leadership) may suggest a necessity for improved female leadership engagement. The findings depict the need for idealized influence for both genders. The finding suggests that male respondents perceive Idealized Influence in leadership more strongly than females, with higher agreement percentages. However, both genders recognize its importance, indicating that Idealized Influence, which reflects leader role-modeling and ethical behavior (Afshari, 2022), is essential for effective leadership across both male and female perspectives. Only a few respondents disagree (1.3%) or remain neutral (12.4%), signifying a strong agreement on leadership efficacy in TVET institutes. Strong ethical leadership improves institutional performance (Shafique et al., 2020; Sheng et al., 2024). That most participants recognize Idealized Influence signifies that

leaders in TVET institutes exemplify, and uphold ethical leadership. The finding aligns with Marie et al. (2024) who suggest that male leaders often leverage assertiveness and decisiveness to inspire confidence, embodying strength and determination. Equally, Shammout (2023) underscored that in spite of ample confirmation signifying that the engagement of females in leadership can strengthen organizational results, females stay underrepresented in administrative leadership roles transversely most sectors. Females are an important element in the workstation that cannot be disregarded (Armar, 2024). TVET intitutes should encourage gender-inclusive leadership by enhancing chances for females in leadership positions to bridge the opinion gap signified by the study finding. The leadership of TVET intitutes should stimulate feedback and involvement podiums to address the disquiets from the small group showing neutral or disagreeing responses. Further, TVET leadership should improve leadership communiqué and visibility, guaranteeing that all personnel, notwithstanding gender, feel consistently encouraged, involved, and guided.

The findings indicate a higher endorsement of idealized influence by Heads of Departments (HODs) than the principals/ directors. 83.3% of respondents were HODs, and 70.5% (agreed + strongly agreed) consider that the upper leadership in their institutions practiced Idealized Influence. Only a small percentage (1.7%) disagreed, showing a largely constructive perception. Conversely, there is a low response from Principals/Directors. Only 16.7% of participants were Principals/Directors, with 15.1% agreeing that they show Idealized Influence in their leadership. However, a small percentage (1.6%) were neutral or disagreed, signifying a likely disconnect in leadership view between top administration and mid-level supervision. Leadership inspiration is more noticeable at departmental levels. Subsequently, since HODs operate directly with personnel and learners, their leadership engagement is more

conspicuous, while principals may be observed as more managerial than inspirational. This is congruent with Pillay et al. (2023) who discovered that mid-level frontrunners mainly influenced culture of their institutes as they implemented operational aims and also by inspiring worker improvement, wellbeing and risk supervision, obedience, information distribution, and individual collaboration. Since a majority of participants were HODs and they sturdily agreed on leadership impact and guidance, it signifies that they distinguish themselves as significant influencers in TVET institutes in the Nairobi Metropolis. TVET institutes should cultivate and boost mentorship curricula where Principals/Directors function meticulously with HODs to bridge opinion gaps and strengthen leadership visibility. Transformative leaders underline the significance of mutual values and a shared sagacity of purpose, nurturing a culture of confidence, and trust in the institute (Armar, 2024). TVET institutes should afford advanced leadership training to Heads of Departments to improve their strategic role in shaping institutional culture and productivity.

Regarding years spent in the current role, those who had been there for one to three years agreed the most (16.4%) and the majority (11.7%) strongly agreed. Following those with 4-6 years, 8.4% agreed, and 11.4% strongly agreed. The lower agreement levels among respondents with 4-6 years of experience may indicate a plateau in enthusiasm, while those with less than a year in the role may still be adjusting. Respondents with 7-9 years (12.3%) and 10+ years (8.7%) in leadership roles show lower agreement, signifying possible leadership exhaustion, opposition to change, or complacency. New frontrunners (less than 1 year) displayed moderate confidence (16.7%) These leaders agreed with Idealized Influence, signifying a learning curve and adaptation stage before completely approving transformational leadership. The finding indicates that new and mid-term leaders (1-6 years) display strong approval of the

leadership, which is critical for institutional productivity, innovation, and worker enthusiasm. The finding signifies that long-serving frontrunners might be experiencing stagnation or declined influence, perhaps owing to burnout, archaic leadership approaches, or an absence of constant professional improvement. This presents a potential necessity for leadership revitalization or upskilling for workers who have been in the role for over 7 years to retain great impact. The finding aligns with Mazzetti and Schaufeli (2022), who suggest that engaging leadership impacts workers' engagement and enthusiasm as well as team efficacy. Similarly, Fernandopulle (2021) underscores that leadership's impact varies across different hierarchical levels. The leadership of TVET institutes should afford designed mentorship programs for new personnel (less than 1 year) to hasten their acceptance of transformational leadership traits.

Regarding the period in the institution, those who were in the institute for 1-3 years had the highest agreement (16.1 % and 12.7 %), respectively agreeing with or strongly agreeing that their leaders valued and practiced Idealized influence. Those with 4-6 years followed, agreeing at 7.4% and strongly agreeing at 11.7%. There was low agreement among those with less than one year and those between 7-9 years. The finding indicates that employees with 1-3 years in the institution feel the most strongly that training contributes to burnout, with 16.1% agreeing and 12.7% strongly agreeing. This could reflect the stress of adapting to new roles or inadequate training support. Those with 4-6 years showed moderate agreement (7.4% agreed, 11.7% strongly agreed), suggesting that while they may have adjusted to the role, training still affects them. Employees with less than one year and those with 7-9 years in the institution displayed low agreement, possibly due to limited exposure or having adapted to the demands over time. The finding aligns with Dongrey and Rokade (2019), who suggest that employee engagement follows a U-shaped curve, with initial high engagement

decreasing over time before increasing again. Similarly, Kazmi, (2017) highlights that leader-member mutual tenure impacts job satisfaction and organizational commitment. The tenure curve denotes that worker commitment follows a distinctive form over time (Dongrey & Rokade, 2019). The study finding is consistent with previous literature that observes that primarily, new personnel display great levels of fervor and commitment. Nevertheless, this commitment often decreases suddenly after the primary phase, lingers lessening, and finally stabilizes (Dongrey & Rokade, 2019; Kazmi, 2017). Similarly, Godfroid et al. (2022) opined that while the common mission may initially enthuse public enterprise workers, their fervor declines as they obtain higher familiarity and experience in the company. This predisposition is pronounced as "personal mission drift" (Godfroid et al., 2022, p. 53). Owing to the great initial enthusiasm workers appear to exhibit when starting engagement in an institution, they may focus more on the common vision and mission than their well-being (Beisland et al., 2019). Long-serving TVET personnel may experience exhaustion or reduced commitment, possibly affecting general institutional performance. Thus, the leadership of these institutes should initiate continuous professional improvement and leadership tutoring to rekindle commitment among those who have been in the institute for 7+ years.

Regarding education level, bachelor's degree holders were the respondents with the highest level of agreement (30.6% agreed and 14.4% strongly agreed), followed by diploma holders (10.7% agreed and 14.4% strongly agreed). This signifies that persons with mid-tier academic qualifications recognized the presence of idealized influence in the leadership of their institutions. This category of leaders play an important part in leadership and transformational impact in TVET colleges (Pillay et al., 2023). Respondents with master's degrees (21.4%) and doctorates (5.4%) show lower levels of agreement. Master's degree holders had 11.4% of respondents agreeing and an

additional 10.0% strongly agreeing. Interestingly, master's degree holders had the lowest agreement levels (11.4% agreed, 10.0% strongly agreed), potentially reflecting differences in expectations or experience. This pattern could indicate that higher educational levels are associated with more critical perspectives or less direct impact from the subject matter. Minimal agreement concerning Idealized Influence is seen among certificate and KCSE holders (3.3% and 1.0% respectively), mirroring an absence of leadership presence at lower education levels. The finding indicates that Bachelor's and diploma holders are driving leadership in TVET colleges in the Nairobi Metropolis, suggesting that practical leadership in TVET colleges is more connected to know-how and technical proficiency than to advanced academic credentials. Further the finding denotes that Master's and Doctorate holders may be more involved in policy-making and research rather than in direct leadership guidance. Equally, lesser levels of education (Certificate, KCSE) connect with lower leadership impact, signifying inadequate involvement in decision-making tasks.

The finding aligns with Hunaepi et al. (2024) who suggest that higher educational levels enhance critical thinking and social awareness. Similarly, O'Siochrú (2018) highlights that advanced education fosters critical perspectives by challenging existing knowledge and promoting reflective thinking. Likewise, Sukiastini et al. (2024) pronounced that critical education positively impacts critical thinking, educational accomplishment, societal awareness, and public engagement. This supports the notion that higher educational levels inspire more analytical perceptions and less direct influence from the subject matter. TVET leadership should inspire leadership improvement across all education levels. The institutions should guarantee that Master's and Doctorate holders are enthusiastically engaged in mentorship, strategy and policy advancement, and research-driven institutional progress. Further, the

leadership of TVET institutes should create career advancement pathways for Certificate and KCSE holders to grow into leadership responsibilities through further training and upskilling curricula.

Idealized Influence in leadership, is closely related to the level of education of institute managers (Sholeh et al., 2021). Higher educational training habitually prepares and enables leaders, affording forward-thinking knowledge, critical thinking abilities, and a deep comprehension of operative administration approaches (An Le & Hockey, 2022; Culduz, 2023). These qualities empower them to stimulate confidence and admiration among personnel and students (Golden, 2023; Sukiastini et al., 2024). Furthermore, educated frontrunners are better positioned to implement inventive training approaches, ethical practices, and tactical scheduling which constructively affect institutional performance (Golden, 2023; Sholeh et al., 2021). Their capacity to lead by role modeling and exemplify the institution's standards nurtures a culture of quality and constant enhancement. Accordingly, the blending of idealized influence and a robust educational experience improves the overall efficacy and accomplishment of educational institutes (Aquino et al., 2021; Gyansah, 2020; Tanuwijaya et al., 2021). This synergy guarantees that the leadership is not only valued but also greatly effective in realizing its goals. Aligning the aims of the individual to the intentions of the educational institute is significant to stimulate and encourage staff and learners to desire to realize the educational objectives of the institute (Gyansah, 2020).

Public TVET establishments display greater Idealized Influence (Agree: 22.1%, Strongly Agree: 26.1%, Total: 57.5%) compared to private TVET institutions (Agree: 17.7%, Strongly Agree: 19.7%, Total: 42.5%). Only a minor percentage of respondents in both public (1.7%) and private (0.3%) institutes strongly disagreed or disagreed with the existence of Idealized Influence, signifying that the majority of the leaders display

Idealized influence qualities. Public TVET institutes may have more established leadership structures whereas private ones may need sturdier leadership frameworks (Chepkoech, 2021). Further, the respondents from approved institutes agreed at the highest rates (36.5% agreed and 42.5% strongly agreed) with the presence of idealized influence. 3.3% agreed, and 3.3% strongly agreed at non-approved colleges. Approved institutions (90.3%) displayed significantly greater agreement with Idealized Influence. Non-approved institutes had a lesser agreement, signifying the possibility of leadership issues requiring fixing. The finding indicates that institutional approval standing correlates with robust, ethical leadership. Non-approved institutes may face challenges in upholding moral standards.

Credible leadership is the basis of effectual influence, fostering improved institutional productivity. Earlier studies recognized that leaders hold crucial ethical values, such as compassion, empathy, impartiality, and truth, to enrich institutional productivity (Buye, 2020). Ethical leadership can influence worker obligation so that personnel have constructive confidence regarding their work, nurturing institutional effectiveness (Abdi et al., 2024).

Correlation Analysis between Idealized Influence and Institutional Performance

A correlation analysis was conducted to assess the relationship between Idealized Influence and Institutional Performance in Nairobi Metropolis TVET Colleges. The findings are presented in Table 29.

Table 29

Correlation Analysis between Idealized Influence and Institutional Performance

	The average score in Idealized Influence	Average performance score

	Pearson	1	.399**
The average score in	Correlation		
Idealized Influence	Sig. (2-tailed)		.000
	N	299	299
	Pearson	.399**	1
	Correlation		
Average performance score			
	Sig. (2-tailed)	.000	
	N	299	299

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

The Pearson correlation coefficient between Idealized Influence and Institutional Performance of TVET colleges in the Nairobi Metropolis was .399, with a ***p***-value of 0.000. This suggests a moderate constructive correlation between the two variables, denoting that Institutional Performance also tends to intensify as Idealized Influence rises. Since the p-value is less than 0.01, the correlation is statistically significant at the 99% confidence level, approving a substantial relationship. The constructive correlation signifies that leaders show Idealized Influence qualities, including role modeling and stimulating confidence (Afshari, 2022), fostering enhanced institutional performance. TVET colleges with robust leadership may benefit from enhanced productivity, morale, and efficiency, eventually improving educational results. Whereas the correlation is significant, it is not very robust, signifying that other dynamics beyond leadership impact the institutional performance of TVET institutes. Thus, TVET institutes should consider other contributing aspects including resources, infrastructure, and personnel improvement to advance general performance (Maina & Muathe, 2023; Ngulu, 2023).

The study findings have established that idealized influence, a key component of TL, significantly impacts the performance of TVET institutions. Leaders who exemplify this attribute stimulate trust, admiration, and esteem among their personnel and learners by setting high ethical standards and establishing a steady commitment to the institution's aims. When TVET principals as leaders exemplify Idealized Influence, they nurture a constructive culture of excellence and enthusiasm. Their conduct sets a standard for others to follow, motivating personnel to embrace the best approaches and strive for constant enhancement (Chepkoech Sr, 2021). This leadership practice creates an interconnected and committed personnel, driving improved educational results and institutional progression. Research supports that TVET principals exhibiting Idealized Influence foster excellence and motivation (Gyansah, 2020; Koech, 2018; Wilson Heenan et al., 2023). Their conduct sets standards, boosting best practices and constant enhancement (Gachunga et al., 2020). Moral commitments are established on a deep understanding of the society's members besides the mutual cultural concepts and societal values. Furthermore, principals with Idealized Influence can successfully navigate challenges and mobilize resources to reform and adjust to shifting environments. Their visionary tactic guarantees that the institute remains pertinent and competitive, equipping learners with the skills required for the future. In essence, idealized influence in leadership is fundamental to the accomplishment and constant performance of TVET institutes

Organizational Culture and Institutional Performance of TVET Institutions in the Nairobi Metropolis, Kenya

The fifth objective of the study was to examine the mediating influence of organizational culture on the relationship between transformational leadership and institutional performance of TVET colleges in the Nairobi Metropolis, Kenya. The

questionnaire item on this theme required the respondents to assess the organizational culture of their TVET on a 5-point scale from 1=Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree, 4=Agree, to 5=Strongly Agree.

The collected data were analyzed using descriptive statistics and are presented in Table 30.

Table 30

Descriptive Statistics of *Organizational Culture*

	N	**Min**	**Max**	**Mean**	**Std. Dev**
People believe in and uphold the art of working together, preferring cooperation over competition.	299	1.00	5.00	4.20	.921
Everyone robustly believes in a set of shared values and collaboration in tackling common problems and realizing mutual objectives	299	1.00	5.00	4.13	.945
People trust that their ideas and participation can impact and affect the institution.	299	1.00	5.00	4.13	.877
Individuals continuously stretch their goals to improve their productivity constantly	299	1.00	5.00	4.19	.894
People are flexible and adjustable when changes are needed.	299	1.00	5.00	4.06	.983
Individuals offer the highest priority and support to address clients' needs and resolve their problems.	299	1.00	5.00	4.12	.852
Individuals value and utilize one another's distinctive strengths and diverse skills.	299	1.00	5.00	4.07	.911
Individual members know and comprehend the institution’s objectives and priorities	299	1.00	5.00	4.12	.887
Individuals and teams are appraised and rewarded based on performance.	299	1.00	5.00	4.13	.940
Individuals often view students' and other clientele' concerns as their responsibility.	299	1.00	5.00	4.18	.883
Individuals and teams contribute to outlining specific goals.	299	1.00	5.00	4.17	.830

Individuals know and understand what is anticipated of them and comprehend their Influence on other persons, teams, and tasks.	299	1.00	5.00	4.16	.869
Individuals continually strive for new approaches to improve their services to students and other clientele.	299	1.00	5.00	4.18	.848
Persons trust their capability to impact and affect their institution through creativity and participation.	299	1.00	5.00	4.13	.931
Individuals have access to appropriate and accurate information regarding what is happening in the institution and the reason behind it.	299	1.00	5.00	4.04	.974
Individuals believe in cultivating healthy interactions with others while developing and fostering their interests.	299	1.00	5.00	4.08	1.002
The leadership values open and transparent communication on institutional improvement	299	1.00	5.00	4.13	.915
Individuals are convinced that change occurs gradually with minimal disruption in the institution.	299	1.00	5.00	4.09	.959
Institution decisions are based on facts rather than individual perceptions or assumptions.	299	1.00	5.00	4.16	.872
Individuals are convinced that their concerns and anxieties in times of change are heard and respected.	299	1.00	5.00	4.04	.949
The institution's policies and procedures aid in providing the services the students and other clientele desire and need.	299	1.00	5.00	4.16	.898
Individuals feel involved in scheduling and executing change in the institution.	299	1.00	5.00	3.95	1.043

The findings presented in Table 30 reflect respondents' views of the organizational culture and institutional performance of TVET colleges in the Nairobi Metropolis. On a 5-point Likert scale, where 1 represents strong disagreement and 5 represents a strong agreement, the responses exhibit a largely constructive perception of the organizational culture in these institutes. The highest-rated item, "People believe in and uphold the art of working together, preferring cooperation over competition"

(Mean = 4.20, SD = 0.921), signifies a robust collaborative culture in TVET institutes. The belief in shared values and mutual problem-solving also scores high (Mean = 4.13, SD = 0.945), fortifying this opinion. Individuals value and utilize one another's distinctive strengths and diverse skills (Mean = 4.07, SD = 0.911). The item "Individuals value and utilize one another's distinctive strengths and diverse skills" (Mean = 4.07, SD = 0.911) also reinforces the view of collaboration and shared Values. The high mean scores signify that respondents mostly agree that collaboration, cooperation, partnership shared values, teamwork, and applying diverse abilities are significant facets of their organizational culture. Collaboration and teamwork (Mean = 4.20) denote that teamwork is greatly valued, with members desiring teamwork over competition. Shared Values and Mutual Goals (Mean = 4.13) mirror a robust belief in mutual values and communal problem-solving. Utilization of Diverse Skills (Mean = 4.07) suggests that institutes acknowledge and leverage the fortes and capabilities of diverse individuals.

Literature supports this, showing that collaborative work cultures enhance productivity, innovation, and employee satisfaction (Celestin et al., 2024; Martin, 2021). Collaborative environments foster shared goals, mutual support, and collective problem-solving, leading to better outcomes (Sarong, 2024). A collaborative culture fortifies effectiveness, novelty, and overall institutional achievement. Strong shared values yield a sense of belonging and obligation among personnel, fostering improved worker involvement, (Zhang et al., 2024; Zhang et al., 2023). Institutions and administrators can encourage novelty through good invention supervision (Sheikhi et al., 2022). Furthermore, a cooperative environment nurtures creativity and collective decision-making, fostering enhanced institutional productivity (Huang et al., 2022; Valera, 2023). When values and collaboration are emphasized, institutes can better

adjust to vicissitudes and challenges, promoting focus on institutional goals (Baruah & Paulus, 2019). In an organizational setting where trust, confidence, support, and collaboration, are emphasized mutual working relationships and learning are enhanced (Morrison-Smith & Ruiz, 2020). All these yield improved institutes' productivity. Thus, the leadership of TVET colleges should strengthen collaborative and innovative culture by implementing recognition curricula to acknowledge teamwork and shared accomplishments.

Similar findings were found in qualitative results, where one key informant noted that it was important for principals of TVET institutions to observe the organizational culture in their leadership of the institutions. One director of education posited:

> *Embracing collaboration over competition in TVET institutions cultivates a culture of mutual support and shared goals. When staff and students work together, they combine diverse skills and perspectives, leading to more innovative solutions and effective problem-solving. This cooperative environment reduces stress and fosters a sense of community, enhancing overall morale and motivation (KI 03, 14th August 2024)*

Similarly, the finding aligns with the premises of the LMX theory. The Leader-Member Exchange (LMX) theory conceptualizes leadership as a process that focuses on the collaboration between leaders and their followers (Olaniyan, 2020). The findings indicate that by prioritizing collaboration, TVET institutions in the Nairobi metropolis can create more interconnected teams, inspire knowledge distribution, and advance resource distribution. Eventually, this tactic enhances individual performance and propels mutual success, guaranteeing the institute can adjust and flourish in a continuously fluctuating educational framework.

The study findings indicate that the respondents believe their institutes uphold a culture of trust and empowerment. “People trust that their ideas and participation can impact and affect the institution” (Mean = 4.13, SD = 0.877) supports this perception. This signifies that personnel believe their ideas and involvement influence institutional improvement. It indicates that the respondents believe their institutes uphold a culture of trust and empowerment. There is trust in individual creativity and participation to bring about meaningful change as displayed by responses to the statement “Persons trust their capability to impact and affect their institution through creativity and participation” (Mean = 4.13, SD = 0.931). Institutes that empower workers experience better enthusiasm, ownership, and obligation to institutional aims (Modise, 2023.). A mean of 4.13 on a 5-point Likert scale shows that respondents largely agree that they are confident that their ideas and involvement can influence the institute. This signifies a constructive opinion of inclusivity and commitment in the institute. The standard deviation (SD = 0.877) displays moderate variation in responses, denoting that whereas most respondents agree, some may have different opinions. Similarly, a mean of 4.13 for “Persons trust their capability to impact and affect their institution through creativity and participation” suggests that participants largely believe in their ability to impact the institute through creativity and participation. The standard deviation (SD = 0.931) is marginally higher than the former measure, denoting a somewhat broader spread of views regarding individual abilities to make an influence. Some participants may be feeling less enabled than others. Nevertheless, the high mean values indicate that TVET colleges in the Nairobi Metropolis cultivate a culture of trust, enablement, and inclusion; these are essential for enthusiasm, collaboration, and novelty. When personnel feel enabled and trusted, they increase their level of engagement in collaboration, and take initiative, which improves institutional productivity (Tang et al.,

2020; Vu, 2020). The finding is congruent with Rahmatullah et al. (2022), who established that OC positively and significantly influences organizational commitment.

Further, study discoveries indicate that respondents believe that their institutions uphold a performance and goal orientation culture. This is supported by responses to the item “Individuals continuously stretch their goals to improve their productivity” (Mean = 4.19, SD = 0.894) reflects the opinion of performance and goal orientation in TVET colleges in the Nairobi Metropolis. A mean of 4.19 suggests that persons largely agree that they incessantly set higher goals to improve productivity. A culture that inspires constant enhancement can yield better expertise growth, novelty, and effectiveness, which are vital for the success of TVET institutes (Muyaka & Kitainge, 2021). “Individuals and teams are appraised and rewarded based on performance” (Mean = 4.13, SD = 0.940) further fortify this perception. This view is also strengthened by a high mean score for “Individuals and teams contribute to outlining specific goals” (Mean = 4.17, SD = 0.830). The high mean score (4.16) on the statement “Individuals know and understand what is anticipated of them and comprehend their influence on other persons, teams, and tasks” further strengthens the view of strong alignment between performance expectations and goals. The SD (0.869) signifies moderate variation, signifying most individuals comprehend their roles, nevertheless, some may have different opinions. The high mean scores (4.19, 4.17, 4.16, and 4.13) indicate general agreement that performance appraisals and rewards are tied to individual and team performance, individuals and teams enthusiastically share in goal setting, and personnel comprehend their roles and how they influence others. The standard deviation (SD = 0.894) on goal setting suggests moderate variation, signifying that whereas most respondents align with the practice, some may have divergent experiences with this perspective. A goal-oriented culture enhances

institutional productivity and quality of service provision (Anning-Dorson et al., 2020). The right amalgamation of an admirable client service alignment and customer-balanced firm-level culture generates competitive benefits that afford worth to the customers and the institutions (Anning-Dorson et al., 2020). Culture impacts personnel in setting their career and individual aims, thus, determining how they will implement their responsibilities in the workstation (Bruno, 2021). The culture of teamwork, information and resource sharing, and continuous building of technical and professional capacities of employees, should be prioritized, to improve and sustain quality service delivery (Igbokwe & Elikwu, 2019). TVET colleges should establish career improvement curricula and mentorship chances to inspire all workers and learners to embrace a goal-oriented approach.

Study findings indicate that TVET institutes in the Nairobi Metropolis foster a culture that promotes efficient decision-making and policy effectiveness. This is supported by responses to the statement “Decision-making and policy effectiveness institution decisions are based on facts rather than individual perceptions or assumptions” (Mean = 4.16, SD = 0.872). Responses to “The institution's policies and procedures aid in providing the services the students and other clientele desire and need” (Mean = 4.16, SD = 0.898) further fortify this perception. The high mean scores (Mean = 4.16) indicate how well institutes rely on truthful decision-making and the efficacy of policies in addressing stakeholder needs. The fact-based decision-making (Mean = 4.16, SD = 0.872) culture is essential in fostering improved performance. A mean of 4.16 denotes that respondents largely agree that institutional decisions are motivated by actualities rather than individual prejudices or assumptions. The high mean value shows that TVET institutions prioritize evidence-based decision-making, which enriches institutional reliability and productivity. This behavior meaningfully

enhances the institute's reputation and functioning efficacy by signifying a commitment to sensible choices. The standard deviation (SD = 0.872) mirrors moderate variation, demonstrating that whereas most agree, some personnel may recognize occurrences where decisions are not exclusively fact-based.

The finding also signifies that respondents believe that their institutes foster a culture that promotes policy effectiveness in meeting client needs (Mean = 4.16, SD = 0.898). A mean of 4.16 denotes that respondents trust that institutional policies and procedures aid in providing the services learners and other stakeholders need. Conversely, the standard deviation (SD = 0.898) is slightly higher than the previous measure, signifying a slightly broader spread of views on whether policies successfully address client necessities. The reasonably high agreement indicates that policies and processes are organized to meet learner and stakeholder necessities. Nonetheless, the variation in replies displays that some policies may require modification or enhancement. The findings are congruent with previous literature that highlights fact-based decision-making culture (Alisan & Serin, 2021; Gaftandzhieva et al., 2023; Teixeira et al., 2023). Similarly, the study findings align with studies that underline the need to develop a culture that fosters policy efficacy in meeting customer needs (Bromell, 2022; Comiskey, 2024). Developing a culture that intensifies participant involvement in policy improvement will facilitate TVET institutions to enhance better performance. TVET leadership should, therefore, inspire better involvement from personnel, learners, and industry investors to guarantee that policies stay comprehensive and operative. These institutes should intensify openness and sincerity in decision-making.

Equally, the study results indicate that the respondents believed that their institutes valued and upheld a culture of transparency and communication. This is

supported by respose to the statement “The leadership values open and transparent communication on institutional improvement” (Mean = 4.13, SD = 0.915). This signifies the leadership’s commitment to open communication. A mean of 4.13 shows that respondents mostly agree that leadership values open and transparent communiqué concerning institutional enhancements. However, the standard deviation (SD = 0.915) displays moderate variation, denoting that whereas many workers recognize leadership as open, some perceive a need for enhancement. The moderately high mean values signify that TVET institutes prioritize open communication, nevertheless, there may be gaps in implementation. This shows that personnel trust that leadership endeavors to communicate institutional enhancements, which nurtures trust and involvement. This is supported by the responses to the statement “Individuals have access to appropriate and accurate information regarding what is happening in the institution and the reason behind it” (Mean = 4.04, SD = 0.974). This denotes that the respondents believe their institutions uphold a culture that promotes access to accurate institutional information (Mean = 4.04, SD = 0.974). A mean of 4.04 shows that persons agree, nevertheless slightly less sturdily, that they have access to pertinent and correct information concerning institutional undertakings and their justification.

These findings indicate that open and transparent communiqué in leadership is essential for institutional enhancement. Transparent administrative communication nurtures worker commitment by encouraging trust and assurance (Jiang & Shen, 2023). Flawless structural communication signifies an institution's thoughtful information distribution and workers' active involvement in information attainment and diffusion in an honest, considerable, and all-inclusive way, and holding institutes answerable for their professional conduct and policies (Hadziahmetovic & Salihovic, 2022). It fosters trust, nurtures teamwork, and boosts a culture of constant feedback. It enables

multifaceted problem-solving, promotes novelty, and develops interconnection and internal communiqué, enhancing greater structural flexibility and resilience(Paredes-Saavedra et al., 2024). When leaders are open about their goals, challenges, and decision-making processes; it empowers staff and students to contribute their insights and ideas, enhancing overall performance. Operative communication that incorporates sufficient transparency on the active nature of processes, forms the basis for constructing a culture of wellbeing for participants(Nadkarni et al., 2021).

To foster trust, attain values orientation, and reinforce workstation culture, communiqué of a mutual mission should be flawless, constant, and honest (Nadkarni et al., 2021; Paredes-Saavedra et al., 2024; Rizvi & Popli, 2021). The study findings align with the literature emphasizing the importance of transparent communication in leadership (Hadziahmetovic & Salihovic, 2022). Open interchange nurtures trust and cooperation, encouraging a culture of feedback and unremitting enhancement (Ahsan, 2024). Such transparency and clarity empower personnel and learners, improving institutional performance (Winkelmes et al., 2023). The quantitative findings align with qualitative data in which one key informant posited:

> *Transparency ensures everyone is aligned with the institution's mission and can work together towards common objectives. It also creates a supportive environment where individuals feel valued and heard, leading to higher engagement and motivation. Ultimately, such communication is the bedrock of a thriving, innovative, and resilient educational institution (KI 07, 20th August 2024).*

TVET colleges in the Nairobi Metropolis should enhance feedback techniques by establishing collaborative communication channels, including anonymous response

gear. Thus, personnel can convey concerns regarding transparency and communiqué gaps.

The study findings indicate that respondents believe their institutes uphold a culture of change management and flexibility. This perception is supported by responses to the statement "People are flexible and adjustable when changes are needed" (Mean = 4.06, SD = 0.983). A mean of 4.06 signifies that respondents largely agree that individuals in the institute are flexible and adjustable to change when required. The standard deviation (SD = 0.983) indicates moderate to high variation, meaning that while many employees perceive flexibility, some may struggle with adjusting to changes. Conversely, the standard deviation (SD = 0.983) shows a moderate to high variant, denoting that whereas several personnel perceive flexibility, some may struggle with adapting to changes. "Individuals are convinced that change occurs gradually with minimal disruption in the institution" (Mean = 4.09, SD = 0.959) reinforces this view. A mean of 4.09 connotes that respondents generally agree that institutional changes happen gradually and with negligible interruption. The standard deviation (SD = 0.959) is marginally lower than the first statement but equally moderate, signifying that although some workers perceive that changes are gradual, others may experience disturbances or insecurity during transitions. Nonetheless, the high mean values denote that TVET institutes have a moderately constructive culture of flexibility, adaptability, and change reception, which is critical for progression and adaptation. However, the moderately high SD values indicate variability in experiences, meaning some employees embrace change easily, while others struggle with the transition process. The variations suggest that some individuals may require more guidance and support during change initiatives, or that certain changes may not be well-communicated or managed.

Improving institutes' capacity to retort to changes in volatile environments regularly enhances the general level of institutional planned flexibility (Zhao et al., 2022). Organizational culture adjustment is vital in backing institutional transformation. A malleable organizational culture is essential in guaranteeing an even change procedure (Mbeba, 2018). Organizational change is a procedure through which an institute modifies slight to major organizational constituents to address functioning overheads, efficiency, and service value insufficiencies, identify novel development opportunities, or accomplish other structural goals (Hubbart, 2023). Eventually, organizational change enterprises are common and crucial fundamental moments empowering institutes and firms to adjust and sustain their effectiveness in a dynamic, malleable, and constantly changing setting (Jabri & Jabri, 2022; Kolbergytė & Dromantaitė, 2022). Willingness for change is significant, as it grasps the overall importance of effective change, and more largely, for efficiency and turnover (Hafstad et al., 2024). A robust and vigorous organizational culture fosters staff involvement, advances aptitude maintenance, improves mental health and well-being, and fortifies innovation while supporting the execution of the SDGs (Rieg et al., 2021; World Health Organization, 2021).

The study findings indicate that respondents believe that their institutions foster a culture of empowerment and involvement. The responses to the statements “Individuals understand institutional objectives and priorities” (Mean = 4.12, SD = 0.887) and “Individuals comprehend their role and impact on teams and tasks “(Mean = 4.16, SD = 0.869) support this perception. The responses to “Individuals believe in cultivating healthy interactions with others while developing and fostering their interests” (Mean = 4.08, SD = 1.002) further reinforce this view. A mean of 4.12 signifies that respondents largely agree that they comprehend their institution’s

purposes and priorities. The standard deviation (SD = 0.887) displays moderate variation, denoting that although several workers are comprehensible on institutional aims, some might still lack comprehensive understanding or orientation. The findings indicate that the respondents believe that their institutions uphold “belief in healthy interactions while advancing personal interests” (Mean = 4.08, SD = 1.002). The moderately high mean signifies that TVET institutes have communicated their mission and priorities effectually, nevertheless, some gaps may still exist regarding the level of individuals’ alignment with institutional aims. Empowered personnel contribute more successfully toward institutional aims (Modise, 2023). The findings are consistent with Monica (2019) who established that worker empowerment stimulates a flexible, vigorous, and receptive organization that is valuable in handling change. Past research indicates that leaders enhance involvement by certifying that all participants have a voice and are involved in planning and developing strategy (Kirkman et al., 2020). Institutions can facilitate operational empowerment program execution by creating a supportive organizational environment for enabling by guaranteeing that leaders mutually support empowerment enterprises throughout institutions (Kirkman et al., 2020; Monica, 2019). TVET leadership should afford more chances for ability growth, career improvement, and well-being curricula to boost holistic worker empowerment.

Further, the study findings indicate that respondents largely agree that their institutes embody a culture that prioritizes addressing clients’ needs and solving problems effectively. “Individuals continually strive for new approaches to improve their services to students and other clientele” (Mean = 4.18, SD = 0.848) supports this perception. This indicates a culture of striving and endeavoring for service enhancement. A mean of 4.18 denotes a great commitment to constant upgrading in service provision. Similarly, “Individuals often view students' and other clientele's concerns as their

responsibility" (Mean = 4.18, SD = 0.883) fortifies this view. This signifies that respondents feel that their institutes take responsibility for clients' concerns (mean = 4.18, SD = 0.883). A mean of 4.18 displays a robust inclination toward personnel accepting obligation for learner and client concerns. Correspondingly, "Individuals offer the highest priority and support to address clients' needs and resolve their problems" (Mean = 4.12, SD = 0.852) strengthens this opinion. The high mean values (4.18, 4.18, and 4.12) suggest that TVET institutes have entrenched a client-centered culture, guaranteeing that learners and other stakeholders obtain the needed support. These perceptions have noticeably been recognized in professional therapy (Beagan et al., 2022; Bradley et al., 2025) . TVET leadership should reinforce responsibility in client support by instigating policies that guarantee all workers enthusiastically take accountability for student and client concerns, decreasing service discrepancies.

Study findings indicate that respondents feel that the institutes foster a culture that aligns change management with needs enhancement. "Individuals are convinced that their concerns and anxieties in times of change are heard and respected" (Mean = 4.04, SD = 0.949) support this perception. This indicates that participants feel that their concerns and anxieties in times of change are heard and respected. A mean of 4.04 means that respondents mostly agree that their concerns throughout change are recognized and valued. The moderately high mean (4.04) suggests that TVET institutes recognize workers' anxieties during change, nevertheless, not all personnel feel likewise esteemed or supported. Thus, the standard deviation (SD = 0.949) shows moderate variation, connoting that whereas several feel heard, some personnel may experience disregard or deficiency of attention during adjustment. The responses to the statement"Individuals feel involved in scheduling and executing change in the institution" (Mean = 3.95, SD = 1.043) fortify this perception. Conversely, the lower

mean (3.95) and higher SD (1.043) suggest discrepancies in participation, signifying some workers enthusiastically contribute, whereas others perceive decisions are forced on them. Workers who perceive themselves as being excluded from planning and implementing changes can grow resistance, reducing change determinations and lessening institutional productivity (Damawan & Azizah, 2020; involvement can enhance organizational obligation, but institutions must be aware of impending challenges. Open, all-encompassing decision-making procedures are indispensable for maximizing the profits of involvement while reducing adverse consequences (Charles et al., 2021). TVET institutes should instigate organized involvement tactics, including focus clusters, participatory scheduling, and comprehensive decision-making, to guarantee all personnel and students feel heard. This will promote a sense of ownership, fostering enhanced institutional productivity.

The lowest mean score, 3.9498 with a standard deviation of 1.04311, went to "Individuals feel involved in scheduling and executing change in the institution," suggesting that respondents were less enthusiastic about their involvement in institutional change processes. The findings implied that the TVET institutions have organizational culture that spell out inclusive management of the institutions. This is a task mandated for the principals as leaders to ensure that everyone feels involved in the management of the institutions. The finding aligns with literature emphasizing inclusive management in TVET institutions (Chinengundu & Hondonga, 2024). Effective leadership ensures all stakeholders feel involved, fostering a sense of ownership and commitment. This inclusive approach enhances institutional performance and stakeholder satisfaction (Hadziahmetovic & Salihovic, 2022). This aligns with qualitative findings. In one of the key informant interviews, it was observed

that involving staff in the management of TVETs creates a sense of ownership among the staff and even the student body. The interviewee said:

> *When individuals in a TVET institution feel involved in scheduling and executing change, it significantly boosts performance. This inclusive approach fosters a sense of ownership and accountability among staff and students, leading to higher engagement and motivation. When people are part of the decision-making process, they are more likely to be committed to the success of the initiatives and work collaboratively towards common goals (KI 09, 16th August 2024).*

In a related FGD finding, the student leaders pointed out the need for a consultative culture of TVET principals to create harmony in the colleges. They posited:

> *A culture of involvement of staff and students in leadership in TVETs encourages diverse perspectives and ideas, leading to more innovative solutions and effective implementation. Ultimately, empowering us to participate in change processes creates a dynamic and supportive environment that drives continuous improvement and excellence in our college (FGD 10, 21st August 2024).*

In the context of a TVET institution in the Nairobi Metropolis, the study findings have established that involving personnel and students in leadership fosters a culture of inclusion and collaboration. This approach ensures that various voices are heard, encouraging a rich exchange of perspectives and ideas. By integrating diverse viewpoints, the institution benefits from innovative solutions and creative problem-solving. Staff and students, when actively engaged in leadership, feel a sense of ownership and commitment to the institution's goals, leading to higher motivation and performance. This inclusive culture not only enhances decision-making but also builds a more dynamic and responsive educational environment. The findings align with the literature emphasizing the benefits of inclusive leadership. Inclusive cultures foster innovation, engagement, and commitment (Çelik et al., 2024). Involving diverse stakeholders enhances decision-making and creates a responsive educational

environment, fostering enhanced motivation and performance (Culduz, 2024; Haile & Mekonnen, 2024).

The findings corroborate the argument that an agile and responsive organizational culture encompasses increasing transparency and disclosure mechanisms to guard the stakeholders' interests in an institute (Emodia, 2021). Similarly, Ijaz and Abbas (2020) opine that an effective collaboration between organizational culture and its participants facilitates the attainment of the institute's mission, vision, and purposes, ultimately leading to improved institutional productivity.

The findings corroborate the theories underpinning this study. The study results mirror a high-quality Leader-Member Exchange (LMX) that leads to elevated commitment, competence, and trust (Aggarwal et al., 2020). This is also linked with information exchange, collaboration, commitment, role precision, greater job fulfillment, and reduced work tension (Ahmad et al., 2021; Unegbu et al., 2023). This corroborates the study finding that TVET institutes in the Nairobi Metropolis promote a culture of collaboration and teamwork. Similarly, the study findings mirror the principles of Transformational Leadership Theory (TLT). The Transformational Leadership Theory connects the roles of leadership and followership; indicating a collaboration between leaders and followers (Northouse, 2019). TL is a concept applied to designate how leaders influence and motivate team members to commit to challenging institutional objectives and goals and perform beyond anticipation (Thompson et al., 2021). In the educational context, the concept of TL acknowledges that leadership can be collaborative or shared, emanating from both principals and instructors (Schoch et al., 2021). Consequently, TL is concerned with cultivating the performance of participants and increasing cohorts to their complete potential (Reza, 2019). Individuals who demonstrate TL habitually have a robust set of inner principles

and standards and are operative at encouraging stakeholders to behave in manners that support the team's good instead of dwelling on their egoistic interests (Reza, 2019; Thompson et al., 2021).

Similarly, Ligon (2020) points out how leaders utilizing a transformational leadership style build teamwork, mutual respect, and collaboration. Transformational leadership in TVET institutions fosters an environment ripe for teamwork, mutual respect, and partnership, fostering enhanced performance. Transformational leaders motivate staff and students to work together towards common goals. They prioritize open communication and actively seek input from all members, ensuring everyone feels valued and heard. The findings align with literature emphasizing the role of transformational leadership in promoting a culture in which leaders inspire shared vision and innovation, motivating collaboration towards common goals (Chai et al., 2017; Mogaji & Dimingu, 2024). Open communication and inclusive input foster a sense of value and involvement among members, enhancing organizational performance (Kouzes & Posner, 2017; Northouse, 2019).

Study findings underscore the need to harmonize leadership practices and inventiveness with institutional values and aims. This highlights the necessity for a well-adjusted integration of appropriate leadership approaches to navigate different institutional challenges. The study results underscore the need for constant advancement of a culture that boosts innovation, collaboration and mutual values, confidence and enabling, performance and aim alignment, decision-making and strategy efficacy, change supervision and flexibility, enabling and participation, client-focused services is considered vital, necessitating inclusivity, boldness, and a commitment to constant learning.

Regression Analysis

The study used the collected quantitative data to model the relationship between a. Predictors: Average score in inspirational motivation; Average score in individualized Consideration; Average score in intellectual stimulation; and Average score in idealized Influence, versus the Dependent Variable: Average performance score. The modeling adopted a regression analysis, yielding the findings in Tables 31-33.

Table 31

Regression Analysis Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.427[a]	.182	.171	.56150

a. Predictors: (Constant), Average score in inspirational motivation, Average score in individualized Consideration, Average score in intellectual stimulation, and Average score in idealized Influence.
b. Dependent Variable: Average performance score

The findings indicate that transformational leadership has a moderate but statistically significant influence on institutional performance. This finding is consistent with the results concerning the relationship between each of the four components of TL and the institutional performance of TVET colleges in the Nairobi Metropolis. The study displays a strong positive correlation between Inspirational Motivation and Institutional Performance ($r = 0.762$). Moderate constructive relationships are also observed with Individualized Consideration ($r = 0.352$), Intellectual Stimulation ($r = 0.330$, $p = 0.000$), and Idealized Influence ($r = 0.399$, $p = 0.000$). These findings signify that transformational leadership traits significantly enrich institutional performance in TVET colleges within the Nairobi Metropolis. However, the low R^2 value (18.2%)

denotes that whereas TL leadership approaches matter, other aspects play a greater role in shaping performance. Such factors include funding, structure, infrastructure, strategies, policies, attitudes, and personnel and learner involvement (Maina & Muathe, 2023; Nordin & Omar, 2024; Odhiambo, 2022).

The findings signify that leadership enhancements alone may not be adequate to drive momentous changes in TVET college performance—wider well-ordered interventions are desirable. Since the model exhibits a constructive relationship, enhancing transformational leadership qualities among supervisors and trainers could improve institutional performance. Coaching programs on inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence might enhance performance results. Constant professional improvement fosters the performance of such institutes by guaranteeing that personnel are fortified with modern expertise and understanding (Alemayehu, 2021). Sufficient training and learning resources, such as up-to-date tools and well-maintained facilities, boost the learning capability (Nwuke & Nwanguma, 2024). In another dimension, equitable and sufficient funding allows institutions to operate effectively and improve their services(Backes & National Academies of Sciences, 2018; Backes, 2018). According to Singh and Blessinger (2024), a curriculum that matches industry needs guarantees that learners obtain relevant expertise for the work market.

Regression Analysis ANOVA

Regression Analysis ANOVA is presented in Table 32.

Table 32

Regression Analysis ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.664	4	5.166	16.386	.000[b]

Residual	92.693	294	.315
Total	113.358	298	

a. Dependent Variable: Average performance score
b. Predictors: (Constant), Average score in individualized Consideration, Average score in inspirational motivation, Average score in intellectual stimulation, and Average score in idealized Influence

The ANOVA findings in Table 32 signify that the regression model is statistically significant (F = 16.386, p = 0.000), ratifying that transformational leadership constituents—Individualized Consideration, Inspirational Motivation, Intellectual Stimulation, and Idealized Influence—jointly impact institutional performance in TVET colleges within the Nairobi Metropolis. The Regression Sum of Squares (20.664) denotes the variance explained by the model, revealing that transformational leadership significantly influences institutional performance. The Residual Sum of Squares (92.693) signifies that other elements contribute to performance, but transformational leadership plays a critical role. The significance value (p = 0.000) suggests that the model is highly reliable in predicting institutional performance grounded on transformational leadership components. This means there is a very low possibility that the outcomes occurred by chance, ratifying the strong relationship between transformational leadership dynamics and performance. These study findings indicate that TL improves Institutional Performance. The strong significance (p = 0.000) ratifies that TL practices contribute considerably to enhanced institutional performance. Leaders who display inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence boost institutional success.

The outcomes confirm the study findings that leadership qualities including mentorship (Mean score of 3.9866), enthusiasm mean score of 4.3712), ethical and credible decisions (4.3110), intellectual stimulation, and role modeling are essential in

improving performance in TVET colleges. This finding is congruent with previous studies that reveal that institutes with leaders who apply these gears are likely to attain better results (Akpan, 2022.) Given the earlier reported strong correlation (r = 0.762) between Inspirational Motivation and Institutional Performance, it is probably the most influential predictor. This signifies that leaders who motivate and articulate a convincing vision can considerably enhance institutional success. Similarly, the moderate correlations of Individualized Consideration (r = 0.352), Intellectual Stimulation (r = 0.330), and Idealized Influence (r = 0.399) indicate that although these elements contribute to performance, they may not be as prevailing as Inspirational Motivation. Nevertheless, their joint impact remains critical for overall institutional victory. This finding corresponds with previous studies that exhibit Inspirational Motivation as a strategic driver of performance (Chebon et al., 2019; Muthusi et al., 2024). These study findings underscore the necessity for a holistic approach to leadership in TVET institutes. It indicates that several factors are involved in the practice of appropriate leadership that propels an institution to success. The leadership of TVET institutes should improve Inspirational Motivation. This can be realized through training leaders to communicate a clear vision, setting great expectations, and inspiring commitment among personnel and students. TVET institutes should strengthen Individualized Consideration, Intellectual Stimulation, and Idealized Influence. This can be realized by implementing mentorship and coaching curricula to afford personalized support to the workforce and students.

Regression Analysis Coefficients

In Table 33, the coefficients of the regression analysis are presented.

Table 33

Regression Analysis Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.269	.208		10.893	.000
	The average score in inspirational motivation	.115	.062	.150	1.861	.064
	The average score in individualized Consideration	.059	.072	.071	.817	.415
	The average score in intellectual stimulation	.000	.066	.000	-.005	.996
	The average score in Idealized Influence	.204	.065	.259	3.114	.002

a. Dependent Variable: Average performance score

The regression analysis in Table 33 scrutinizes the relationship between transformational leadership constituents and institutional performance in TVET colleges within the Nairobi Metropolis. The model presents unstandardized and standardized coefficients, measuring how each independent variable contributes to the dependent variable (average performance score). The constant had an unstandardized coefficient of 2.269, a t-value of 10.893, a standard error of.208, and a significance level of.000. The constant value (2.269, $p < 0.001$) in a regression model signifies that when all predictor variables (such as transformational leadership) are held at zero, the institutional performance of TVET colleges in the Nairobi Metropolis has a baseline value of 2.269. The intercept (2.269) shows that institutional performance sustains a baseline level without transformational leadership components. The significance level ($p < 0.001$) suggests that this constant is statistically noteworthy, denoting it is unlikely to be due to accidental. This signifies that other aspects including infrastructure, syllabus quality, external funding, quality of the trainers or faculty expertise, and dedication of the students may contribute to performance (Nordin & Omar, 2024; Odanga et al., 2021; Odhiambo, 2022).

The unstandardized coefficient, t-value, significance, and standard error for the average score in inspiring motivation were.115.062, .062, and 1.861, respectively. The average score for personalized consideration was .415 in significance, with a t-value of.817, standard error of.072, an unstandardized coefficient of.059, and so on. The findings represent a regression analysis indicating the impact of various factors on outcomes. The constant coefficient of 2.269 (significant at $p<.001$) suggests a strong baseline effect. The coefficients for "inspiring motivation" and "personalized consideration" (.115 and .059, respectively) highlight their positive influence on performance, albeit with varying significance levels.

Using the statistics, a predictor: l that links the Dependent Variable (Average performance score) to the Predictors: (Constant), Average score in idealized Influence, Average score in inspirational motivation, Average score in intellectual stimulation, Average score in individualized consideration) was developed.

IP = 2.269 + 0.15IM + 0.071IC + 0.00001IS + 0.259ID + 0.208

Where;

IP = Institutional Performance composite score

2.269 = IP value when the IM, IC, IS, and ID coefficients are zero.

0.15, 0.071, 0.00001, 0.259 = Standardized Beta Coefficients

IM = Inspirational Motivation composite score

IC = Individualized Consideration composite score

IS = Intellectual Stimulation composite score

ID = Idealized Influence composite score

0.208 = Standard error

The model implies that without the predictors (Inspirational Motivation, Individualized Consideration, Intellectual Stimulation, and Idealized Influence, the value of Institutional Performance of TVETs in Nairobi Metropolis would be 2.269 plus the error term =0.208. In another perspective, holding other predictor variables constant, increasing Inspirational Motivation by 1 unit would increase the Institutional Performance of TVETs in the Nairobi Metropolis by 0.15 units. Similarly, holding other predictor variables constant, and increasing Individualized Consideration by 1 unit, would increase the Institutional Performance of TVETs in Nairobi Metropolis by 0.017 units. The statistics show that the same modeling would apply to increase of IS and ID by 1 unit for each would increase the Institutional Performance of TVETs in Nairobi Metropolis by 0.00001 and 0.259 units respectively.

Literature confirms these factors' roles in leadership effectiveness. Transformational leadership, characterized by inspiration and individualized consideration, significantly enhances organizational outcomes (Alshehri, 2024). High t-values and significance levels corroborate the literature, affirming the importance of these leadership attributes in driving institutional performance (Northouse, 2019). The findings indicate that Inspirational Motivation, Individualized Consideration, Intellectual Stimulation, and Idealized Influence positively impact the Institutional Performance of TVETs in the Nairobi Metropolis. Without these predictors, the performance baseline is 2.269. Increasing Inspirational Motivation by 1 unit boosts performance by 0.15 units, while Individualized Consideration increases it by 0.017 units. Intellectual Stimulation and Idealized Influence also contribute positively, aligning with literature that emphasizes the significant role of transformational leadership in enhancing organizational performance (Chebon et al., 2019; Nordin &

Omar, 2024; Maina & Muathe, 2023; Muthusi et al., 2024). These leadership qualities promote motivation, innovation, and personalized support, leading to better institutional outcomes. Shafique

Idealized Influence ($\boldsymbol{\beta}$ = 0.259, $\boldsymbol{p}$ = 0.002) has the strongest constructive influence on institutional performance and is statistically significant ($\boldsymbol{p}$ = 0.002). This corresponds to past studies that found that leaders who act as role models and exemplify high ethical and professional values significantly improve institutional performance (Shafique et al., 2020; Sheng et al., 2024). The robust, constructive, and significant influence of idealized influence signifies that leadership that underlines ethical conduct, vision, and a sturdy sense of mission is critical in propelling institutional performance in TVET colleges. This is consistent with previous studies accentuating that institutions with leaders who stimulate trust and respect are disposed to perform better(Alzaabi & Khaimah, 2023; Jamshed et al., n.d.). Trust is an imperative element that contributes to operational collaboration with personnel and maintaining them longer with institutes (Le & Tran, 2020). TVET institutes should underline leadership training programs that impart integrity, ethical leadership, and visionary direction. Leaders should function as role models to nurture institutional confidence and performance.

Empirical Model for Mediation Test

The empirical model for the mediation test was conducted to find the mediation effect of organizational culture in the relationship between transformational leadership and the institutional performance of the TVET colleges in the Nairobi Metropolis, Kenya. The analysis using the Baron and Kenny (1986) 4-step procedure yielded four tables (Tables 34-37) as follows.

Step 1: Direct Effect of Transformational Leadership on Institutional Performance

Table 34

Regression Coefficients between Transformational Leadership and Performance of TVET Institutions

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	72.676	6.073	_	11.967	.000
1Sum of ratings of all Transformational leadership variables	.442	.044	.500	9.962	.000

a. *Dependent Variable: Sum scores of the rating of the performance of the institutions*

Regression analysis in Table 34 assesses the direct effect of transformational leadership (TL) on institutional performance (IP). The unstandardized coefficient (B = 0.442, $p < .001$) indicates that a one-unit increase in TL is associated with a 0.442 unit increase in IP. The standardized beta ($\beta = 0.500$) suggests a moderately strong positive relationship. The model explains a significant portion of variance in performance, confirming that TL is a significant predictor of institutional success in Nairobi's TVET colleges. This aligns with the literature, which consistently highlights the positive influence of transformational leadership on organizational success, particularly in educational settings (Kakungulu, 2024). Previous studies indicate that transformational leadership fosters motivation, engagement, and performance (Lai et al., 2020; Thompson et al., 2021). The findings of this current study correspond with Kakungulu (2024) who opined that TL can openly foster learning improvement and positively

influence innovation. Using the statistics, the model relating transformational leadership variables and the dependent variable (performance of the institutions) would be as follows:

IP = 72.676 + 0.442TL + 6.073

Where:

IP = Institutional Performance of the TVETs in the Nairobi metropolis

TL = Transformational leadership

Conversely, the findings indicate a high baseline performance. The constant (B = 72.676, $p < 0.001$) signifies that even in the absence of TL, TVET institutes still have a considerable performance level. This is consistent with the earlier finding in this study indicating that while TL is significant, the high baseline denotes that other elements including funding, personnel expertise, infrastructure, student and staff commitment, and policies also play a critical role (Chebon et al., 2019; Maina & Muathe, 2023; Nordin & Omar, 2024; Odhiambo, 2022). The substantial constructive coefficient suggests that TVET institutes benefit from TL practices including inspirational motivation, intellectual stimulation, individualized consideration, and Idealized influence.

Step 2: Effect of Transformational Leadership on Organizational Culture

Table 35 presents the regression coefficients relating transformational leadership and organizational culture of the TVETs in the Nairobi Metropolis, Kenya.

Table 35

Regression Coefficients between Transformational Leadership and Organizational Culture of TVET Institutions

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	25.320	3.342	_	7.576	.000
	The sum of ratings of all Transformational leadership variables	.483	.024	.754	19.792	.000

a. Dependent Variable: Sum rating of the items describing the organizational culture

The study findings in Table 35 display the regression coefficients relating transformational leadership and organizational culture of the TVETs in the Nairobi Metropolis. The results show an unstandardized coefficient of the constant = 25.32 and standard error =3.342, with the standardized coefficient for transformational leadership = .754. The unstandardized coefficient (B = 0.483) suggests that for every one-unit increase in transformational leadership, organizational culture improves by 0.483 units. The standardized coefficient (Beta = 0.754) shows a robust constructive relationship, signifying that transformational leadership significantly shapes organizational culture. This means that TL strengthens organizational culture. The p-value (Sig. = 0.000) ratifies that the connection is highly significant, indicating transformational leadership strongly impacts organizational culture and is unlikely due to chance. The model relating transformational leadership to organizational culture would be as follows:

OC = 25.32 + 0.754TL + 3.342

Where:

OC = Organizational culture of the TVET Institutions

TL = Transformational leadership practiced by leaders of the TVET institutions

However, the constant (B = 25.320, $p < 0.001$) signifies that even without TL, organizational culture has a remarkable starting level, likely influenced by other factors for example, institutional strategies and policies, behaviors, and external procedures. Thus, study results indicate that in the absence of transformational leadership (TL) by leaders, the organizational culture level in TVET institutions would be 25.32, with an error term of 3.342. However, each unit increase in TL would significantly enhance organizational culture by 0.754 units ($p<.001$). This displays that TL has a considerable constructive impact on organizational culture. Literature supports this, highlighting how transformational leadership fosters a positive and innovative organizational culture (Nilasari et al., 2024). Leaders who inspire, motivate, and consider individual needs significantly improve institutional culture, leading to better overall performance and employee satisfaction. These results align with the broader understanding of the pivotal role of transformational leadership in organizational development.

The high Beta value (0.754) demonstrates that leadership approaches including inspirational motivation, individualized consideration, intellectual stimulation, and idealized influence play a critical role in shaping a constructive organizational culture in TVET colleges. Given this robust association, organizational culture likely mediates the impact of TL on institutional performance. This is congruent with literature revealing that a strong culture enhances collaboration, novelty, uniqueness, and institutional efficiency (Afsar & Umrani, 2019; Al Wali et al., 2022). A robust organizational culture can increase performance in an institute when workers are more dedicated and engaged within an institute by developing a sense of commitment , ownership, and enthusiasm (Makole et al., 2023). TVET leaders and personnel should be taught on TL values to nurture a constructive and adaptive organizational culture.

Step 3: Effect of Transformational Leadership and Organizational Culture on Institutional Performance

The regression model linking the relationship between transformational leadership variables and organizational culture and performance of the institutions presented the coefficients in Table 36.

Table 36

Regression Coefficients between Transformational Leadership, Organizational Culture and Institutional Performance of TVET Institutions

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	56.042	6.196		9.045	.000
The sum of ratings of all Transformational leadership 1variables	.124	.063	.141	1.973	.049
Sum rating of the items describing the organizational culture	.657	.098	.477	6.671	.000

a. Dependent Variable: Sum scores of the rating of the performance of the institutions

The regression model in Table 36 displays the combined effects of transformational leadership and organizational culture on the institutional performance of TVET colleges in the Nairobi Metropolis. Table 36 shows that the unstandardized coefficient for the constant =56.042 at a standard error=6.196. The table also shows the standardized beta values for transformational leadership and organizational culture at .141 and .477 respectively. Using the statistics, a model was developed as follows:

IP = 56.042 + 0.141TL + 0.477OC +6.196

Where:

IP = Institutional Performance of TVETs in Nairobi metropolis

TL = Transformational leadership used by principals in the TVETs

OC = Organizational culture in the TVETs

From the statistics, both predictors in the model, OC remains a strong and significant predictor of IP (B = 0.657, β = 0.477, p < .001). The effect of TL on IP is still significant but substantially reduced (B = 0.124, β = 0.141, p = .049), compared to its effect in Model 1 (B = 0.442, β = 0.500). The findings suggest that without the consideration of TL and OC, the level of IP =56.042 plus the error term = 6.196. Holding OC constant and increasing TL by 1 unit would increase IP by 0.141. On the other hand, holding TL constant and increasing OC by one unit would increase IP by 0.477 units. Based on the values of significant levels of IP and OC as sig. = .049 and sig. =.000, the changes would be of considerable influence on IP. From the 3 models, the study showed that the coefficient of TL changed from model 1 (0.5) to model 2 (0.754) and to model 3 (0.141). This signifies that OC mediated the lessened value linking TL and IP. Thus, the findings indicate that OC partially mediates the relationship between Transformational Leadership and Institutional Performance in TVETs within the Nairobi metropolis.

Step 4: Mediation Analysis and Interpretation

The direct effect of transformational leadership on institutional performance is now weaker (B = 0.124, Beta = 0.141) compared to the previous model in Table 34 (B = 0.442, Beta = 0.500). This demonstrates that the addition of OC in the model weakens

the direct influence of TL on performance, signifying that culture acts as a mediator in this association.The influence of organizational culture on institutional performance is strong (B = 0.657, Beta = 0.477) and highly significant (p = 0.000). This suggests that organizational culture mediates the relationship between transformational leadership and performance, indicating that transformational leadership boosts performance largely by shaping a robust organizational culture.

Transformational leadership remains a significant predictor of performance (p = 0.049), nevertheless, its influence is now much lower when organizational culture is included. Organizational culture has a much stronger and highly significant effect on performance (p = 0.000), reinforcing its role as a critical mediator. While TL remains a significant predictor (p = 0.049), its reduced coefficient suggests partial mediation by OC. This corroborates previous studies highlighting the mediating role of organizational culture. (Peña & Caruajulca, 2024) found that OC entirely mediates the connection between TL and organizational performance (OP). Similarly, (Shirini & Xenikou, 2022) established that OC mediates the association between TL and organizational productivity.

However, the constant (B = 56.042, p < 0.001) demonstrates that TVET institutes have a substantial baseline performance level, even without transformational leadership or organizational culture. Previous studies reveal that significant factors such as personnel quality, syllabus applicability to industry necessities, sufficient infrastructure and gears, robust business partnerships, operational leadership, learner access and involvement, external funding, and the acceptance of up-to-date teaching approaches impact the performance of TVET institutes (Nordin & Omar, 2024; Odhiambo, 2022). This indicates faculty proficiency and learner motivation can impact the performance of TVET institutes (Adu et al., 2024). Skillful trainers and enthused

learners can drive institutional accomplishment in integration with leadership approaches (Wan et al., 2024). The existence of proficient trainers, business experts, and committed learners can enhance value instruction delivery and performance levels (Kholifah et al., 2024). The substantial baseline performance of TVET institutes underlines the strength of factors such as foundational structures, industry connections, faculty expertise, and competency-based training. Nevertheless, TL and a strong organizational culture can further boost performance results.

Table 37

Summary of Mediation Pathway

Model Step	Path	Regression Coefficient (B)	Standardized Beta	Significance (p-value)	Interpretation
Step 1	TL → IP	0.442	0.500	.000 (p < .001)	TL significantly predicts IP
Step 2	TL → OC	0.483	0.754	.000 (p < .001)	TL significantly predicts OC
Step 3	TL → IP (with OC included)	0.124	0.141	.049 (p < .05)	TL still predicts IP, but the effect is reduced
Step 3	OC → IP (controlling for TL)	0.657	0.477	.000 (p < .001)	OC significantly predicts IP

The findings affirm that organizational culture partially mediates the relationship between transformational leadership and institutional performance. While TL alone significantly enhances performance, its effect is more pronounced when it cultivates a constructive organizational culture. This underscores the need for leadership development interventions that concurrently build strong institutional cultures in TVET colleges. The study findings suggest the need to advance a well-

integrated model that blends transformational leadership approaches, organizational culture, and other factors.

Chapter Summary

This chapter has presented, interpreted, and discussed the research results using a convergent parallel mixed-methods design. Quantitative results were supported by a thematic analysis of qualitative data, leading to a comprehensive interpretation of the research findings. The study revealed a statistically significant positive relationship between transformational leadership and the institutional performance of TVET colleges in the Nairobi Metropolis, Kenya. It identified that the four components of transformational leadership—Inspirational Motivation, Individualized Consideration, Intellectual Stimulation, and Idealized Influence—positively impact the institutional performance of TVET colleges in the Nairobi Metropolis. These findings address a conceptual gap in existing literature, where transformational leadership was often treated as a single, undifferentiated construct or focused narrowly on one or two components, limiting the understanding of how each dimension uniquely contributes to performance. By analyzing all four dimensions, this study provides a more comprehensive and nuanced understanding of transformational leadership's influence. Moreover, the findings respond to a contextual gap, as much of the prior research was conducted in Western or Asian settings, with limited empirical focus on the Sub-Saharan African educational landscape, particularly the TVET sector in Kenya. By situating the investigation within public TVET colleges in the Nairobi Metropolis, the study generates context-specific evidence that enhances the applicability of transformational leadership theory in a Kenyan vocational education setting—thereby contributing to both localized knowledge and global discourse.

Moreover, the study results indicated a statistically positive mediating role of organizational culture in the relationship between transformational leadership and institutional performance of TVET colleges in the Nairobi Metropolis. This finding addresses a key conceptual gap identified in the literature, where the underlying mechanisms through which transformational leadership influences institutional performance have often been overlooked or insufficiently theorized. By empirically validating organizational culture as a mediating variable, the study provides deeper insight into how leadership translates into performance outcomes, thereby advancing theoretical understanding beyond direct, linear models. This finding also addresses a contextual gap, as few studies have explored mediation effects in Sub-Saharan Africa's public vocational education sector. By focusing on Kenyan TVET colleges, the study provides context-specific insights that strengthen the practical relevance of leadership strategies and extend the applicability of transformational leadership theory to developing countries.The next chapter summarizes the study results and outlines implications, conclusions, and recommendations.

These findings align with prior studies (Lai et al., 2020; Northouse, 2019) that highlight the effectiveness of transformational leadership. However, this study advances the discourse by addressing several gaps identified in Chapter Two. First, it responds to the geographical gap by offering context-specific evidence from Sub-Saharan Africa, an area underrepresented in existing literature (Almahasneh et al., 2023; Yuliani & Hariyati, 2024).

CHAPTER FIVE: SUMMARY OF FINDINGS, IMPLICATIONS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter presents a summary and implications of the study's key findings, conclusions, and recommendations. It is organized into sections and subsections for clarity. First, it presents a summary of findings for each research objective. Next, it outlines the conclusions drawn from the study findings, underlining their implications. Finally, the chapter offers recommendations based on the research findings, categorized into three areas: policy framework, practical application, and future research directions.

Summary and Implications of Findings

This section presents a summary of the findings based on the research objectives. It also provides implications of the findings.

Performance of TVET Institutes in the Nairobi Metropolis, Kenya

The study investigated four core dimensions of institutional performance: financial indicators, customer satisfaction, internal processes, and innovation and learning. The study revealed robust performance in payment efficiency and budget proficiency, but a weaker performance in fundraising and tuition income. This suggests that most TVET colleges within the Nairobi Metropolis, Kenya, practice proficient financial operations but inadequate resource mobilization and external revenue generation. Further, effective leadership is key in influencing financial discipline and inspiring confidence among stakeholders. Additionally, a results-oriented organizational culture advances stewardship, whereas trust and common vision influence resource generation and prudent spending. The customer satisfaction Indicators had a mean range of between 3.83 and 3.92. Student demand and enrollment had the highest mean, while the graduate employment rate had the lowest mean. This

indicates that there exist a positive public perception on TVET colleges within the Nairobi Metropolis, Kenya but there is a likely gap in aligning skills with labor market demands.

The study further revealed the highest ratings in terms of quality of faculty, adherence to calendar, and teaching expertise under internal processes. This indicates effective functioning leadership and robust academic processes in TVET colleges within the Nairobi Metropolis. Additionally, the study revealed that an institutional culture that emphasizes continuous improvement, accountability, and shared purpose enhances internal efficiency. Under innovation and learning, teaching enhancement (3.9799) and faculty professional development (3.9766) had the highest mean, while research involvement had a slightly lower mean (3.8930). This indicates moderately high commitment to innovation and capacity-building by most TVET colleges within the Nairobi Metropolis.

Inspirational Motivation and Institutional Performance of TVET Colleges in the Nairobi Metropolis,Kenya

The study scrutinized the relationship between Inspirational Motivation and institutional performance in TVET colleges within the Nairobi Metropolis. The results show that TVET leaders largely exhibit robust inspirational motivation, with high mean scores across all measured indicators. The study findings showed that leadership optimism about the institution's future and confidence in realizing set goals had the highest mean value at 4.408, with a standard deviation of 0.89409. This shows that most respondents agreed with leaders concerning the optimistic future ahead for a TVET college. Enthusiastic frontrunners are more sociable, motivating, and effective at driving institution’s vision forward, which is important for any fruitful institute or initiative. Consistency in perceptions of confidence in the leader was high, with a mean

score of 4.2843 and a lower standard deviation of 0.88012. This consistency aids shape a culture of confidence, where learners feel confident and are more likely to perform at their best. Transformational leaders build futuristic visions for their followers and demonstrate respect, honor, and confidence in their cohorts. Leaders show passion for their tasks (Mean = 4.3712, SD = 0.88195) and regularly explain tasks plainly (Mean = 4.2709, SD = 0.91052). Leaders motivate personnel during challenges (Mean = 4.2007, SD = 0.93758) and acknowledge personnel accomplishments, though recognition (Mean = 4.1605, SD = 1.00384) shows marginally higher variability. Leadership often recognizes and celebrates personnel's accomplishments, fashioning a culture of gratitude and motivation.

Descriptive statistics on Inspirational Motivation based on demographics showed that most male participants strongly agreed that a manager gives inspirational motivation at 25.4%, while 21.1% agreed. By comparison, 23.7% of female respondents strongly agreed, and 15.7% agreed. The finding that 25.4% of male respondents and 23.7% of female participants strongly agreed that their leaders afford Inspirational Motivation establishes that gender variances exist in leadership opinion but do not considerably influence the general impact of Inspirational Motivation in institutional performance.

The findings reflect the differences in opinion about Inspirational Motivation, as it is a key facet of transformational leadership that transcends gender. Both men and women can effectively inspire their teams, though they might do so differently. Men often leverage assertiveness and confidence to motivate, using clear visions and decisive actions to rally their teams. Women often inspire through empathy and collaboration, creating inclusive environments where everyone feels heard and valued. Males may motivate through assertiveness and decisiveness, whereas, women

frequently use cooperation and compassion (Marie et al., 2024). Marginally higher agreement among male respondents may suggest that male leaders recognize themselves as more motivating, but this does not essentially translate to improved results.

The study found that inspirational motivation is a crucial factor in driving performance and fostering a positive organizational culture. It was found that leaders with 1-3 years (12.4%) of service showed the highest level of agreement. This suggests that newer leaders might be more passionate or adjustable. Those with 10+ years (6.7%) also exhibited significantly strong agreement, demonstrating that experienced leaders still discover value in Inspirational Motivation. The findings suggest that experienced leaders regularly use their widespread knowledge and past achievements to stimulate confidence, whereas less skilled leaders bring fresh perceptions and enthusiasm.

Concerning the period of service in the institution, respondents with 1-3 years of service had the highest percentage of solid agreement, followed by those with 10 years or more. This finding suggests that newer leaders (1-3 years) may display high enthusiasm and flexibility, adopting contemporary leadership tactics, comprising TL and Inspirational Motivation. Those with 10+ years (6.7%) also showed significant strong agreement, indicating that seasoned leaders still find worth in Inspirational Motivation. This signifies that knowledgeable leaders who have spent over a decade in the institute likely comprehend the continuing returns of inspirational leadership in nurturing a high-performance culture. Their constant confidence in Inspirational Motivation means that it sustains relevance across diverse professional stages, strengthening its lasting influence on institutional achievement.

The results display a constructive correlation between education level and views of Inspirational Motivation and Institutional Performance in TVET colleges. Participants with higher education levels (Doctorate, Masters, and Bachelors) rated Inspirational Motivation highly. Doctorate holders had the highest opinion of Inspirational Motivation (56.5% rated "5" and 30.4% rated "4"). Master's degree holders followed closely (46.2% rated "5" and 37.2% rated "4"). Bachelor's degree holders also exhibited strong agreement (49.5% rated "5" and 35.5% rated "4"). Diploma and certificate holders exhibited weaker opinions of Inspirational Motivation and Institutional Performance, nevertheless still mostly positive. This implies that education improves leadership and motivation observation. This finding indicates that leaders with greater education levels have an enhanced understanding and capacity to implement Inspirational Motivation, owing to their acquaintance with advanced leadership concepts and tactical thinking (Joseph-Armstrong, 2023; Simuka, 2021). Thus, TVET institutes should boost constant professional growth to increase leadership capability.

A significant majority of respondents from public institutions rated "4" (19.7%) and "5" (28.1%), totaling 57.5% for the highest ratings. Public institutes showed a higher agreement ("4" (19.7%) and "5" (28.1%) in Inspirational Motivation, signifying that institutional structure, funding, strategies, and policies may impact leadership motivation. Regulatory-approved institutes had a higher robust agreement (45.5%), demonstrating that conformity with guidelines might boost leadership value and motivation.

The study findings demonstrate a strong positive correlation ($r = 0.762$, $p = 0.000$) between Inspirational Motivation and Institutional Performance in TVET colleges in the Nairobi Metropolis. This signifies that higher levels of Inspirational

Motivation among leaders are intensely connected with enhanced institutional performance. The finding supports the view that motivational leadership constructively impacts institutional productivity. Leaders who motivate and involve followers contribute to a higher-performing, innovative, and concerted educational setting (Ghassim & Foss, 2020; Kilag et al., 2023; Modha, 2021). Study results show that leaders who nurture motivation drive creativeness, communication, and innovation, yielding better institutional achievement.

Individualized Consideration and Institutional Performance of TVET Colleges in the Nairobi Metropolis, Kenya

This research aimed to determine the influence of individualized consideration on the institutional performance of TVET colleges in the Nairobi Metropolis,Kenya. Data was collected through questionnaires, interviews, and focus group discussions (FGDs). The results established that Individualized Consideration has a robust constructive presence in TVET institutions within the Nairobi Metropolis, Kenya. Leaders exhibit care for their personnel by mentoring (Mean = 3.99), supporting skill development (Mean = 4.10), and assisting in work-related activities (Mean = 4.08). The highest-rated facets include fair treatment (Mean = 4.28), valuing staff input (Mean = 4.29), and fostering trust and respect (Mean = 4.32). These findings signify that leaders prioritizing workers' growth, well-being, and inclusivity constructively influence institutional performance. The findings demonstrate that TVET institutes in the Nairobi Metropolis boost worker obligation and productivity through individualized consideration. Further, the study showed that compassionate, empathetic supportive leadership nurtures greater job fulfillment and motivation, generating enhanced institutional productivity. It established that personnel members who perceive

themselves as respected and supported contribute enthusiastically to institutional achievement.

The quantitative findings corroborate the qualitative results from interviews and focused group discussions (FGDs) indicating that TVET principals focus more on avoiding discrimination to build harmony in the college community. This approach promotes a culture where everyone feels valued and respected, regardless of their background. This establishes that treating personnel fairly builds trust and loyalty, resulting to higher levels of ownerhip, involvement, and productivity. A discrimination-free setting lessens conflicts fostering overall institutional firmness and success (Mohamed et al., 2024). The study findings reveal that individualized leadership practice is supportive, nurtures advanced job fulfillment and enthusiasm, resulting in improved institutional performance. This suggests that workers who feel appreciated and supported enthusiastically promote institutional achievement. This fosters a sturdier institutional culture and personnel retention. This establishes that just treatment, mentorship, and individual progression opportunities foster a constructive work culture, resulting in improved institutional productivity. TVET institutes with trust-based leadership are empowered to maintain expert instructors and personnel for extensive periods. This promotes better-quality student results, and enhanced educational experiences, resulting in greater learner productivity and institutional standing.

The study found a moderately positive correlation (r= 0.352) between the average performance score and the average score in individualized consideration. This association was statistically significant at the 0.01 level (2-tailed). The Pearson correlation coefficient of 0.352 suggests a moderate constructive relationship between individualized consideration and institutional performance. This signifies that as

individualized consideration intensifies, institutional performance also increases. The findings denote that when principals provide personalized support and attention to their personnel, it promotes more enthused and involved workers, enhancing the general productivity of the institute. This can yield enhanced job fulfillment, improved personnel retention, and a largely concerted work setting, fostering improved the institute's achievement.

Intellectual Stimulation and Institutional Performance of TVET Institutions in the Nairobi Metropolis, Kenya

The study aimed to assess the influence of intellectual stimulation on the institutional performance of TVET colleges in the Nairobi Metropolis. Quantitative data was collected through a questionnaire with eight statements, and respondents rated their level of agreement with each statement. The results signify that leadership in these colleges largely supports intellectual stimulation, as mirrored by the moderately high mean scores across all indicators. Among the highest-rated facets was “the encouragement of new problem-solving approaches” (M = 4.3043, SD = 0. 86176), showing that leaders enthusiastically nurture innovation. Likewise, “leadership’s openness to innovative ideas and feedback” (M = 4.2007, SD = 0. 85129) and the “encouragement of alternative approaches” (M = 4.1672, SD = 0.88545) signify an environment that boosts innovative thinking. Conversely, the lowest-rated feature related to “encouraging thought-provoking ways to improve performance” (M = 4.0334, SD = 0.96875) and “promoting an environment where staff can critique leadership assumptions” (M = 4.0201, SD = 0.97258). These marginally lower means indicate that whereas intellectual stimulation is present, there might be limitations in how freely workers perceive they can challenge leadership standpoints or engage in significant discussions.

The high mean scores (stretching from 4.02 to 4.30 on a 5-point scale) suggested that intellectual stimulation is well integrated into leadership practices potentially improving creativity, problem-solving, and general institutional performance. The findings denote that leadership of TVET colleges in the Nairobi Metropolis boosts a culture of novelty and openness to innovative ideas, fostering adaptive and open-minded institutional plans. Whereas leadership engages workers in decision-making (M = 4.13), there exists room for enhancement to improve personnel involvement and ownership of institutional tactics.

The findings were triangulated with qualitative results from key informants and FGD discussants. One principal posited that when leadership champions innovative problem-solving approaches in educational institutions, it can transform the entire learning environment. The findings established that proactive attitude can foster effective training strategies, enhanced student involvementt, and improved resource management. Further, the results confirmed that visionary leadership initiates and propels constant enhancement and quality in education, and this open and collaborative atmosphere promotes performance, inventiveness, and satisfaction within TVET institutes in the Nairobi Metropolis.

The study analyzed the relationship between intellectual stimulation and demographics in TVET institutions in Nairobi. Male respondents (54.2%) slightly outnumber females (45.8%). Both genders report great levels of agreement with intellectual stimulation, with 45.5% agreeing and 38.1% strongly agreeing, demonstrating that leadership practices connected to intellectual stimulation are largely well-recognized across genders. This suggests that intellectual stimulation fosters mutual respect and understanding, overcoming stereotypes and supporting gender equality.

The majority of respondents were Heads of Departments (83.3%), with 37.5% agreeing and 31.1% strongly agreeing that intellectual stimulation is encouraged. Principals/Directors (16.7%) also reported a high level of agreement, although their numbers were lesser. Given the robust agreement among HoDs, departments possibly play a critical role in influencing the institution's intellectual environment. This suggests that if HoDs enthusiastically inspire intellectual stimulation, this could confidently influence faculty and personnel involvement, research output, and general institutional productivity. Whereas the overall agreement is high, leadership should focus on strengthening intellectual stimulation further, particularly at the higher leadership levels.

Most respondents held a bachelor's degree (35.8%) or a diploma (27.1%), with both groups displaying high agreement on intellectual stimulation. Those with a master's degree (26.1%) and doctorate (7.7%) also reported constructive perceptions, though their numbers were lower. The study findings indicate that more skillful personnel and those with higher education levels appear to recognize leadership as more intellectually stimulating, signifying that seasoned workers may have adjusted to or influenced the leadership culture. Public and private institutions demonstrate parallel agreement levels, signifying a extensive obligation to intellectual stimulation across diverse types of TVET institutes. Public institutions (57.5%) had 27.8% agreeing and 20.1% strongly agreeing that intellectual stimulation is encouraged. Private institutes (42.5%) displayed similar trends, signifying that public and private institutes apply leadership practices that support intellectual stimulation. Similarly, approved institutes (90.3%) reported higher agreement (42.1% agree, 35.5% strongly agree) likened to unapproved institutions (9.7%), where lower agreement levels indicate the need for amended leadership approaches. The study results showed that leadership behavior

encouraging intellectual stimulation is well-accepted and appreciated across demographic clusters, nevertheless, there are opportunities for enhancement, particularly in unapproved institutes.

The study findings display a constructive correlation (r= 0.330) between Intellectual Stimulation and Institutional Performance in TVET colleges within the Nairobi Metropolis. This strength of association is statistically significant at the 0.01 level (2-tailed) with a significance value (Sig. = 0.000). The constructive correlation signifies that as intellectual stimulation increases, there is a matching enhancement in institutional performance. Whereas the correlation is not very robust, it is significant, indicating that intellectual stimulation fosters performance but may require integration with other factors to optimize its influence. The findings suggest that the intellectual stimulation provided by a TVET principal is closely linked to the institution's performance. By promoting innovative thinking, analytical analysis, and inventive problem-solving among personnel and learners, principals create a culture of constant enhancement and academic quality. Their leadership sets the pace for a setting where novel ideas flourish, challenges are addressed with tactical resolutions, and instructors and students are empowered to drive the confines of knowledge. Further, the study discoveries establish that intellectual engagement promotes a culture where instructors feel encouraged to discover new teaching approaches and technologies, eventually improving the value of education. Moreover, learners benefit from a more lively and engaging learning setting, leading to greater levels of success and fulfillment.

Idealized Influence and Institutional Performance of TVET Institutions in the Nairobi Metropolis, Kenya

The study further aimed to determine the impact of idealized influence on the institutional performance of TVET colleges in the Nairobi Metropolis. A questionnaire

was designed to measure the level of agreement with each statement, and the collected data was analyzed. Qualitative data was collected through interviews and FGDs. The results showed that leadership is perceived constructively, with all mean scores above 4.16 on a 5-point scale, signifying that leaders largely reveal the robust impact and ethical leadership. The results demonstrate that leadership practices "ethical and credible decision-making" (M = 4.3110, SD = 0.85936) and "articulate the vision and mission of the institution" (M = 4.2809, SD = 0.86389). Further, the leadership of TVET colleges "implement high standards" (M = 4.2776, SD = 0.85914) and "uphold moral values" (M = 4.2742, SD = 0.94747). Furthermore, the leaders position themselves "as role models" (M = 4.1940, SD = 0.95318), "instilling confidence in staff" (M = 4.1739, SD = 0.95002), and "prioritizing institutional interests over personal ones" (M = 4.1706, SD = 0.92740). Therefore, the findings establish that leaders in TVET institutes are well-respected, principled, ethical, and mission-driven, thus, fostering enhanced institutional performance. The high scores in moral decision-making and upholding values denote that personnel members trust their leaders, supporting institutions' stability and productivity.

The study findings reveal that principals of TVET colleges in the Nairobi Metropolis play a central role in shaping the ethical landscape and propelling institutional aims. Their ethical decision-making guarantees fairness, transparency, and integrity while aligning actions with the institute's objectives to provide quality education that meets market needs. The findings establish that leaders who display Idealized Influence serve as role models, nurturing trust, admiration, and alignment with institutional standards. This leadership approach certainly influences institutional productivity, as it encourages personnel and learners to embrace high ethical values and collaborate toward realizing the institution's aims.

The study examined the idealized influence of TVET colleges in the Nairobi Metropolis based on demographic factors. The results show a largely high perception of idealized influence, with 85.6% of respondents agreeing (39.8%) or strongly agreeing (45.8%) that their leaders reveal idealized influence qualities. Male respondents reported a marginally upper level of strong agreement (25.1%) compared to female respondents (20.7%). Nevertheless, general agreement (Agree + Strongly Agree) was moderately balanced (46.2% for males, 39.4% for females). This means that whereas men may display robust persuasions regarding the role of Idealized Influence in TVET college performance, both genders largely recognize its significance at equivalent levels. The small variant between male and female responses signifies that leadership practices should be all-encompassing, guaranteeing both genders feel correspondingly influenced. Idealized influence is essential for both genders; it encompasses setting high moral standards and earning approval. The findings establish that male and female leaders can display this quality efficiently, albeit in diverse ways due to communal expectations and understandings.

Heads of departments exhibited the highest level of agreement (37.1% strongly agree, 33.4% agree). Principals/Directors also rated idealized influence constructively though with marginally lower agreement levels (8.7% strongly agree, 6.4% agree). This contrast signifies significant insights concerning idealized influence leadership opinion and its influence on institutional performance in TVET colleges. HoDs function closer to both leadership and workers, making them more visible to and inclined to Idealized Influence demeanor including ethical leadership, exemplary living, role modeling, and vision-setting. This demonstrates that middle supervision is vital in transforming leadership vision into actionable results.

New and mid-term leaders (1-6 years) show robust approval of transformational leadership, which is essential for institutional productivity and novelty. Those with 1-3 years in the role demonstrated the highest agreement, while those with 4-6 years exhibited slightly lower enthusiasm, conceivably signifying a plateau. Leaders with 7+ years show reduced agreement, signifying stagnation, exhaustion, or old-fashioned leadership approaches. New leaders (less than a year) display moderate confidence, underlining a knowledge curve. The findings denote a need for leadership renewal or upskilling for long-serving frontrunners and mentorship curricula for newcomers to accelerate their adaptation to transformational leadership. This aligns with research emphasizing leadership's impact on engagement and efficacy (Sholeh et al., 2021; Sukiastini et al., 2024).

Respondents with 1-3 years in the institute displayed the highest agreement that their leaders value Idealized Influence, whereas those with 4-6 years follow with moderate agreement. Lower agreement among participants with less than one year and 7-9 years denotes either inadequate exposure or adaptation over time. The findings suggest that initial enthusiasm habitually declines owing to stress or insufficient training, aligning with research signifying a U-shaped commitment curve (Dongrey & Rokade, 2019). Over time, obligation steadies or lessens, resulting in “personal mission drift”(Godfroid et al., 2022, p. 53). To sustain long-term involvementt, TVET institutes should execute uninterrupted professional improvement and leadership coaching for personnel with 7+ years of tenure.

Bachelor’s and Diploma holders display the highest agreement with Idealized Influence in leadership, signifying their significant role in transformational leadership in TVET colleges. Conversely, Master’s and Doctorate holders show lower agreement, possibly owing to their concentration on policy-making and research instead of direct

supervision. Minimal agreement concerning Idealized Influence is seen among Certificate and KCSE holders (3.3% and 1.0% respectively), mirroring an absence of leadership presence at lower education levels. The findings align with research suggesting that higher education fosters critical thinking and analytical perspectives. TVET leadership ought to promote leadership growth at all education levels, involve advanced degree holders in mentorship and strategies, and build career improvement pathways for lower-educated workers. The findings demonstrate that idealized influence is appreciated and valued at all levels of training.

The study results signify that Idealized Influence in leadership is connected to the education level of institution administrators, as higher education boosts analytical and innovative thinking, tactical scheduling, and ethical leadership. Further, the outcomes indicate that educated frontrunners motivate confidence, execute innovative teaching approaches, and sustain institutional standards, cultivating a culture of quality and constant enhancement. This collaboration between training and leadership efficiency fortifies institutional performance and aim realization. Aligning individual aims with institutional purposes further stimulates personnel and learners, guaranteeing collective advancement and accomplishment.

Idealized influence creates a positive impact by embodying ethical standards, setting high expectations, and demonstrating commitment to their mission. This type of leadership fosters trust, motivation, and a strong organizational culture, driving performance and success. Higher educational qualifications equip leaders with advanced knowledge, critical thinking skills, and a deeper understanding of effective management practices (Maduforo et al., 2024). This fosters a culture of quality and constant improvement, improving the general achievement and victory of educational institutes.

Public TVET institutes displayed higher Idealized Influence (57.5%) than private ones (42.5%), likely owing to more recognized leadership structures. Approved institutions demonstrate considerably stronger agreement (90.3%) compared to non-approved ones, signifying a correlation between institutional approval and ethical leadership. Non-approved institutes may face leadership challenges that influence ethical standards. Trustworthy leadership, built on proficiency and associations, enriches institutional adeptness. Ethical leadership promotes worker commitment and confidence, fostering general institutional productivity.

The Pearson correlation coefficient (.399, p = .000) signifies a moderate positive relationship between idealized influence and institutional performance in TVET colleges. The significant p-value (.000) ratifies that this connection is statistically meaningful, denotating leaders who display idealized influence—performing as role models and safeguarding ethical values—constructively influence institutional performance.The study findings outline the widespread idealized influence of principals as leaders on TVET performance in Nairobi Metropolis. The results highlight the significance of ethical leadership approaches, comprising ethical decision-making, articulating strong vision and mission, role modeling, communiqué, and responsibility. Idealized influence, a key component of transformational leadership, significantly impacts the performance of TVET institutions. Principals with Idealized Influence can effectively navigate challenges and mobilize resources to innovate and adapt to changing environments, preparing students with the skills needed for the future.

Transformational Leadership, Organizational Culture and Institutional Performance of TVET Institutions in the Nairobi Metropolis,Kenya

The study further aimed to examine the mediating influence of organizational culture on the relationship between transformational leadership and institutional

performance of TVET colleges in the Nairobi Metropolis. The results showed that a strong organizational culture was evident, with respondents agreeing that people believe in and uphold the art of working together collaboratively, preferring cooperation over competition. This approach fosters a culture of mutual support and shared goals, leading to more innovative solutions and effective problem-solving.

The results signify that TVET colleges in the Nairobi Metropolis have a robust collaborative culture, with high ratings for “teamwork” (Mean = 4.20), “shared values” (Mean = 4.13), and the “utilization of diverse skills” (Mean = 4.07). Respondents generally agreed that cooperation shared problem-solving, and leveraging different abilities contribute to institutional efficiency. Literature supports the constructive influence of collaborative cultures on output, innovation, and worker satisfaction (Celestin et al., 2024; Martin, 2021; Sarong, 2024; Zhang et al., 2024; Zhang et al., 2023). A culture of confidence, trust, and cooperation boosts institutional flexibility and general performance. The study reveals that generally, TVET institutes in the Nairobi metropolis are viewed to have a moderately constructive culture of flexibility and adaptability, which is essential for their development and receptiveness in a dynamic educational setting. Encouraging a culture of cooperation in TVET institutes is indispensable for their progression and adaptability. Boosting collaboration and shared aims enhances morale and fortifies institutional flexibility and resilience in an ever-changing educational landscape. By implementing this approach, TVET institutes can guarantee maintainable achievement and constant enhancement in their operations.

The qualitative findings underline the importance of organizational culture in TVET institutes' leadership. A key informant highlighted the significance of collaboration over competition, affirming that a cooperative atmosphere boosts problem-solving, lessens stress, and promotes a sense of community among workers

and learners. These findings align with the Leader-Member Exchange (LMX) Theory, highlighting robust leader-follower relationships. By prioritizing cooperation, TVET institutes in the Nairobi Metropolis can encourage teamwork, enable knowledge sharing, and enhance resource distribution, eventually refining individual and institutional performance.

The findings underscore that involving personnel and learners in leadership roles within TVET institutes in the Nairobi Metropolis nurtures a culture of inclusion and cooperation. This participatory method guarantees diverse viewpoints are considered, resulting in innovative resolutions and improved problem-solving. Active involvement in leadership encourages a sense of ownership and obligation to institutional intentions, thus promoting enthusiasm and performance. These findings are consistent with extant literature, underscoring that inclusive leadership encourages innovation, involvement, and commitment (Çelik et al., 2024; Culduz, 2024; Haile & Mekonnen, 2024). Besides, a responsive and transparent organizational culture safeguards participant safety and aligns with the institute's mission and vision, eventually improving productivity. Embracing inclusive leadership in TVET institutes is key to building a vibrant and responsive learning environment. By enthusiastically involving different participants in leadership procedures, these institutes can boost decision-making, nurture a sense of community, and propel individual and shared success.

The study aimed to examine the mediating influence of organizational culture on the relationship between transformational leadership and institutional performance of TVET colleges in the Nairobi Metropolis. The regression analysis demonstrates a significant positive relationship between transformational leadership (TL) and the organizational culture (OC) of TVET institutes in the Nairobi Metropolis. The

unstandardized coefficient (***B*** = 0.483) and the standardized coefficient (***β*** = 0.754) establish a strong constructive impact of TL on organizational culture, with each unit increase in TL boosting organizational culture by 0.754 units. The ***p***-value (Sig. = 0.000) ratifies the statistical significance of this association. These findings align with the literature, emphasizing the role of TL in promoting a positive and innovative culture within institutes (Nilasari et al., 2024). This suggests that training enterprises for TVET frontrunners should concentrate on TL practices to enhance a positive organizational culture. By boosting organizational culture through TL, institutes can expand workers' fulfillment and performance, yielding improved educational results.

Organizational culture emerged as a critical mediating factor in translating leadership behaviors into institutional performance. TVET colleges must invest in building cultures anchored in shared values, accountability, innovation, teamwork, and transparent communication. These cultural attributes reinforce the effectiveness of transformational leadership and contribute to institutional resilience, improved service delivery, and enhanced staff morale. This calls for strategic interventions such as structured culture audits, participatory decision-making practices, and recognition systems that align with institutional goals.

Statistical Modelling

The results showed that 17.1% of variations in the dependent variable (performance score) were attributed to TL predictors(inspirational motivation, individualized consideration, intellectual stimulation, and idealized influence), leaving 86.9% to other variables not considered. The ANOVA results showed a relatively high impact of these predictors on the dependent variable (average performance score) among TVET institutions in the Nairobi Metropolis.

The analysis used the Baron and Kenny (1986) 4-step procedure, yielding three tables. The model relating transformational leadership variables to the dependent variable (institutional performance) was as follows: IP = 72.676 + 0.5TL +6.073. The findings showed that a change in Institutional Performance attributed to transformational leadership would be significant. The regression model linking transformational leadership variables and organizational culture and performance of the institutions was developed as follows: IP = 56.042 + 0.141TL + 0.477OC +6.196. Organizational Culture moderated the diminished value linking TL and Institutional Performance.

Conclusions

The general objective of this study was to establish the influence of transformational leadership on the institutional performance of TVET colleges in the Nairobi Metropolis. The study also intended to examine the mediating role of organizational culture on the relationship between transformational leadership and the institutional performance of TVET colleges in the Nairobi Metropolis. The study examined the influence of inspirational motivation, individualized consideration, intellectual stimulation, and idealized influence on the institutional performance of TVET colleges in the Nairobi Metropolis.

The findings established a significant positive relationship between TL and institutional performance. The unstandardized coefficient (***B*** = 0.442) signifies that for every one-unit rise in transformational leadership, institutional performance increased by 0.442 units. Similarly, the standardized coefficient (***β*** = 0.500) shows a moderately strong positive relationship. The p-value (Sig. = 0.000) reveals that the relationship is statistically significant, signifying that the impact of TL on institutional performance was not due to chance. The t-value greater than 1 for both the constant and

transformational leadership (TL) demonstrates that the relationship between TL and performance was statistically significant. The regression analysis shows a significant positive relationship between transformational leadership (TL) and the performance of Technical and Vocational Education and Training (TVET) institutes in the Nairobi Metropolis.

The model shows that the baseline institutional performance, even without TL, was moderately high at $\boldsymbol{B}$ = 72.676 and standard error (ε =6.073). However, each unit increase in TL enhanced institutional performance by 0.5 units, highlighting the constructive impact of TL. The statistically significant p-value (0.000) and t-values greater than 1 for both the constant and TL reinforce the sturdiness of this association. This underlines the need to coach and mentor institutional leaders in TL approaches to optimize educational results. The findings highlight the significance of transformational leadership in improving the performance of TVET institutes. The statistically significant model establishes that TL is a driving factor of achievement and a booster for maintainable educational enhancements. These understandings afford a crucial guide for leaders and administrators targeting the improvement of institutional productivity through tactical leadership involvement. The results of this study agree with the premise of the Transformational Leadership Theory that TL motivates employees to realize improved performance (Owusu-Agyeman, 2021).

Conversely, the results demonstrate a high baseline performance. The constant ($\boldsymbol{\beta}$ = 72.676, $p < 0.001$) means that even in the absence of TL, TVET institutes still have a considerable performance level. This matches previous studies demonstrating that while TL is significant, the high baseline signifies that other elements including funding, personnel expertise, infrastructure, learners and personnel commitment, and policies also play a significant role in shaping performance (Chebon et al., 2019; Maina

& Muathe, 2023; Nordin & Omar, 2024; Odhiambo, 2022). Thus, because baseline performance is moderately high even without TL, institutions can build on existing strengths while leveraging TL to drive further growth.

Additionally, the study sought to determine the influence of inspirational motivation on the institutional performance of TVET colleges in the Nairobi Metropolis. The study findings demonstrate a strong positive correlation between Institutional Performance and Inspirational Motivation (r=.762). This indicates a strong positive correlation, meaning that higher levels of Inspirational Motivation are strongly associated with better Institutional Performance. The P-value (Sig. (2-tailed) Sig. (2-tailed)) was 0.000, which was less than the 0.01 significance level. This demonstrates that the correlation was statistically significant, meaning the observed relationship is unlikely to be due to chance. This establishes a statistically significant impact of inspirational motivation on the institutional performance of TVET colleges in the Nairobi Metropolis. Therefore, the study drops the null hypothesis and upholds the alternate hypothesis.

The study intended to establish the influence of individualized consideration on the institutional performance of TVET colleges in the Nairobi Metropolis,Kenya. The study findings displayed a relatively weak positive correlation (r= 0.352) between the average performance score and the average score in individualized consideration. With a significance value (Sig.) of 0.000, the association between the average performance score and the average score in individualized consideration was found to be statistically significant at the 0.01 level (2-tailed) (sig=.000). The Pearson Correlation coefficient of 0.352 indicates a moderate positive relationship between individualized consideration and institutional performance. This suggests that as individualized consideration increases, institutional performance also improves. This establishes a

statistically significant impact of individualized consideration on the institutional performance of TVET colleges in the Nairobi Metropolis. Consequently, the study dropped the null hypothesis and upheld the alternate hypothesis.

The study also assessed the influence of intellectual stimulation on the institutional performance of TVET colleges in the Nairobi Metropolis. It found a positive correlation (r= 0.330) between Intellectual Stimulation and Institutional Performance. This strength of association was statistically significant at the 0.01 level (2-tailed) with a significance value (Sig. = 0.000). This indicates that a change in average intellectual stimulation would have a significant change on the average performance of the TVET institutions in the Nairobi Metropolis. The results show that leadership in these institutes largely encourages intellectual stimulation, as demonstrated by moderately high mean scores across different indicators. The highest scores emphasized leadership's reinforcement of innovative problem-solving, candidness, and openness to novel ideas, whereas marginally lower scores pointed to areas requiring enhancement. This signifies that the integration of intellectual stimulation may yield adaptive and operative institutional tactics, fostering improved performance. The study established that intellectual stimulation has a statistically significant influence on the institutional performance of TVET colleges in the Nairobi Metropolis. Consequently, the study dropped the null hypothesis and upheld the alternate hypothesis.

The study further explored the impact of idealized influence on the institutional performance of TVET colleges in the Nairobi Metropolis. It established a positive correlation between Idealized Influence and Institutional Performance of TVET colleges in the Nairobi Metropolis (r=.399, with a ***p***-value of 0.000). This signifies a moderate positive correlation between the two variables, denoting that Institutional

Performance also tends to intensify as Idealized Influence increases. Since the p-value was less than 0.01, the correlation was statistically significant at the 99% confidence level, approving a substantial association. The constructive correlation shows that leaders demonstrate Idealized Influence qualities including role modeling and inspiring confidence. The results expose that leadership in TVET colleges at the Nairobi Metropolis is highly viewed, with all leadership aspects scoring above 4.16 on a 5-point scale. Leaders display robust ethical standards, credible decision-making, and a clear articulation of institutional vision and mission. They uphold high standards, maintain moral values, and function as role models. Furthermore, they cultivate workers' confidence and prioritize institutional welfare over personal gain. This ethical and mission-driven leadership promotes institutional performance, solidity, and productivity. The study established that idealized influence statistically significantly influences the institutional performance of TVET colleges in the Nairobi Metropolis. Therefore, the study dropped the null hypothesis and upheld the alternate hypothesis

The study assessed how organizational culture mediates the relationship between transformational leadership (TL) and the institutional performance of TVET colleges in the Nairobi Metropolis. Regression analysis discovered a strong positive impact of TL on organizational culture, with a standardized coefficient ($\beta = 0.754$) and a statistically significant p-value (Sig. = 0.000). The results align with existing literature, highlighting how TL promotes a positive and innovative culture. Reinforcing TL behavior within TVET institutes can improve organizational culture, fostering higher worker satisfaction, better quality performance, and improved educational results. The study established that a positive organizational culture supports sustainability, flexibility, and novelty within TVET educational institutes. The robust relationship between TL and organizational culture highlights the necessity for

leadership improvement initiatives in TVET institutes. By nurturing a constructive culture through TL, institutions can enhance worker satisfaction and general institutional productivity. The study established that organizational culture has a statistically significant mediating influence on the relationship between TL and the institutional performance of TVET colleges in the Nairobi Metropolis. Accordingly, the study dropped the null hypothesis and endorsed the alternate hypothesis. The study concludes that transformational leadership significantly influences TVET institutional performance, accounting for 17.1% of performance variations. The relationship is considerably mediated by organizational culture, as demonstrated by the regression model. This signifies that while transformational leadership directly impacts performance, its efficiency is boosted through a robust organizational culture.

Recommendations

This study sought to establish the influence of TL and organizational culture on the Institutional performance of TVET colleges in the Nairobi Metropolis. The extant literature suggested the significance of transformational leadership (TL) in enabling a helpful educational environment that produces better-quality involvement and innovations in attaining institutional results. Organizational culture (OC) has also been connected to directly influencing performance. Nevertheless, inadequate empirical literature exists on the impact of TL and OC on the performance of TVET colleges in the Nairobi Metropolis. This study undertook to establish this relationship. Study outcomes have suggested further deep academic dialogue, establishing a foundation for the recommendations to fortify policy, management, and leadership practice in the TVET subsector, the entire education sector, industries partnering with TVETs, and larger structural leadership. This study's recommendations are presented based on the findings, per the research objectives.

Recommendations for Theory

This study was founded in the following theoretical framework: Transformational Leadership Theory (TLT), the Balanced Scorecard Theory (BST), and the Leader-Member Exchange Theory (LMXT). By integrating Transformational Leadership Theory, Leader–Member Exchange (LMX) Theory, and the Balanced Scorecard (BSC) framework, the study offers a robust, multidimensional lens through which institutional performance can be assessed. The empirical results of this study afford robust backing for and expand comprehension of Transformational Leadership Theory, Balanced Scorecard Theory, and Leader-Member Exchange Theory. By relating these foundational theories to the analysis of quantitative and qualitative data, the study recognized significant themes and patterns that confirmed existing theoretical constructs and introduced fresh understandings of how TL and OC drive institutional performance in TVET colleges. It extends theoretical discourse by demonstrating how leadership–culture dynamics operate within resource-constrained, post-colonial education systems like Kenya's.

Specifically, the study stretched on the theories by signifying the mediating role of organizational culture and underlining the refined influence of leadership dimensions including inspirational motivation, individualized consideration, intellectual stimulation, and idealized influence on performance results. These results contribute to a more inclusive theoretical framework, integrating leadership approaches, cultural dynamics, and performance metrics in educational frameworks. Furthermore, this study contributes to the continuing scholarly dialogue by establishing how Transformational Leadership Theory, Balanced Scorecard Theory, and Leader-Member Exchange Theory interconnect, affording a deep comprehension of the association between TL, organizational culture, and institutional performance. By underlining the linkages of

these theories, the study highlights their joint relevance in clarifying how TL practices, when supported by a robust organizational culture, foster measurable enhancements in the performance of TVET colleges. This integrative method fortifies existing theoretical perceptions and provides a holistic basis for future research and concrete implementations in educational leadership.

The results of this study make a substantial contribution to Transformational Leadership Theory by underlining the significance of instituting tangible machineries and systems that encourage collaboration, open communication, and mutual aims in educational institutes. These components mirror the transformative nature of leadership, signifying how operational leaders can stimulate change at the top administration level and in all structural tiers. By displaying how TL promotes a culture of inclusivity and shared backing, the study reinforces the awareness that leadership tasks should be circulated and incorporated across diverse roles and departments, eventually driving maintainable performance enhancements in TVET colleges.

The outcomes of this study contribute meaningfully to Leader-Member Exchange (LMX) Theory by establishing the value of building mechanisms and systems that encourage collaboration, open communication, trust, and shared aims within educational institutes. Underscoring the improvement of high-quality connections between leaders and followers, the study underlines how such structures can cultivate trust, approval, respect, and shared support across all structural levels. This corresponds with the central premise of LMX Theory, postulating that strong leader-member exchanges yield better job fulfillment, improved performance, and an added unified organizational culture. The study additionally enlarges LMX Theory by displaying that when leadership roles are shared and distributed, institutes like TVET colleges can realize more vibrant and effectual performance results.

The results of this study contribute considerably to the Balanced Scorecard (BSC) Theory by underlining the significance of instituting instruments and systems that encourage collaboration, open communiqué, shared aims, and a positive organizational culture in educational institutes. By establishing how TL impacts performance across the four BSC perceptions—financial, customer, internal processes, and learning and growth—the study strengthens the notion that leadership roles ought to be transformative and distributed across all structural levels. This approach guarantees that tactical objectives are well-articulated and mutually owned, propelling orientation between leadership approaches and institutional performance results. Furthermore, the study enhances BSC Theory by displaying how a robust organizational culture, reinforced by efficient leadership, can convert into measurable performance enhancements in TVET colleges.

Given the mediating influence of organizational culture, future research should integrate Transformational Leadership Theory, Balanced Scorecard Theory, and Leader-Member Exchange Theory into an inclusive model. This model may explore how leadership approaches, cultural dynamics, and performance metrics interrelate in educational contexts. The suggested Integrative framework targets to merge Transformational Leadership Theory (TLT), Balanced Scorecard Theory (BST), and Leader-Member Exchange Theory (LMXT) to afford an all-inclusive comprehension of how leadership practices, organizational culture, and performance measurements interrelate in educational institutions, especially in the context of TVET colleges.

Recommendations for Leadership and Management Practice

The findings provide a compelling case for policymakers and education stakeholders to incorporate leadership and culture as core pillars in the governance frameworks of TVET institutions. While national policies tend to emphasize

infrastructure, curriculum, and industrial linkages, there is a need to institutionalize leadership capacity building and cultural transformation as key levers for performance. This could be achieved by integrating leadership and organizational development indicators into performance contracting frameworks and institutional appraisal systems, especially within the broader context of public sector reforms. This study provides significant comprehension of leadership and administration practices within TVET institutes in the Nairobi Metropolis, underlining practical approaches to boost institutional performance. By establishing the constructive influence of TL and the mediating role of organizational culture, the study affords a clear and flawless roadmap for frontrunners to embrace approaches that encourage inspirational motivation, individualized consideration, intellectual stimulation, and idealized influence. It underscores the necessity for leaders and administrators to institute systems that nurture collaboration, trust, open communication, ethical practices, and shared aims. These results highlight the significance of leadership improvement curricula, mentorship enterprises, and cultural involvements that correspond n with the institute's tactical objectives, eventually boosting maintainable growth and academic quality in TVET colleges. TVET institutions should establish directed training curricula for TVET leaders, emphasizing TL components—particularly inspirational motivation, individualized consideration, intellectual stimulation, and idealized influence.

TVET leadership ought to prioritize the implementation of organized coaching and mentorship curricula as a practical approach to boost leadership efficiency in TVET institutes in the Nairobi Metropolis. Such curricula can equip leaders with essential skills, encourage career development, and cultivate a culture of trust, respect, esteem, confidence, collaboration, and partnership. By affording individualized guidance, supervision, and compassionate learning settings, leaders will successfully guide

individuals and teams, inspire personnel and learners, and propel institutional performance following TL principles. TVET leadership should initiate organized feedback sessions, encouraging open communiqué, reflection, responsiveness, and constant enhancement. Well-thought-out feedback meetings are important instruments, boosting open communiqué, self-reflection, and uninterrupted enhancement in TVET institutes in the Nairobi Metropolis. Building consistent chances for leaders, workers, and learners to share perceptions, appraise performance, and tackle challenges, fosters an open and development-oriented organizational culture. Leadership should highlight constructive fortification along areas for enhancement, encouraging a motivational, confidence-based, and solution-focused setting. Additionally, TVET leadership should create confidential channels for delicate and sensitive feedback, boosting honesty minus the fear of ramifications or repercussions.

TVET institutes should strengthen leadership influence by empowering principals, HODs, and county directors to align approaches with institutional aims. Furthermore, leadership should promote adaptability, and encourage innovation and receptiveness to emerging challenges in the vibrant education sector. TVET institutions should train leaders to distinguish and value diversity, views, and all-inclusive engagement of workers and students, encouraging a culture of inclusivity. This will foster improved performance. Similarly, leadership should boost trust and confidence by instituting transparency, dependability in engagements, and responsibility; essential for nurturing trust in teams. Further. Leadership should improve leaders' ability to offer tailored direction that addresses the distinctive necessities of individual workers and students, improving involvement and optimism.

The Directors of Education under TVET institutions should foster leadership inclusivity. This can be realized by creating all-encompassing leadership improvement

curricula. The findings established a significant positive relationship between TL and institutional performance. Therefore, TVET directors and principals should develop leadership training programs that highlight TL focusing on inspirational motivation, individualized consideration, intellectual stimulation, and idealized influence. These curriculums should boost leadership skills, foster gender-inclusive environments, and recognize diverse leadership approaches that promote teamwork, innovation, and institutional competitiveness.

Similarly, the Ministry of Education (MoE) and its stakeholders should endorse and encourage mentorship and coaching initiatives. The study highlights the need for improved mentoring efforts. Principals should implement structured mentorship and coaching programs that provide individualized attention to personnel and students. This will intensify job satisfaction, foster individual progression, and support higher worker retention and overall institutional performance. Equally, the Cabinet Secretary in the Ministry of Education should enhance Intellectual Stimulation through Innovation Platforms. To foster innovative problem-solving, directors should create forums or platforms within TVET institutions that encourage workers and learners to engage in intellectual stimulation. By stimulating critical and analytical thinking, challenging outdated perceptions, and boosting the consideration of alternative tactics, principals can promote a dynamic education setting that boosts institutional success.

The study established a positive correlation between Idealized Influence and Institutional Performance of TVET colleges in the Nairobi Metropolis (r=.399, with a p-value of 0.000). This signifies that TVET principals, personnel, and directors should promote ethical leadership. Therefore, TVET leadership should model idealized influence by upholding ethical leadership, building trust, and prioritizing institutional interests over personal gains. Developing policies that underscore the role of ethics in

leadership and motivating workers to emulate the same standards will build robust ethical foundations that boost institutional productivity and resilience. Congruently, the Boards of Management (BoMs) of TVET institutes should reinforce Organizational Culture through collaborative management. The BoM members should prioritize fostering a collaborative organizational culture involving personnel and learners in the decision-making and change processes. Building a culture of inclusiveness and collaboration will enhance worker involvement, innovation, and overall institutional performance.

The study provides a foundation for the development of targeted capacity-building programs. These should be grounded in empirical evidence and tailored to the specific leadership and cultural dynamics of TVET institutions. Institutional strategic plans must align leadership practices with cultural transformation goals to foster innovation, quality assurance, and responsiveness to labor market needs.

Recommendations for Methodology

The convergent parallel mixed-method approach applied in this study proved effective. This approach integrated parallel quantitative and qualitative research designs throughout data collection and analysis merging insights in the interpretation phase. Researchers should contemplate integrating more in-depth qualitative techniques, including narrative analysis and ethnographic explorations, to discover nuanced cultural impacts. Future research can adopt longitudinal study designs to discover the long-term impacts of TL on institutional performance and to comprehend the changing role of OC as a mediating factor. Furthermore, future studies may consider larger sampling across different geographical and institutional environments, improving the generalizability of results.

Recommendations for Policy

This study's findings provide valuable policy insights for improving the performance of TVET institutes in Kenya. Key recommendations comprise encouraging transformational leadership and adopting an agile organizational culture. Policies should focus on fashioning an environment where leaders foster trust, exhibit support, and initiate positive change. Practical steps could encompass mounting guidelines, training modules, and motivation structures to promote transformational leadership skills in administration.

The study findings established all four components of TL have a statistically significant impact on the relationship between TL and institutional performance. Thus, the Ministry of Education (MoE) and TVET Authority (TVETA) should entrench TL principles into institutional policies, including leadership selection, teaching, and appraisal criteria. The Cabinet Secretary, Ministry of Education, and TVET authority should develop policies that cultivate a conducive organizational culture by upholding and encouraging innovation, learner-centric approaches, and ethical standards in TVET institutes. Top TVET leadership should ensure sufficient funding and resource distribution to support leadership improvement curriculums and culture-building initiatives in TVET institutes. Furthermore, TVETA, County Education Directors, and principals should implement vigorous monitoring and evaluation frameworks to evaluate the influence of leadership approaches on institutional performance, applying the Balanced Scorecard method to connect leadership strategies with noticeable and practical performance measurements.

The Ministry of Education (MoE) and TVET Authority (TVETA) should establish an ethical leadership framework and certification program for TVET Institutes. A comprehensive ethical leadership framework that standardizes and fortifies

moral leadership practices across all TVET institutes will foster improved performance. Furthermore, an Ethics Charter for TVET leadership must be established to set clear fitting standards and expectations. Institutional integrity committees should be formed to motivate integrity and address ethical concerns proactively. Moreover, transparent leadership performance measurements are crucial to afford strong and determinate criteria for assessing leadership performance and answerability. These components would nurture a culture of ethical leadership and institutional credibility. The policy's answerability measures should comprise consistent ethics compliance assessments, yearly leadership integrity appraisals, participant feedback instruments, and an acknowledgment system for ethical leadership. Policy on ethical practices should clarify consequences for ethical breaches thus strengthening implementation. This tactic institutionalizes moral leadership and boosts gender-balanced idealized influence in TVET institutes, enhancing institutional productivity.

Similarly, the Ministry of Education (MoE), TVET Authority (TVETA), County directors, and principals should establish an inclusive leadership and Organizational Culture enhancement policy for TVET institutes. This policy boosts a collaborative and all-encompassing culture by involving personnel and learners in policymaking and institutional change. Such a participatory leadership approach will transform leadership, enhancing performance, innovation, obligation, and problem-solving in TVET institutes. An all-encompassing leadership and OC enhancement policy is essential for nurturing equitable, inventive, and maintainable environments in TVET institutes. Such a policy promotes diversity, fairness, and inclusion across all levels of leadership and institutional practices, guaranteeing that all participants are valued, appreciated, and enabled.

Contributions to Knowledge

The study makes substantial contributions to knowledge by bridging the gap in comprehending how transformational leadership and organizational culture influence the performance of TVET colleges in the Nairobi Metropolis. By establishing that the four constituents of TL—Inspirational Motivation, Individualized Consideration, Intellectual Stimulation, and Idealized Influence—constructively impact institutional performance, the study affo Furthermore, the study addresses contextual, methodological, geographical, and conceptual gaps in the literature by situating the research within the Nairobi Metropolis and employing a mixed-methods approach. Furthermore, the study underlines the mediating role of organizational culture, presenting a nuanced perception of how culture can boost or hamper leadership efficiency. The blending of Transformational Leadership Theory, the Balanced Scorecard Theory, and the Leader-Member Exchange Theory enhances theoretical dialogue, offering a more all-inclusive framework for evaluating educational leadership. Similarly, methodologically, the application of a convergent parallel mixed-method design reinforces the robustness of the results, validating the importance of linking quantitative and qualitative methods in educational exploration.

Practically, the research findings drive policy formulation, mainly in aligning TVET leadership strategies with the fourth SDG and Kenya's Vision 2030. The fourth SDG focuses on guaranteeing inclusive and equitable quality education and supporting lifelong training and learning prospects for boosting institutional practices in TVET institutes (Johnstone & Swadek, 2020). The results also serve as a resource for industry and business allies and participants in the education sector, enhancing a collaborative approach to improving institutional performance through leadership and culture. Generally, this study lays a foundation for future research, providing a groundwork for

progressing leadership performance and promoting organizational quality in educational institutes.

Recommendations for Future Research

Future research should build on these findings by exploring longitudinal effects of leadership development, cross-institutional comparisons, the role of external environmental factors such as government funding, regulatory policies, economic conditions and industrial partnerships. Future research could also investigate how internal factors comprising institutional culture, infrastructure, strategies, policies, attitudes, personnel qualifications, and personnel and learner involvement influence performance results. The study findings signify that transformational leadership traits significantly enrich institutional performance in TVET colleges within the Nairobi Metropolis. However, the low R^2 value (18.2%) denotes that, whereas TL leadership approaches matter, other aspects play a greater role in shaping performance. Since transformational leadership (TL) explains only 18.2% of institutional performance variance, future studies could explore other factors, including other leadership approaches—such as servant leadership, transactional, and collaborative —to establish their influence on performance in TVET colleges. Conducting longitudinal studies could support assessing the long-term impacts of TL and other dynamics on institutional performance, and understanding trends and changes over time.

Future studies can explore deeper into which particular components of organizational culture greatly and significantly mediate the association between TL and performance. Such studies may consider factors including innovation, communication, adaptability, and values. Similarly, future research may consider a broader range of participants such as manufacturing partners, former students, and community associates, to obtain a more all-inclusive understanding of how leadership and culture

impact institutional performance. Owing to the swift technological fluctuations mentioned, future studies could investigate how the digital revolution and e-learning amalgamation influence institutional performance under TL. Whereas this study included principals, HODs, County TVET Directors, and student leaders, incorporating more widespread insights from learners, teaching staff, and administrative workforces could afford a broader understanding of institutional performance.

REFERENCES

Abdulfatai, Y. (2021). Leadership and effective human resource management in organization. *Herald of the Peoples' Friendship University of Russia. Series: Public and Municipal Administration, 8* (3), 277–296.

Abdullah, J. B., Hj Mohd Nor, Z., Haji Abd Hamid, A., Harun, N. H., Koswara, E. M. D., Stapa Mustapa, M. A., Saforrudin, N., & Ahmad, A. S. W. (2021). Development of TVET leadership model among leaders in TVET institutions. *International Journal of Modern Education, 3* (11), 77–92. https://doi.org/10.35631/IJMOE.311006

Adam, A. M. (2020). Sample Size Determination in Survey Research. *Journal of Scientific Research and Reports*, 90–97. https://doi.org/10.9734/jsrr/2020/v26i530263

Adem, M., Piliyesi, E., & Koros, P. (2022). Principals' individual consideration in transformational leadership and teachers' job satisfaction in Meki Catholic Vicariate schools, Ethiopia. *Journal of Research Innovation and Implications in Education, 6*(2), 64–69.

Aden, A. O., & Koshal, J. N. (2023). Idealized influence and the growth of intra-regional trade in the East African community. *The University Journal, 5*(1), 49–60. https://doi.org/10.59952/tuj.v5i1.131

Adham, T. K. I. (2023). Conflict Resolution in Team: Analyzing the of Conflicts and Best Skills for Resolution. *Scholars Journal of Engineering and Technology, 11* (08), 152–162. https://doi.org/10.36347/sjet.2023.v11i08.001

Adu, T. S., Adu, B. O., & Arthur, Y. D. (2024). Enhancing practical skills of TVET students using mathematics as a tool: A case study in some selected TVET

schools in Kwahu. J*ournal of Mathematics and Science Teacher, 4* (4), 072. https://doi.org/10.29333/mathsciteacher/15151

Afsar, B., & Umrani, W. A. (2019). Transformational leadership and innovative work behavior: The role of motivation to learn, task complexity and innovation climate. *European Journal of Innovation Management, 23* (3), 402–428. https://doi.org/10.1108/EJIM-12-2018-0257

Afshari, L. (2022). Idealized influence and commitment: A granular approach in understanding leadership. *Personnel Review, 51* (2), 805–822. https://doi.org/10.1108/PR-03-2020-0153

Agbanu, P. G., Nayrko, I. K., Agbemava, E., Sedzro, E., & Selase, E. (2016). Measuring strategic performance in state-owned organizations: an evaluation of five proposed contemporary metrics. *International Journal of Scientific and Research Publications, 6* (3), 138–153.

Aggarwal, A., Chand, P. K., Jhamb, D., & Mittal, A. (2020). Leader–member exchange, work engagement, and psychological withdrawal behavior: the mediating role of psychological empowerment. *Frontiers in Psychology, 11,* 423. https://doi.org/10.3389/fpsyg.2020.00423

Aghaei, I., Haghani, M., & Limunga, E. J. (2022). Task and relationship conflicts, employee agility, and perceived job performance. *Journal of Management and Research, 9* (1). **23**–50. https://doi.org/10.29145/jmr/91/02

Aguilera, R. V., De Massis, A., Fini, R., & Vismara, S. (2024). Organizational goals, outcomes, and the assessment of performance: reconceptualizing success in management studies. *Journal of Management Studies, 61* (1), 1–36. https://doi.org/10.1111/joms.12994

Ahern, S., & Loh, E. (2021). Leadership during the COVID-19 pandemic: Building and sustaining trust in times of uncertainty. *BMJ Leader*, *5*(4), 266–269. https://doi.org/10.1136/leader-2020-000271

Ahluwalia, J. K. (2020). Innovation in the public sector: A study of new Norwegian policy documents [Master's thesis, Norwegian University of Science and Technology]. Norwegian University of Science and Technology. https://www.ntnu.edu

Ahmad, J., Zahid, S., Wahid, F. F., & Ali, S. (2021). Impact of role conflict and role ambiguity on job satisfaction the mediating effect of job stress and moderating effect of islamic work ethics. *European Journal of Business and Management Research*, *6* (4), 41–50. https://doi.org/10.24018/ejbmr.2021.6.4.895

Ahsan, M. J. (2025). Cultivating a culture of learning: The role of leadership in fostering lifelong development. *The Learning Organization*, *32*(2), 282-306. https://doi.org/10.1108/TLO-03-2024-0099

AI-Youbi, A., Zahed, A. H. M., & Tierney, W. G. (Eds.). (2020). *Successful Global Collaborations in Higher Education Institutions*. Springer International. https://doi.org/10.1007/978-3-030-25525-1

Ajayi-Abitogun, B. (Year). *Effects of human resource development strategies on knowledge transfer among entry-level employees.* Human Resource Development, Texas A&M University, Texas, USA.

Akdere, M., & Egan, T. (2020). Transformational leadership and human resource development: Linking employee learning, job satisfaction, and organizational performance. *Human Resource Development Quarterly*, *31* (4), 393–421. https://doi.org/10.1002/hrdq.21404

Akhtar, A., & Bakhtiyar, R. (2020). Organizational culture predicts emotional intelligence among pharmaceutical industrial employees. *International Review of Management and Business Research, 9(*2), 95–108.

Akpa, V. O., Asikhia, O. U., & Nneji, N. E. (2021). Organizational culture and organizational performance: A review of literature. *International Journal of Advances in Engineering and Management*, *3*(1), 361–372.

Akpan, E. C. (2022). Transformational leadership and organizational performance. *International Journal of Applied Management Science*, *6*(9), 68-77. https://doi.org/10.5281/zenodo.1306335

Akparep, J. Y., Jengre, E., & Mogre, A. A. (2019). The Influence of Leadership Style on Organizational Performance at TumaKavi Development Association, Tamale, Northern Region of Ghana. *Open Journal of Leadership, 08* (01), 1–22. https://doi.org/10.4236/ojl.2019.81001

Al Wali, J., Muthuveloo, R., & Teoh, A. P. (2022). Unravelling the nexus between creative self-efficacy, humble leadership, innovative work behaviour and job performance amongst physicians in public hospitals. *Asia-Pacific Journal of Business Administration, 14*(4), 706–726. https://doi.org/10.1108/APJBA-05-2021-0205

Al-Bazaiah, S. A. I., Hamour, H. M. J. A., Alheet, A. F., Al-Khrabsheh, A. A., Sayyad, N. A., & Alatyat, Z. A. (2023). Exploring the determinants of work enthusiasm among employees: A case of Jordanian manufacturing industry. *Wseas Transactions on Business and Economics*, 20, 740–751. https://doi.org/10.37394/23207.2023.20.68

Alblooshi, M., Shamsuzzaman, M., & Haridy, S. (2021). The relationship between leadership styles and organisational innovation: A systematic literature review and narrative synthesis. *European Journal of Innovation Management, 24*(2), 338–370.

Albogami, M., Sharawi, O., & Khan, M. R. (2024, February). Organizational culture adaptability by leaders and its influence on firm performance. In *14th International Conference on Industrial Engineering and Operations Management.* https://doi.org/10.46254/AN14.20240610

Alemayehu, E. (2021). Does continuous professional development (CPD) improve teachers performance? Evidences from public schools in Addis Ababa, Ethiopia. Research & Reviews: *Journal of Educational Studies, 7*(9), 1–17.

Alessa, G. S. (2021). The dimensions of transformational leadership and its organizational effects in public universities in Saudi Arabia: A systematic review. *Frontiers in Psychology, 12*, Article 682092. https://doi.org/10.3389/fpsyg.2021.682092

Al-Husseini, S., El Beltagi, I., & Moizer, J. (2021). Transformational leadership and innovation: The mediating role of knowledge sharing amongst higher education faculty. *International Journal of Leadership in Education, 24* (5), 670–693.

Ali, A. (2021). *Quantitative data analysis*. https://doi.org/10.13140/RG.2.2.23322.36807.

Ali, BJ, & Anwar, G.(2021). The mediation role of change management in employee development. *International Journal of English Literature and Social Sciences, 6* (2), 361–374.

Ali, S., Murtaza, G., Hedvicakova, M., Jiang, J., & Naeem, M. (2022). Intellectual capital and financial performance: A comparative study. *Frontiers in Psychology, 13*, Article 967820. https://doi.org/10.3389/fpsyg.2022.967820

Alisan, Y., & Serin, F. (2021). A computer assisted decision support system for education planning. *International Journal of Information Technology & Decision Making, 20*(05), 1383–1407.

Aljabri, B. S., & Alharthy, A. H. (2025). Perceptions of Micromanagement: Insights from the Saudi Labor Market. *Journal of Ecohumanism, 4*(1), 1159–1179.

Almahasneh, Y. A. S., Rahman, M. S. B. A., Omar, K. B., & Zulkiffli, S. N. A. (2023). The impact of organizational culture and leadership styles on the performance of public organizations. *Corporate Governance and Organizational Behavior Review, 7*(1), 158–165. https://doi.org/10.22495/cgobrv7i1p15

ALmahasneh, Y. A. S., Rahman, M. S. B., & Omar, K. B. (2022). Idealized influence, inspirational motivation, organizational culture and organizational performances. *Journal of Southwest Jiaotong University, 57* (1), 1-19.

Alshehri, A. A. M. (2024). Theoretical foundations of transformational leadership in modern organizations**.** *Business and Finance, 44*(2), 60-69. doi: 10.21608/caf.2024.37122.

Alvi, G. F., & Rana, R. A. (2019). Relationship between task-oriented leaders' behavior and organizational performance in higher education institutions. *Bulletin of Education and Research, 41* (3), 153–166.

Alzaabi, H. S. M. A., & Khaimah, R. A. (2023). The importance of trust in leadership effectiveness. *International Journal of Research Publication and Reviews, 4* (7), 1788–1795. https://doi.org/10.55248/gengpi.4.723.17881795

Amiati, A., Kristiawan, M., & Wardiah, D. (2021). The influence of principal leadership and work ethic of civil servant teachers on teacher performance. *Journal of Social Work and Science Education, 2* (3), 248–258.

Amir Ch., M., Safia Shaukat, H., & Iqbal, M. (2021). Impact on job satisfaction and organizational pride through evaluation of perceived organizational CSR: a structural equation modelling. *Journal of Management Sciences, 8*(1), 50–70. https://doi.org/10.20547/jms.2014.2108104

An Le, D. T. B., & Hockey, J. (2022). Critical thinking in the higher education classroom: Knowledge, power, control and identities. *British Journal of Sociology of Education, 43* (1), 140–158. https://doi.org/10.1080/01425692.2021.2003182

Anning-Dorson, T. (2021). Organizational culture and leadership as antecedents to organizational flexibility: Implications for SME competitiveness. *Journal of Entrepreneurship in Emerging Economies, 13* (5), 1309–1325.

Anning-Dorson, T., Christian, I. O., & Nyamekye, M. B. (2020). Organisational culture and customer service delivery. In R. E. Hinson, O. Adeola, T. R. Lituchy, & A. F. O. Amartey (Eds.), *Customer Service Management in Africa* (pp. 207–215). Productivity Press. https://doi.org/10.4324/9780429031342-20

Antunez, M., Ramalho, N., & Marques, T. M. G. (2024). Context matters less than leadership in preventing unethical behaviour in international business. *Journal*

of Business Ethics, 192(2), 307–322. https://doi.org/10.1007/s10551-023-05520-y

Aquino, C. J. C., Afalla, B. T., & Fabelico, F. L. (2021). Managing educational institutions: School heads' leadership practices and teachers' performance. *International Journal of Evaluation and Research in Education (IJERE), 10*(4), 1325. https://doi.org/10.11591/ijere.v10i4.21518

Arıcıoğlu, M. A., Gökce, Ş., & Gülnar, N. (2020). Mid-level managers in terms of strategic role and functions. In H. Dincer & S. Yüksel (Eds.), *Strategic Outlook for Innovative Work Behaviours* (pp. 341–359). Springer International. https://doi.org/10.1007/978-3-030-50131-0_19

Armar, S. (2024). *Gender equality: An analysis of three organizations in the Philippines* [Bachelor's thesis, Metropolia University of Applied Sciences]. Theseus.

Arrippin, B.Z., & Wahab, B. J. L. (2023). The impact of transformational leadership on the mentoring approach of polytechnic lecturers in the Pahang Zone. *International Journal of Academic Research in Business and Social Sciences, 13*(3), 889–902.

Asenahabi, B. M. (2019). Basics of research design: A guide to selecting appropriate research design. *International Journal of Contemporary Applied Researches, 6*(5), 76–89.

Askari, M. Y., & Refae, G. A. E. (2023). Funding higher education as a strategic good of a nation. *International Journal of Economics and Business Research, 25(*1), 161. https://doi.org/10.1504/IJEBR.2023.127273

Askew, N. P. (2023). Leading with principle: The essential role of ethical leadership in adaptive environments. *Journal of Leadership, Accountability & Ethics, 20*(5). https://doi.org/10.33423/jlae.v20i5.6605

Astivia, O. L. O., & Zumbo, B. D. (2019). Heteroskedasticity in multiple regression analysis: What it is, how to detect it, and how to solve it with applications in R and SPSS. Practical Assessment, *Research, and Evaluation, 24*(1), 1. https://doi.org/10.7275/0t5g-px82

Atatsi, E. A., Stoffers, J., & Kil, A. (2021). Work tenure and organizational citizenship behaviors; a study in Ghanaian technical universities. *Sustainability*, *13*(24), 13762.

Attaallah, H. (2024). Transformational and transactional leadership: from the gender lens. *Proceedings of the International Conference on Research in Business, Management and Finance, 1* (1), 1–16. https://doi.org/10.33422/icrbmf.v1i1.514

Awiti, A., Orwa, C., Mbuvi, L., & Karumba, M. (2019). *Whole youth development in Kenya: Survey of employers and employees in the formal and informal sectors to determine entry-level skills among youth (18–30 yrs) in employment Kenya*. Aga Khan University East Africa Institute. https://ecommons.aku.edu/eastafrica_eai/29

Backes, E. P., & National Academies of Sciences, Engineering, and Medicine. (2018). Estimating the cost of high-quality early care and education. In *Transforming the financing of early care and education.* National Academies Press (US).

Badenhorst, J. W., & Radile, R. S. (2018). Poor performance at TVET colleges: conceptualising a distributed instructional leadership approach as a solution.

Africa Education Review, 15 (3), 91–112. https://doi.org/10.1080/18146627.2017.1352452

Badura, K. L., Grijalva, E., Galvin, B. M., Owens, B. P., & Joseph, D. L. (2020). Motivation to lead: A meta-analysis and distal-proximal model of motivation and leadership. *Journal of Applied Psychology, 105* (4), 331.

Bae, C. L., & Lai, M. H. (2020). Opportunities to participate in science learning and student engagement: A mixed methods approach to examining person and context factors. *Journal of Educational Psychology, 112* (6), 1128.

Bagga, S.K, Gera, S., & Haque, S. N. (2022). The mediating role of organizational culture: Transformational leadership and change management in virtual teams. Asia Pacific Management

Bakker, A. B., Hetland, J., Kjellevold Olsen, O., & Espevik, R. (2023). Daily transformational leadership: A source of inspiration for follower performance? *European Management Journal, 41*(5), 700–708. https://doi.org/10.1016/j.emj.2022.04.004

Balakrishnan, K., Angusamy, A., Patil, R. G., & Razak, M. N. F. (2024). Enhancing work performance: The role of communication and leadership styles. *Journal of Communication: Malaysian Journal of Communication, 40*(1), 376–394. https://doi.org/10.17576/JKMJC-2024-4001-21

Bandy, J. (2017). *Learning to apply knowledge and skills to benefit others or serve the public good*. IDEA.

Baquero, A. (2023). Authentic leadership, employee work engagement, trust in the leader, and workplace well-being: A moderated mediation model. *Psychology*

Research and Behavior Management, 16, 1403–1424. https://doi.org/10.2147/PRBM.S407672

Barajas, A. (2024). The role of organizational culture in enhancing workplace performance and employee engagement. *Journal of Organizational Culture, Communications and Conflict, 28*(4), 1–3.

Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology, 51* (6), 1173–1182. https://doi.org/10.1037/0022-3514.51.6.1173

Baruah, J., & Paulus, P. B. (2019). Collaborative creativity and innovation in education. In C. A. Mullen (Ed.), *Creativity Under Duress in Education? 3*, 155–177. Springer International. https://doi.org/10.1007/978-3-319-90272-2_9

Bass, B. M. (1985). *Leadership and performance beyond expectation*s. Collier Macmillan.

Beagan, B. L., Sibbald, K. R., Pride, T. M., & Bizzeth, S. R. (2022). Client-centered practice when professional and social power are uncoupled: The experiences of therapists from marginalized groups. *The Open Journal of Occupational Therapy, 10* (4), 1–14.

Beatrice, A. O., & Peter, W. (2023). Development in technical and vocational education and training: Synopsis and implications of education policies for right skills in Kenya. *Educational Research and Reviews, 18*(8), 181–193. https://doi.org/10.5897/ERR2023.4328

Becker, K., & Bish, A. (2021). A framework for understanding the role of unlearning in onboarding. *Human Resource Management Review, 31*(1), 100730. https://doi.org/10.1016/j.hrmr.2019.100730

Beisland, L. A., D'Espallier, B., & Mersland, R. (2019). The commercialization of the microfinance industry: is there a 'personal mission drift' among credit officers? *Journal of Business Ethics, 158* (1), 119–134. https://doi.org/10.1007/s10551-017-3710-4

Bernal, G. L., Abadía, L. K., Álvarez-Arango, L. E., & De Witte, K. (2024). Financial aid uncertainty and low-income students' higher education preferences. *Higher Education, 87*(6), 1845–1863. https://doi.org/10.1007/s10734-023-01094-w

Bhakta, K., & Medina, M. S. (2021). Preboarding, orientation, and onboarding of new pharmacy faculty during a global pandemic *American Journal of Pharmaceutical Education, 85* (3), 8510. https://doi.org/10.5688/ajpe8510

Bhardwaj, P. (2019). Types of sampling in research. *Journal of the Practice of Cardiovascular Sciences, 5* (3), 157.

Bhardwaj, A. (2022). Organizational culture and effective leadership in academic medical institutions. *Journal of Healthcare Leadership, 14*, 25–30. https://doi.org/10.2147/JHL.S358414

Biloa, X. S. (2023). The impact of leadership style on employee job performance. *Open Journal of Leadership, 12* (04), 418–441. https://doi.org/10.4236/ojl.2023.124020

Botha, R. J. N., & Hugo, J.-P. (2021). Effective mentoring to improve job satisfaction among beginner teachers at south african primary schools. *Research in Social Sciences and Technology, 6* (3), 64–81. https://doi.org/10.46303/ressat.2021.26

Bourke, J., & Espedido, A. (2019). Why inclusive leaders are good for organizations, and how to become one. *Harvard Business Review, 29* (03), 2019.

Bracio, K., & Szarucki, M. (2020). Mixed methods utilisation in innovation management research: a systematic literature review and meta-summary. *Journal of Risk and Financial Management, 13* (11), 252.

Bradley, R. (2020). Reviewing Transformational Leadership and Change Management in United States of America. *Journal of Human Resource & Leadership, 4*(6) , 56–65.

Bradley, G., Atkin, B., Atkin, H., & Scott, J. (2025). Occupational therapist's involvement in social prescribing: A qualitative interview study. *British Journal of Occupational Therapy, 88*(1), 25–34.

Breen, J. M. (2019). Thriving in higher education: Creating the new normal through resilience. In A. Visvizi, M. D. Lytras, & A. Sarirete (Eds.), *Management and Administration of Higher Education Institutions at Times of Change* (pp. 85–98). Emerald Publishing Limited.

Bromell, D. (2022). Who are my clients and what do they need from me? *In The art and craft of policy advising: A practical guide* (pp. 21–57). Springer.

Brown, S., Bessant, J., & Jia, F. (2018). *Strategic operations management.* Routledge.

Brucker, D. L., Henly, M., & Rafal, M. (2022). The association of disability status with job tenure for U.S. workers. *Work, 72* (1), 109–117. https://doi.org/10.3233/WOR-205004

Bruno, E. E. (2021). *Influence of Organizational Culture on Service Delivery among Private Hospitals in Nairobi City County, Kenya* [Doctoral dissertation, University of Nairobi].

Budur, T. (2020). Effectiveness of transformational leadership among different cultures. *International Journal of Social Sciences & Educational Studies, 7* (3), 119–129.

Budur, T., & Demir, A. (2022). The relationship between transformational leadership and employee performance: Mediating effects of organizational citizenship behaviors. *Iranian Journal of Management Studies, 15* (4), 899–921.

Bujang, M. A., Sa'at, N., Bakar, T. M. I. T. A., & Joo, L. C. (2018). Sample size guidelines for logistic regression from observational studies with large population: Emphasis on the accuracy between statistics and parameters based on real life clinical data. *The Malaysian Journal of Medical Sciences: MJMS, 25 (*4), 122.

Burns, J. M. (1978). *Leadership*. Harper & Row.

Burton, A. L. (2021). OLS (Linear) regression. In J. C. Barnes & D. R. Forde (Eds.), *The Encyclopedia of Research Methods in Criminology and Criminal Justice* (Vol. 2, pp. 509–514). Wiley.

Busari, A. H., Khan, S. N., Abdullah, S. M., & Mughal, Y. H. (2019). Transformational leadership style, followership, and factors of employees' reactions towards organizational change. *Journal of Asia Business Studies, 14*(2), 181–209.

Busetto, L., Wick, W., & Gumbinger, C. (2020). How to use and assess qualitative research methods. *Neurological Research and Practice, 2*(1), 1–10.

Caldwell, C., & Okpala, C. O. (2022). Leading with passion – what it means, why it matters. *The Journal of Values-Based Leadership, 15*(2). https://doi.org/10.22543/1948-0733.1408

Cameron, K. S., & Quinn, R. E. (2022). D*iagnosing and changing organizational culture: Based on the competing values framework* (4th ed.). Jossey-Bass.

Carmeli, A., Zernitsky-Shurka, E., & Dutton, J. (2023). Leadership for thriving workplaces: Fostering skills and resilience. *Journal of Management Studies, 60*(5), 1234–1256.

Carpenter, M. L. (2023). *Effective onboarding strategies to increase talent retention* [Doctoral dissertation, Walden University].

Cashman, K. (2017). *Leadership from the inside out: Becoming a leader for life.* Berrett-Koehler Publishers.

Casteel, A., & Bridier, N. L. (2021). Describing populations and samples in doctoral student research. *International Journal of Doctoral Studies, 16 (*1) , 339–362.

Celestin, M., Vasuki, M., Sujatha, S., & Kumar, A. D. (2024). Enhancing employee satisfaction and engagement to boost productivity: the role of leadership, culture, and recognition programs. *International Journal of Computational Research and Development, 9 (*2), 67–74.

Çelik, Ç., Polat, S., & Esen, E. (2024). The relationship between inclusive leadership and innovative work behavior: The mediating role of inclusive climate and emotional commitment. *Research in Educational Administration and Leadership, 9* (3), 417–482.

Chai, D. S., Hwang, S. J., & Joo, B.-K. (2017). Transformational leadership and organizational commitment in teams: The mediating roles of shared vision and team-goal commitment: leadership and commitment in teams. *Performance Improvement Quarterly, 30* (2), 137–158. https://doi.org/10.1002/piq.21244

Challenges and Opportunities of TVET in Developing Countries: A Case of Sudan. (2019). *Developing Country Studies* . https://doi.org/10.7176/DCS/9-10-09

Charles J., M. I., Francis, F., & Zirra, C. T. O. (2021). Effect of employee involvement in decision making and organization productivity. *Archives of Business Research, 9 (*3), 28–34. https://doi.org/10.14738/abr.93.9848

Chebon, S. K., Aruasa, W. K., & Chirchir, L. K. (2019). Influence of individualized consideration and intellectual stimulation on employee performance: Lessons from Moi Teaching and Referral Hospital, Eldoret, Kenya. *IOSR Journal of Humanities and Social Science, 24* (7), 11–22.

Chelimo, W. K. C. (2022). *Leadership Styles and Competency Development in Technical and Vocational Education and Training Institutions in Kenya* [Doctoral dissertation, Jomo Kenyatta University of Agriculture and Technology].

Chen, H. (2020). Financial Metrics and the Limits of Short-Termism. Business Review

Chen, L., & Liu, J. (2023). Technology Adoption in Institutional Contexts. *Technology Management Journal, 42* (3), 189-205.

Chen, X., Al Mamun, A., Hussain, W. M. H. W., Jingzu, G., Yang, Q., & Shami, S. S. A. A. (2023). Envisaging the job satisfaction and turnover intention among the young workforce: Evidence from an emerging economy. *PLOS ONE, 18* (6), e0287284. https://doi.org/10.1371/journal.pone.0287284

Chepkoech, S. (2021). *Impact of Public Technical, Vocational Education and Training Institutions on Economic Development in Western Kenya* [Doctoral dissertation, University of Nairobi].

Cheruse, J. K. (2021). *Relationship between head teacher's transformational leadership competencies and learners' academic performance in primary schools in Kericho County, Kenya* (Doctoral dissertation, University of Kabianga).

Chimtengo, S., Mkandawire, K., & Hanif, R. (2017). An evaluation of performance using the balanced scorecard model for the university of Malawis polytechnic. *African Journal of Business Management, 11* (4), 84–93.

Chinengundu, T., & Hondonga, J. (2024). Inclusive education practices in TVET institutions in Botswana, South Africa, and Thailand: *A systematic review. TVET@Asia, 23*, 1–23.

Chivaka, R. (2018). Secondary data analysis as one of the most effective qualitative techniques. *ResearchGate.*

Choudhury, W. S., & Collins, D. (2021). Leadership in times of uncertainty. *Luleå University of Technology*.

Çırak, T. (2020). The effect of organizational culture on leader-member exchange: A cross-cultural study among Turkey and France. *Journal of Industrial Policy and Technology Management, 3* (1), 32–39.

Ciulla, J. B. (2020). *The search for ethics in leadership, business, and beyond.* Springer.

Ciulla, J. B., & Ciulla, J. B. (2020). The importance of leadership in shaping business values. *The Search for Ethics in Leadership, Business, and Beyond,* 153–163.

Comiskey, C. (2024). Addressing needs: What do our clients, staff, and community need? In Addiction Research and Evaluation: *Addressing Key Challenges for Policy and Practice* (pp. 33–47). Springer.

Conţu, E. G. (2020). Organizational performance – theoretical and practical approaches; study on students' perceptions. *Proceedings of the International Conference on Business Excellence, 14 (1),* 398–406. https://doi.org/10.2478/picbe-2020-0038

Costa, J., Pádua, M., & Moreira, A. C. (2023). Leadership styles and innovation management: what is the role of human capital? *Administrative sciences, 13* (2), 47. https://doi.org/10.3390/admsci13020047

Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research.* Sage

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches.* Sage.

Crook, N., Alakavuklar, O. N., & Bathurst, R. (2021). Leader, know yourself: Bringing back self-awareness, trust and feedback with a theory O perspective. *Journal of*

Organizational Change Management, 34 (2), 350–365. https://doi.org/10.1108/JOCM-05-2020-0131

Cros, F., Raherimandimby, M., & Andriambololoniaina, H. (2022). *Digital transformation of TVET and skills development systems in Africa: State of play and prospects*. IIEP-UNESCO Dakar. https://unesdoc.unesco.org/ark:/48223/pf0000383050

Culduz, M. (2023). The Impact of educational leadership in improving the learning experience: In A. S. Munna, U. Nwagbara, & Y. Alhassan (Eds.), *Advances in Educational Marketing, Administration, and Leadership* (pp. 168–189). IGI Global. https://doi.org/10.4018/978-1-6684-8332-9.ch008

Culduz, M. (2024). T*he Impact of Educational Leadership in Improving the Learning Experience.* In A. S. Munna, U. Nwagbara, & Y. Alhassan (Eds.), Promoting Crisis Management and Creative Problem-Solving Skills in Educational Leadership (pp. 168-189). IGI Global.

Da Fonseca, S. (2020). *The impact of self-awareness on effective leadership outcomes in South Africa* [Master's thesis, University of Pretoria]. Retrieved from https://repository.up.ac.za/handle/2263/79630

Da Silva, H. C. C., de Oliveira Siqueira, A., Araújo, M. A. V., & Dornelas, J. S. (2018). Let’s be pragmatic: research in information systems with relevance and rigor. *International Journal of Business Management & Economic Research, 9* (4).

Darmawan, A. H., & Azizah, S. (2020). Resistance to change: Causes and strategies as an organizational challenge. *Advances in Social Science, Education and Humanities Research*, 395, 47–52. https://doi.org/10.2991/assehr.k.200120.010

Dancsa, D., Štempeľová, I., Takáč, O., & Annuš, N. (2023). Digital tools in education. I*nternational Journal of Advanced Natural Sciences and Engineering Researches, 7* (4), 289–294. https://doi.org/10.59287/ijanser.717

Dansereau Jr, F., Graen, G., & Haga, W. J. (1975). A vertical dyad linkage approach to leadership within formal organizations: A longitudinal investigation of the role making process. *Organizational Behavior and Human Performance*, *13* (1), 46–78.

Dappa, K., Bhatti, F., & Aljarah, A. (2019). A study on the effect of transformational leadership on job satisfaction: The role of gender, perceived organizational politics, and perceived organizational commitment. *Management Science Letters*, *9*(5), 823–834. https://doi.org/10.5267/j.msl.2019.3.006

Daramola, G. O., Adewumi, A., Jacks, B. S., & Ajala, O. A. (2024). Conceptualizing communication efficiency in energy sector project management: The role of digital tools and agile practices. *Engineering Science & Technology Journal*, *5*(4), 1487–1501.

Davis, B. C. (2018). *Game-based learning for values-driven leadership education* [Doctoral dissertation, Benedictine University]. Benedictine University.

Davis, J. (2024). Role of Strategic leadership in fostering a culture of innovation within organizations. *International Journal of Strategic Management, 3* (5), 1–13. https://doi.org/10.47604/ijsm.2886

Dawadi, S., Shrestha, S., & Giri, R. A. (2021). Mixed-Methods Research: A Discussion on its Types, Challenges, and Criticisms. *Journal of Practical Studies in Education*, *2* (2), 25–36. https://doi.org/10.46809/jpse.v2i2.20

Deemie, G. Z., Sr. (2024). *Transformational leadership dynamics: A critical look into leadership now and the future.*

https://www.academia.edu/117697376/Transformational_Leadership_dynamics_A_critical_look_into_leadership_now_and_the_future Academia

DeLeon, E., Varela, D. G., & Jones, D. (2022). Impact of school calendar on academic performance: a comparative study of the year-round and traditional calendars. Research in E*ducational Policy and Management, 4* (1), 65–79. https://doi.org/10.46303/repam.2022.11

Demeke, B., & Tao, C. (2020). Concept & perspectives of organizational performance measurement: literature review. *International Journal of Academic Multidisciplinary Research (IJAMR), 4* (8), 89–96.

Demesi, A., Kibaara, J. M., & Kithinji, C. (2022). Leader's intellectual stimulation training and church leadership performance. *International Journal of Scientific and Research Publications (IJSRP), 12* (4), 31. https://doi.org/10.29322/IJSRP.12.04.2022.p12406

Denison, D. R., Hooijberg, R., Lane, N., & Lief, C. (2022). *Leading culture change in global organizations: Aligning culture and strategy*. Wiley.

Dergaliuk, M., Khanin, S., Popelo, O., Tulchynska, S., & Pakhota, N. (2021). Intensification of the development of regional economic systems in the conditions of the creative economy formation. *Management & Technology Journal, 21*(73), 80-88. https://doi.org/10.24115/S2446-62202021731259p.80-88

Deshler, R. (2017). The dangers of a misalignment between culture and strategy. *American Management Association.*

Diamantopoulos, A., Schlegelmilch, B. B., & Halkias, G. (2023). *Taking the fear out of data analysis: Completely revised, significantly extended and still Fun.* Edward Elgar

Dickson, G., & Kising'u, T. (2019). Effect of transformational leadership on change management in Kenya Ports Authority. *The Strategic Journal of Business and Change Management, 6* (2), 1150–1172.

Dim, E., & Nzube, C. A. (2020). Effect of leadership styles on organizational performance of selected foam manufacturing firms in Anambra State. *International Journal of Management and Entrepreneurship, 2*(1), 13–27.

Dixon, E., Barry, J., Bukhari, M. S. S., El Haber, E., Abdelghany, Y., Jessop, O., & Kinavouidi, D. J. (2022, April 30). *Research students in higher education globally.* Global Inter-Agency Working Group on Postgraduate Affairs, Global Student Forum. Under the UNESCO World Higher Education Conference (WHEC2022).

Djankov, S., & Saliola, F. (2018). The changing nature of work. *Journal of International Affairs, 72* (1), 57–74.

Domínguez E., & Mallén-Broch, F. F. (2023). Leadership for sustainability: Fostering organizational learning to achieve radical innovations. *European Journal of Innovation Management, 26*(2), 309–330. https://doi.org/10.1108/EJIM-03-2021-0151

Dong, Z. (2024). A study of factors influencing work enthusiasm of Thai employees of Chinese enterprises in Thailand (the case study of Z Rubber company). The Euraseans: Journal on Global Socio-Economic Dynamics, 3 (46), 357–371.

Dongrey, R., & Rokade, V. (2019). Implication of tenure on employee engagement. *Open Access Journal of Humanities, 2*(3), 34–37.

DOVAL, E. (2020). Organizational performance by the process of knowledge creation. *Review of General Management, 32* (2), 15–28.

Duckett, L. J. (2021). Quantitative research excellence: Study design and reliable and valid measurement of variables. *Journal of Human Lactation, 37*(3), 456–463.

Edlund, J. E., & Nichols, A. L. (2019). A brief orientation to research methods and statistics for the social and behavioral sciences. In A. L. Nichols & J. E. Edlund (Eds.), *Advanced research methods for the social and behavioral sciences* (pp. 1–12). Cambridge University Press. https://doi.org/10.1017/9781108233981.002

Egalite, A. J. (2021). *How principals affect students and schools: A systematic synthesis of two decades of research*. EdWorkingPaper No. 21-528. Annenberg Institute at Brown University. https://doi.org/10.26300/1gh7-9z17

Eisenberg, E., & Selivansky, E. (2019). *Adapting Israel's education system for the challenges of the 21st century.* The Israeli Democracy Institute.

Araby, E. M. A., & Ayaad, N. E. D. S. (2020). Dilemma of institutional performance assessment in governmental sector: A proposed KPIs model. Journal of Humanities and Applied Social Sciences, 2 (2), 115–139. https://doi.org/10.1108/JHASS-08-2019-0026

Eli, A. A., Petru, L. C., Jol, S., & Ad, K. (2020). Leader-member exchange, organizational citizenship behaviours and performance of Ghanaian Technical University Lecturers. *African Journal of Business Management, 14*(1), 25–34.

Emodia, N. A. (2021). Effect Of Corporate Governance Practices On Organizational Performance Of State Corporations In The Health Sector In Kenya (Doctoral dissertation, KCA University).

Emodia, N. A., & Mwanzia, M. (2021). Effect of corporate governance practices on organizational performance of state corporations in the health sector, Kenya. Journal of Public Policy & Governance, 5(3), 99–111. https://doi.org/10.53819/81018102t2029

Erawan, I. G. A. (2019). Implementation of balanced scorecard in Indonesian government institutions: A systematic literature review.*Journal of Public Administration Studies, 4* (2), 64–71. JPAS

Estel, V., Schulte, E.-M., Spurk, D., & Kauffeld, S. (2019). LMX differentiation is good for some and bad for others: A multilevel analysis of effects of LMX differentiation in innovation teams. *Cogent Psychology, 6*(1), 1614306 . https://doi.org/10.1080/23311908.2019.1614306

Etikan, I., & Babtope, O. (2019). A basic approach in sampling methodology and sample size calculation. *Med Life Clin, 1*(2), 1006.

Etomes, S. E., Endeley, M. N., Aluko, F. R., & Molua, E. L. (2024). Transformational leadership for sustainable productivity in higher education institutions of Cameroon. *Higher Education,* 1–23. https://doi.org/10.1007/s10734-024-01334-7

Feng, Y., Li, J., & Song, X. (2022). Testing linearity in semi-functional partially linear regression models. *arXiv preprint arXiv:2212.00524.* https://doi.org/10.48550/arXiv.2212.00524

Ferdinan, B. A., & Lindawati, T. (2021). The effect of transformational leadership and organizational culture on lecturer performance through innovative work behavior at catholic universities in surabaya. *International Journal of Applied Business and International Management (IJABIM), 6* (2), 113–123.

Ferdinand-James, D., Nelson, K., & Bishop, N. (2024). Exploring knowledge development for sustaining the intellectual capital of technical and vocational education and training leadership research: a qualitative study at a global south university. *International Journal of Education and Teaching Zone, 3* (3), 260–277.

Fernández, K. A., Shank, J. H., Klein, C., & Lester, J. (2022). Striving 2.0: Faculty collaboration and advocacy as strategies for overcoming post-striving organizational priorities. *Innovative Higher Education, 47* (5), 735–754.

Fernando, J. (2023). Return on Equity (ROE) calculation and what it means. *Investopedia.* Https://Www. Investopedia. Com/Terms/r/Returnonequity.

Fernandopulle, N. (2021). To what extent does hierarchical leadership affect health care outcomes? *Medical Journal of The Islamic Republic of Iran.* https://doi.org/10.47176/mjiri.35.117

Fijalkowska, J., & Oliveira, M. (2018). Non-financial performance measures in universities: The legitimacy of the balanced scorecard. Journal of Management and Business Administration. Central Europe, 26(2), 64–83. https://doi.org/10.7206/jmba.ce.2450-7814.228

Filardo, M., Vincent, J. M., & Sullivan, K. (2019). How crumbling school facilities perpetuate inequality. *Phi Delta Kappan, 100*(8), 27–31.

Frazer, C., & Sullivan, D. (2025). The nuts & bolts of being a nursing leader. Part 1: Leadership in nursing series. *Teaching and Learning in Nursing, 20*(1), 46–48. https://doi.org/10.1016/j.teln.2024.09.005

Fu, Q., Cherian, J., Rehman, K., Samad, S., Khan, M. A., Athar Ali, M., Cismas, L. M., & Miculescu, A. (2022). Enhancing employee creativity in the banking sector: A transformational leadership framework. *Sustainability, 14*(8), 4643.

Furxhi, G. (2021). Employee's resistance and organizational change factors. *European Journal of Business and Management Research, 6* (2), 30–32. https://doi.org/10.24018/ejbmr.2021.6.2.759

Gachunga, M. N., Ngugi Karanja, Dr. P., & Njogu Kihara, Dr. A. (2020). Leadership in technical vocational training: an analysis of the influence of leadership commitment on the competitiveness of TVET institutions in Kenya. *International Journal of Scientific and Research Publications (IJSRP), 10* (12), 370–376. https://doi.org/10.29322/IJSRP.10.12.2020.p10839

Gaftandzhieva, S., Hussain, S., Hilcenko, S., Doneva, R., & Boykova, K. (2023). Data-driven decision making in higher education institutions: State-of-play. International *Journal of Advanced Computer Science and Applications, 14* (6). https://doi.org/10.14569/IJACSA.2023.0140642

Gallo, P., & Hlupic, V. (2019). Humane leadership must be the Fourth Industrial Revolution's real innovation. *World Economic Forum.*

García, M., & Rodriguez, S. (2023). Institutional curriculum strategies *Curriculum Innovation Quarterly, 38*(2), 112-129.

García-Vidal, G., Sánchez-Rodríguez, A., Pérez-Campdesuñer, R., & Martínez-Vivar, R. (2019). The impact of self-confidence, creativity and vision on leadership performance: Perceptions at Ecuadorian SMEs owner-managers. *Serbian Journal of Management, 14(2), 315–325.*

Garvey, C. M., & Jones, R. (2021). Is There a place for theoretical frameworks in qualitative research? *International Journal of Qualitative Methods,* 20 160940692098795. https://doi.org/10.1177/1609406920987959

Gekara, V., & Snell, D. (2018). Designing and delivering skills transferability and employment mobility: The challenges of a market-driven vocational education and training system. *Journal of Vocational Education & Training, 70*(1), 107–129. https://doi.org/10.1080/13636820.2017.1392996

Georgescu, I., Bocean, C. G., Vărzaru, A. A., Rotea, C. C., Mangra, M. G., & Mangra, G. I. (2024). Enhancing organizational resilience: the transformative influence of strategic human resource management practices and organizational culture. *Sustainability, 16* (10), 4315.

Getange, B. N. (2020). *Transformational leadership, organizational culture, regulatory framework and performance of state corporations in Kenya* [Doctoral dissertation, Management University of Africa].

Ghassim, B., & Foss, L. (2020). How do leaders embrace stakeholder engagement for sustainability-oriented innovation? In N. Pfeffermann (Ed.), *New Leadership in Strategy and Communication* (pp. 63–80). Springer International Publishing. https://doi.org/10.1007/978-3-030-19681-3_6

Giedraitis, A. (2024). Fostering organizational sustainability through employee collaboration: An integrative approach to environmental, social, and economic dimensions. *Encyclopedia, 4* (4), 1–21.

Gitu, P., & Awuor, E. (2020). Influence of charismatic leadership and intellectual stimulation on organizational performance in the energy sector in Kenya: A case of Kenya Pipeline Company Limited. *International Academic Journal of Innovation, Leadership and Entrepreneurship, 2*(3), 67–79.

Godfroid, C., Otiti, N., & Mersland, R. (2022). Employee tenure and staff performance: The case of a social enterprise. *Journal of Business Research, 139*, 457–467.

Golden III, J. H., & Shriner, M. (2019). Examining relationships between transformational leadership and employee creative performance: The moderator effects of organizational culture. *The Journal of Creative Behavior, 53*(3), 363–376.

Golden, B. (2023). Enabling critical thinking development in higher education through the use of a structured planning tool. *Irish Educational Studies, 4*2(4), 949–969. https://doi.org/10.1080/03323315.2023.2258497

Golyama, B., Chachage, B., & Kapaya, S. (2018). Influence of individualized consideration behavior on public sector performance in Tanzania. *International Journal of Science and Research (IJSR), 7*(12), 1424–1428.

Gonçalves, G., Sousa, C., Veras, C., & Santos, J. (2024). Catalyzing success: How enthusiastic leaders drive performance through group satisfaction and positive emotions. *Humanistic Management Journal, 9* (3), 397–415.

González-Cánovas, A., Trillo, A., Bretones, F. D., & Fernández-Millán, J. M. (2024). Trust in leadership and perceptions of justice in fostering employee commitment. *Frontiers in Psychology, 15,* 1359581. https://doi.org/10.3389/fpsyg.2024.1359581

Government of Kenya. (2022). *The Technical and Vocational Education and Training Regulations, 2015 (Revised Edition 2022*) (Legal Notice No. 242). Kenya Law. https://new.kenyalaw.org/akn/ke/act/ln/2015/242/eng@2022-12-31

Graves Jr, J. L., Kearney, M., Barabino, G., & Malcom, S. (2022). Inequality in science and the case for a new agenda. *Proceedings of the National Academy of Sciences, 119*(10), e2117831119.

Grech, A., & Camilleri, A. F. (2020). *The digitization of TVET and skills systems.* International Labour Organization.

Greening, N. (2019). Phenomenological research methodology. *Scientific Research Journal, 7*(5), 88–92.

Grigorkevich, A., Savelyeva, E., Gaifullina, N., & Kolomoets, E. (2022). Rigid class scheduling and its value for online learning in higher education. *Education and Information Technologies, 27*(9), 12567–12584.

Gundumogula, M. (2020). Importance of focus groups in qualitative research. The *International Journal of Humanities & Social Studies, 8* (11). https://doi.org/10.24940/theijhss/2020/v8/i11/HS2011-082

Gyansah, S. T. (2020). *Effect of school heads' transformational leadership practices on students' academic achievement in public senior high schools in Kumasi Metropolitan, Ghana.* [Doctoral dissertation, Kenyatta University].

Gyimah, N. (2020). Assessment of Technical and Vocational Education and Training (TVET) on the development of the World's Economy: Perspective of Africa, Asia and Europe. *SSRN Electronic Journal*. https://doi.org/10.2139/ssrn.3541072

Hadziahmetovic, N., & Salihovic, N. (2022). The Role of transparent communication and leadership in employee engagement. *International Journal of Academic Research in Economics and Management Sciences, 11* (2), Pages 558-571. https://doi.org/10.6007/IJAREMS/v11-i2/14067

Hafee, I., Yingjun, Z., Hafeez, S., Mansoor, R., & Rehman, K. U. (2019). *Impact of workplace environment on employee performance: mediating role of employee health* **.** *Business, Management and Education, 17* (2), 173–193. https://doi.org/10.3846/bme.2019.10379

Hafsa, N.-E. (2019). Mixed methods research: An overview for beginner researchers. *Journal of Literature, Languages and Linguistics, 58* (1), p45-48.

Hafstad, M. D., Bang, H., Bjørkli, C., Myklebust, T., & Fostervold, K. I. (2024). Cultivating flexibility: The relationship between flexible organizational values, participation climate, and job attitudes from an employee perspective. *Current Psychology, 43*(41), 32027–32039. https://doi.org/10.1007/s12144-024-06759-y

Hagos, M. (2021). *The Impact of Organizational Culture on Employee's Job Satisfaction: A Case of Guna Trading House Plc.* [Master's thesis, St. Mary's University]. St. Mary's University Institutional Repository.

Haile, T. M., & Mekonnen, E. A. (2024). Impacts of stakeholder engagement on curriculum implementation in Ethiopian Defense University. *Pedagogical Research, 9*(2), em0201. https://doi.org/10.29333/pr/14369

Halcomb, E. J. (2019). Mixed methods research: The issues beyond combining methods. *Journal of Advanced Nursing, 75*(3), 499–501. https://doi.org/10.1111/jan.13877

Hameed, U. (2024). Qualitative data analysis [Presentation]. ResearchGate. https://doi.org/10.13140/RG.2.2.18417.25440

Hamidi, A. B. (2023). The impacts of performance appraisal on employee's job satisfaction and organizational behavior. *Ilomata International Journal of Social Science, 4* (3), 466–480. https://doi.org/10.52728/ijss.v4i3.876

Hashim, S., Mohamad, S. F., Halim-Lim, S. A., & Ahmat, N. H. C. (2022). Pretesting survey questionnaire: A guide on dissemination. *International Journal of Academic Research in Economics and Management Sciences, 11(*3), 499–508.

Heenan, I. W., Lafferty, N., & McNamara, P. M. (2024). An applied approach to transformational leadership for whole school communities: Perspectives of primary school and system leaders. *Societies, 14* (12), 275.

Hendri, M. I. (2019). The mediation effect of job satisfaction and organizational commitment on the organizational learning effect of the employee performance. *International Journal of Productivity and Performance Management, 68*(7), 1208–1234.

Herrero, A., & Stanton, S. (2021). *Leveraging public-private partnerships to expand higher education collaboration and academic exchange in the Americas: An*

impact study of the 100,000 Strong in the Americas Innovation Fund. Inter-American Dialogue.

Hidayah, A., & Syahrani, S. (2022). Internal quality assurance system of education in financing standards and assessment standards. *Indonesian Journal of Education (INJOE), 2*(3), 291–300.

Hilal, R. (2019). TVET and decent work in Palestine: Lessons learned for fragile states. *International Journal of Training Research, 17*(sup1), 159–169 . https://doi.org/10.1080/14480220.2019.1641293

Hommey, C., Ma, J., Asamani, L., & Hanson, P. (2020). The moderating effect of acculturation strategies on the relationship between newcomer adjustment and employee behavior. *Frontiers in Psychology, 11,* 2117. https://doi.org/10.3389/fpsyg.2020.02117

Hossan, D., Dato' Mansor, Z., & Jaharuddin, N. S. (2023). Research Population and Sampling in Quantitative Study. *International Journal of Business and Technopreneurship (IJBT), 13*(3), 209–222. https://doi.org/10.58915/ijbt.v13i3.263

Huang, Z., Sindakis, S., Aggarwal, S., & Thomas, L. (2022). The role of leadership in collective creativity and innovation: Examining academic research and development environments. *Frontiers in Psychology, 13,* 1060412. https://doi.org/10.3389/fpsyg.2022.1060412

Humphreys, L., Lewis, N. A., Sender, K., & Won, A. S. (2021). Integrating qualitative methods and open science: Five principles for more trustworthy research. *Journal of Communication, 71*(5), 855–874. https://doi.org/10.1093/joc/jqab026

Hunaepi, H., Khaeruma, K., Hajiriah, T. L., Wardani, K. S. K., Sukiastini, I., Nitiasih, P. K., Riastini, P. N., & Sudatha, I. (2024). Critical pedagogy and student learning outcomes: A systematic literature review u**se**. *Path of Science, 10* (5), 3048–3060.

Hutagalung, L., Purwanto, A., Prasetya, A. B., & Pramono, R. (2020). Transformational leadership for entering industrial revolution 4.0 as compared with humane leadership and "U" theory. *International Journal of Social, Policy and Law, 1*(1), 73–78.

Hyatt, J., & Gruenglas, J. (2023). Ethical considerations in organizational conflict. In F. M. Morales-Rodríguez (Ed.), C*onflict management—Organizational happiness, mindfulness, and coping strategies.* IntechOpen. https://doi.org/10.5772/intechopen.1002645

Igbokwe, A. C., & Elikwu, M. I. (2019). Organisational culture and quality service delivery of telecommunication firms in Nigeria. J*ournal of Management Research and Development, 4* (1), 36–47.

Ijaz, A., & Abbas, Z. (2020). Impact of organizational culture on employees' job satisfaction. In *Proceedings of the 15th Islamic Countries Conference on Statistical Sciences* (ICCS-15) (p. 349).

Inanc Estel, E. E. (2018). *The mediating effect of leader-member exchange on personality congruence and affective commitment* [Doctoral dissertation, Walden University]. Walden Dissertations and Doctoral Studies Collection.

International Center for Academic Integrity. (2021). *The fundamental values of academic integrity* (3rd ed.).

https://academicintegrity.org/images/pdfs/20019_ICAI-Fundamental-Values_R12.pdf

Islam, M. N., Furuoka, F., & Idris, A. (2021). Mapping the relationship between transformational leadership, trust in leadership and employee championing behavior during organizational change. *Asia Pacific Management Review, 26*(2), 95–102.

Islam, S. M. Z., Karunarathne, B., & Tatiane, M. (2019). Impact of leadership styles on employees' motivation: A case study of Shahjalal Islami Bank Limited, Bangladesh [Master's thesis, Linnaeus University].

Ivanova, M., & Ignatjeva, S. (2018). Harmonization of organizational culture values and personal values in public sector. *Rural Environment. Education. Personality. (REEP)*, 11, 364–372. https://doi.org/10.22616/REEP.2018.044

Jabri, A., Mahyoub, M. M., & Aljounaidi, A. (2021). The impact of transformational leadership on employees performance among employees in IWPPS, Saudi Arabia *International Journal of Contemporary Management and Information Technology (IJCMIT), 2* (1), 44–51.

Jabri, M., & Jabri, E. (2022). *Managing organizational change.* Bloomsbury.

Jamal Ali, A. B., Ismail, F. B., Sharif, Z. M., Hamawandy, N. M., Abubakr, Z. A., Qader, K. S., & Othman, B. (2021). The organizational culture influence as a mediator between training development and employee performance in Iraqi Academic sector: University of Middle Technical. *Journal of Contemporary Issues in Business and Government, 27* (1), 1926–1961.

Jamaludin, R. B., Hamid, A. H. A., & Alias, B. S. (2023). Empowering technical and vocational education and training (TVET). *International Journal of Academic Research in Business and Social Sciences, 13* (12),3072-3080. https://doi.org/10.6007/IJARBSS/v13-i12/20159

Jamshed, K., Shah, S. H. A., Alaghbari, M. A., Tunio, M. N., Shamsi, A. I., & Jamshaid, S. (n.d.). Ethical leadership and work performance: Role of perceived organizational politics and political skills. Journal of Xidian University, 16(2).

Jaroliya, D., & Gyanchandani, R. (2021). Transformational leadership style: A boost or hindrance to team performance in IT sector. Vilakshan - XIMB *Journal of Management, 19*(1), 87–105. https://doi.org/10.1108/XJM-10-2020-0167

Jensen, U. T., Andersen, L. B., Bro, L. L., Bøllingtoft, A., Eriksen, T. L. M., Holten, A.-L., Jacobsen, C. B., Ladenburg, J., Nielsen, P. A., & Salomonsen, H. H. (2019). Conceptualizing and measuring transformational and transactional leadership. *Administration & Society, 51*(1), 3–33.

Jiang, H., & Shen, H. (2023). Toward a relational theory of employee engagement: understanding authenticity, transparency, and employee behaviors. International *Journal of Business Communication, 60* (3), 948–975. https://doi.org/10.1177/2329488420954236

Jiatong, W., Wang, Z., Alam, M., Murad, M., Gul, F., & Gill, S. A. (2022). The Impact of transformational leadership on affective organizational commitment and job performance: The mediating role of employee engagement. *Frontiers in Psychology, 13*, 831060. https://doi.org/10.3389/fpsyg.2022.831060

Job, A. K., & Chepkoech, E. (2023). Influence of intellectual stimulation on students'academic performance in public secondary schools in West Pokot Sub-

County, West Pokot County, Kenya. I*nternational Research Journal of Social Sciences, Education and Humanities, 5*(2).

Johnson, P., & Lee, H. (2021). Analyzing student population dynamics in higher education. *International Journal of Educational Studies, 32*(1), 45-62.

Johnson, R., & McLeod, L. (2021). The impact of leadership consistency on student success. *Journal of Educational Leadership, 12*(3), 85-98.

Johnston, O., Wildy, H., & Shand, J. (2024). A grounded theory about how teachers communicated high expectations to their secondary school students. European *Journal of Psychology of Education, 39*(1), 211–235.

Johnstone, C. J., Schuelka, M. J., & Swadek, G. (2020). Quality education for all? The promises and limitations of the SDG framework for inclusive education and students with disabilities. In A. Wulff (Ed.), *Grading Goal Four: Tensions, Threats, and Opportunities in the Sustainable Development Goal on Quality Education* (pp. 96–115). Brill. https://doi.org/10.1163/9789004430365_004

Joseph, O. O., & Kibera, F. (2019). Organizational culture and performance: Evidence from microfinance institutions in Kenya. *SAGE Open, 9*(1), 2158244019835934.

Joseph-Armstrong, T. M. (2023). *Leadership's impact on employee work motivation and performance* [Doctoral dissertation, Walden University]. Walden Dissertations and Doctoral Studies Collection.

Jović, Z., & Tomašević, S. (2021). Traditional vs modern approaches to measuring the performance of a company. In *Proceedings of the 8th International Scientific*

Conference - FINIZ 2021 (pp. 31–37). https://doi.org/10.15308/finiz-2021-31-37

Kakar, Z. U. H., Rasheed, R., Rashid, A., & Akhter, S. (2023). Criteria for assessing and ensuring the trustworthiness in qualitative research. *International Journal of Business Reflections, 4*(2), 150–173.

Kakungulu Samuel, J. (2024). Transformational leadership in educational institutions. *Eurasian Experiment Journal of Humanities and Social Sciences, 5*(3), 18–22.

Kamau, P., & Wanyoike, R. (2019). Corporate culture and organizational performance: A case of Mayfair casino, Nairobi city county, Kenya. *Global Journal of Commerce and Management Perspective, 8* (1), 8–17.

Kanwar, A., Balasubramanian, K., & Carr, A. (2019). Changing the TVET paradigm: New models for lifelong learning. *International Journal of Training Research, 17*(1), 54–68. https://doi.org/10.1080/14480220.2019.1629722

Kanyangale, M., & Sibanda, R. (2021). Recipe of Poor Performance: Case of a Misaligned Organisational Architecture of a TVET Campus. *Academic Journal of Interdisciplinary Studies, 10*(1), 83. https://doi.org/10.36941/ajis-2021-0008

Kaplan, R. S. (2009). Conceptual foundations of the balanced scorecard. *Handbooks of Management Accounting Research, 3*, 1253–1269.

Kaplan, R. S., & Norton, D. P. (1992). The Balanced Scorecard: Measures that Drive Performance. *Harvard Business Review 70*(1), 71–79.

Kaplan, R. S., & Norton, D. P. (2020). The balanced scorecard: Measures that drive performance. *Harvard Business Review Press*.

Kapur, R. (2018). The significance of organizational culture, politics, and job satisfaction among the employees in various job settings. *ResearchGate.* https://www.researchgate.net/publication/324603065

Kapur, R. (2021). Role of organizational culture in promoting professionalism. International *Journal of Information, Business and Management, 13*(3), 145–154.

Karakose, T., Papadakis, S., Tülübaş, T., & Polat, H. (2022). Understanding the intellectual structure and evolution of distributed leadership in schools: A science mapping-based bibliometric analysis. *Sustainability, 14*(24), 16779.

Kariuki, J. K. (2021). Idealized influence and inspirational motivation in a microfinance context: Review of literature. *International Journal of Organizational Leadership, 10* (2021), 120–140.

Kathure, G. F. (2024). *Effect of internal control systems on financial accountability in public technical institutions in Eastern Region Kenya* [Master's thesis, Kenya Methodist University]. Kenya Methodist University Repository.

Kaushik, V., & Walsh, C. A. (2019). Pragmatism as a research paradigm and its implications for social work research. *Social sciences, 8*(9), 255.

Kayago, K. R., Ondari, J., Omari, S., & Akuku, C. (2023). Influence of individualised consideration dimension on organizational performance of the south eastern Kenya Economic Bloc (SEKEB) Counties. The moderating role of innovation. *International Academic Journal of Human Resource and Business Administration, 4*(2), 418–441.

Kazmi, S. Z. A. (2017). The impact of leader-member mutual tenure on employee level outcomes–the mediating role of leader-member exchange quality. NUML *International Journal of Business & Management, 12(*2), 29–46.

Kehr, H. M., Graff, D., & Bakaç, C. (2023). Followers' motives as moderators of the effects of transformational leadership behaviors on follower outcomes and leaders' influence. *Journal of Business and Psychology, 38*(4), 865–886.

Kelly, L. M., & Cordeiro, M. (2020). Three principles of pragmatism for research on organizational processes. *Methodological Innovations, 13*(2), 2059799120937242.

Khaled, W., Lin, J., Han, Z., Zhao, Y., & Hao, H. (2019). Test for heteroscedasticity in partially linear regression models. *Journal of Systems Science and Complexity, 32*, 1194–1210.

Khan, H., Rehmat, M., Butt, T. H., Farooqi, S., & Asim, J. (2020). Impact of transformational leadership on work performance, burnout, and social loafing: A mediation model. *Future Business Journal, 6(*1), 40. https://doi.org/10.1186/s43093-020-00043-8

https://doi.org/10.1080/13603124.2022.2076286

Khan, I. U., Amin, R. U., & Saif, N. (2022). Individualized consideration and idealized influence of transformational leadership: Mediating role of inspirational motivation and intellectual stimulation. *International Journal of Leadership in Education*, 1–11. https://doi.org/10.1080/13603124.2022.2034196

Khan, I. U., Khan, M., & Khan, M. S. (2020). The support of individualized consideration in relationship between interactional justice and employee

performance. *City University Research Journal, 10* (3). https://cusitjournals.com/index.php/CURJ/article/view/312

Khan, M. A., & Law, L. S. (2018). The role of national cultures in shaping the corporate management cultures: A three-country theoretical analysis. In J. Vveinhardt (Ed.), *Organizational culture.* IntechOpen. https://doi.org/10.5772/intechopen.78051

Kharkheli, M., & Gavardashvili, D. (2023). The role of ethical leadership in organizations. *Ecoforum Journal, 12*(2). https://www.researchgate.net/publication/371762495

Khatri, K. K. (2020). Research paradigm: A philosophy of educational research. I*nternational Journal of English Literature and Social Sciences, 5(*5), 1435–1440.

Khatun, N. (2021). Applications of normality test in statistical analysis. *Open Journal of Statistics, 11*(01), 113.

Kholifah, N., Nurtanto, M., Mutohhari, F., Subakti, H., Ramadhan, M. A., & Majid, N. W. A. (2024). The mediating role of motivation and professional development in determining teacher performance in vocational schools. *Cogent Education, 11*(1), 2421094. https://doi.org/10.1080/2331186X.2024.2421094

Khosravi, P., Rezvani, A., & Ashkanasy, N. M. (2020). Emotional intelligence: A preventive strategy to manage destructive influence of conflict in large scale projects. I*nternational Journal of Project Management, 38*(1), 36–46 . https://doi.org/10.1016/j.ijproman.2019.11.001

Kigen, K. B., & Ng'eno, W. K. (2024). Effectiveness of TVET training in harnessing skills development amongst the youths in Kisumu County, Kenya. *International Journal of Social Science and Human Research, 7(*10), 7447–7454. https://doi.org/10.47191/ijsshr/v7-i10-12

Kilag, O. K. T., Malbas, M. H., Nengasca, Ma. K. S., Longakit, L. J. H., Celin, L. C., Pasigui, R., & Valenzona, M. A. V. N. (2023). Transformational leadership and educational innovation. *European Journal of Higher Education and Academic*

Kim, D., & Lee, M.-J. (2024). The role of ethical leadership in enhancing organizational culture and performance. *International Journal of Management, Business, and Economics, 1*(2). https://jurnals.net/access/IJMBE/article/view/13

Kim, H.-D., & Cruz, A. B. (2022). Transformational leadership and psychological well-being of service-oriented staff: Hybrid data synthesis technique. *International Journal of Environmental Research and Public Health, 19*(13), 8189.

Kim, T. K., & Park, J. H. (2019). More about the basic assumptions of t-test: Normality and sample size. *Korean Journal of Anesthesiology, 72*(4), 331–335.

Kimani, J. (2021). Influence of transformational leadership styles on performance. A critical literature review. *International Journal of Leadership and Governance, 1*(1), 36–46.

Kimmons, R. (2022). Mixed Methods: How does one go about doing good mixed methods research. Education Research. EdTech Books.

Kioko, J., Okoth, U., Chepkonga, S., & Okumbe, J. (2024). Influence of intellectual stimulation on organizational performance of private universities in Nairobi

County, Kenya. *Journal of Education and Practice, 15*(7), 87–98. https://doi.org/10.7176/JEP/15-7-10

Kirichu, C. N., Karanja, N., & Karanja, K. (2024). Inspirational motivation and performance of devolved governments in Kenya. *International Journal of Management and Business Research, 6* (2), 198–223.

Kiriri, P. N. (2022). Management of performance in higher education institutions: the application of the balanced scorecard (BSC). *European Journal of Education (EJE), 5* (1), 144–158.

Kirkman, B., Chen, G., & Mathieu, J. (2020). Improving employee performance by developing empowering leaders & companies. *Behavioral Science & Policy, 6*(1), 23–36.

Kivindu, G. (n.d.). Youth Empowerment through quality apprenticeships and competency-based education and training (CBET) in technical and vocational education and training (TVET): Lessons Kenya can Draw from Germany. *The Kenya Journal Of Technical And Vocational Education And Training. 5*, 87.

Kleynhans, D. J., Heyns, M. M., Stander, M. W., & De Beer, L. T. (2022). Authentic leadership, trust (in the leader), and flourishing: does precariousness matter. *Frontiers in Psychology, 13*, 798759. https://doi.org/10.3389/fpsyg.2022.798759

Köchling, A., & Wehner, M. C. (2020). Discriminated by an algorithm: A systematic review of discrimination and fairness by algorithmic decision-making in the context of HR recruitment and HR development. *Business Research, 13*(3), 795–848.

Kolbergytė, A., & Dromantaitė, A. (2022). A theoretical analysis of managerial growth in the context of organizational change. *Sustainability*, *14*(8), 4523.

Komen, P. K., & Ong'injo, J. A. (2024). Performance appraisal implementation of trainers in technical, vocational, education, and training institutions in Kenya (TVET): Challenges and recommendations**.** *ShahidiHub International Journal of Education, Humanities & Social Science, 2* (1), 64–82.

Koros, H. (2021). Realigning technical and vocational education and training (TVET) for employment creation in Kenya. T*he Kenya Journal of Technical and Vocational Education and Training*,7, 145-182.

Korstjens, I., & Moser, A. (2018). Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *European Journal of General Practice, 24*(1), 120–124. https://doi.org/10.1080/13814788.2017.1375092

Kouni, Z., Koutsoukos, M., & Panta, D. (2018). Transformational leadership and job satisfaction: The case of secondary education teachers in Greece. *Journal of Education and Training Studies, 6* (10), 158. https://doi.org/10.11114/jets.v6i10.3451

Kouzes, J. M., & Posner, B. Z. (2017). *The leadership challenge: How to make extraordinary things happen in organizations*. Wiley.

Kouzes, J. M., & Posner, B. Z. (2023). *The leadership challenge: How to make extraordinary things happen in organizations*. John Wiley & Sons.

Kozłowski, W. (2020). Employee Motivation as an Element of the Development Process in an Enterprise. *Olsztyn Economic Journal, 15*(3), 205–213.

Kremer, H., Villamor, I., & Aguinis, H. (2019). Innovation leadership: Best-practice recommendations for promoting employee creativity, voice, and knowledge sharing. *Business Horizons, 62*(1), 65–74.

Kumar, V., & Dhiman, S. (2021). Happiness and workplace well-being: Transformational leadership and the role of ethical and spiritual values. In S. Dhiman (Ed.), *The Palgrave Handbook of Workplace Well-Being* (pp. 369–412). Palgrave Macmillan. https://doi.org/10.1007/978-3-030-30025-8_87

Kumlachew, Y. (2022). *The effect of leadership style on employee performance: A case study on TVET agency, in Addis Ababa* [Master's thesis, St. Mary's University].

Kungwola, K. (2023). Leadership styles and employee commitment. *E3S Web of Conferences*, 452, 05004. https://doi.org/10.1051/e3sconf/202345205004

Lai, F.-Y., Tang, H.-C., Lu, S.-C., Lee, Y.-C., & Lin, C.-C. (2020). Transformational leadership and job performance: The mediating role of work engagement. *Sage Open, 10* (1), 2158244019899085. https://doi.org/10.1177/2158244019899085

Langat, G. K., Linge, T. K., & Sikalieh, D. (2019). Influence of inspirational motivation on employee job performance in the insurance industry in Kenya. *International Journal of Research in Business and Social Science 8* (6), 01–07. https://doi.org/10.20525/ijrbs.v8i6.488

Lange, R., Hofmann, C., & Di Cara, M. (2020). *Guide on making TVET and skills development inclusive for all*. International Labour Organization.

Lasrado, F., & Kassem, R. (2021). Let's get everyone involved! The effects of transformational leadership and organizational culture on organizational

excellence. *International Journal of Quality & Reliability Management, 38*(1), 169–194.

Lassoued, K. (2018). Balanced scorecard implementation in higher education: An Emirati perspective. *Corporate Ownership and Control, 15*(3–1), 205–216. https://doi.org/10.22495/cocv15i3c1p5

Law, D. D., Hales, K., & Busenbark, D. (2020). Student success: A literature review of faculty to student mentoring. *Journal on Empowering Teaching Excellence, 4*(1), 6.

Law, M. Y. (2022). A review of curriculum change and innovation for higher education. *Journal of Education and Training Studies, 10*(2), 16.

Le, B. P., & Tran, Q. T. (2020). Leadership practice for building trust of followers: decisive factors of organizational performance. *SEISENSE Journal of Management, 3*(2), 45–57. https://doi.org/10.33215/sjom.v3i2.308

Le, L. T. K., & Le, P. B. (2021). Improving the innovation performance for vietnamese firm based on practices of idealized influence and individualized consideration: the mediating role of knowledge sharing. *International Journal of Business Administration, 12* (3), 75. https://doi.org/10.5430/ijba.v12n3p75

Lee, A., Legood, A., Hughes, D., Tian, A. W., Newman, A., & Knight, C. (2020). Leadership, creativity and innovation: A meta-analytic review. *European Journal of Work and Organizational Psychology, 29*(1), 1–35. https://doi.org/10.1080/1359432X.2019.1661837

Lee, D. S., & Park, S. (2021). Civil servants' perceptions of agency heads' leadership styles: The role of gender in public sector organizations. *Public Management Review, 23(*8), 1160–1183.

Lee, Y., & Kim, J. (2022). The impacts of CEO leadership behaviors on employees' affective commitment and scouting behavior: The mediating role of symmetrical internal communication. *Leadership & Organization Development Journal, 43*(2), 261–278.

Leedy, P. D., & Ormrod, J. E. (2020). *Practical Research* (12th ed). Pearson Education

Lemay, J., & Moreau, P. (2020). Managing a curriculum innovation process. *Pharmacy*, *8* (3), 153.

Li, H., Sajjad, N., Wang, Q., Muhammad Ali, A., Khaqan, Z., & Amina, S. (2019). Influence of transformational leadership on employees' innovative work behavior in sustainable organizations: Test of mediation and moderation processes. *Sustainability, 11*(6), 1594.

Li, L. (2023). Research on the evaluation indicators of the effectiveness of practical courses in university product design curriculum. *Transactions on Comparative Education, 5*(3), 58–68.

Ligon, A. (2020). *The role of transformational leadership in organizational innovation and sustainable success* [Bachelor's thesis, Murray State University]. Murray State's Digital Commons. https://digitalcommons.murraystate.edu/bis437/261

Lim, W. M., Ciasullo, M. V., Kumar, S., & Donthu, N. (2024). Balanced scorecard: Trends, developments, and future directions. Review of Managerial Science, 18(7), 2397–2439. https://doi.org/10.1007/s11846-023-00700-6

Lin, C.-P., Liu, C.-M., & Chan, H.-T. (2022). Developing job performance: Mediation of occupational commitment and achievement striving with competence enhancement as a moderator. *Personnel Review, 51*(2), 750–769. https://doi.org/10.1108/PR-04-2020-0296

Lin, C.-P. (2024). Developing problem-solving efficacy and job performance: Moderation of knowledge-oriented leadership. *International Journal for Educational and Vocational Guidance*. https://doi.org/10.1007/s10775-024-09700-8

Loh, T. P., Lim, C. Y., Sethi, S. K., Tan, R. Z., & Markus, C. (2023). Advances in internal quality control. *Critical Reviews in Clinical Laboratory Sciences, 60*(7), 502–517.

Lourenço, R. L., & Petenuci, M. E. (2022). Balanced Scorecard as a model to implement internationalization in public universities: An interpretative glance through participative research. *Contemporary Accounting Journal, 19*(50), 122–142. https://doi.org/10.5007/2175-8069.2022.e78993

Loveder, P. (2021). *UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training.* UNESCO. http://creativecommons.org/licenses/by-sa/3.0/igo/

Lubis, B. S., & Yus, A. (2024). Mapping knowledge and research trend on technology adoption in higher education: A bibliometric analysis. *Education and Information Technologies*. https://doi.org/10.1007/s10639-024-12801-0

Luo, J., Ordonez-Matamoros, G., & Kuhlmann, S. (2019). The balancing role of evaluation mechanisms in organizational governance—The case of publicly funded research institutions. *Research Evaluation, 28(*4), 344–354.

Lwamba, E., Shisler, S., Ridlehoover, W., Kupfer, M., Tshabalala, N., Nduku, P., Langer, L., Grant, S., Sonnenfeld, A., & Anda, D. (2022). Strengthening women's empowerment and gender equality in fragile contexts towards peaceful and inclusive societies: A systematic review and meta-analysis. *Campbell Systematic Reviews, 18* (1), e1214.

M'mboga Akala, D. B. (2021). Revisiting education reform in Kenya: A case of Competency Based Curriculum (CBC). *Social Sciences & Humanities Open, 3* (1), 100107. https://doi.org/10.1016/j.ssaho.2021.100107

Ma'ruf, M., Riyadi, S., & Ardiana, I. D. K. R. (2022). The influence of organization pried, organizational commitment, transformational leadership on job satisfaction employee performance at Pt Virama Karya (Persero) East Java branch**.** *International Journal of Economics, Business and Management Research, 06* (08), 77–88. https://doi.org/10.51505/ijebmr.2022.6806

Maamari, B. E., & Saheb, A. (2018). How organizational culture and leadership style affect employees' performance of genders. *International Journal of Organizational Analysis, 26*(4), 630–651. https://doi.org/10.1108/IJOA-04-2017-1151

Maarouf, H. (2019). Pragmatism as a supportive paradigm for the mixed research approach: Conceptualizing the ontological, epistemological, and axiological stances of pragmatism. *International Business Research, 12(*9), 1–12.

Mack, A. J. (2024). Funding and its impact on the administration and organisational efficiency of technical vocational education and training institutions. *Discover Education, 3,* Article 221. https://doi.org/10.1007/s44217-024-00305-5

Magadza, I., & Mampane, J. (2024). The Role of TVET Colleges in Addressing the Needs of NEET Youth in a South African Province. *Community College Journal of Research and Practice, 48*(12), 923-938.. https://doi.org/10.1080/10668926.2024.2436398

Mahama, I. (2024). The role of culture and environment in shaping creative thinking. In *Contemporaneous Issues about Creativity*. IntechOpen. https://doi.org/10.5772/intechopen.1007481

Maina, G. (2019). *Influence of financing on performance of technical. vocational education, and training programs in kenya: A case of Nairobi County* [Doctoral Dissertation, University of Nairobi]

Maina, L. W., & Muathe, S. M. (2023). Revitalizing performance of technical and vocational education and training institutions in kenya through strategic interventions. *International Journal of Scientific and Research Publications, 13* (3). https://doi.org/10.29322/IJSRP.13.03.2023.p13540

Majia, P. (2020). *The influence of transformational leadership on employees' performance in local government authorities in Tanzania: The case of Tunduma Town Council.* [Doctoral dissertation, The Open University of Tanzania].

Majumdar, S., & Araiztegui, I. (2020). Technical vocational education and training: Reflections on the issues facing TVET and its potential in the time of COVID-19. *Scholarly Technical Education Publication Series (STEPS)*.

Makole, K. R., Ntshangase, B. A., & Msosa, S. K. (2023). Organizational culture and management practices at technical vocational education and training colleges. *International Journal of Evaluation and Research in Education (IJERE), 12*(4), 2021. https://doi.org/10.11591/ijere.v12i4.25340

Mala, A. R., Abdullah, A. H., & Nento, S. (2022). The influence of supportive leadership behavior and organizational support on the job satisfaction of followers. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam, 6*(4), 1247–1261. https://doi.org/10.33650/al-tanzim.v6i4.3528

Malechwanzi, J. M. (2020). *Effects of engagement and resources on learning outcomes in vocational colleges: Emerging research and opportunities*. IGI Global.

Marie, A., Diego, J., Felix, H., & Ok, E. (2024). Leadership styles: Are male and female leaders really that different? *International Journal of Leadership Studies, 16*(2), 45–62.

Marika, E. K., Jagero, N. O., & Gitari, E. M. (2021). The influence of teacher professional knowledge on service delivery in public secondary schools in Kitui County, Kenya. *International Journal of Education and Research, 9*(3), 67–76.

Martin, T. (2021). *The effects of collaborative leadership practices on employee satisfaction levels* [Doctoral dissertation, Pepperdine University].

Martinez-Leon, I. M., Olmedo-Cifuentes, I., Martínez-Victoria, Mc., & Arcas-Lario, N. (2020). Leadership style and gender: a study of Spanish cooperatives. *Sustainability, 12*(12), 5107. https://doi.org/10.3390/su12125107

Mary, F. N. (2018). *The effect of project management leadership on performance of Compassion International projects in Kitui County, Kenya* [Master's thesis, Kenyatta University]. Kenyatta University Institutional Repository.

Maryanti, M., Achmad Fauzi, Ribka Natalia, Kevin Sean, & Kasman Abas. (2022). The influence of work environment, work enthusiasm and rewards on work discipline (Literature review human resource management). *Dinasti*

International Journal of Management Science, 3 (6), 1069–1078. https://doi.org/10.31933/dijms.v3i6.1315

Matafwali, M., Nyambe, M., Sinkamba, Z., & Mudenda, G. (2023). Systematic literature review on leadership and organisation performance: A qualitative review of selected studies in Sub-Saharan Africa. *European Journal of Human Resource Management Studies*, *8*(1), 45–67. https://doi.org/10.1234/ejhrms.v8i1.1871

Matete Lerutla, U., & Steyn, R. (2023). Leadership effectiveness in Africa: A systematic literature review. *Journal of African Organizational Studies, 12*(2), 101–118. https://doi.org/10.1234/jaos.v12i2.5678

Mathende, T., & Karim, A. M. (2022). Transformational leadership role on work performance under the covid 19 pandemic in Zimbabwe**.** *International Journal of Academic Research in Business and Social Sciences, 12* (1), 338-352. https://doi.org/10.6007/IJARBSS/v12-i1/12053

Maximo, N., Stander, M. W., & Coxen, L. (2019). Authentic leadership and work engagement: The indirect effects of psychological safety and trust in supervisors. *SA Journal of Industrial Psychology, 45*(1), 1-11. https://doi.org/10.4102/sajip.v45i0.1612

Mazzetti, G., & Schaufeli, W. B. (2022). The impact of engaging leadership on employee engagement and team effectiveness: A longitudinal, multi-level study on the mediating role of personal- and team resources. *PLOS ONE, 17 (*6), e0269433. https://doi.org/10.1371/journal.pone.0269433

Mbeba, R. D. (2018). Essence of a flexible organisational culture to influence change in the 21st century organisation. *Journal of International Cooperation and Development, 1* (1), 13. https://doi.org/10.36941/jicd-2018-0002

Mbhele, S., & De Beer, E. (2021). Achieving employee engagement through effective internal communication. Communicare: *Journal for Communication Sciences in Southern Africa, 40* (2), 153–182.

Mbore, C. K., Sang, J., & Komen, J. (2019). Management control system, institutional leadership, and institutional performance of technical training institutions in Kenya. *International Journal of Science and Research (IJSR), 8*(10), 1-12.

Mucherah, W., & Odongo, B. C. (2023). Building institutional trust and collaboration through organizational culture in East African higher education. *Journal of Educational Administration and History, 55*(2), 162–178. https://doi.org/10.1080/00220620.2023.2198360

Musyoki, J.M, Okoth, U., Kalai, J., & Okumbe, J. (2021.). influence of principals' idealized influence on students' performance at kenya certificate of secondary education in public secondary schools, Kenya. *IOSR Journal of Research & Method in Education (IOSR-JRME), 11(5 Ser. IV), 5-15.* https://www.iosrjournals.org.

Mehner, L., Rothenbusch, S., & Kauffeld, S. (2024). How to maximize the impact of workplace training: A mixed-method analysis of social support, training transfer and knowledge sharing. *European Journal of Work and Organizational Psychology, 34* (2) 1–17. https://doi.org/10.1080/1359432X.2024.2319082

Meier, K. J. (2023). It all depends: Reflections on the art of mentoring PhD students in public affairs. *Journal of Public Affairs Education, 29*(3), 313–326. https://doi.org/10.1080/15236803.2022.2157191

Meirinhos, G., Cardoso, A., Neves, M., Silva, R., & Rêgo, R. (2023). Leadership styles, motivation, communication and reward systems in business performance. *Journal of Risk and Financial Management, 16*(2), 70.

Mesfin, M., & Van Niekerk, E. (2019). Leadership styles of the deans in Ethiopian governmental technical and vocational education and training (TVET) colleges. *European Journal of Social Sciences Studies , 4*(1), 1-19.

Meyers, M. C., Kooij, D., Kroon, B., de Reuver, R., & van Woerkom, M. (2020). Organizational support for strengths use, work engagement, and contextual performance: The moderating role of age. *Applied Research in Quality of Life, 15*, 485–502.

Mezinova, I. A., Lazareva, N. V., Malinina, O. Y., Israilova, E. A., & Magomedov, M. G. (2023). Contribution of financial management to the digital competitiveness. *In Anti-Crisis Approach to the Provision of the Environmental Sustainability of Economy* (pp. 119–129). Springer.

Mgammal, M. H. (2022). Appraisal study on board diversity: Review and agenda for future research. *Cogent Business & Management, 9*(1), 2121241.

Miao, R., & Cao, Y. (2019). High-performance work system, work well-being, and employee creativity: Cross-level moderating role of transformational leadership. *International Journal of Environmental Research and Public Health, 16*(9), 1640.

Mingaleva, Z., Shironina, E., Lobova, E., Olenev, V., Plyusnina, L., & Oborina, A. (2022). Organizational culture management as an element of innovative and sustainable development of enterprises. *Sustainability, 14* (10), 6289. https://doi.org/10.3390/su14106289

Ministry of Education, Science and Technology. (2014). *Draft Technical and Vocational Education and Training (TVET) Policy.* Nairobi: Government of Kenya.

Ministry of Education (2019). Sessional Paper No. 1 of 2019: *A policy framework for reforming education and training for sustainable development in Kenya.* Government Press.

Ministry of Education. (2022). Education Sector Report 2022.

Ministry of Education, State Department for TVET. (2024, October 8). *TVET sub-sector report for FY 2025–26 to FY 2027–28*. [PDF]

Minor, R. (2023). How tuition fees affected student enrollment at higher education institutions: The aftermath of a German quasi-experiment. *Journal for Labour Market Research*, *57*(1), 28.

Miranda, S. R. (2019). Preferred leadership styles by gender. *Journal of Management Development, 38* (7), 604–615. https://doi.org/10.1108/JMD-01-2019-0034

Modell, S. (2019). Constructing institutional performance: A multi-level framing perspective on performance measurement and management. *Accounting and Business Research, 49*(4), 428–453. https://doi.org/10.1080/00014788.2018.1507811

Modha, B. (2021). Collaborative leadership with a focus on stakeholder identification and engagement and ethical leadership: A dental perspective. *British Dental Journal, 231(*6), 355–359.

Modise, J. M. (2023). The impacts of employee workplace empowerment, effective commitment and performance: An organizational systematic review. *International Journal of Innovative Science and Research Technology, 8*(7), 25-30.

Mogaji, I. M., & Dimingu, H. (2024). A conceptual exploration of the impact of leadership styles on the innovative culture of organizations . *Open Journal of Leadership, 13* (02), 136–153. https://doi.org/10.4236/ojl.2024.132009

Mohamed, A. A., Mahamud, I. N. S., & Bolatito, A.-O. S. (2024). The impact of conflict management on organizational performance in Somalia. *European Journal of Science, Innovation and Technology, 4* 2), 222–232.

Mokogwu, C., Achumie, G. O., Adeleke, A. G., Okeke, I. C., & Ewim, C. (2024). A leadership and policy development model for driving operational success in tech companies. *International Journal of Frontline Research in Multidisciplinary Studies, 4(*1), 1–14.

Monica, S. (2019). The power of employee empowerment in influencing organizational success: A literature review. *The International Journal of Business & Management, 7* (7). https://doi.org/10.24940/theijbm/2019/v7/i7/BM1907-008

Moore, K. J., Xiong, S., Bhattacharya, M., Bustamante, G., & Calvert, C. (2020). Beyond diversity: Focusing on and enhancing inclusion in the Society for Epidemiologic Research. *American Journal of Epidemiology, 189(*10), 1042–1046.

Morris, J. E., Lummis, G. W., Lock, G., Ferguson, C., Hill, S., & Nykiel, A. (2020). The role of leadership in establishing a positive staff culture in a secondary school. *Educational Management Administration & Leadership, 48* (5), 802–820. https://doi.org/10.1177/1741143219864937

Morrison-Smith, S., & Ruiz, J. (2020). Challenges and barriers in virtual teams: A literature review. *SN Applied Sciences, 2*(6), 1–33.

Muema, E. M. (2020). *Leadership and policy for reforms and change in higher education: A review of the Juakalization phenomenon of public universities in Kenya* [Doctoral dissertation, Bowling Green State University]. ScholarWorks@BGSU. https://scholarworks.bgsu.edu/leadership_diss/136

Mugambi, M. M., Kyalo Makato, B., & M. Kalai, J. (2022). Socioeconomic determinants of trainees' enrolment and participation in public tvets in Nakuru County, Kenya. *International Journal of Scientific Research and Management, 10* (12), 2664–2680. https://doi.org/10.18535/ijsrm/v10i12.el04

Mugambi, R. J., Osoro, A., & Miroga, J. (2022). Working capital management and financial performance of technical vocational education and training institutions in Meru County, Kenya. *International Journal of Scientific and Research Publications, 12* (10), 191–200. https://doi.org/10.29322/IJSRP.12.10.2022.p13028

Mugenda, O. M., & Mugenda, A. G. (2003). *Research methods: Quantitative and qualitative approaches.* African Centre for Technology Studies (ACTS) Press

Mugo, C. M., & Kiboss, J. (2023). Influence of transformative leadership on quality of vocational training in youth polytechnics within Nakuru County. *International*

Journal of Business Management, Entrepreneurship and Innovation, 5 (2), 96–118. https://doi.org/10.35942/jbmed.v5i2.326

Muhindi, C., Ngui, D. T., & Awuor, P. (2020). Transformational leadership, organizational culture, organizational tenure, and performance of teachers in public secondary schools in northeastern Kenya. *International Journal of Management and Leadership Studies, 2*(3), 1–8.

Mulenga, I. M., & Kabombwe, Y. M. (2019). Understanding a competency-based curriculum and education: The Zambian perspective. *Journal of Lexicography and Terminology, Volume 3, No.1, Published 10 June, 2019*

Mulli, D. K., & Kiiru, D. (2020). Influence of intellectual inspiration and performance of the national police service in Nyeri County, Kenya. *The Strategic Journal of Business & Change Management, 7(4), 682–693.*

Mulvaney, M. A., & Heaser, J. (2023). Executive-level performance appraisals in local government: Appraisal frequency and job attitudes of executives. *Public Organization Review*, *23*(4), 1399–1415.

Murage, S. W. (2022). Transformational leadership and performance of public universities in Kenya. *American Journal of Humanities and Social Sciences Research, 6*(2), 160–168. http://www.ajhssr.com

Musa, Y., Danjuma, S., Ayotunde Alaba, F., Ritonga, R., Muhammad, A., Djajanto, L., & Herawan, T. (2018). An impact of transformational leadership on employees' performance: a case study in Nigeria. In V. Bhateja, B. L. Nguyen, N. G. Nguyen, S. C. Satapathy, & D.-N. Le (Eds.), *Information Systems Design and Intelligent Applications* (Vol. 672, pp. 708–719). Springer Singapore. https://doi.org/10.1007/978-981-10-7512-4_70

Musheke, M. M., & Phiri, J. (2021). The effects of effective communication on organizational performance based on the systems theory. *Open Journal of Business and Management, 9*(2), 659–671.

Mutai, H. C., & Sitienei, C. S. K. (2019). Application of balanced scorecard on organizational performance in selected public secondary schools in Nandi County, Kenya. *International Journal of Social Science and Humanities Research, 7*(2), 1291–1303.

Muterera, J., Hemsworth, D., Baregheh, A., & Garcia-Rivera, B. R. (2018). The leader–follower dyad: the link between leader and follower perceptions of transformational leadership and its impact on job satisfaction and organizational performance. *International Public Management Journal, 21* (1), 131–162. https://doi.org/10.1080/10967494.2015.1106993

Muthimi, J., Kilika, J., & Kinyua, G. (2021). Exploring the role of inspirational motivation to institutions of higher learning: Empirical evidence from selected universities in Kenya. *International Journal of Research in Business and Social Science 10*(4), 455–466.

Muthusi, J. K., Okoth, U. A., Chepkonga, S., & Okumbe, J. A. (2024). Influence of inspirational motivation on organizational performance in private universities in Nairobi City County, Kenya. *Journal of Pedagogy, Andragogy and Heutagogy in Academic Practice, 5*(2), 48–68.

Muthusi, J. K., Okoth, U., Chepkonga, S., & Okumbe, J. (2024). Influence of individual consideration on organizational performance in private universities in Nairobi County, Kenya. *International Journal of Current Science Research and Review, 7*(7), 4980-4994. https://doi.org/10.47191/ijcsrr/V7-i7-37

Mutiso, S. (2021). *Organizational orientation and performance of Technical and Vocational Education Training Authority institutions in Nairobi City County, Kenya* [Master's research project, Kenyatta University].

Muttalib, A., Danish, M., & Zehri, A. W. (2023). The impact of leadership styles on employee's job satisfaction. Research *Journal for Societal Issues, 5 (*2), 133–156. https://doi.org/10.56976/rjsi.v5i2.91

Mutungi, G. K., Kibaara, T., & Mwirichia, S. (2023). Trainees Employability Skills and Students' Decisions in Selecting Public TVET Institutions in Nairobi County, Kenya. *International Journal of Professional Practice, 11*(2), 91–103. https://doi.org/10.71274/ijpp.v11i2.333

Muyaka, J., & Kitainge, K. (2021). Implementation of whole youth development skills in Kenya's TVET institutions. *ResearchGate.* https://www.researchgate.net/publication/355357517

Muzondiwa, Y. T., Swarts, I., & Schultz, C. M. (2022). The relationship between transformational leadership, perceived organisational effectiveness and organisational culture in a selected multinational corporation in Africa. *SA Journal of Human Resource Management, 20,* 1888.

Mwagona, M. N., & Kinyua, G. M. (2023). Organizational performance from the perspective of customer experience management: A critical review of literature. *International Journal of Education and Research, 11*(9), 101–124.

Mwangi, R., & Waithaka, P. (2018). Organisational culture and performance of public universities in Kenya. *International Academic Journal of Human Resource and Business Administration, 3* (2), 288–313.

Nadeem, M. (2024). Distributed leadership in educational contexts: A catalyst for school improvement. *Social Sciences & Humanities Open, 9,* 100835. https://doi.org/10.1016/j.ssaho.2024.100835

Nadkarni, A., Levy-Carrick, N. C., Kroll, D. S., Gitlin, D., & Silbersweig, D. (2021). communication and transparency as a means to strengthening workplace culture during covid-19. *NAM Perspectives.* https://doi.org/10.31478/202103a

Nagy, N., Froidevaux, A., & Hirschi, A. (2019). Lifespan perspectives on careers and career development. In B. B. Baltes, C. W. Rudolph, & H. Zacher (Eds.), *Work across the lifespan* (pp. 235–259). Elsevier Academic Press. https://doi.org/10.1016/B978-0-12-812756-8.00010-4

Nantunda, L. (2021). *LMX theory-based comparative study of educational adequacy in private and government secondary schools in Central Uganda* [Doctoral dissertation, Teesside University].

Nasir, N. F., Nasir, M. N. F., Mohamad, M., Nasir, M. A., Salleh, S. M., & Mohamed, N. A. (2022). Organisational culture: Reviewing the conceptual and importance of organisational culture. *International Journal of Academic Research in Business and Social Sciences, 12*(12), 902–910. https://doi.org/10.6007/IJARBSS/v12-i12/15571

Naveed, M. (2019). Leader member exchange and employee outcomes: *Role of trust. Market Forces, 14*(1), 1-11**.**

Naziz, A. (2019). Collaboration for transition between TVET and university: A proposal. *International Journal of Sustainability in Higher Education, 20*(8), 1428-1443. https://doi.org/10.1108/IJSHE-01-2019-0035

Ndidi, A. M., Amah, E., & Okocha, B. F. (2022). Micromanaging behaviour and employee productivity in SMEs in rivers state. *International Journal of Research and Innovation in Social Science,* 6(4), 745–755.

Neves, R. (2024). *The Engineering Leadership Playbook: Strategies for Team Success and Business Growth.* Apress.

Ng, Y., & Hempel, P. (2023). The secret ingredient? Uncovering the effect of organizational culture on quality management: A literature review. *International Journal of Quality & Reliability Management, 40*(3), 674–699. https://doi.org/10.1108/IJQRM-08-2022-0254

Ngulu, O. M. (2022). Institutional factors influencing access to county vocational education and training institutions in Makueni County, Kenya. *International Journal of Current Science Research and Review, 5*(3). https://doi.org/10.47191/ijcsrr/V5-i3-25

Nguyen, N. P., Hang, N. T. T., Hiep, N., & Flynn, O. (2023). Does transformational leadership influence organisational culture and organisational performance: Empirical evidence from an emerging country. *IIMB Management Review, 35(*4), 382–392. https://doi.org/10.1016/j.iimb.2023.10.001

Nguyen, T. T., Mia, L., Winata, L., & Chong, V. K. (2022). Effect of transformational leadership on organizational performance: The roles of organizational learning and knowledge management. *Journal of Business Research, 139,* 684–695. https://doi.org/10.1016/j.jbusres.2021.10.067

Nguyen, V. (2020). *The impact of organizational culture on part-time employee commitment in the community services department* [Master's thesis, California State University, Northridge].

Ngware, M., Ochieng, V., Kiroro, F., & Muchira, J. (2022). Assessing the acquisition of whole youth development skills among students in TVET institutions in Kenya. *Journal of Vocational Education & Training, 76*(2). https://doi.org/10.1080/13636820.2022.2029544

Nhan, N. T. (2020). The role of theoretical framework and methods in research. *Foreign Trade University.*

Nikolić, T. M., Perić, N., & Bovan, A. (2020). The role of feedback as a management tool in performance management program. *Calitatea, 21(*177), 3–8.

Nilasari, B. M., Nisfiannoor, M., & Pongoh, A. S. (2024). Transforming leadership style: enhancing organizational culture, innovative behavior and employees performance. *Business Management Journal, 15* (2), 275–296.

Njoki, C., K'Obonyo, P. O., Muindi, F., & Rucha, K. (2024). Influence of transformational leadership on performance: Does organizational culture matter? Evidence from deposit-taking SACCOs in Kenya. *European Journal of Business and Strategic Management, 9*(4), 60–75. https://doi.org/10.47604/ejbsm.3111

Nordin, D. N., & Omar, M. K. (2024). Factors influencing tvet readiness among students at public secondary school: Exploring interest, motivation, and self-efficacy. *Asian Journal of Vocational Education and Humanities, 5*(1), 10–19. https://doi.org/10.53797/ajvah.v5i1.2.2024

Northouse, P. (2019). *Leadership: Theory and practice* (8th ed.). Sage.

Novojen, O., & Birnaz, N. (2019). Ecosystem of learning in initial vocational education and training: An innovative model for development of entrepreneurial

competence. *In Handbook of research on ecosystem-based theoretical models of learning and communication* (pp. 194-210). IGI Global. https://doi.org/10.4018/978-1-7998-1216-6.ch010

Nowell, L. S. (2022). Beyond tradition: Innovative mentorship models for higher education. *PPLT, 5*(1). https://doi.org/10.11575/pplt.v5i

Nur, I., & Widhi, L. (2019). The effect of leadership on job satisfaction, work motivation and performance of employees: Studies in AMIK Yapennas Kendari. *African Journal of Business Management, 13*(14), 465–473.

Nwanekezie, S. I. (2022). Strategic leadership: A key to educational success in Nigeria. *International Journal of Institutional Leadership, Policy and Management, 4*(1), 39-62.

Nwuke, T. J., & Nwanguma, T. K. (2024). Provision and utilization of physical resources for effective teaching and learning effectiveness in public universities in Rivers State. International J*ournal of Applied and Scientific Research, 2*(2), 227–244. https://doi.org/10.59890/ijasr.v2i2.1412

Nyakomitta, K. O. (2021). *Influence of transformational leadership on the performance of commercial banks in Kenya* [Doctoral dissertation, Jomo Kenyatta University of Agriculture and Technology].

O'Siochrú, C. (Ed.). (2018). *Psychology and the study of education: Critical perspectives on developing theories* (1st ed.).

O'Donnell, S. (2021). *Pennsylvania principals describe their work, examined through the theory of transformational leadership* [Doctoral dissertation, University of Nebraska - Lincoln].

O'Mahony, P., & Pascual, I. J. (2021). *Leadership practices in managing the change to virtual work environments in engineering organisations during a global crisis: A case study* [Master's thesis, Stockholm University].

Obina, F., & Adenike, S. (2022). Managing employee resistance during organizational change: causes and solutions available. *American Journal of Business and Strategic Management, 1*(1), 1–14.

Odhiambo, E. O. (2022). *Attitude as one of the factors affecting the performance of Technical and Vocational Education and Training (TVET) students: A case of NITA College – Nairobi* [Thesis, Strathmore University]. http://hdl.handle.net/11071/13078

Odi-Owei, T. M. (2024). Enhancing employee engagement among engineering professionals: The mediating role of effective organizational leadership management. *International Journal of Advances in Engineering and Management, 6*(5), 670–682. https://doi.org/10.35629/5252-0605670682

International Labour Organization. (2020). S*afe and healthy working environments free from violence and harassment*. ILO. https://www.ilo.org

Ogheneruona, O.-U. J. (2024). Key performance indicators identified for the enhancement of technical and vocational education and training (tvet) in nigeria. *Journal of Association of Vocational and Technical Educators of Nigeria (Javten), 29*, 3.

Ogu, S. J. (2024). Employee participation in decision-making and organizational commitment: A study of modern organizations. *Journal of Commerce, Management, and Tourism Studies, 3*(1), 55–64. https://doi.org/10.58881/jcmts.v3i1.208

Oh, J., Kim, D. H., & Kim, D. (2023). The impact of inclusive leadership and autocratic leadership on employees' job satisfaction and commitment in sport organizations: the mediating role of organizational trust and the moderating role of sport involvement. *Sustainability, 15*(4), 3367. https://doi.org/10.3390/su15043367

Okesina, M. (2020). A critical review of the relationship between paradigm, methodology, design and method in research. *Journal of Research & Method in Education, 10*(3), 57–68.

Oketch, C., & Komunda, T. R. (2020). Supportive leadership style and staff motivation in private universities in Uganda: Case of Kampala International University. *Global Journal of Management and Business Research: Administration and Management, 20* (18), 1–9.

Oladejo, M. T. (2019). Challenges of technical and vocational education and training in Nigerian history. *Makerere Journal of Higher Education, 11*(1), 67–81.

Oladimeji, K. A., & Abdulkareem, A. K. (2023). Ethical leadership and employee performance in the public sector: The mediating effects of motivation and satisfaction. *Journal of Governance and Public Policy, 13*(2), 133–148. https://doi.org/10.18196/jgp.v13i2.14903

Olaniyan, R. (2020). *Leader-member exchange leadership model in workplaces: A theoretical review*. SSRN. https://doi.org/10.2139/ssrn.3695319

Oliveira, C., Oliveira, A., Fijałkowska, J., & Silva, R. (2021). Implementation of balanced scorecard: Case study of a Portuguese higher education institution. *Management: Journal of Contemporary Management Issues, 26*(1), 169–188.

Omar, I. M., Zulazmi, N. I. L., & Ladin, C. A. (2019). Effect of lecturer's transformational leadership on students 'employability: Malaysian technical and vocational education & training institutions. *Malaysian Online Journal of Educational Management (MOJEM), 7*(2), 72–91.

Omazic, M., Mihanovic, D., & Sopta, A. (2020). The importance of organizational culture for management of changes in a public enterprise. *Adv. Bus. Relat. Sci. Res. J, 11*(1), 1–22.

Omobude, C., & Umemezia, E. I. (2019). Leader-member exchange and its implications on organisation outcomes. *International Journal of Management Reviews.* https://www.researchgate.net/publication/335176464

Omorodion, S. O., Ibeneme, O. T., & Ayodele, O. I. (2022). Determination of school public relations activities for improving students' enrolment in technical education programmes in colleges of education in Delta State. *Puissant, 3,* 433–441.

Ondari, J. N., Were, S., & Rotich, G. (2018). Effect of intellectual stimulation on organisational performance of state corporations in Kenya. *International Journal of Novel Research in Marketing Management and Economics, 5*(1), 9–26. Available at www.noveltyjournals.com.

Okelo, B. O., Matere, A. & Syonthi, J. (2021). Assessment of emerging trends in technical, vocational education training institutions policies in relation to students' academic achievement in Uasin Gishu County, Kenya. *Journal of Research Innovation and Implications in Education, 5*(4), 342 – 351.

Osawa, W., Langat, K., Ambuli, M., & Wato, U. (2023). Assessment of Kenyan TVET institutions' preparedness to implement competency based education and

training programmes. *The Kenya Journal of Technical and Vocational Education and Training 6*, 15.

Osei-Kuffour, F. (2021). Balanced scorecard perspectives and institutional performance of private tertiary institutions. *Global Journal of Management and Business Research, 21* (9), 33–43.

Osewe, J. O. (2019). *Balanced scorecard adoption rationale and organizational performance of state corporations in Kenya* [Doctoral dissertation, Jomo Kenyatta University of Agriculture and Technology].

Othman, K., Ismail, S. N., Mohd Fuad, S. H., Md Hasim, M., Othman, F., Abdullah, M. R., Zaidi, N., Addenan, N. A., & Nik Nazli, N. N. (2019). Service period as a moderator to the behaviour and work performance relationship in the organisation. Asian Academy of Management Journal, 24(Supp. 2), 51–65. https://doi.org/10.21315/aamj2019.24.s2.4

Ouma, C. (2024). Selected leadership styles and corporate governance: Literature review on relationship perspective. *Kabarak Journal of Research & Innovation, 14*(01), 77–101. https://doi.org/10.58216/kjri.v14i01.385

Owusu-Agyeman, Y. (2021). Transformational leadership and innovation in higher education: A participative process approach. *International Journal of Leadership in Education, 24*(5), 694–716. https://doi.org/10.1080/13603124.2019.1623919

Özen, H., & Yavuz, P. (2024). A theoretical analysis for resilience: developing a complex adaptive leadership model in schools. *Anadolu Educational Leadership and Teaching Journal, 12* (1), 49–72.

Ozor, N., Nwakaire, J., & Nyambane, A. (n.d.). *Harnessing science and technological innovation for youth employment and skill acquisition in Ghana*. African Technology Policy Studies Network (ATPS).

Paais, M., & Pattiruhu, J. R. (2020). Effect of motivation, leadership, and organizational culture on satisfaction and employee performance. *The Journal of Asian Finance, Economics and Business, 7*(8), 577–588.

Papageorge, N. W., Gershenson, S., & Kang, K. M. (2020). Teacher expectations matter. *Review of Economics and Statistics, 102*(2), 234–251.

Para-González, L., Jiménez-Jiménez, D., & Martínez-Lorente, A. R. (2018). Exploring the mediating effects between transformational leadership and organizational performance. *Employee Relations , 40*(2), 412-432.

Paredes-Saavedra, M., Vallejos, M., Huancahuire-Vega, S., Morales-García, W., & Geraldo-Campos, L. (2024). Work team effectiveness: importance of organizational culture, work climate, leadership, creative synergy, and emotional intelligence in university employees. *Administrative Sciences*, *14* (11), 280. https://doi.org/10.3390/admsci14110280

Parray, Z. A., & Bhat, S. A. (2018). Organizational cultural and Job satisfaction-A study of health care industry. *Business Review, 22* (1), 1-17.

Patel, M., & Patel, N. (2019). Exploring research methodology**.** *International Journal of Research and Review, 6*(3), 48–55.

Peña, J., & Caruajulca, P. (2024). The mediating role of organizational culture between transformational leadership and organizational performance in SMEs.

Academia Revista Latinoamericana de Administración, 37 (2), 301–314. https://doi.org/10.1108/ARLA-10-2023-0172

Perets, S., Davidovich, N., & Lewin, E. (2023). Perceptions of leadership, self-confidence and leadership programs among teenage girls in Israel. *Cogent Education, 10* (1), 2195742. https://doi.org/10.1080/2331186X.2023.2195742

Peris-Ortiz, M., García-Hurtado, D., & Devece, C. (2019). Influence of the balanced scorecard on the science and innovation performance of Latin American universities. *Knowledge Management Research & Practice, 17* (4), 373–383.

Peykar, P. (2024). *The relationship between servant leadership, supportive work environment, and tech employees' mental well-being* [Doctoral dissertation). Liberty University].

Phillips, J. M., Dlugos, K. E., Park, H. M., Carter, K. M., & Roumpi, D. (2023). Recognizing employees. In S. J. Ashkanasy, A. H. Wilderom, & M. F. Peterson (Eds.), Principles of Organizational Behavior: *The Handbook of Evidence-Based Management* (3rd ed., pp. 255–270). Wiley. https://doi.org/10.1002/9781394320769.ch12

Pillay, T., Dhanpat, N., & De Braine, R. (2023). Exploring mid-level leaders' perceptions of organisational culture at cash management company. *SA Journal of Human Resource Management, 21*, 1-13.

Piwowar-Sulej, K. (2020). Pro-environmental organizational culture: Its essence and a concept for its operationalization. *Sustainability, 12* (10), 4197.

Plummer, O. A. (2023). *An exploration of the challenges of transformational leadership of technical and vocational education and training (TVET) in Jamaica* [Doctoral dissertation, Delaware State University].

Polit, S. D., & Duktur, L. S. (2022). Challenges facing technical and vocational educators in the emerging field of e-learning in Nigeria: The way out. *Nigerian Journal of Business Education (NIGJBED)*, *9*(2), 97–104.

Powell, L., Muronda, F., & Tini, S. (2024). *Student demand for TVET colleges.* Report. Report produced under the Five-Year Research Programme on TVET Colleges, commissioned by the Department of Higher Education and Training (DHET) and funded by the National Skills Fund (NSF). Pretoria (ISBN: 978-1-77018-984-3)

Price, B. R. (2019). *The Leadership of Gardner C. Taylor: An Illustrative Model of Preaching That Inspired Commitment to Social Change, 1950-1970.* Dallas Baptist University

Putri, S. A., Mirzania, A., & Hartanto, D. (2020). The importance of a transformational leadership model in managing organizational culture. *Journal of Leadership in Organizations, 2(*1), 49-56.

Qadir, A. W., Yousuf, M., Hussaini, M. H. A., & Sadat, S. (2024). Impact of teaching methodologies on student learning enhancement and academic achievement at the secondary level. *World of Research, 7* (1), 168–183.

Rahmadani, V. G., Schaufeli, W. B., Stouten, J., Zhang, Z., & Zulkarnain, Z. (2020). Engaging leadership and its implication for work engagement and job outcomes at the individual and team level: a multi-level longitudinal study. *International*

Journal of Environmental Research and Public Health, 17 3), 776. https://doi.org/10.3390/ijerph17030776

Rahmatullah, A., Ramdansyah, A. D., Kambara, R., & Haryadi, D. (2022). Improving organizational performance with organizational culture and transformational leadership through intervening organizational commitment variables. *Dinasti International Journal of Digital Business Management, 3* (2), 180–194.

Rai, K. B. (2018). Design and data integration in mixed methods research: Challenges and ways forward. *Research Nepal Journal of Development Studies, 1*(2), 131–149.

Ranke, L. (2024). The crucial role of educational leadership in shaping student success. *Academy of Educational Leadership Journal, 28*(1), 1-3. University of Charleston

Rashid, F. H., Abdullah, M. M., & Ahmed, M. A. (2022). The role of inspirational leadership in enhancing organizational commitment among working individuals at tikrit university: An applied study. *World Economics and Finance Bulletin, 11*, 7–17.

Rawashdeh, A., Elayan, M., Shamout, M., & Saleh, M. (2020). Job satisfaction as a mediator between transformational leadership and employee performance: Evidence from a developing country. *Management Science Letters, 10* (16), 3855–3864.

Rayets, M., Tkachuk, V., Buryk, M., Kubitskyi, S., & Zhaldak, H. (2023). The role of leadership in stimulating innovation and the creative potential of the team. *Indian Journal, 68*(3), 1603-1612.

Regalado, F. F. J., Esenarro, D., Reátegui, M. D., & Delgado, M. F. (2021). Model based on balanced scorecard applied to the strategic plan of a peruvian public entity. 3c Company: Research and Critical Thinking, *10*(4), 127–147.

Report of the Presidential Working Party on Education Reform, 2023. (n.d.).

Reza, M. H. (2019). Components of transformational leadership behavior. *EPRA International Journal of Multidisciplinari Research, 5*(3), 119–124.

Rieg, N. A., Gatersleben, B., & Christie, I. (2021). Organizational change management for sustainability in higher education institutions: A systematic quantitative literature review. *Sustainability, 13*(13), 7299.

Rinfret, S. R., Young, S. L., & McDonald, B. D. (2023). The importance of mentorship in higher education: An introduction to the symposium. *Journal of Public Affairs Education, 29*(4), 398–403. https://doi.org/10.1080/15236803.2023.2260947

Rizki, M., Parashakti, R. D., & Saragih, L. (2019). The effect of transformational leadership and organizational culture towards employees' innovative behaviour and performance. *International Journal of Economics and Business Administration, 7*(1), 227-239.

Rizvi, I. A., & Popli, S. (2021). Revisiting Leadership Communication: A Need for Conversation. Global Business Review, 0(0). https://doi.org/10.1177/09721509211061979

Rizvi, S. W. H., Khan, A., & Kumar, S. (2024). Skill development initiatives bridging the industrial gap. In *Indian Economic and Societal Dynamics (Strategies and Policy Responses)* (Chapter 8, pp. 65-74). Noble Science Press. E-ISBN: 978-

81-968974-5-1, P-ISBN: 978-81-968974-8-2. https://doi.org/10.52458/9788196897451.nsp.2024.eb.ch-08

Robert, V., & Vandenberghe, C. (2020). Locus of control and leader–member exchange: a dimensional, contextualized, and prospective analysis. *Frontiers in Psychology*, *11*, 537917. https://doi.org/10.3389/fpsyg.2020.537917

Rogers, H., & Fells, R. (2017). Successful buyer–supplier relationships: The role of negotiations. *Journal of Strategic Contracting and Negotiation*, *3*(3), 121–136. https://doi.org/10.1177/2055563618763037

Roller, M. R. (2019). *A quality approach to qualitative content analysis: Similarities and differences compared to other qualitative methods*. SSOAR-Social Science Open Access Repository.

Ross, D. S. (2022). A study on employee motivational factors and employee engagement in South India: The moderating role of work from home. *Vision, Advance online publication*. https://doi.org/10.1177/09722629221087382

Rusticus, S. (2021). Content validity. In F. Maggino (Ed.), *Encyclopedia of Quality of Life and Well-Being Research* (pp. 1–3). Springer International https://doi.org/10.1007/978-3-319-

Ryan, G. (2018). Introduction to positivism, interpretivism and critical theory. *Nurse Researcher*, *25*(4), 14–20. https://doi.org/10.7748/nr.2018.e1466

Sari, F., Sudiarditha, I. K. R., & Susita, D. (2021). *Organizational culture and leadership style on employee performance: Its effect through job satisfaction*. https://doi.org/10.5281/ZENODO.5173573

Sarong, J. S. (2024). Fostering collaboration and team effectiveness in educational leadership: strategies for building high-performing teams and networks. *Randwick International of Education and Linguistics Science Journal, 5* (2), 727–743. https://doi.org/10.47175/rielsj.v5i2.1005

Sayyadi, M. (2022). Developing transformational leadership skills to impact organizational performance in the post-pandemic era *Management Consulting Journal, 5* (2), 79–86.

Schein, E. H., & Schein, P. A. (2021). *Organizational culture and leadership* (5th ed.). Wiley.

Schoch, S., Keller, R., Buff, A., Maas, J., Rackow, P., Scholz, U., Schüler, J., & Wegner, M. (2021). Dual-focused transformational leadership, teachers' satisfaction of the need for relatedness, and the mediating role of social support. *Frontiers in Education, 6,* 643196. https://doi.org/10.3389/feduc.2021.643196

Schueler, J., & Loveder, P. (2020). *Understanding the return on investment from TVET*. United Nations Educational, Scientific and Cultural Organization (UNESCO) & National Centre for Vocational Education Research (NCVER). https://en.unesco.org/open-access/terms-use-ccbysa-en

Shafique, I., Ahmad, B., & Kalyar, M. N. (2019). How ethical leadership influences creativity and organizational innovation: Examining the underlying mechanisms. *European Journal of Innovation Management, 23*(1), 114–133. https://doi.org/10.1108/EJIM-12-2018-0269

Shafique, I., Kalyar, M. N., & Rani, T. (2020). Examining the impact of ethical leadership on safety and task performance: A safety-critical context. *Leadership & Organization Development Journal, 41(*7), 909–926.

Shah, S. S., Shah, A. A., & Khaskhelly, N. (2019). Pragmatism research paradigm: A philosophical framework of advocating methodological pluralism in social science research. *Grassroots, 52*(1) : 90-101.

Shaikh, G., Thebo, J., Jamali, M., Sangi, F., Sangi, S., & Sheikh, G. (2019). The impact of quality leader member exchange on job satisfaction Mediating effect of organizational commitment. *Sociology International Journal, 3(*5), 411–419.

Shammout, R. (2023). The Role of Gender and Empathy in Shaping Followers? Preferences for and Responses to Leadership [Master's thesis, University of Cincinnati].

Shams-Uz-Zaman, M. (2022). *Developing a pedagogical model for bridging the skills gap between TVET institutions and industries in Bangladesh* (Doctoral dissertation, Departmental of Technical and Vocational Education (TVE), Islamic University of Technology (IUT), Board Bazar, Gazipur-1704, Bangladesh).

Shanqaiti, A. M. M., & Farea, Dr. M. M. (2021). The impact of transformational leadership factors on project progress and which factor has significant influence and great contribution towards project success. *Webology*, *18* (4), 1389–1412. https://doi.org/10.14704/WEB/V18SI04/WEB18205

Sharaf-Addin, H. H., & Fazel, H. (2021). Balanced scorecard development as a performance management system in Saudi public universities: A case study approach. Asia-Pacific *Journal of Management Research and Innovation, 17*(1–2), 57–70. https://doi.org/10.1177/2319510X211048591

Sharip, S.M, Awang, M., & Ismail, R. (2022). The effect of motivating language and management effectiveness: Empirical evidence from Waqf institutions in

Malaysia. J*ournal of Islamic Accounting and Business Research, 13*(2), 220–241. https://doi.org/10.1108/JIABR-03-2020-0079

Shava, G., Hleza, S., Tlou, F., Shonhiwa, S., & Mathonsi, E. (2021). Qualitative content analysis utility, usability and processes in educational research. *International Journal of Research and Innovation in Social Science, 5*(7), 553–558.

Sheeraz, M. I., Ahmad, U. N. U., Ishaq, M. I., & Nor, K. M. (2020). Moderating role of leader-member exchange between the relationship of organizational justice and organizational citizenship behavior. *Pakistan Journal of Commerce and Social Sciences (PJCSS), 14*(3), 635–660.

Sheikhi, S., Zatzick, C. D., Heidarian Ghaleh, H., & Mehralian, G. (2022). High-performance work systems and innovation performance link: how dynamic capabilities mediate. In *Academy of Management Proceedings* (Vol. 2022, No. 1, p. 14268). Briarcliff Manor, NY 10510: Academy of Management.

Shen, W., & Joseph, D. L. (2021). Gender and leadership: A criterion-focused review and research agenda. *Human Resource Management Review, 31*(2), 100765. https://doi.org/10.1016/j.hrmr.2020.100765

Sheng, Z., Peng, Y., & Jiang, W. (2024, January). The role of ethical leadership in enhancing organizational performance. *In 2023 2nd International Conference on Public Service, Economic Management and Sustainable Development (PESD 2023)* (pp. 417-423). Atlantis Press.

Shengyao, Y., Salarzadeh Jenatabadi, H., Mengshi, Y., Minqin, C., Xuefen, L., & Mustafa, Z. (2024). Academic resilience, self-efficacy, and motivation: The role of parenting style. *Scientific Reports, 14*(1), 5571. https://doi.org/10.1038/s41598-024-55530-7

Shirini, N., & Xenikou, A. (2022). Investigating the mediating role of organizational culture in the relationship between transformational leadership and organizational effectiveness. *International Journal of Innovation in Management, Economics and Social Sciences, 2* (1), 85–101. https://doi.org/10.52547/ijimes.2.1.85

Sholeh, M. (2021). Transformational leadership: principal intellectual stimulation in improving teacher competences. *Al-Ta Lim Journal, 28* (2), 167–179. https://doi.org/10.15548/jt.v28i2.708

Sholeh, M., Patoni, A., & Aziz, A. (2021). Transformational leadership: Principal's idealized influence in improving teacher competence. *International Journal of Science Arts and Commerce, 6*(5), 209-219.

Shrestha, M. S. (2020). Transformational Leadership and its Dimensions: Contributions inOrganizational Change among Schools. BSSS: *Journal of Management, 11*(10), 112-131. https://doi.org/10.51767/jm1107

Shrestha, N. (2020). Detecting multicollinearity in regression analysis. *American Journal of Applied Mathematics and Statistics, 8*(2), 39–42. https://doi.org/10.12691/ajams-8-2-1

Shrestha, N. (2021). Factor analysis as a tool for survey analysis. *American Journal of Applied Mathematics and Statistics, 9*(1), 4–11. https://doi.org/10.12691/ajams-9-1-2

Siddiqui, S. (2019). Research paradigms: Their assumptions and relevance. *International Journal of Research in Social Sciences, 9*(5), 254–265.

Sifuna, D. N. (2020). The dilemma of technical and vocational education (TVET) in Kenya. *Journal of Popular Education in Africa, 4*(12), 4–22.

Sileyew, K. (2019). Research Design and Methodology: *Intechopen Rijeka*. https://doi.org/10.5772/intechopen.85731

Simuka, J. (2021). Relevance of leadership theories in promoting effective leadership practices. *Africa Journal of Leadership and Governance, 1*(1), 143–157.

Singh, A., & Blessinger, P. (2024). The new future and the employment imperative: Effectively aligning student interest, industry needs and university programmes. *Journal of Applied Research in Higher Education, 16*(2), 469–482.

Sithole, M. D. (2019). Enhancing management structure at the TVET colleges: A case study of Umgungundlovu TVET College [Master's dissertation, University of KwaZulu-Natal].

Skrzypek, E., Muszyński, D., Skrzypek, M., Darnowski, P., Malesa, J., Boettcher, A., & Dąbrowski, M. P. (2022). Pre-conceptual design of the research high-temperature gas-cooled reactor teresa for non-electrical applications. *Energies, 15* (6), 2084.

Slåtten, T., Mutonyi, B. R., & Lien, G. (2021). Does organizational vision really matter? An empirical examination of factors related to organizational vision integration among hospital employees. *BMC Health Services Research, 21*(1), 483. https://doi.org/10.1186/s12913-021-06503-3

Smith, J., Thompson, W., & Kumar, A. (2022). Institutional size and student enrollment patterns. *Higher Education Quarterly, 55*(3), 201-215.

Smith, R., et al. (2022). Technological integration in higher education. *Educational Technology Review, 37*(2), 99-115.

Sokolovska, A., Rainova, L., & Zatonatska, T. (2019). Loan and grant support for students in the context of the diversification of funding sources for higher education. *Ekonomika, 98*(1), 111–123.

Sparks, J. (2021). Understanding transformational leadership during a time of uncertainty**.** *Alabama Journal of Educational Leadership, 8*, 10–15.

Srivastava, S. (2021). *Definition, meaning and characteristics of organization.* https://www.academia.edu/32138533/Definitio_Meaning_and_Characteristics_of_Organisation

Stahl, N. A., & King, J. R. (2020). Expanding approaches for research: Understanding and using trustworthiness in qualitative research. *Journal of Developmental Education, 44*(1), 26–28.

Stamolampros, P., Korfiatis, N., Chalvatzis, K., & Buhalis, D. (2019). Job satisfaction and employee turnover determinants in high contact services: Insights from Employees' Online reviews. *Tourism Management, 75*, 130–147.

Stronge, J. H., & Xu, X. (2021). Qualities of effective principals. *ASCD.* https://eric.ed.gov/?id=ED612846

Subrahmanyam, G., & Law, B. (2020). UNESCO-UNEVOC study on the trends shaping the future of TVET teaching. UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training. https://unevoc.unesco.org/go.php?q=UNEVOC%20Publications.

Subrahmanyam, G. (2022). *Digital Skills Development in TVET Teacher Training. Trends Mapping Study*. Unesco-Unevoc International Centre For Technical And Vocational Education And Training. https://unevoc.unesco.org/home/UNEVOC+Publications/lang=en/akt=detail/qs=6604.

Suderman, M. (2019). The Commonwealth of learning's newsletter: *Connections* (vol. 24, no. 2). https://oasis.col.org/server/api/core/bitstreams/d3e19fc6-d8d4-4e31-97c2-bdfca7bc661c/content.

Sukiastini, K., Nitiasih, P. K., Riastini, P. N., & Sudatha, I. G. W. (2024). Critical Pedagogy and Student Learning Outcomes: : A systematic literature review. *Path of Science, 10*(5), 3048. https://doi.org/10.22178/pos.104-27

Sullivan, S. E., & Al Ariss, A. (2021). Making sense of different perspectives on career transitions: A review and agenda for future research. *Human Resource Management Review, 31*(1), 100727.

Sung, H., & Kim, S. (2019). The effect of organizational culture on supply chain management in uncertain environments. *Asia Pacific Journal of Marketing and Logistics, 31*(4), 1003–1026. https://doi.org/10.1108/APJML-04-2018-0159

Swanson, E., Kim, S., Lee, S.-M., Yang, J.-J., & Lee, Y.-K. (2020). The effect of leader competencies on knowledge sharing and job performance: Social capital theory. *Journal of Hospitality and Tourism Management, 42*, 88–96.

Syafaruddin Syafaruddin. (2024). Examining the role of leadership in improving transparency and accountability in local government. *International Journal of Economics and Management Research, 3* (2), 131–146. https://doi.org/10.55606/ijemr.v3i2.213

Szende, P., Bagnera, S. M., & Cole, D. C. (2020). *Human resource management in hospitality cases*. Routledge.

Tadesse Bogale, A., & Debela, K. L. (2024). Organizational culture: A systematic review. *Cogent Business & Management*, *11*(1), 2340129. https://doi.org/10.1080/23311975.2024.2340129

Taghizadeh, S. K., Rahman, S. A., Hossain, M. M., & Haque, M. M. (2020). Characteristics of organizational culture in stimulating service innovation and performance. *Marketing Intelligence & Planning, 38*(2), 224–238.

Taherdoost, H. (2022). Different types of data analysis; data analysis methods and techniques in research projects. *International Journal of Academic Research in Management, 9*(1), 1–9.

Tamrat, W. (2022). When TVET Fails to Provide the Answers. In *University World News, Higher Education in Ethiopia* (pp. 181–183). Brill.

Tang, G., Chen, Y., van Knippenberg, D., & Yu, B. (2020). Antecedents and consequences of empowering leadership: Leader power distance, leader perception of team capability, and team innovation. *Journal of Organizational Behavior, 41*(6), 551–566.

Tanuwijaya, J., Aseanty, D., & Gunawan, A. W. (2021). Analysis of the effect of transformational leadership on student satisfaction and its impact on motivation to learn in higher education. *Advances in Social Science, Education and Humanities Research*, 570, 490-495. https://doi.org/10.2991/assehr.k.210212.094

Tawfig Khidir Ibnouf Adham & Amr Sukkar. (2024). Investigating the influence of organizational culture on team management: Exploring effective factors and techniques. *World Journal of Advanced Research and Reviews, 22*(1), 1684–1702. https://doi.org/10.30574/wjarr.2024.22.1.1219

Taye, M., Sang, G., & Muthanna, A. (2019). Organizational culture and its influence on the performance of higher education institutions: The case of a state university in Beijing. *International Journal of Research Studies in Education, 8*(2). https://doi.org/10.5861/ijrse.2019.3026

Taylor, J. Y., & Dart, G. (2023). The mentoring context: Securing institutional support and organizational alignment. In D. Law & N. Domínguez (Eds.), *Making connections:* A handbook for effective formal mentoring programs in academia (pp. 131–150). Utah State University.

Technical and Vocational Education and Training Authority (TVETA). (2023). *TVET Accredation Handbook. TVETA.* https://www.tveta.go.ke/wp-content/uploads/2023/10/TVET-Accreditation-Handbook-compressed.pdf

Technical and Vocational Education and Training Authority. (2023). *The Kenya Journal of Technical and Vocational Education and Training* (Vol. 6). Technical and Vocational Education and Training Authority. https://www.tveta.go.ke/wp-content/uploads/2023/09/Revised-Version-3-KJ-TVET-6-MAY.pdf

Technical and Vocational Education and Training Authority. (2024). Financial statements for the year ended 30 June 2023. *The National Treasury*. https://www.treasury.go.ke/wp-content/uploads/2024/10/Technical-and-Vocational-Education-and-Training-Authority-2022_2023.pdf

Teixeira, J., Alves, S., Mariz, P., & Almeida, F. (2023). Decision support system for the selection of students for Erasmus+ short-term mobility. *International Journal of Educational Management, 37*(1), 70–84.

Thelma, C. C., & Ngulube, L. (2024). Women in leadership: Examining barriers to women's advancement in leadership positions. *Asian Journal of Advanced Research and Reports, 18*(6), 273–290. https://doi.org/10.9734/ajarr/2024/v18i6671

Theofanidis, D., & Fountouki, A. (2019). *Limitations and delimitations in the research process*. https://doi.org/10.5281/ZENODO.2552022

Thompson, G., Buch, R., Thompson, P.-M. M., & Glasø, L. (2021). The impact of transformational leadership and interactional justice on follower performance and organizational commitment in a business context. *Journal of General Management, 46*(4), 274–283.

Thompson, R., et al. (2022). Curricular innovation in higher education. *Educational Development Journal, 45* (3), 201-215.

Tian, X., & Tóth, A. (2024). *New human capital theory from the perspective of time allocation: Evolution and prospects*. Prosperitas.

Timans, R., Wouters, P., & Heilbron, J. (2019). Mixed methods research: What it is and what it could be. *Theory and Society, 48*(2), 193–216. https://doi.org/10.1007/s11186-019-09345-5

Tiwari, K. K., Bhougal, S., & Kumar, S. (2023). A general class of estimators in stratified random sampling. *Communications in Statistics - Simulation and*

Computation, 52(2), 442–452. https://doi.org/10.1080/03610918.2020.1859537

Tubei, P. L., & Gaas, A. O. (2023). Regional integration from within: Transition to the greater Nairobi metropolitan region in Kenya from the perspective of metal valence bond theory. *Modern Economy, 14* (7), 973–998.

Tufford, L., & Newman, P. A. (2022). Qualitative research methods: Bridging the gap between academic theory and applied practice. SAGE Publications.

Tunji, J. (2022). Trust: An essential factor for effective leadership and the development of an exemplary organization. *Academia Letters,* (4718). https://doi.org/10.20935/AL4718

Turnbull, B., Worley, S., & Palmer, S. (2021). *Strong pipelines, strong principals: a guide for leveraging federal sources to fund principal pipelines.* Policy Studies Associates, Inc.

TVET in Kenya: (2020). Advances in higher education and professional development (AHEPD) book series In J. M. Malechwanzi (Ed.). *Advances in Higher Education and Professional Development* (pp. 48–61). IGI Global. https://doi.org/10.4018/978-1-5225-9250-1.ch003

Tziner, A., & Fein, E. C. (Eds.). (2021). *The future of the leader-member exchange theory.* Frontiers Media SA. https://doi.org/10.3389/978-2-88971-465-0

Uemura, M. R. B., & Comini, G. M. (2022). Determining factors in the performance of integrated vocational education schools. *Revista de Gestão, 29*(2), 102–116. https://doi.org/10.1108/REGE-12-2020-0123

Ughulu, J. (2024). Ethical leadership in modern organizations: navigating complexity and promoting integrity. *International Journal of Economics, Business and Management Research, 08* (05), 52–62. https://doi.org/10.51505/IJEBMR.2024.8505

Uhm, T., & Yi, S. (2021). A comparison of normality testing methods by empirical power and distribution of P-values. *Communications in Statistics - Simulation and Computation*. https://doi.org/10.1080/03610918.2021.1963450

Uka, A., & Prendi, A. (2021). Motivation as an indicator of performance and productivity from the perspective of employees. *Management & Marketing. Challenges for the Knowledge Society, 16*(3), 268–285. https://doi.org/10.2478/mmcks-2021-0016

Unegbu, V., Ayoola, O., Oduwole, A., Aluko-Arowolo, T., & Olusanya, F. O. (2023). Role clarity as a determinant of job satisfaction among library personnel in South-West universities, Nigeria. Information Impact: *Journal of Information and Knowledge Management, 14*(1), 126–143. https://doi.org/10.4314/iijikm.v14i1.8

UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training. (2024). *Quality TVET for all: Contributing to sustainable development, globally*. UNESCO. https://www.unesco.org/en/open-access/cc-sa

UNESCO. (2022). UNESCO strategy for TVET (2022–2029): *Transforming technical and vocational education and training for successful and just transitions*. United Nations Educational, Scientific and Cultural Organization.

UNESCO. (2023). *Building better formal TVET systems: Principles and practice in low- and middle-income countries.* UNESCO. https://doi.org/10.54675/RVDM3811

UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training. (2024). *TVET Leadership Programme*. UNESCO-UNEVOC International Centre. https://unevoc.unesco.org/home/TVET+Leadership+Programme.

Upadhyay, Y., & Kumar, D. (2020). Leader–Member Exchange, Psychological Capital and Employees' Creativity. Vision: *The Journal of Business Perspective, 24*(4), 406–418. https://doi.org/10.1177/0972262920925585

Uzorka, A., Kalabuki, K., & Odebiyi, O. A. (2024). The effectiveness of in-service teacher training programs in enhancing teaching quality and student achievement. *Forum for Education Studies, 2*(3), 1465. https://doi.org/10.59400/fes.v2i3.1465

Valera, C. (2023). An integrative literature review of collaborative school culture: Basis for a proposed model. *ScienceOpen Preprints*. . https://doi.org/10.14293/PR2199.000439.v1

Vallabh, D., Woyikani, S., & Apleni, L. (2019). Assessing tourism as a catalyst for rural development and community awareness: A case study of Coffee Bay, Mqanduli in the Eastern Cape Province. *African Journal of Hospitality, Tourism and Leisure, 8*(5). Retrieved from http://www.ajhtl.com

van Woerkom, M., & Kroon, B. (2020). The effect of strengths-based performance appraisal on perceived supervisor support and the motivation to improve

performance. *Frontiers in Psychology, 11,* 1883. https://doi.org/10.3389/fpsyg.2020.01883

Varpio, L., Paradis, E., Uijtdehaage, S., & Young, M. (2020). The distinctions between theory, theoretical framework, and conceptual framework. *Academic Medicine, 95* (7), 989–994. https://doi.org/10.1097/ACM.0000000000003075

Vasilev, I. (2024). Smart city and the model of vocational education and training: new trends, advantages and challenges. Knowledge-*International Journal, 65* (5), 529–535.

Ventista, O. M., & Brown, C. (2023). Teachers' professional learning and its impact on students' learning outcomes: Findings from a systematic review. *Social Sciences & Humanities Open, 8*(1), 100565. https://doi.org/10.1016/j.ssaho.2023.100565

Virgiawan, A. R., Riyanto, S., & Endri, E. (2021). Organizational Culture as a mediator motivation and transformational leadership on employee performance. *Academic Journal of Interdisciplinary Studies, 10*(3), 67. https://doi.org/10.36941/ajis-2021-0065

Vision 2030 Delivery Secretariat. (n.d.). *Draft strategic plan 2023/24 – 2027/28: Empowering Kenya's future.* Vision 2030 Delivery Secretariat.

Volmer, J., Schulte, E.-M., & Fritz, C. (2022). Facilitating employee recovery from work: The role of leader-member-exchange. *Occupational Health Science*. Advance online publication. https://doi.org/10.1007/s41542-022-00132-w

Vu, H. M. (2020). Employee empowerment and empowering leadership: A literature review. Technium: *Romanian Journal of Applied Sciences and Technology, 2*(7), 20–28. https://doi.org/10.47577/technium.v2i7.1653

Vuong, T. D. N., & Nguyen, L. T. (2022). The key strategies for measuring employee performance in companies: a *Systematic Review. Sustainability, 14*(21), 14017. https://doi.org/10.3390/su142114017

Waham, M. A., Rahman, R. A., & Mustaffa, W. S. W. (2020). The effect of transformational leadership on the organizational performance in higher education institutions in Iraq. *International Business Education Journal, 13,* 74–84.

Wan Ali, W. N. A., Wan Yahaya, W. A. J., Syed Idrus, S. Z., & Yaacob, M. N. F. (2024). Fostering motivation in TVET students: the role of learner-paced segments and computational thinking in digital video learning. *Asean Journal of Teaching and Learning in Higher Education, 16*(2), 215–232. https://doi.org/10.17576/ajtlhe.1602.2024.01

Weiss, J. W. (2021). *Business ethics: A stakeholder and issues management approach.* Berrett-Koehler.

West, S. (2024). *Confidence unleashed: 10 kickass strategies to grow as a leader (Without Changing Who You Are): Inspired by a decade of mentoring young women*. Gatekeeper Press.

Williams, K., & Lee, S. (2021). Educational Innovation Perspectives. *Strategic Education Review, 36*(4), 78-95.

Wilson H, I., De Paor, D., Lafferty, N., & Mannix M, P. (2023). The impact of transformational school leadership on school staff and school culture in primary schools—A systematic review of international literature. *Societies, 13*(6), 133.

Wilson, R., Joiner, K., & Abbasi, A. (2021). Improving students' performance with time management skills. *Journal of University Teaching and Learning Practice, 18*(4).

Winkelmes, M.-A., Boye, A., & Tapp, S. (2023). *Transparent design in higher education teaching and leadership: A guide to implementing the transparency framework institution-wide to improve learning and retention*. Taylor & Francis.

Winslow, C. (2024). *12 Tips to Build Intellectual Intimacy in a Relationship.* Marriage.com.

Wondola, D. W., Aulele, S. N., & Lembang, F. K. (2020). Partial least square (PLS) method of addressing multicollinearity problems in multiple linear regressions (Case studies: Cost of electricity bills and factors affecting it). *Journal of Physics: Conference Series, 1463*(1), 012006. IOP Publishing. https://doi.org/10.1088/1742-6596/1463/1/012006

Wong, K. (2020). Organizational culture: Definition, importance, and development. Achievers. From https://www.achievers.com

World Bank. (2018). *World development report 2019: The changing nature of work* . The World Bank.

World Health Organization. (2021). *Health and well-being and the 2030 agenda for sustainable development in the WHO European region: An analysis of policy*

development and implementation. Report of the first survey to assess Member States' activities in relation to the WHO European region roadmap to implement the 2030 agenda for sustainable development. World Health Organization.

Xuecheng, W., Iqbal, Q., & Saina, B. (2022). Factors affecting employee's retention: integration of situational leadership with social exchange theory. *Frontiers in Psychology, 13*, 872105. https://doi.org/10.3389/fpsyg.2022.872105

Yadav, L. (2020). The mediating effect of organizational culture on the relationship between transformational leadership style and job satisfaction in Indian banking sector. *Ilkogretim Online, 19(*4), 4014–4022.

Yang, T., Jiang, X., & Cheng, H. (2022). Employee recognition, task performance, and ocb: mediated and moderated by pride. *Sustainability, 14* (3), 1631. https://doi.org/10.3390/su14031631

Yaska, M., & Nuhu, B. M. (2024). Assessment of measures of central tendency and dispersion using likert-type scale**.** *African Journal of Advances in Science and Technology Research, 16* (1), 33–45. https://doi.org/10.62154/ajastr.2024.016.010379

Yogo, C. L., Wu'Adongo, O. J. O., Onditi, A., & Odiwuor, M. (2018). Influence of performance appraisal on service delivery in TVET institutions in Western region, Kenya. *International Journal of Research in Social Sciences, 8*(4), 471–479.

Yukl, G., & Lepsinger, R. (2020). *Flexible leadership: Creating value by balancing multiple challenges and choices* (2nd ed.). Wiley.

Yuliani, M., & Hariyati, F. (2024, June). Interplay of Organizational Culture and Leadership in Performance. In *3nd Annual International Conference on Natural and Social Science Education (ICNSSE* 2023) (pp. 502-507). Atlantis Press.

Yuliawati, L. (2018). The effects of grammar and vocabulary mastery on students' reading comprehension. *Jurnal Bahasa Dan Sastra, 10*(1), 1–8.

Yunita, I., Syam, H., Ulmadevi, U., Zahratul Jannah, N., & Witri Asri, R. (2023a). The role of leadership in decision making and team building. *GIC Proceeding*, 1, 256–263. https://doi.org/10.30983/gic.v1i1.128

Yusof, M. S. M. (2020). The implementation of balanced scorecard (BSc) in measuring performance in Malaysia higher education institutions. *International Journal of Instruction, Technology, and Social Sciences, 1*(2), 24–35.

Zemlyak, S., Gusarova, O., & Khromenkova, G. (2022). Tools for correlation and regression analyses in estimating a functional relationship of digitalization factors. *Mathematics, 10*(3), 429.

Zhang, H., Chen, S., & Zheng, S. (2024). Proactive personality, interaction, and teaching strategy alignment: A conceptual-level analysis of interaction in distance learning. *Education and Information Technologie*s. Advance online publication. https://doi.org/10.1007/s10639-024-12893-8

Zhang, W., Zeng, X., Liang, H., Xue, Y., & Cao, X. (2023). Understanding how organizational culture affects innovation performance: a management context Perspective. *Sustainability, 15* (8), 6644. https://doi.org/10.3390/su15086644

Zhao, L., Wang, J., & Li, Z. (2022). The management system framework of small- and medium-sized enterprises based on strategic flexible management. *Journal of*

*Electrical and Computer Engineerin*g, 2022, Article 7503566, 12 pages. https://doi.org/10.1155/2022/7503566

Zhenjing, G., Chupradit, S., Ku, K. Y., Nassani, A. A., & Haffar, M. (2022). Impact of employees' workplace environment on employees' performance: A multi-mediation model. *Frontiers in Public Health, 1*0, 890400.

Zina, O. (2021). *The essential guide to doing your research project*. Sage.

Zivkovic, S. (2022). Empathy in leadership: How it enhances effectiveness. In D. Tipuric, A. Krajnovic, & N. Recker (Eds.), *Proceedings of the 80th International Scientific Conference on Economic and Social Development and 10th International OFEL Conference "Diversity, Equity and Inclusion: The Essence of Organisational Well-Being*" (pp. 454-465). Dubrovnik, Croatia.

Zizlavsky, O. (2014). The Balanced Scorecard: Innovative performance measurement and management control system. *Journal of Technology Management & Innovation, 9* (3), 210–222. https://doi.org/10.4067/S0718-27242014000300016.

APPENDICES

APPENDIX I: INFORMED CONSENT FORM

Dear Respondent,

My name is Benson Kamau Ngwiri. I am a postgraduate student at the Pan Africa Christian University, undertaking academic research in partial fulfillment of the requirement for an award of Doctor of Philosophy in Organizational Leadership. The purpose of the study is to assess the influence of Transformational Leadership and Organizational Culture on the Institutional Performance of Technical and Vocational Education Training Colleges in the Nairobi Metropolis.

This is to kindly seek your consent to participate in this study as one of the respondents. Your participation was treated with the highest level of confidentiality. To this end, no identifying information about you was disclosed whatsoever. Respondents are not required to reveal their identity anywhere on the research instrument. The respondents reserve the right to withdraw from the study during the research but not upon completion of data collection.

In case you require further clarification concerning this research, do feel free to contact me (benson.ngwiri@students.pacuniversity.ac.ke) or the Dean of Graduate School (dean.graduateschool@pacuniversity.ac.ke).

Statement of Informed Consent:

I have read and understood this informed consent form and all its clauses. By my signature, I hereby knowingly grant my voluntary participation as one of the respondents. I have been accorded an opportunity to get any clarifications and concerns raised have been answered to my satisfaction.

Consent for Recording (For interviews and FGDs)

I understand the need for the recording of this interaction; and give permission for the same.

Signature of Respondent……..

Date…….

APPENDIX II: PRINCIPAL/DIRECTOR QUESTIONNAIRE

This questionnaire tool comprises four brief sections that will take just a short moment of your time. Please fill in the provided blanks or tick against the answer that most closely represents the accurate position.

PART I: DEMOGRAPHIC INFORMATION

1. What is your gender?
   - Male ❑
   - Female ❑
2. What is your designation in the Institution?
   - Principal/Director ❑
3. How many years have you served in your current role?
   - Less than 1 year ❑
   - 1-3 years ❑
   - 4-6 years ❑
   - 7-9 years ❑
   - 10 years + ❑
4. How long have you been in this institution?
   - Less than 1 year ❑
   - 1-3 years ❑
   - 4-6 years ❑
   - 7-9 years ❑
   - 10 years + ❑
5. Indicate your highest level of education
   - Doctoral ❑
   - Master's Degree ❑
   - Bachelor's Degree ❑
   - Diploma ❑
   - Certificate (Tertiary) ❑
6. Which of the following categories best describes your TVET?
   - Public TVET ❑
   - Private TVET ❑
7. Has your institution been approved/accredited by TVETA?
   - Yes ❑
   - No ❑

SECTION II: Transformational Leadership

In this section, please assess the transformational leadership style in your TVET on a 5-point scale from 1= Strongly disagree; 2=Disagree; 3= Neither Agree nor Disagree; 4=Agree; to 5=Strongly agree.

No	**Statement**	**Strongly Disagree**	**Disagree**	**Neither Agree nor Disagree**	**Agree**	**Strongly Agree**
		1	**2**	**3**	**4**	**5**

Inspirational Motivation						
1.	As the leader, I articulate high expectations of performance in the institution.					
2.	I reveal and exude confidence in my ability to lead the institution.					
3.	I communicate highly challenging goals in the institution.					
4.	I am optimistic about the future of the institution and I articulate confidence that set goals was attained					
5.	As the leader, I exhibit a lot of passion when performing tasks in the institution.					
6.	I ensure that I explain tasks that need to be accomplished.					
7.	As the leader, I motivate the staff to accomplish tasks and encourage them during challenging times					
8.	As the top leadership, I frequently recognize and celebrate personnel's achievements					
Individualized Consideration						
9.	I spend time mentoring personnel of the institution.					
10.	I support staff in improving their strengths and skills.					
11.	I aid staff in work-related undertakings.					
12.	I provide staff with opportunities for their personal growth.					
13.	As top leadership, I discourage any kind of discrimination and treat all staff fairly and kindly.					
14.	As top leadership, I value capabilities and input in the institution.					
15.	As top leadership, I show concern for personnel's personal well-being.					
16.	As top leadership, I treat each member of the personnel with respect and trust.					
Intellectual Stimulation						
17.	I encourage new approaches to solving-problems					
18.	I allow divergent opinions from team members to tackle issues.					
19.	I encourage staff to question my assumptions, perspectives, and opinions					
20.	As top leadership, I allow alternative approaches of carrying out tasks.					
21.	I publicly encourage new ideas and suggestions from personnel.					
22.	I refrain from interfering with tasks unless an issue needs to be resolved.					

23.	As top leadership, I involve staff in decision-making processes.					
24.	I encourage thought-provoking ways to improve performance.					
Idealized Influence						
25.	As top leadership, I instill confidence in the staff and make them feel honored to be associated with the institution.					
26.	I portray admirable character and actions in my leadership.					
27.	I clearly and inspiringly articulate the vision and mission of the institution.					
28.	As top leadership, I prioritize the interests of others and the institution above personal interests.					
29.	I implement initiatives that promote high standards within the institution					
30.	I believe in and uphold moral values and convictions.					
31.	I guarantee ethical and credible decisions.					
32.	I am dependable, consistent and function as I role model personnel and students.					

Section III: Organizational Culture Assessment Questionnaire

In this section, please assess the organizational culture of your TVET on a 5-point scale from 1=Strongly disagree; 2=Disagree; 3= Neither Agree nor Disagree; 4=Agree; to 5=Strongly agree.

No	**Statement**	**Strongly Disagree**	**Disagree**	**Neither Agree nor Disagree**	**Agree**	**Strongly Agree**
		1	**2**	**3**	**4**	**5**
1.	People believe in and uphold the art of working together collaboratively, preferring cooperation over competition.					
2.	Everyone robustly believes in a set of shared values and collaboration in tackling common problems and realizing mutual objectives					
3.	People trust that through their ideas and participation, they can impact and affect the institution.					
4.	Individuals continuously stretch their goals to constantly improve their productivity					
5.	People are flexible and adjustable when changes are needed.					

6.	Individuals offer the highest priority and support to address the needs of clients and resolve their problems.					
7.	Individuals value and utilize one another's distinctive strengths and diverse skills.					
8.	Individual members know and comprehend the institution's objectives and priorities					
9.	Individuals and teams are appraised and rewarded based on performance.					
10.	Individuals often view students and other clienteles' concerns as their own responsibility.					
11.	Individuals and teams contribute to outlining specific goals.					
12.	Individuals know and understand what is anticipated of them and comprehend their influence on other persons, teams, and tasks.					
13.	Individuals are continually striving for new approaches to improve their services to students and other clienteles.					
14.	Persons trust their capability to impact and affect their institution through their creativity and participation.					
15.	Individuals have access to appropriate and true information regarding what is actually happening in the institution and the reason behind it.					
16.	Individuals believe in cultivating healthy interactions with others while developing and fostering their personal interests.					
17.	The leadership values open and transparent communication on institutional improvement					
18.	Individuals are convinced that change occurs gradually with minimal disruption in the institution.					
19.	Institution decisions are based on facts rather than individual perceptions or assumptions.					
20.	Individuals are convinced that their concerns and anxieties in times of change are heard and respected.					
21.	The institution's policies and procedures aid in providing the services the students and other clienteles' desire and need.					
22.	Individuals feel involved in scheduling and executing change in the institution.					

Section IV: Institutional Performance Assessment Questionnaire

In this section, please assess the institutional performance of your TVET using the following indicators on a 5-point Likert scale from 1=Very low; 2=Low; 3=Moderate; 4=High to 5=Very high performance

Institutional performance indicators	1	2	3	4	5
Financial indicators					
1. Tuition income					
2. Operating costs					
3. Financial management					
4. Fundraising coordination					
5. Promptness in payment of suppliers					
6. Efficiency in paying employees' wages					
7. Proficiency in funding various budgetary needs					
Customer satisfaction indicators					
8. Students and employees satisfaction rate					
9. Credibility of the institution					
10. Number of students who want to enroll					
11. Number of current students					
12. Student completion rate					
13. Efficient resolution of student or worker protests					
14. Graduate employment rate					
Internal processes					
15. Completion of syllabi					
16. Adherence to the institution calendar					
17. Renewal/ refurbishment of teaching facilities					
18. Quality or expertise of instructors/ faculty					

Institutional performance indicators	1	2	3	4	5
Financial indicators					
19. Teaching/ instructional expertise					
20. Frequency of Performance appraisal/ evaluation					
21. Administration effectiveness and efficiency					
22. Strategic plan formulation and implementation					
23. Consistent appraisal approaches for Board of management					
24. Operational feedback systems					
25. Communication effectiveness					
26. Adherence to internal quality assurance					
Innovation and learning					
27. The level of leadership support and promotion of innovation and learning culture.					
28. Current technology adoption					
29. Program curricular innovation					
30. Teaching enhancement					
31. Personnel and student contribution to research					
32. Convenient access and use of modern learning resources					
33. Institution's facilitation of networking with industry professionals					
34. Opportunities for innovative faculty professional development					

Thank You for Your Time and Cooperation

APPENDIX III: QUESTIONNAIRE FOR HEAD OF DEPARTMENT

This questionnaire comprises four brief sections that will take just a short moment of your time. Please fill in the provided blanks or tick against the answer that most closely represents the accurate position.

PART I: DEMOGRAPHIC INFORMATION

1. What is your gender?
   - Male ❑
   - Female ❑
2. What is your designation in the Institution?
   - Principal/Director ❑
   - Head of Department ❑
   - Student president ❑
3. How many years have you served in your current role?
   - Less than 1 year ❑
   - 1-3 years ❑
   - 4-6 years ❑
   - 7-9 years ❑
   - 10 years + ❑
4. How long have you been in this institution?
   - Less than 1 year ❑
   - 1-3 years ❑
   - 4-6 years ❑
   - 7-9 years ❑
   - 10 years + ❑
5. Indicate your highest level of education
   - Doctoral ❑
   - Master's Degree ❑
   - Bachelor's Degree ❑
   - Diploma ❑
   - Certificate (Tertiary) ❑
   - Secondary School ❑
6. Which of the following categories best describes your TVET?
   - Public TVET ❑
   - Private TVET ❑
7. Has your institution been approved/accredited by TVETA?
   - Yes ❑
   - No ❑

SECTION II: Transformational Leadership

In this section, please assess the transformational leadership style in your TVET on a 5-point scale from 1=Strongly disagree; 2=Disagree; 3= Neither Agree nor Disagree; 4=Agree; to 5=Strongly agree.

No	Statement	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
		1	2	3	4	5
Inspirational Motivation						
1.	The leader articulates high expectations of performance in the institution.					
2.	The leader reveals confidence in their ability to lead the institution.					
3.	The leader communicates highly challenging goals in the institution.					
4.	The leadership is optimistic about the future of the institution and articulates confidence that set goals was attained					
5.	The leader exhibits a lot of passion when performing tasks in the institution.					
6.	The institution's leadership explains tasks that need to be accomplished.					
7.	The leader motivates the staff to accomplish tasks and encourages them during challenging times					
8.	The leadership frequently recognize and celebrate personnel's achievements.					
Individualized Consideration						
9.	The leader spends time mentoring staff.					
10.	The leader supports staff in improving their strengths and skills.					
11.	The leader aids staff in their work-related Undertakings					
12.	The leader provides personnel with opportunities for personal growth.					
13.	The leader discourages any kind of discrimination and treats staff fairly and kindly.					
14.	The leader values staffs' capabilities and input in the institution.					
15.	The leader shows concern for staffs' personal well-being.					
16.	The leader treats each member of the personnel with respect and trust.					
Intellectual Stimulation						
17.	The leadership encourages new approaches to solving problems					

18.	The leadership allows divergent opinions from team members to tackle issues.					
19.	The leader promotes an environment where staff are encouraged to critique the assumptions, perspectives, and opinions presented by the leadership.					
20.	The leadership encourages alternative approaches of carrying out tasks					
21.	Leadership heartily invites innovative ideas and feedback from the personnel.					
22.	Leadership refrains from interfering with tasks unless an issue needs to be resolved.					
23.	The leadership involves personnel in decision-making processes.					
24.	The leadership encourages thought-provoking ways to improve performance.					
Idealized Influence						
25.	The leadership instills confidence in the staff and makes them feel honored to be associated with the institution.					
26.	I admire the character and actions of my leader.					
27.	The leader clearly and inspiringly articulates the vision and mission of the institution					
28.	The leader prioritizes the interests of others and the institution above personal interests.					
29.	The leader implements initiatives that promote high standards within the institution					
30.	The leader believes in and upholds moral values and convictions.					
31.	The leadership of this institute guarantees ethical and credible decisions.					
32.	The leader is dependable and consistent and functions as my role model.					

Section III: Organizational Culture Assessment Questionnaire

In this section, please assess the organizational culture of your TVET on a 5-point scale from 1=Strongly disagree; 2=Disagree; 3= Neither Agree nor Disagree; 4=Agree; to 5=Strongly agree.

No	**Statement**	**Strongly Disagree**	**Disagree**	**Neither Agree nor Disagree**	**Agree**	**Strongly Agree**
		1	**2**	**3**	**4**	**5**

1.	People believe in and uphold the art of working together collaboratively, preferring cooperation over competition.					
2.	Everyone robustly believes in a set of shared values and collaboration in tackling common problems and realizing mutual objectives					
3.	People trust that through their ideas and participation, they can impact and affect the institution.					
4.	Individuals continuously stretch their goals to constantly improve their productivity					
5.	People are flexible and adjustable when changes are needed.					
6.	Individuals offer the highest priority and support to address the needs of clients and resolve their problems.					
7.	Individuals value and utilize one another's distinctive strengths and diverse skills.					
8.	Individual members know and comprehend the institution’s objectives and priorities					
9.	Individuals and teams are appraised and rewarded based on performance.					
10.	Individuals often view students and other clienteles’ concerns as their own responsibility.					
11.	Individuals and teams contribute to outlining specific goals.					
12.	Individuals know and understand what is anticipated of them and comprehend their influence on other persons, teams, and tasks.					
13.	Individuals are continually striving for new approaches to improve their services to students and other clienteles.					
14.	Persons trust their capability to impact and affect their institution through their creativity and participation.					
15.	Individuals have access to appropriate and true information regarding what is actually happening in the institution and the reason behind it.					
16.	Individuals believe in cultivating healthy interactions with others while developing and fostering their personal interests.					
17.	The leadership values open and transparent communication on institutional improvement					
18.	Individuals are convinced that change occurs gradually with minimal disruption in the institution.					
19.	Institution decisions are based on facts rather than individual perceptions or assumptions.					
20.	Individuals are convinced that their concerns and anxieties in times of change are heard and respected.					

21.	The institution's policies and procedures aid in providing the services the students and other clienteles' desire and need.					
22.	Individuals feel involved in scheduling and executing change in the institution.					

Section IV: Institutional Performance Assessment Questionnaire

In this section, please assess the institutional performance of your TVET using the following indicators on a 5-point Likert scale from 1=Very low; 2=Low; 3=Moderate; 4=High to 5=Very high performance

Institutional performance indicators	1	2	3	4	5
Financial indicators					
1. Tuition income					
2. Operating costs					
3. Financial management					
4. Fundraising coordination					
5. Promptness in payment of suppliers					
6. Efficiency in paying employees' wages					
7. Proficiency in funding various budgetary needs					
Customer satisfaction indicators					
8. Students and employees satisfaction rate					
9. Credibility of the institution					
10. Number of students who want to enroll					
11. Number of current students					
12. Student completion rate					
13. Efficient resolution of student or worker protests					
14. Graduate employment rate					

Institutional performance indicators	1	2	3	4	5
Financial indicators					
Internal processes					
15. Completion of syllabi					
16. Adherence to the institution calendar					
17. Renewal/ refurbishment of teaching facilities					
18. Quality or expertise of instructors/ faculty					
19. Teaching/ instructional expertise					
20. Frequency of Performance appraisal/ evaluation					
21. Administration effectiveness and efficiency					
22. Strategic plan formulation and implementation					
23. Consistent appraisal approaches for Board of management					
24. Operational feedback systems					
25. Communication effectiveness					
26. Adherence to internal quality assurance					
Innovation and learning					
27. The level of leadership support and promotion of innovation and learning culture.					
28. Current technology adoption					
29. Program curricular innovation					
30. Teaching enhancement					
31. Personnel and student contribution to research					
32. Convenient access and use of modern learning resources					
33. Institution's facilitation of networking with industry professionals					

Institutional performance indicators	1	2	3	4	5
Financial indicators					
34. Opportunities for innovative faculty professional development					

Thank You for Your Time and Cooperation

APPENDIX IV: INTERVIEW GUIDE

Dear respondent,

The purpose of this interview is to get your perspective on IP in relation to TL and OC. Shall I proceed?

1. How would you describe the performance of your TVET from a financial, customer, processes, and innovation/learning perspective?
2. What would you do differently to enhance IP of your TVET?
3. In what ways would you describe the leadership of your TVET as transformational?
4. What is the OC of your TVET institution?
5. In your view, what should change in the OC of your TVET institution?
6. Do you have any final comments or remarks regarding the performance of your TVET institution from a leadership and OC perspective?

Thank you for your time and cooperation

APPENDIX V: FOCUSED GROUP DISCUSSION WITH STUDENT LEADERS

Moderator:
……..Date……..Time…….

FGD component (Males…….. Females……..)

i. How would you describe the performance of your institution in terms of customer service, internal processes, learning and growth?

ii. Do you think that the inspirational motivation of your principal/director influence the institutional performance of the college? If yes, how?

iii. Discuss how individualized consideration (Support/mentorship, Attention to individual needs, Empathy and Compassion) of your principal/director influences institutional performance.

iv. Describe how the influence of intellectual stimulation of your principal/director influences the performance of your college.

v. Discuss the impact of idealized influence of your college principal on institutional performance.

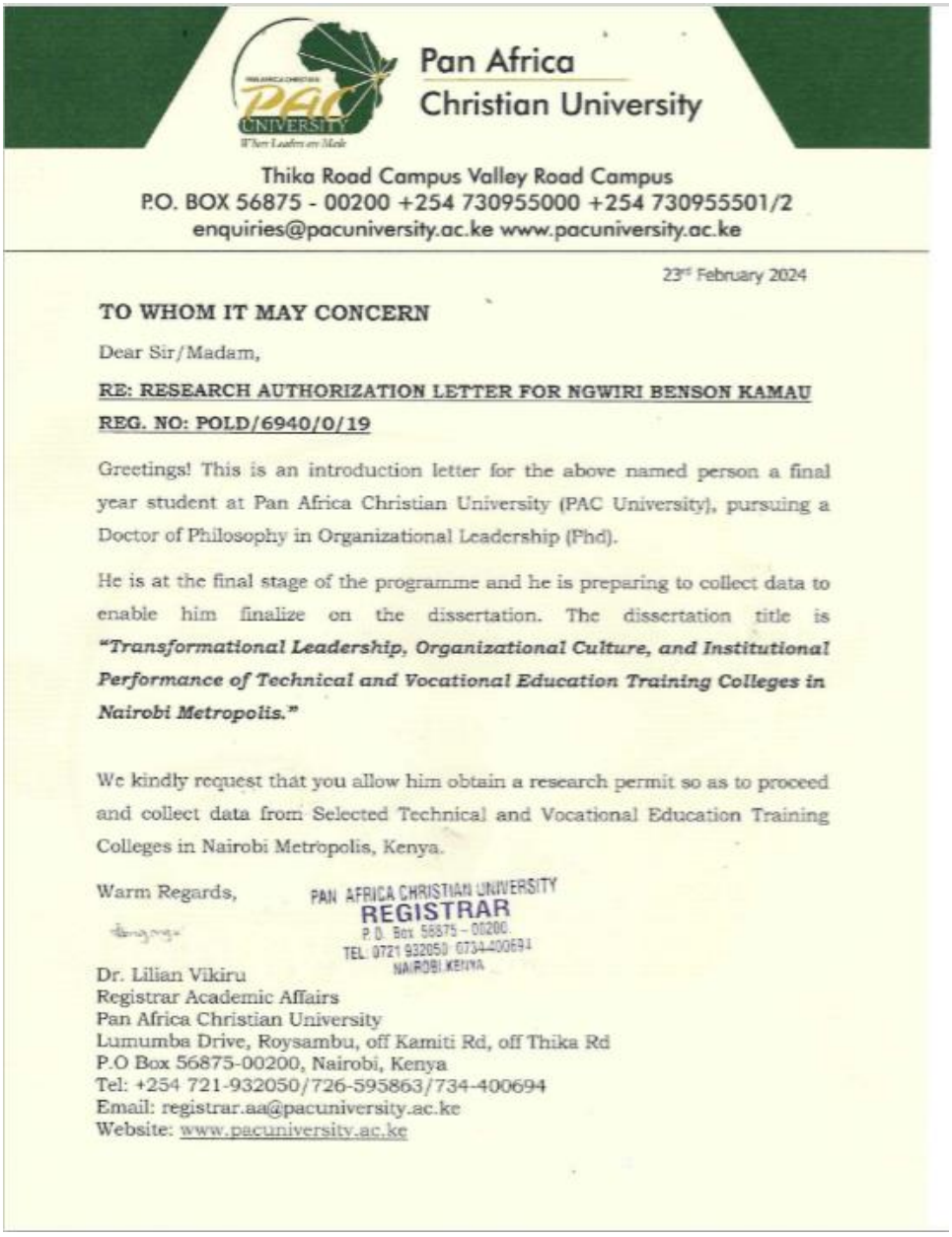
vi. Discuss the impact of organizational culture on the relationship between transformational leadership of your principal/director and the college performance.

Thank You for Your Time and Cooperation

APPENDIX VI: MODE OF DISSEMINATION OF THE FINDINGS

Study results will be published in a peer-reviewed, open access journal. Research results will also be shared through conferences. A power point summary of the study was made available to research participants who requested for the same.

APPENDIX VII: PAC INTRODUCTION 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

23rd February 2024

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION LETTER FOR NGWIRI BENSON KAMAU
REG. NO: POLD/6940/0/19

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

He is at the final stage of the programme and he is preparing to collect data to enable him finalize on the dissertation. The dissertation title is ***"Transformational Leadership, Organizational Culture, and Institutional Performance of Technical and Vocational Education Training Colleges in Nairobi Metropolis."***

We kindly request that you allow him obtain a research permit so as to proceed and collect data from Selected Technical and Vocational Education Training Colleges in Nairobi Metropolis, Kenya.

Warm Regards,

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

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
Tel: +254 721-932050/726-595863/734-400694
Email: registrar.aa@pacuniversity.ac.ke
Website: www.pacuniversity.ac.ke

APPENDIX VIII: NACOSTI RESEARCH LICENSE

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **547267**

Date of Issue: **26/February/2024**

RESEARCH LICENSE

This is to Certify that Mr.. Benson Kamau Ngwiri of Pan Africa Christian University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kajiado, Kiambu, Machakos, Muranga, Nairobi on the topic: Transformational Leadership, Organizational Culture, and Institutional Performance of Technical and Vocational Education Training Colleges in Nairobi Metropolis for the period ending : 26/February/2025.

License No: **NACOSTI/P/24/33522**

547267

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

APPENDIX IX: RESEARCH AUTHORIZATION LETTER FOR NAIROBI COUNTY

Republic of Kenya

MINISTRY OF EDUCATION
STATE DEPARTMENT FOR BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi
Telephone; Nairobi 020 2453699
Email: rcenairobi@gmail.com
cdenairobi@gmail.com

When replying please quote

REGIONAL DIRECTOR OF EDUCATION
NAIROBI REGION
NYAYO HOUSE
P.O. Box 74629 – 00200
NAIROBI

Ref: RDE/NRB/RES/1/65 Vol.2 (15)

Date: 18th March, 2024

Mr. Benson Kamau Ngwiri
Pan Africa Christian University
NAIROBI

RE: RESEARCH AUTHORIZATION

We are in receipt of a letter from National Commission for Science, Technology & Innovation, regarding research authorization in Nairobi County on the topic: *"Transformational Leadership, Organizational Culture, and Institutional Performance of Technical and Vocational Education Training Colleges in Nairobi Metropolis"*. For a period ending 26/02/2025.

This office has no objection and authority is hereby granted on the condition that the exercise will be carried out professionally.

A report on the exercise will be required on completion.

DR. PETER KIRIKA
FOR: REGIONAL DIRECTOR OF EDUCATION
NAIROBI.

REGIONAL DIRECTOR OF EDUCATION NAIROBI 18 MAR 2024 MINISTRY OF EDUCATION P.O. Box 74629, NAIROBI

SGS

APPENDIX X: RESEARCH AUTHORIZATION LETTER FOR KIAMBU COUNTY

OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION
COUNTY COMMISSIONER, KIAMBU

Telephone: 066-2022709
Fax: 066-2022644
E-mail: countycommkiambu@yahoo.com
When replying please quote

County Commissioner
Kiambu County
P.O. Box 32-00900
KIAMBU

Ref. No: **ED.12/1(A)/VOL.V/155**

15th March, 2024

Benson Kamau Ngwiri
Pan Africa Christian University
P.O BOX 56875-00200
NAIROBI - KENYA

RE: RESEARCH AUTHORIZATION

Reference is made to National Commission for Science, Technology and Innovation Letter Ref No. **NACOSTI/P/24/33522** dated **26th February ,2024.**

You have been authorized to conduct research on ***"TRANSFORMATIONAL LEADERSHIP, ORGANIZATIONAL CULTURE, AND INSTITUTIONAL PERFORMANCE OF TECHNICAL AND VOCATIONALM EDUCATION TRAINING COLLEGES IN NAIROBI METROPOLIS".*** The data collection will be carried out in **Kiambu County** for a period ending **26th February,2025**

You are requested to share your findings with the County Education Office, Kiambu, upon completion of your research.

P. P

Festus Kimeu
FOR: COUNTY COMMISSIONER
KIAMBU COUNTY

Cc National Commission for Science, Technology and Innovation
P.O. Box 30623-00100
NAIROBI

County Director of Education
KIAMBU COUNTY

All Deputy County Commissioner (***For information and record purposes***)
KIAMBU COUNTY

"Our Youth our Future. Join us for a Drug and Substance free County".

APPENDIX XI: RESEARCH AUTHORIZATION LETTER FOR KAJIADO COUNTY

OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION
COUNTY COMMISSIONER, KAJIADO

Telephone: 0203570295
Fax: 0202064416
Email: kajiadocc2012@gmail.com
When replying please quote

County Commissioner
Kajiado County
P.O. Box 1-01100
KAJIADO

Ref. KJD/CC/ADM/45 VOL. IV (95) **19th March, 2024**

Benson Kamau Ngwiri
Pan Africa Christian University
P.O Box 56875
THIKA

RE: RESEARCH AUTHORIZATION- MR. BENSON KAMAU NGWIRI

Following the request made on your behalf by National Commission for Science, Technology and Innovation vide letter **Ref. No. NACOSTI/P/24/33522** dated 26th February, 2024.

You are hereby granted authority to carry out research on **"Transformational Leadership, Organizational Culture, and Institutional Performance of Technical and Vocational Education Training Colleges in Nairobi Metropolis ,in Kajiado North Sub-County, in Kajiado County," for the period ending:** 26th February, 2025

It is expected that you adhere to research ethics in doing your study.

FAITH LUDEKI
For: COUNTY COMMISSIONER
KAJIADO COUNTY

CC:

County Director of Education
KAJIADO COUNTY

Deputy County Commissioner
KAJIADO NORTH SUB- COUNTY

APPENDIX XII: RESEARCH AUTHORIZATION LETTER FOR MACHAKOS COUNTY

REPUBLIC OF KENYA

MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education

Telegrams: "SCHOOLING" Machakos
Telephone: Machakos
Fax: Machakos
Email – edcmachakos@yahoo.com
When replying please quote

OFFICE OF THE
COUNTY DIRECTOR OF
EDUCATION
P. O. BOX 2666 – 90100
MACHAKOS

MKS/ED/CDE/R/4/VOL.4/ 338 **Date: 20th March, 2024**

Mr. Benson Kamau Ngwiri
Pan Africa Christian University

RE: RESEARCH AUTHORIZATION

Reference is made to the letter from National Commission for Science, Technology and Innovation **Ref: NACOSTI/P/24/33522** dated **26thFebruary, 2024.**

You are hereby authorized to carry out your research on **"Transformational Leadership, Organizational Culture, and Institutional Performance of Technical and Vocational Education Training Colleges in Nairobi Metropolis in Machakos County, Kenya"**. For a period ending **26th February, 2025**.

FOR COUNTY DIRECTOR OF EDUCATION - MACHAKOS

MARGARET W. MWANGI
FOR: COUNTY DIRECTOR OF EDUCATION
MACHAKOS

APPENDIX XIII: RESEARCH AUTHORIZATION LETTER FOR MURANG'A COUNTY

REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department for Basic Education

Email: cdemuranga@gmail.com
Telephone: 060 2030227
When replying please quote

COUNTY DIRECTOR OF EDUCATION
P.O BOX 118 – 10200
MURANG'A

REF: MGA/CTY/EDU/RESEARCH/GEN/64/VOL.IV/49 18th March, 2024

BENSON KAMAU NGWIRI
ID NO. 10489101
PAN AFRICA CHRISTIAN UNIVERISTY (PAC)
REG NO. POLD/6940/0/19

RE: RESEARCH AUTHORIZATION

The County Director of Education is in receipt of your letter dated 14th March, 2024, and a copy of Research License from NACOSTI Ref No.547267 license number NACOSTI/P/24/33522 dated 26th February, 2024 requesting for authority to carry out research on ***Transformational Leadership, Organizational Culture and Institutional Performance of Technical and Vocational Education Training Colleges in Murang'a County, Nairobi Metroplis, Kenya".***

Permission is hereby granted to carry out the research for the period ending **26th February, 2025** as requested.

You are kindly advised to deposit a copy of the final research report to this office.

COUNTY DIRECTOR OF EDUCATION MURANG'A 19 MAR 2024 P.O. Box 118 - 10200, MURANG'A

Anne Kiilu
County Director of Education
MURANG'A

Copy to

Sub County Directors of Education
MURANG'A