

**EFFECT OF TRANSFORMATIONAL LEADERSHIP ON
IMPLEMENTATION OF STRATEGIC PLANS IN PUBLIC SECONDARY
SCHOOLS IN WAJIR COUNTY, KENYA**

**BY
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DECLARATION

Student declaration

I hereby declare that this research project is my original work and has never been presented for examination in any other university or college of higher learning. No part of this project may be reproduced without the consent of the author and/or Moi University

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DEDICATION

I dedicate this research project to my wife Anab Ibrahim, my daughter Yasmin Abdirahman and my son Amin Abdirahman who have continuously supported my endurance during the project work. You are the embers of hope within my heart and a source of inspiration. I also dedicate this project to friends who supported me during the process.

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ABSTRACT

Despite the importance of strategic plans, previous studies indicate that most schools in Kenya often face challenges in implementing their strategic plans. Additionally, the implementation of strategic plans in most secondary schools in Kenya has been suboptimal and one potential factor contributing to this issue is the quality of leadership in these institutions. The general objective of this study was to determine the effect of transformational leadership on the implementation of strategic plans in public secondary schools in Wajir County, Kenya. With an emphasis on the school's vision and mission, schools are expected to describe what they aim to be, who they will serve, and how in their strategic plans. Nevertheless, despite the significance of these plans, earlier research show that most Kenyan schools frequently encounter difficulties when putting their strategic plans into practice. The study sought determine the effect of transformational leadership on the implementation of strategic plans in public secondary schools in Wajir County. The specific objectives were: Effects of Idealize; Inspirational motivation; Intellectual stimulation and individual consideration on implementation of strategic Plan. The study was underpinned on Mintzberg's Model Theory, Goal-setting Theory, Transformational Leadership Theory, The Path-Goal Theory and Synoptic Theory of Strategic Planning. Mintzberg's Model Theory anchored the study. The study adopted explanatory research design with a target population of 224 participants from 16 public secondary school across the county of Wajir broken down into 16 principals, 16 deputy principals, 96 heads of departments, and 96 assistant heads of departments. To calculate the sample size, Taro Yamane formula with 95% confidence level was used to obtain a sample size of 144 respondents. Data was collected using structured questionnaire. The data was analyzed through descriptive and inferential statistics using statistical techniques. The inferential statistics including correlation and regression analysis were used to test research hypotheses. The study found that, factors such as personalized consideration, idealized influence, inspirational motivation, and intellectual stimulation were sufficient to account for how strategic plans were implemented in secondary schools in Wajir County. This was confirmed by the R-square coefficient of determination, which indicates that the components of transformational leadership (individual consideration, idealized influence, inspirational motivation, and intellectual stimulation) account for 65.7% of the variations in the implementation of strategic plans secondary schools in Wajir County. The study specifically found a positive and significant relationship between idealized influence and strategic plan implementation ($r=0.143$, $p=0.030$); a positive and significant relationship between inspirational motivation and strategic plan implementation ($r=0.187$, $p=0.018$); a significant relationship between intellectual stimulation and strategic plan implementation ($r=0.249$, $p=0.004$); and a positive and significant relationship between individualized consideration and strategic plan implementation. The study comes to the conclusion that the implementation of strategic plans in secondary schools in Wajir County is highly influenced by transformational leadership aspects, including idealized influence, inspirational motivation, and intellectual stimulation. The study consequently suggests that laws be passed to encourage and promote transformative leadership in educational institutions. This can be done by funding extensive leadership development and training programs for teachers, principals, and school administrators. The four essential elements of transformational leadership individual consideration, intellectual stimulation, inspirational drive, and idealistic influence should be emphasized in these programs. This study also recommends that policies should be enacted to foster and support this style of leadership within schools.

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OPERATIONAL DEFINITION OF TERMS

Idealized Influence: This is a leader's practice of establishing leadership on a solid and moral foundation (Kariuki, 2021). Leaders like them are willing to set their own interests aside for the good of their team.

Implementation of Strategic Plan: The process of executing the actions, initiatives, and objectives outlined in the plan to achieve the desired goals and objectives of an organization (Zaidi, Zawawi & Nordin, 2019). It involves translating the strategic vision and direction into practical and tangible steps that can be executed by individuals and teams within the organization.

Individualized Consideration: This is when a leader treats people according to their preferences rather than how the leader wants them to be treated (Rafferty & Griffin, 2006). It entails focusing on fundamental transformational leadership practices like recognizing people as significant contributors to the company.

Inspirational Motivation: It refers to the extent to which leaders express a vision that encourages and inspires followers to be optimistic and to find significance in their job (Ahmed & Al Amiri, 2022). It is a leader's ability to instill in his subordinates confidence, motivation, and a sense of reason.

Intellectual Stimulation: This is a leadership technique in which a leader guides a group while enabling them to solve their problems on their own (Shin & Bolkan, 2021). It necessitates a leader who actively fosters problem-solving and critical thinking, as well as innovation and

creativity. Encouragement of risk-taking, stimulation of creativity, and learning chances was employed as proxies for intellectual stimulation in this study (Bolkan & Goodboy, 2010).

Strategic Plan: refers to a list of activities so aligned as to be accomplished within a stipulated timespan, certain ideal targets got from a thorough evaluation potential hindrance to school progress (George, Walker & Monster, 2019).

Strategic Planning: A way to developing the long-term future of a school and thereafter moving that school in a proper path to realize the future state which its stakeholder's desire (Smith. 2020).

Transformational Leadership: It is a form of leadership style that influences change in people and social systems while also allowing ordinary people to bring out their greatest qualities (Bakker, Hetland, Olsen, & Espevik, 2022).

ACRONYMS AND ABBREVIATIONS

BOM	:	Board of Management
CEO	:	Chief Executive Officer
HOD	:	Head of Department
KEMACA	:	Kenya Education Management Capacity Assessment
KEMI	:	Kenya Education Management Institute
KESSP	:	Kenya Education Sector Support Programme
MDG	:	Millennium Development Goal
MOE	:	Ministry of Education
TQM	:	Total Quality Management
SP	:	Strategic Planning

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter consists of the background of the study, statement of the problem, purpose of the study, objectives of the study, research project, and significance of the study.

1.1 Background of the Study

Implementing strategic plans in educational institutions is a crucial yet often challenging endeavor (Kopp, Gröbinger & Adams, 2019). These plans are designed to guide the long-term vision and daily operations of schools, yet many schools face obstacles in putting them into action. Barriers includes lack of resources, resistance from staff, or a disconnect between leadership and the broader community. According to Smith and Smith (2020), effective implementation of strategic plan requires not just meticulous planning but also continuous engagement from all stakeholders, including teachers, administrators, and parents. The study stresses the need for a shared understanding of the strategic goals, as well as regular monitoring to adjust plans as necessary (Kopp, Gröbinger & Adams, 2019). Overcoming these challenges requires concerted efforts from all parties involved.

In the current era, provision of quality education has become a fundamental objective for the government through the Ministry of Education. This is because, organizations today have learnt the importance of strategic planning. This awareness is a very vital criterion in the performance of organizations (Rees, 2006). Developments and growth in the education sector is envisioned and guided by our social pillar of vision 2030 whose aim is to make Kenya middle income country through the millennium development goal (MDG) whose deadline was 2015 (GoK vision 2030 proposal).

In the 1970s, the United States saw a rise in strategic planning in the education sector; nevertheless, the majority of this growth occurred at post-secondary school levels (college and school). In the middle of the 1980s, around 500 regions tested out various types of planning tactics. At the same time, professional associations such as the American Association of School Administrators (AASA) prepared and distributed one-of-a-kind planning handbooks to these regions. According to Muthoni (2015), strategic planning at the school level was introduced in a number of countries in the late 1980s as part of the decentralization and school-based administration reform that was taking place at the time.

Research conducted in the middle of the 1980s on the improvement of schools focused on the progression of improvement. A significant amount of information regarding the components of progress forms was uncovered, which was subsequently utilized to give strategies for enhancing educational institutions. However, this was not sufficient to improve the overall quality of the education received in schools. However, by putting the concept of change at the forefront of the operations of educational institutions, this action laid the groundwork for a variety of instructional approaches that have been implemented in a number of countries (Hopkins, 2000).

The literature review has established an increasing emphasis on transformational leadership on implementation of strategic plan. The researcher has reviewed the existing literatures on transformational leadership and implementation of strategic plan. The relationship between transformational Leadership which includes: inspirational motivation, idealized influence, individualized consideration and intellectual stimulation and implementation of strategic plan form the conceptual framework which then formed the basis of research from which the study objectives reviewed.

To offer a theoretical framework for the research and clarify the idea of transformational leadership, a simplified definition of transformational leadership theories has been examined. The researcher has identified the existing knowledge gaps, hence minimizing the likelihood of repetition and duplication on the subject of investigation. According to Aikaman (2005) educating is the very basic strategy to inform the prosperity of any country of the world. Quality of living for communities improve through education. Education is empowering and multiplies the chances of getting gainful opportunities. In agreement with observation by Aikaman (2005) a study by Nsubuga (2008) outlined the purpose of education as not just imparting abilities and academic advancement but rather to empower individuals participate in social economic activities in their communities and countries. Education is also mean to impart ideas, values and attitudes essential for all round social economic development.

Leadership philosophy of John Maxwell (2017), a renowned leadership coach and author summarize well the critical role of a leader. He says that everything falls or succeeds on leadership. Excellent performance forms a key objective of every organization whether for profit or not for profit. Performance of an entity is significantly a function owned by its leadership. Being a critical part of organizational success, scholars have put a lot of time and resources to study leadership and the most appropriate leadership style. By the 1990's, the attention moved mainly to the rebuilding of the conveyance of authority in learning institutions. Evidently, absence of conference and top-down approaches failed to work. As such, it was inferred that the application of school improvement systems was a sophisticated process and required a mix of strategies, equal authority sharing and devotion to excel (Hopkins, 1996).

Theoretically, transformational leadership is composed of four key components: idealized influence, inspirational motivation, intellectual stimulation, and individual

consideration (Moghadam, Mohammadi & Bazaey, 2020). Each of these components serves as an independent variable that influences the dependent variable, which is the successful implementation of strategic plans. Idealized influence creates a trusting and respectful environment, making it easier for plans to be implemented (Kariuki, 2021). In addition, inspirational motivation energize staff to work towards strategic goals actively (Ford, Desper & Klosterman, 2020). Furthermore, intellectual stimulation encourage innovative problem-solving methods that make plan implementation more effective (Chebon, Aruasa & Chirchir, 2019). Moreover, individual consideration ensure that staff needs and challenges are addressed, thus removing potential obstacles to implementation. Therefore, the effectiveness of implementing a strategic plan in a school setting is significantly impacted by the quality and type of transformational leadership exerted.

Odumeru and Ogbonna (2013), orate that inspirational motivation is the degree to which leaders articulate a vision that appeals to and inspires individuals with optimism about future goals while simultaneously providing meaning for current work. Birasnav (2014) argues that transformational leaders are more likely to improve organizational performance through inspiring employees to take risks. Schaap's (2012) demonstrated that consensus is critical in the implementation phase. Karaca (2017), asserts that inspirational motivation is transformational leaders' use of vision. Ndisya and Juma (2016) looked into how the elements of transformational leadership were implemented at Safaricom. Rawung, Wuryaningrat, and Elvinita (2015) look into the effect of inspiring positively on employee trust and satisfaction. All these studies were done in different organizations most of which were private hence creating conceptual and contextual gaps on implementation of strategic plans in public secondary schools which the current study seeks to fill.

Chu and Lai (2012) asserts that idealized influence is a theory that asserts that followers will trust and appreciate a leader who provides them with the resources they require. Hughes (2014) argues that idealized influence is a charisma, which is displayed by a leader's confidence and perception of power. Abeysekera and Jayakody (2015) investigated the influence of idealized influence traits on the behavior of a sales clerk in the Sri Lankan financial industry. All these studies did not look into the impact of idealistic influences on the implementation of strategic plans in public secondary schools hence the contextual and conceptual gap that the current study aims to fill.

Ohman (2017) looked into the relationship between personalized consideration and commitment among Minnesota nurses. Corrigan, Lickey, Campion, & Rashid, (2011) found that personalized consideration improves numerous leadership attributes through training and development activities. Most of the available literatures were of studies done outside Kenya hence the conceptual and contextual gaps that the current study seeks to fill.

According to Odumeru and Ogbonna (2013), intellectual stimulation is the level at which a leader assesses the abilities of supporters, speculates, inspires, and increases originality among members by outlining how supporters should relate to the leaders, the institution, colleagues, and organizational goal. In other words, intellectual stimulation is the level at which a leader intellectually stimulates supporters. Yasin, Nawab, Bhatti, and Nazir (2014) conducted research to evaluate the relationship between intellectual stimulation, innovative ideas, and the success of small and medium-sized businesses. The impacts of mental stimulation and individualized consideration on organizational performance were also explored by Kirui, Iravo, and Kanali (2015).

Research in the area of transformational leadership and its impact on implementing strategic plans in educational settings has been gaining attention, yet there are several gaps that need to be filled. First, while much of the existing literature explores transformational leadership in business or higher education contexts, there is limited research specifically focused on public secondary schools (Odumeru and Ogbonna, 2013; Rawung et al., 2015; Chu and Lai 2012; Odumeru and Ogbonna, 2013). This leaves a gap in understanding how transformational leadership styles such as idealized influence, inspirational motivation, intellectual stimulation, and individual consideration apply to these particular educational settings.

Furthermore, existing studies focuses on more generalized outcomes like employee satisfaction or organizational performance, without directly linking these to the implementation of strategic plans. In addition, most existing studies lack a comprehensive approach to investigating the multifaceted nature of transformational leadership. Some of the existing studies covers one or two components, like idealized influence or inspirational motivation, but do not examine all four components in a single study. This leaves a fragmented understanding of how these interrelated aspects of transformational leadership work in concert to affect the implementation of strategic plans. For public secondary schools in Wajir County, where resources are limited and the cultural context is specific. This study therefore sought to determine the effect of transformational leadership on the implementation of strategic plans in public secondary schools in Wajir County.

On the global stage, transformational leadership has had a significant impact on the successful implementation of strategic plans in schools across Europe. In countries such as Germany, France, and the United Kingdom, transformational leaders inspire and motivate teachers and staff by fostering a shared vision, encouraging innovation, and

promoting a positive and supportive work environment (Antonopoulou, Halkiopoulos, Barlou & Beligiannis, 2021). These leaders empower their teams, encouraging autonomy and providing the necessary resources and support to implement strategic plans effectively. They also promote open communication and collaboration, which enhances the engagement and commitment of all stakeholders involved in the implementation process (Collums, 2023). As a result, transformational leadership contributes to the alignment of individual and organizational goals, promotes a culture of continuous improvement, and facilitates the successful execution of strategic plans in public secondary schools across Europe (Antonopoulou et al., 2021).

Regionally, countries such as Ghana and South Africa have witnessed significant improvements in strategic plan execution due to the influence of transformational leaders; these leaders inspire and motivate teachers and staff, promoting a shared vision and fostering a sense of commitment to the strategic goals of the schools (Moyambo, 2023). They empower individuals, encourage innovative thinking, and provide support and guidance, thereby enhancing teacher performance and overall organizational effectiveness. Transformational leaders in African public secondary schools have contributed to the successful implementation of strategic plans by creating a positive work environment, promoting collaboration, and ensuring the alignment of individual efforts with the overarching goals of the institution (Shields & Hesbol, 2020).

In Kenya, transformational leaders in the education system have been found to inspire and motivate teachers and staff, creating a shared vision and fostering commitment to the strategic goals of the schools (Sabwami, Areba & Abenga, 2020). Through their charismatic influence, these leaders empower individuals, encourage innovative thinking, and provide support and guidance, resulting in improved teacher performance and overall organizational effectiveness (Kitur, Choge & Tanui, 2020). The positive

effects of transformational leadership in Kenya's public secondary schools include creating a positive work environment, promoting collaboration, and ensuring that individual efforts align with the overarching goals of the institution, ultimately leading to successful implementation of strategic plans (Sabwami et al., 2020).

1.1.1 Secondary Education in Wajir County

Wajir County is located in North Eastern, Kenya and borders Mandera County to the North and North Eastern, Somalia to the East, Garissa County to the South and South West, Isiolo County and Marsabit County to the West and Ethiopia to the North West. According to the 2019 Kenya population census, covers an area of 56,773 km² and has a population of 781,263 with a population density of 14 people per km² and an annual growth of 3.7%. The main economic activity is pastoralism with some agro-pastoralism and small scale rain fed farming. Wajir County has 6 constituencies and 30 electoral wards (GoK, 2019).

The breeding, rearing, and grazing of camels, cattle, sheep, and goats on arid ground is the primary source of income for residents of Wajir County (Blench, 2001). Bates (1998) suggests that pastoral lives are typically found in marginal places where farming is not practicable. This is in spite of the fact that there is a popular belief that Wajir reside at peripheral dimensions of sustenance. Pastoralists are nomadic people that move from one place to another in search of fresh water and sufficient pasture for their animals. In their travels, they regularly cross international borders, as is the case in East Africa.

This movement, which often takes place within a radius of 100 to 500 kilometers, enables learners to exploit varied conditions, which, in turn, enables them to cope with shifting surroundings and supports their occupation (Bates, 1999). As a result of this, Wajir students are at a significant disadvantage relative to their peers. Kenyans are

being urged to collaborate with the government in order to bear some of the costs associated in providing social services in light of the continued deterioration of the economy, which has led to a severe fall in the household asset base anticipated to ensure the provision of social services can continue sustainably.

Wajir County has a primary school enrollment rate of 27 percent, making it one of the highest in the region. This suggests that around 73 percent of the children who are of age to attend elementary school across the County are not currently enrolled. In addition to this, the net enrollment rate for secondary schools is lower (9.3 percent) than the net enrollment rate for elementary schools. Based on these numbers, it is clear that the number of students enrolling in school in Wajir County, both at the primary and secondary levels, is dismally low. Across the county, it is estimated that there are 139,929 children of primary school age and 74,502 children of secondary school age who do not attend school (<http://www.ncpd.go.ke/wp-content/transfers/2017/10/Wajir-County-Adolescents-and-Youth-Survey-NAYS.pdf>).

The educational situation in Wajir has been described by worsening physical amenities: shortage of reading materials and equipment as well as declining quality and inspiration of educators (URT, 2010). This situation could be attributed to lack of proper strategic planning in schools. Therefore, this study sought to determine the effect of transformational leadership on the implementation of strategic plans in public secondary schools in Wajir County. In particular, this research focuses on inspirational motivation, idealized influence, individualized consideration, intellectual stimulation.

1.2 Statement of the Problem

Ideally, transformational leadership would have several positive effects on the implementation of strategic plans in the Kenya context. Transformational leaders in Wajir County would inspire and motivate teachers and staff, creating a shared vision

and fostering commitment to the strategic goals of the schools, they would empower individuals, encourage innovative thinking, and provide support and guidance, resulting in improved teacher performance and overall organizational effectiveness (Samad & Ahmed, 2021). This would contribute to successful implementation of strategic plans by creating a positive work environment, promoting collaboration, and ensuring that individual efforts align with the overarching goals of the institution.

The Kenyan Ministry of Education issued directives mandating that all secondary schools in the country create strategic plans and provide copies of such plans to the permanent secretary. The Ministry of Education developed a five-year strategic plan so that it might set an example for the rest of the country. It is anticipated of schools that they would use the strategic plans to define what they want to be, who they will serve, and how they will serve them, with a primary emphasis on the vision and mission of the school. The implementation of strategic plans is crucial for the success and growth of public secondary schools. Despite the importance of these plans, previous studies indicate that most schools in Kenya often face challenges in implementing their strategic plans (Ouma et al., 2019). Additionally, a study by Luhangala and Anyieni (2019) indicated that the implementation of strategic plans in most secondary schools in Kenya has been suboptimal and one potential factor contributing to this issue is the quality of leadership in these institutions (Luhangala & Anyieni, 2019).

The implementation of strategic plans in public secondary schools is crucial for enhancing the quality of education and achieving desired educational outcomes (Njoroge, 2019). In Wajir County, Kenya, there has been a persistent challenge in effectively implementing these strategic plans, resulting in suboptimal performance and a lack of accountability (Musa, 2020). Despite the efforts of the Kenyan government and other stakeholders, such as the Ministry of Education and the Teachers Service

Commission, there has been limited success in addressing these challenges (Odhiambo, 2019). Transformational leadership, characterized by inspiring and motivating followers to exceed their potential, has been identified as a critical factor in facilitating the successful execution of strategic plans (Njoroge & Kobia, 2019). However, there is a paucity of research specifically examining the effects of transformational leadership on the implementation of strategic plans in public secondary schools in Wajir County, Kenya (Abdi et al., 2020).

In an effort to ensure that educational output is of a sufficient quality, the Ministry of Education made the preparation of five-year strategic plans obligatory for all public secondary schools but left it up to the discretion of private schools. Over sixty percent of the nation's educational institutions, according to the findings of a survey conducted by Ngware et al. (2016), do not have strategic plans. The Ministry of Education held workshops in 2006-2007 to educate BOM Chairpersons, PA Chairpersons, Principals, Education officials, and secretaries of various religious organizations about strategic plans. As a result of these workshops, the majority of schools rolled out their first strategic plans in 2008 for the period between 2009 and 2012 (MOE, 2013).

However, according to the County Education Officer in Wajir County, even the schools that are in possession of these documents have allowed them to collect dust on the shelves because of the many obstacles they face when attempting to put them into practice. In majority of research studies, strategic plans are never made available to anybody other than Quality Assurance and Standard officers during their visits to schools.

The implementation of a strategic plan requires the translation of selected strategies into an organizational action plan, and when this process is carried out effectively, it results in the successful accomplishment of one's goals. The provision of an education

to Kenya's citizens is the responsibility of the country's secondary schools. Since the year 2003, the Kenyan education system has been actively working on plans to implement reforms at all levels. The administrators of secondary schools want to know, "Where are we now?" Where do you suggest we go next? And what route will we take to get there? (Mutuku and Mutuku, 2004). In order to accomplish this, strategic plans that are capable of guiding the schools to the future states that they have envisioned must be developed and put into action. This results in a disconnect between the managers' and implementation agents' actual actions, on the one hand, and the knowledge and behaviors, on the other hand, that are expected of them in order for them to reach the appropriate level of performance. In light of these circumstances, the purpose of this study was to evaluate the influence that transformational leadership has on the implementation of strategic plans in public secondary schools located in Wajir County, Kenya. It is hypothesized that high levels of organizational performance would result from the effective execution of strategic plans by the organization.

According to an empirical assessment, Mugambi's study on transformational leadership practices and performance of health sector non-governmental organizations in Nairobi city county, Kenya found a substantial link between transformation leadership and health sector performance. The study presents contextual gaps for it considered performance of health sector while the current study focuses on education sector. Iravo, Kanali and Kirui, (2015) studied the role of intellectual stimulation and individual deliberation in optimum organizational achievement in Post Bank and National Bank offices in Kenya's Rift Valley. The study by Iravo, Kanali and Kirui presented theoretical gap for it considered resource based view to explain the relationship amongst variables. The study also presents contextual gap and methodological gaps for

it considered banks and collected data from primary sources through the use of a questionnaire.

Moreover, Top, Abdullah, and Faraj (2020) evaluated the effects of transformative leadership on employee performance in Iraq's Kurdistan area. The study found that transformative leaders had a beneficial impact on employee performance. Furthermore, performance is influenced by idealized influence and individualized consideration. The study presents a contextual gap for it considered a different culture and geography. The current study strived to fill the conceptual gap by considering implementation of strategic plans in secondary schools in Kenya. It filled theoretical gap by considering the social learning and goal setting theories. In addition, the study filled the methodological gaps by adopting a different methodology.

From the research gaps it was clear that there was scanty of empirical Kenyan based findings on the predictive relationship between transformational leadership practices and implementation of strategic plans in public secondary school in most of the and the studies reviewed from other sectors have different conceptualization of transformative leadership practices hence diverse results. The concentration on other sectors and especially on financial performance presents both contextual and methodological gaps in public secondary schools that the current study intends to fill. Therefore, it is against this background that the study aimed at finding out the influence of transformational leadership practices on implementation of strategic plans in public secondary schools and specifically establish the influence of inspirational motivation, intellectual stimulation, idealized influence and individualized consideration on implementation on strategic plans in public secondary schools in Wajir County, Kenya.

1.3 Objectives of the Study

The general objective of this study was to determine the effect of transformational leadership on the implementation of strategic plans in public secondary schools in Wajir County.

Specific objectives:

- i. To assess the effects of idealized influence on the implementation of strategic plans in public secondary schools in Wajir County.
- ii. To determine the effect of inspirational motivation on the implementation of strategic plans in public secondary schools in Wajir County.
- iii. To find out how Intellectual Stimulation affects implementation of strategic plans in public secondary schools in Wajir County.
- iv. To examine the effect of individual consideration on the implementation of strategic plans in public secondary schools in Wajir County.

1.4 Research Hypotheses

The study tested the following null hypotheses:

- H₀₁:** Idealized influence has no significant influence on the implementation of strategic plans in public secondary schools in Wajir County.
- H₀₂:** Inspirational motivation has no significant influence on the implementation of strategic plans in public secondary schools in Wajir County.
- H₀₃:** Intellectual stimulation has no significant influence on the implementation of strategic plans in public secondary schools in Wajir County.
- H₀₄:** Individual consideration has no significant influence on the implementation of strategic plans in public secondary schools in Wajir County.

1.5 Significance of the Study

1.5.1 Significance to Principals

The findings of the study may be significant to principals in secondary schools in Wajir County because it has the potential to offer actionable insights into how leadership styles directly influence the execution of strategic plans. By understanding the role that components of transformational leadership such as idealized influence, inspirational motivation, and intellectual stimulation, and individual consideration play in the successful implementation of these plans, principals may therefore tailor their leadership approaches to address specific challenges and opportunities within their institutions. In a region like Wajir County, where resources are scarce and community engagement crucial, this knowledge is particularly invaluable. It will equip principals with the theoretical framework to improve not only the implementation process but also the overall effectiveness and sustainability of their strategic initiatives, thereby enhancing educational outcomes.

The findings of this research may be significant to principals, the education ministry, and academics in a number of different ways. On the basis of the findings of the study, which may reveal the challenges faced by secondary school principals in Wajir County in the process of putting strategic plans into action, recommendations may be made regarding the steps that may be done to assist school leaders to develop and put strategic plans into action. If such proposals are put into action, more schools may be able to put strategic plans into action, which may increase both the efficacy and efficiency of schools, as well as the quality of secondary education, which is important for the social and economic growth of the country.

1.5.2 Significance to Ministry of Education

The study holds significant implications for the Ministry of Education as it offers a data-driven framework for understanding how transformational leadership influences the success of strategic plan implementation in public secondary schools. By applying these insights, the Ministry will be able to develop targeted training programs for school leaders, create performance metrics, and allocate resources more effectively. Particularly in Wajir County, where specific challenges exist, this research guides the Ministry in customizing their policies and interventions to improve educational outcomes. The study also fills a research gap, contributing valuable knowledge to the broader understanding of educational leadership. Overall, the findings serve as a cornerstone for policy revisions or the development of new initiatives aimed at boosting the quality of education through effective strategic planning and leadership.

The research also investigated the aspects of idealized influence, inspiring motivation, intellectual stimulation, and individual consideration that prevent secondary school administrators from putting strategic plans into action for their institutions. This is likely to persuade policymakers at the Ministry of Education to investigate potential solutions to problems of this nature, so paving the road for educational institutions to put into action long-term strategies.

1.5.3 Significance to Scholars and Researchers

This study may contribute to the existing body of knowledge by providing context-specific insights into the role of transformational leadership in educational settings, particularly in the unique socio-cultural context of Wajir County. This may enable future researchers to build upon these findings and further explore the nuances of transformational leadership in similar contexts. Secondly, the study may help identify factors that facilitate or hinder the successful implementation of strategic plans in public

secondary schools, informing the development of evidence-based policies and interventions aimed at improving educational outcomes.

1.5.4 Significance to Stakeholders

The study may also contribute to the existing body of knowledge on school strategic planning and stimulate research in this area by recommending future studies connected to strategic planning in the context of the school environment. This study may also be significant to researchers in the development of ideas that help direct educational institutions toward the most effective methods for putting strategic plans into action. This could help many public secondary schools overcome the difficulties they are now experiencing, which could lead to improved leadership and overall performance.

1.6 Scope of the Study

The study's scope defines the specific content, geographical areas, and time frame of the investigation. It established the boundaries within which the research was conducted, ensuring a focused examination of the chosen subject matter. By outlining the content of the investigations, the scope identified the specific topics, variables, or themes that were explored. Additionally, it specified the geographical areas or locations where the investigation took place, providing context and ensuring that the findings were relevant to the chosen region. Finally, the scope also indicated the time coverage, indicating the specific period during which the investigation was conducted, allowing for a temporal understanding of the research.

This study was conducted in Wajir County, Kenya. Public secondary schools in the County, formed the focus of the study. As noted by Singleton (1993), the location for any survey should be easy to access. Wajir County was selected because of the problem of inadequate implementation of strategic plans and at the same time, very few researches has been conducted in this region in line with the topic of study. The study

determined the effect of transformational leadership on the implementation of strategic plans in public secondary schools in Wajir County. The study was underpinned on Mintzberg's Model Theory, Goal-setting Theory, Transformational Leadership Theory, The Path-Goal Theory and Synoptic Theory of Strategic Planning. Mintzberg's Model Theory anchored the study. The study was conducted between March and July, 2023.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter provides a review of the existing studies relevant to the investigation of the difficulties that learning institutions especially, high schools go through in the actualization of their Strategic plans. It covers the; overview of strategic plan in schools, strategic plan in public secondary schools, idealized influence, inspirational motivation, intellectual stimulation and individual consideration that influence in actualization of the public high schools' strategic plans implementation.

2.2 Conceptual Discussion

2.2.1 Concept of implementations of strategic plans

Strategic planning is an administration instrument for sorting out the present based on the projections of the ideal future (Steiner, 2010). It defines a guide to lead an organization from where it is presently to where it might want to be in five or ten years. A strategic plan is necessary for every organization. Hopkins (1996) posits that strategic plan includes the systems of characterizing targets and making procedures to achieve those goals. A strategy refers to lengthy plan of activity intended to accomplish a specific objective. It helps associations in setting up needs and to meet partners' expectations (Bryson, 1995).

The concept of a strategic plan in the context of a learning institution has been variously characterized by a number of authors. According to Basham and Lunenburg (1989), there are a number of distinct meanings associated with educational strategy plan, and there is not a single, consistent interpretation of strategic plan that can be applied to any of the several proposed methods. According to Hambright and Diamantes (2004), a strategic plan is a process that is intended to move an educational organization through

the stages of internalizing external environmental changes, surveying the inside qualities and shortcomings of the association, building up a dream of the ideal future for the association and means of accomplishing that mission, creating explicit designs to get the association to where it wasn't to be, executing these plans and checking the results of the implementation.

Strategic planning has numerous advantages. As per Bryson (1995), strategic plan helps in giving a typical reason to future advancement of association, propels progressive thinking, improves entity execution, fosters cooperation and elevates responsiveness to the changing needs of the society.

In Kenya, the Education Master Plan for Education and Training 1997-2010 contends that quality is not just getting good grades but the advancement of autonomous, explanatory, innovation of individuals, creativity, spiritual and moral qualities. This suggests standard concurred criteria for appraisal (Republic of Kenya, 1998). Saitoti (2003) pointed out that main prerequisite for quality learning entail modules content, applicable instructional materials, physical amenities, favorable learning conditions, teaching quality and appraisal and checking of learning accomplishments.

The strategic plan procedure in organizations needs thinking about the relevant components that comprise the surrounding (Drago, 1996). Other essential determinants incorporate sharing information on entity's strategic plan, which is critical its adoption (Robbins, 2001). Information sharing with different partners as the plan is actualized, to share reports on advancement, obstacles and changes to the plan, keeps the plan going. Failure to engage with partners may bring rise to conflict (Bryson, 2004).

Barney (2001) translated assets as being monetary capital, physical, organizational and human resource. He observed that the accessibility of assets is essential to developing

strategic plan. The accomplishment of strategic plan procedure is regarded to be grounded in recognizing and using explicit assets so as to increase effective application. Organizations should join and use assets as well as establish abilities from these assets with time. A strategic plan procedure that does not have the required assets to help it won't succeed (Elbanna, 2009). As mentioned above, there are various components that determine the achievement of strategic plan. Nevertheless, the current study paid attention to four components, that is; inspirational motivation, idealized influence, individualized consideration and intellectual stimulation. These aspects inform the research objectives.

According to Hamel and Prahalad (1990), strategic plan makes use of technology that the firm has, or the company's present devotion to technological advancement, influences strategic plan. Adjusting strategic plan to performance estimation encourages and underpins the usage of procedure. The advantages of strategic plan adjusted performance estimation include: alerting the association about strategic direction and conveying strategic needs, checking, and following the strategy application (Gelfand, Erez, & Aycan, 2007).

In Kenya, the majority of schools across the country are operating without a strategic plan despite the fact that they possess the report. This is the case despite the fact that the Ministry of Education has a policy requiring high schools to develop strategic plans and that head teachers are not regularly equipped on strategic plan. However, authors such as Ngware, Wamukuru, and Odebero (2006) have indicated that the majority of schools in Kenya are operating without a strategic plan. This suggests that administrators at educational institutions are having challenges in putting their strategic goals into action. According to the findings of the inquiry, the majority of high schools

in Kenya do not have strategic plans in place, which is a barrier to implementing Total Quality Management (TQM).

Strategic plan implementation is essential to any business since it decides whether it succeeds or fail. Organizations utilize strategy to create goals, identify necessary actions, and allocate the resources needed to attain the goals (Alexander 1991). In order to increase the possibility that their strategies can be successfully executed, organizations frequently fail to operationalize their strategies. Strategic planning is thought to be crucial to an organization's management and success.

According to Kaplan & Beinhocker (2003), the main obstacles to implementing strategic plans revolve around individuals. These obstacles include having too many and competing priorities, not having enough top team members, having a top-down management style, having inter-functional conflicts, having poor vertical communication, and not having enough management development. When it comes to achieving a school's mission, goals, and objectives, strategic planning is essential. However, since the implementation of strategic plans and decisions has not been as successful as their authors had hoped, the strategic management discourse has become very interested in the challenges of doing so. Decision-making is followed by execution and evaluation. According to Sandelands (1994), the challenge of putting strategic plans into practice successfully is that it is a far more complicated, tough, and challenging enterprise and is thus not as simple as one would suppose communication and insufficient managerial development.

According to synoptic theory, a strategic plan should be composed primarily of current decision possibilities that are based on data that is currently accessible and are made in light of potential long-term repercussions and implications. According to the systems theory, in order to build a shared vision for the organizations strategic plans, strategic

leaders must learn to set commitment-worthy goals. Without participation from employees across the board, it's possible that the strategic plan won't be implemented effectively. An illustration of how a strategy plan is implemented in the face of management opposition (Miller, 2002).

As a result of rising public expectations on the significance of education, Kenya is experiencing persistent growth in the demand for education of the highest possible standard. More and more pressure is being put on the decision-makers and other stakeholders in the education sector to increase the number and quality of the services they provide. Because of this, strategic planning has become more prevalent in Kenya's public schools. Strategic planning is widely considered as a method that can contribute to improvements in academic achievement. Despite the fact that the public school in Wajir has extensive, well developed, and carefully crafted strategic plans, the students' performance has not increased as significantly as was anticipated. The majority of people believe that difficulties in implementing the strategy plan are to blame for this circumstance.

2.3 Concept of Transformative Leadership Style

Transforming leadership concept was conceived by (Burns, 1980). The concept has widely expanded in use to include industrial psychology. As Burns put it, transforming leadership occur when a leader and a follower assist one another to progress to a higher significance of motivation. Claiming that the differences are in characteristics and behaviors, Burns appreciated the complexity in differentiating leadership and management. He defined the ideas of transforming leadership, which later advanced to transformational leadership and transactional leadership which remains the same till today.

In Burns' view, the transforming perspective brings about big alteration in the leader and follower relationship. It reviews perceptions and changes expectations and aspirations of the followers. Different from transactional perspective, it is based on commitment to relationship and on the leader's disposition and capacity to make a change by influencing, narrating as well as clarifying of exiting and inspiring vision and giving stretching objectives. A leader that is transforming is admired in the sense that he is an ideal example of working to achieve a higher objective to benefit entire organization. Burns hypothesized that transactional and transforming leadership styles could not co-exist. Mostly, a transactional leader does not work towards changing organizational culture, rather, they are comfortable in existing culture, but transformational leaders challenge organizational culture, that are not helpful in realization of organizational goals.

Bass (1985) further developed the work done by Burns (1977) by addressing specific psychological elements constituting transactional and transforming leadership. Transformational leadership terminology was first used by Bass in as shift from the earlier used terminology, transforming. He contributed to the earlier ideas of Burns (1978) in order expound on the measurement of transformational leadership. He also explored how transformational leadership impact employee motivation and performance. Influence on the follower is the first to inform the extent to which a leader is transformational. Such a leader wins trust, admiration, loyalty and respect from the followers. For such influence by the transformational leader, the followers are ready to produce more than anticipated.

With the work that Bass (2008), put in the development of transformational leadership four elements are found to characterize this leadership style. The four elements are Intellectual Stimulation, Inspirational Motivation, Idealized Influence and Individual

Consideration. Transformational leadership is measured by the effect on their followers. The followers admire, trust and respect the leader and the follower is motivated to do more than asked to do. (Avolio, 1999). The four transformational leadership components are now 14 commonly known as the four “I” of a transformational leader (Avolio, 1998). According to Avolio (2002), Idealized influence is the charm that excites passion to admire and act like the transformational leader. This is due to the reason that such leaders provide a strong role models to the followers (Northouse, 2001).

Transformational leaders exhibit quite high sense of responsibility and consider ethics at all times. They can be relied on to do right and provide best example (Northouse, 2001). Another element is inspirational motivation entails clear articulation of vision and mission (Avolio, 1995) to align the follower to the organizational objectives. Same is accompanied by leader actions that guide followers on what is important to do pursue (Yukl, 1998). Druker (2008) asserts that a company’s success is influenced by employee commitment and job influenced by leader’s motivation capability. Intellectual stimulation is another element that challenges the followers to widen view of situations and find new ways of getting solutions. With this attribute of a transformational leader, followers are encouraged to adopt and to perceive problems as surmountable challenges (Yukl, 1998). For a leader to promote higher performance in an organizational they need to have the capability to influence follower creativity. They also need to stimulate the employees to challenge the values and beliefs achieve better individual performance (Mohamed, 2016). Encouraging followers to think broadly and re-examine stands frequently to relevance (Avolio, 1993; Bass, 1997).

The forth component is individualised consideration which is all about providing advice, support, delegation and coaching (Yukl, 1998). This element also enables

feedback to the followers to enhance personal development (Bass & Avolio, 1992). Juma (2011) explored the elements of transformational leadership at Safaricom Ltd. The findings revealed a positive correlation staff performance between employee performance and inspirational motivation. Activities like team-building, staff coaching and guidance in career and career served to boost motivation. Higher motivation was found to improve productivity at work for the employees. The enquiry found that employee performance is positively correlated with employee engagement. The study recommended more study into productivity and motivation of employee in both public and private corporates. Hayati (2014) conducted a study on hospital nurses to explore the impact of transformational leadership at the hospital. After a correlational analysis, the enquiry found a positive correlation between workforce engagement and transformational leader.

A study on transformational leadership for leaders in South Africa Higher Education by Celliers (2006) derived that, in institutions where effective change management was found, 15 all elements of a transformational leader were frequently exhibited. Idealised influence was the most exhibited behaviour was at 60% ahead of inspirational motivation at 58.5%. Intellectual stimulation followed third at 54.9% with individualised consideration coming forth at 46.0%. According to the study, an effective transformational leader exhibit a set of specified behaviours. Cognitive behaviour motivated subordinates to think widely in search of solutions to their challenges (Palladino, 1998). Challenging the mind causes for alternatives yields great organizational results (Towell, 2002). Leaders that practiced cognitive behaviour know how to challenge the followers to right actions for varied solutions.

Affective behaviour of a transformational leader makes the followers feel at ease and valued at work. They feel appreciated and thus positive work performance (Gordon,

1995). Leader envision the right direction for the organisation and applies transformational leadership with good yields. Transformational leaders also exhibited charisma, an important element in winning the support from the employees. Those that showed characteristics of a transformational leader also exhibited innovation and creativity, attributes that are helpful in handling difficult situations. They also displayed motivational behaviour that entail sharing the strategic direction of the institution to the followers. This attribute aid achievement of task and goals to success (Kreitener, 1998). Such a leaders were able to motivate their subordinates to align to the organizational strategy and the direction as envisioned by the leader.

This behaviour is important in encouraging the followers to achieve the specific tasks assigned to them towards meeting the overall organizational objective. Relational or interpersonal behaviour entailed personalized understanding of each individual in the team. This gives the employee a sense of belonging and pride and it boosts performance (Gordon, 1995). Transformational leader is a keen communicator with ability to share and give feedback to the followers for better performance. Empathy is a key element of the feedback, to ensure communication is well received and understood. Those found to be transformational leaders are therefore both people and result oriented. Different from transactional leaders who only aim at the transactional exchange between leader and follower, a transformational leader is captivating, a characteristic influencing followers to admire and emulate them. To achieve through charisma, transformational leaders examine the current state of the organization and followers, then formulate and articulate their vision in an inspirational manner. They then come up with a method to achieve their vision (Rabindra, 1998).

According to Hughes (2014) 16 a transformational leader displays three types of intelligence a transformational leader must exhibit. These are social, emotional and

cognitive intelligence. A study by Huges (2014) on world's most impactful corporates concluded that effective strategic deployment was well likely with transformational leaders in place. Public school institutions are highly social and non-profit in nature. Findings from the study may draw helpful parallels in this study. Hughes (2015) also conducted case studies on several social corporates. He selected them from a group of beneficiaries of Kravis award in leadership, promotes sound governance in non-governmental entities. Out of five leaders he interviewed, three of them exhibited all the four characteristics of a transformational leader. Two however did not exhibit all the qualities but displayed at least one of the qualities. The conclusion therefore was that, entity with good leadership and governance was likely to achieve more success than with a transactional leader without a strategic vision for the corporate. The study recommended more study into transformational Leadership in not for profit organizations for wider findings

2.3.1 Inspirational Motivation and Implementation of Strategic Plan

Inspirational motivation refers to those who are optimistic about the future and can express a vision statement for it. They discuss their objectives and how confident they are in their ability to attain them. Inspirational motivation, according to Odumeru and Ogbonna (2013), is the degree to which leaders articulate a vision that appeals to and inspires individuals with optimism about future goals while simultaneously providing meaning for current work. A person who employs inspiring motivation also generates an intriguing picture of what needs to be addressed in the first place. This type of motivated behavior fosters a sense of teamwork, as well as a shared passion for difficult issues.

As a consequence of this, transformational leaders have a greater chance of enhancing the performance of their organizations by motivating their people to take calculated

risks (Birasnav 2014). Because of this, taking calculated risks has a beneficial effect on the overall success of a business. Employees are inspired and motivated to innovate as well as take risks by leaders who transform their organizations. These kind of leaders are also able to instill good attitudes in their subordinates and encourage them to seek out new solutions to difficulties that arise on the job. As a consequence of this, it is generally accepted that transformational leadership has a constructive effect on the performance of a company. According to the findings of Schaap's (2012) research, reaching a consensus is essential throughout the implementation phase. According to the findings of the study, frequent communication at all levels of the firm helps promote strategic agreement by creating attitudes and values that are shared by all employees. According to the findings of the research, organizations that achieve greater levels of organizational performance have rewards that are tied to the effectiveness of the strategy that they deploy, and the research also found that strategy execution has a substantial influence on organizational performance.

Furthermore, Karaca (2017), asserts that inspirational motivation is transformational leaders' use of vision. Effective leaders, he said, are the master artisans of their organization's mission. They express their missions in such a way that there is a strong basic demand for them. Vision is a critical leadership behavior for generating worker support and developing a market orientation plan in the context of organizational augmentation. Inspirational motivation is the rate at which leaders use symbols, metaphors, and basic emotional needs to raise knowledge and awareness of the organization's common intended goals, such as market orientation.

Ndisya and Juma (2016) looked into how the elements of transformational leadership were implemented at Safaricom. To obtain data from the whole sample of 109 participants, the authors employed a questionnaire method using proportional stratified

sampling. Employee performance and motivational motivation were found to be linked in the study. In general, respondents believed there is still a willingness to achieve corporate objectives, as well as acceptance for teambuilding, the president's display of activities that subordinate should participate in, and encouraging people to find meaning in their work. It indicates that variations in inspirational drive had a considerable impact on worker performance, with worker achievement improving as inspirational motivation increased. According to the study, in order to increase company service, top management must improve employees' responses. Furthermore, greater research into the influence of transformative leadership on provider financial success is required.

Rawung, Wuryaningrat, and Elvinita (2015) look into the effect of inspiring positively on employee trust and satisfaction. According to these writers, intellectual stimulation can serve as a basis for sharing knowledge, which is an important component of supporting organizational performance. Because the extent to which inspirational motivation drives organizational performance outcomes is unknown, it is vital to research this part individually in order to fill the identified gaps on effects on implementation of strategic plans in public secondary schools.

2.3.2 Idealized Influence and Implementation of Strategic Plan

According to the theory of idealized influence, followers would respect and trust a leader who gives them the resources they require (Chu & Lai, 2012). Employees are therefore more inclined to follow their leader's orders, regardless of how challenging they may be (Chu & Lai, 2012). The viewpoint of knowledge growth could be used to define idealized workplace impact. People who can demonstrate knowledge through association build knowledge systems. When an organization interacts with a larger social collective network that requires idealized influence, these linkages between

individuals bring about social relations (Simola et al., 2012). Leaders establish the optimum organizational conditions necessary for success. The optimum contexts for a clear performance questionnaire item are ones that promote factual openness and a developmental culture (Moynihan et al., 2011). Hughes (2014) defines idealized influence as charisma, which is manifested by a leader's assurance and sense of authority. He continues to contend that these leaders appreciate trust and work to foster it in their followers.

Abeyssekera and Jayakody (2015) investigated the influence of idealized influence traits on the behavior of a sales clerk in the Sri Lankan financial industry. Six commercial banks and two state banks were chosen. A total of 170 business customers were chosen at random from these eight banks. The findings found that idealized influence is pervasive in private financial institutions, and that sales clerks in private financial enterprises are more satisfied with their jobs. Hetland, Sandal, and Johnsen (2008) conducted a study in Norway that shows the relation between transformative leaders and supporters' satisfaction, efficiency, and job involvement, as well as the connection between transformational leadership and character in five universities. The results demonstrated that pleasure, efficiency, and motivation are all linked in a strong and consistent way.

Hayati et al. (2016) conducted research in Iran on the effects of transformational leadership on the work engagement of nurses working. The study employed a descriptive, correlational, cross-sectional design, with 240 nurses selected via stratified random to complete ego scales such as the multifactor leadership questionnaire (MLQ) and the job involvement scale. The data was examined using the basic and multiple correlations coefficients statistical approach. Transformational leadership, according to the statistics, has a favorable and substantial impact on job involvement and its

qualities. Workers have a strong relationship to their supervisors as a result of the idealized leadership effect, and superintendents can easily communicate their inspiring drive to them. As a result, idealized influence instills great standards and a positive outlook in people, inspiring them and establishing faith in their potential to perform at work. According to the study, superintendents and managers should be aided in furthering our understanding of leadership and connecting it to the ideal characteristics that promote effective and active leadership behavior.

Nguyen and Nguyen (2016) investigated the impact of leadership behavior on employee performance in technology organizations. Idealized influence has a considerable impact on staff work performance, according to the findings. According to the findings, leaders should encourage their employees to be more creative and innovative. The survey's respondents were recruited from lower-level employees; nevertheless, they did focus on senior employees, and it was unclear whether the organizations engaged in the study were SMEs or huge corporations. The impact of transformative leadership on employee performance in parastatals in Kenya was researched by Ngaithe et al., (2016). To determine the degree, direction, and impact of different components of transformational leadership on employee performance, a descriptive correlation methodology was used. The findings revealed a strong link between employee performance and transformational leadership. It was once again demonstrated that idealized influence had a major impact on employee performance.

Datche and Mukulu looked at the impact of transformative leadership on employee participation (2015). Data was collected from 252 Kenyan government employees in a cross-sectional survey using random sampling technique. The data was analyzed using regression analysis, and the findings revealed that while transformative leadership is associated with improved employee performance, idealized influence is associated with

decreased employee satisfaction. Datche and Mukulu's (2015) study focused on government employees rather than private-sector workers, so it may not be applicable to private-sector workers. The majority of the researchers discovered that idealized influence had a good and significant impact on employee performance. The issue is that the majority of the research are conducted outside of Kenya and do not reflect the local situation. The researchers did not look into the impact of idealistic influences on the implementation of strategic plans in public secondary schools hence the contextual and conceptual gap that the current study aims to fill.

2.3.3 Individualized Consideration and Implementation of Strategic Plan

Krishna (2017) investigated how transformative leadership affects team commitment and performance. Hypotheses were tested on two levels in this study. The first stage was to investigate the connections between transformational leadership, team productivity, psychological empowerment, and organizational commitment. The hypotheses were evaluated using regression analysis in addition to correlation analysis. In order to determine the role of psychological empowerment as a mediator, a hierarchical regression analysis was performed. According to the data, there was a link between transformative leadership and increased effectiveness, extra effort, contentment, and psychological empowerment. Transformational leadership, contrary to expectations, was not associated with affective or normative dedication. According to the hypoproject, affective and normative dedication was found to be significantly related to psychological empowerment. When individual transformational leadership components are analyzed using regression analysis, all five transformational leadership variables are positively related to Perceived Control.

Ohman (2017) looked into the relationship between personalized consideration and commitment among Minnesota nurses. The findings revealed that transformative

leadership is highly associated with a wide range of commitments. Corrigan, Lickey, Campion, & Rashid, (2011) found that personalized consideration improves numerous leadership attributes through training and development activities (Corrigan, Lickey, Campion, & Rashid, 2011). Most of the available literatures were of studies done outside Kenya hence the conceptual and contextual gaps that the current study seeks to fill.

2.3.4 Intellectual stimulation and Implementation of Strategic Plan

According to Odumeru and Ogbonna (2013), intellectual stimulation is the level at which a leader evaluates the capabilities of supporters, speculates about the future, inspires members, and increases the level of originality among members by outlining how supporters should relate to the leaders, the institution, colleagues, and the organizational goal. Transformational leaders are those who understand the need of intellectual stimulation in cultivating non-traditional modes of thought and novel approaches to completing tasks. (Hughes, 2014). Intellectual stimulation entails questioning the status quo and fostering creativity and innovation (Chen, Lin, Lin & McDonough, 2012). Transformational leaders constantly challenge established conditions by producing disruption and asking questions, and they are not afraid of being disappointed (Hein, 2013). When pursuing solutions, a transformational leader considers a variety of perspectives and inspires subordinates to think critically, re-examine norms, challenge assumptions, and generally think beyond the box (Hughes, 2014).

According to research conducted by Menguc, Auh, and Shih (2007), intellectual stimulation is associated with increased levels of both creativity and experimentation, both of which lead to higher levels of innovativeness, which can assist with plan execution. Yasin, Nawab, Bhatti, and Nazir (2014) conducted research to evaluate the

relationship between intellectual stimulation, innovative ideas, and the success of small and medium-sized businesses. Using Pearson correlation and regression analysis, Yasin et al. (2014) analyzed the relationship between these two parameters to find out how they are related. According to the findings, intellectual stimulation has the potential to be utilized as a tool for the purpose of fostering creativity and enhancing the performance of small and medium-sized enterprises (SMEs). The statistics also showed that there is a significant connection between the success of SMEs and innovative practices. The purpose of this research is to analyze transformational leadership in the context of intellectual stimulation as a hallmark of transformational leadership. The research was conducted in Pakistan, not in Kenya, and did not focus on the supply of water services in Kenya.

Another study conducted in Jordan investigated the impact of transformational leadership on business productivity (Orabi, 2016). A total of 249 people were chosen at random for the research, and survey questionnaires were distributed. Orabi (2016) employed regression analysis to conduct the research, and the findings demonstrated that intellectual stimulation plays an essential role in improving employee performance, which has an impact on the organization's production. The current study examines the role of transformative leaders, its characteristics, and their impact on the performance of three Jordanian financial institutions. In addition, Zhou et al. (2012) looked into the ways in which transformational leadership and commitment influence the level of job satisfaction experienced by employees. The data were collected through the use of a questionnaire, and the effect of independent variables on the dependent variable was determined through the application of regression analysis. According to the findings of the studies, a substantial relationship exists between transformational leadership and the levels of job satisfaction and performance experienced by employees. In a similar

vein, it was found that commitment to one's organization had a favorable influence on both job satisfaction and productivity. Inspirational motivation and idealized work environments, according to Zhou et al. (2012), have an effect on intrinsic job satisfaction.

Yasin, Nawab, Bhatti, and Nazir (2014) investigated the relationship between intellectual stimulation, innovation, and the performance of Pakistani small and medium-sized enterprises (SMEs). Data was collected from 50 SMEs in Pakistan's Hattar (Haripur) industrial sector. A total of 350 surveys were resubmitted, with 348 validly used for analysis, yielding a 70percentage - point response rate. This link was investigated using Pearson correlation and regression analysis. The study found that intellectual stimulation can be used to generate new ideas and boost SMEs' productivity, and that there is a significant positive relationship between innovations and SMEs' productivity. This study is relevant to transformational leadership because intellectual stimulation is a component of it.

Iravo, Kanali, and Kirui (2015) investigated the impact of intellectual stimulation and individual deliberation in optimum organizational accomplishment. They conducted the study in 22 Post Bank and National Bank branches across Kenya's Rift Valley. The study, which had a target population of 137 bank employees, used primary data collection approaches such as quantitative procedures. As a data collection tool, a questionnaire was used. Inferential and descriptive statistics were used in this study. According to a regression study with an r^2 value of 0.6374, variations in independent variables can explain 63.70 percent of the variability in dynamic organizational performance in government-controlled banks. Furthermore, using fast standard error tests, the various coefficients of the regression model were found to be statistically significant in determining successful organizational performance.

The impacts of mental stimulation and individualized consideration on organizational performance were also explored by Kirui, Iravo, and Kanali (2015). Within the Rift Valley, they visited both Post Bank and National Bank branches in order to carry out their research. They had 137 people working for them in their target 1 population. The findings of the regression showed that intellectual stimulation and individual consideration were responsible for 63.7% of the variation in organizational performance found in commercial banks. The vast majority of these studies were performed on monetary establishments, which leaves a conceptual and contextual void that the present investigation tries to address.

2.4 Implementations of Strategic Plans

According to Steiner (2010), strategic planning is an administrative tool that sorts out the present based on projections of the ideal future. It lays out a roadmap for an organization to follow in order to get from where it is right now to where it might wish to be in five or 10 years. A strategic plan is necessary for every organization. Hopkins (1996) posits that strategic plan includes the systems of characterizing targets and making procedures to achieve those goals. A strategy refers to lengthy plan of activity intended to accomplish a specific objective. It helps associations in setting up needs and to meet partners' expectations (Bryson, 1995).

The concept of a strategic plan in the context of a learning institution has been variously characterized by a number of authors. According to Basham and Lunenburg (1989), there are a number of distinct meanings associated with educational strategy plan, and there is not a single, consistent interpretation of strategic plan that can be applied to any of the several proposed methods. According to Hambright and Diamantes (2004), a strategic plan is a process that is intended to move an educational organization through the stages of internalizing external environmental changes, surveying the inside

qualities and shortcomings of the association, building up a dream of the ideal future for the association and means of accomplishing that mission, creating explicit designs to get the association to where it wasn't to be, executing these plans and checking the results of the implementation. Strategic planning has numerous advantages. As per Bryson (1995), strategic plan helps in giving a typical reason to future advancement of association, propels progressive thinking, improves entity execution, fosters cooperation and elevates responsiveness to the changing needs of the society.

In Kenya, the Education Master Plan for Education and Training 1997-2010 contends that quality is not just getting good grades but the advancement of autonomous, explanatory, innovation of individuals, creativity, spiritual and moral qualities. This suggests standard concurred criteria for appraisal (Republic of Kenya, 1998). Saitoti (2003) pointed out that main prerequisite for quality learning entail modules content, applicable instructional materials, physical amenities, favorable learning conditions, teaching quality and appraisal and checking of learning accomplishments.

The strategic plan procedure in organizations needs thinking about the relevant components that comprise the surrounding (Drago, 1996). Other essential determinants incorporate sharing information on entity's strategic plan, which is critical its adoption (Robbins, 2001). Information sharing with different partners as the plan is actualized, to share reports on advancement, obstacles and changes to the plan, keeps the plan going. Failure to engage with partners may bring rise to conflict (Bryson, 2004).

Barney (2001) translated assets as being monetary capital, physical, organizational and human resource. He observed that the accessibility of assets is essential to developing strategic plan. The accomplishment of strategic plan procedure is regarded to be grounded in recognizing and using explicit assets so as to increase effective application. Organizations should join and use assets as well as establish abilities from these assets

with time. A strategic plan procedure that does not have the required assets to help it won't succeed (Elbanna, 2009). As mentioned above, there are various components that determine the achievement of strategic plan. Nevertheless, the current study paid attention to four components, that is; inspirational motivation, idealized influence, individualized consideration and intellectual stimulation. These aspects inform the research objectives.

According to Hamel and Prahalad (1990), strategic plan makes use of technology that the firm has, or the company's present devotion to technological advancement, influences strategic plan. The adoption of procedure is encouraged and supported by the adjustment of the strategic plan to the performance estimation. The benefits of adjusting the strategic plan's performance estimation include informing the organization about its strategic direction and communicating its strategic needs, as well as checking and following up on the strategy's implementation (Gelfand, Erez, & Aycan, 2007).

In Kenya, the majority of schools across the country are operating without a strategic plan despite the fact that they possess the report. This is the case despite the fact that the Ministry of Education has a policy requiring high schools to develop strategic plans and that head teachers are not regularly equipped on strategic plan. However, authors such as Ngware, Wamukuru, and Odebero (2006) have indicated that the majority of schools in Kenya are operating without a strategic plan. This suggests that administrators at educational institutions are having challenges in putting their strategic goals into action. According to the findings of the inquiry, the majority of high schools in Kenya do not have strategic plans in place, which is a barrier to implementing Total Quality Management (TQM).

Strategic plan implementation is essential to any business since it decides whether it succeeds or fails. Organizations utilize strategy to create goals, identify necessary actions, and allocate the resources needed to attain the goals (Alexander 1991). In order to increase the possibility that their strategies can be successfully executed, organizations frequently fail to operationalize their strategies. Strategic planning is thought to be crucial to an organization's management and success. According to Kaplan & Beinhocker (2003), the main obstacles to implementing strategic plans revolve around individuals. These obstacles include having too many and competing priorities, not having enough top team members, having a top-down management style, having inter-functional conflicts, having poor vertical communication, and not having enough management development. When it comes to achieving a school's mission, goals, and objectives, strategic planning is essential. However, since the implementation of strategic plans and decisions has not been as successful as their authors had hoped, the strategic management discourse has become very interested in the challenges of doing so. Decision-making is followed by execution and evaluation. According to Sandelands (1994), the challenge of putting strategic plans into practice successfully is that it is a far more complicated, tough, and challenging enterprise and is thus not as simple as one would suppose communication and insufficient managerial development.

According to synoptic theory, a strategic plan should be composed primarily of current decision possibilities that are based on data that is currently accessible and are made in light of potential long-term repercussions and implications. According to the systems theory, in order to build a shared vision for the organizations strategic plans, strategic leaders must learn to set commitment-worthy goals. Without participation from employees across the board, it's possible that the strategic plan won't be implemented

effectively. An illustration of how a strategy plan is implemented in the face of management opposition (Miller, 2002).

As a result of rising public expectations on the significance of education, Kenya is experiencing persistent growth in the demand for education of the highest possible standard. More and more pressure is being put on the decision-makers and other stakeholders in the education sector to increase the number and quality of the services they provide. Because of this, strategic planning has become more prevalent in Kenya's public schools. Strategic planning is widely considered as a method that can contribute to improvements in academic achievement. Despite the fact that the public school in Wajir has extensive, well developed, and carefully crafted strategic plans, the students' performance has not increased as significantly as was anticipated. The majority of people believe that difficulties in implementing the strategy plan are to blame for this circumstance.

2.5 Transformational Leadership

Transformational leadership is defined as a leader's ability to influence individuals and societal systems to change. Idealized influence, intellectual stimulation, customized consideration, and inspirational drive are four behaviors/practices that define transformational leadership (Bass & Avolio, 2014). They instill a sense of mission, inspire loyalty, and help to institutionalize change. Transformational leadership has been linked to successful initiatives and improved service delivery due to its positive benefits on staff dedication and reduced resistance to change.

Ohman (2016) investigated the link between personalized consideration and commitment among Minnesota nurses in the United States. The findings revealed that transformative leadership is highly associated with a wide range of commitments. Yasin, Nawab, Bhatti, and Nazir (2017) investigated the link between intellectual

stimulation, innovation, and the performance of Pakistani SME's (SMEs). In Pakistan's Hattar (Haripur) industrial sector, data was collected from 50 SMEs. The study demonstrated that intellectual stimulation may be used to generate new ideas and boost SMEs' productivity, as well as a substantial positive relationship between innovations and SMEs' productivity. Hetland, Sandal, and Johnsen (2018) evaluated the impact of transformative leadership on employee job satisfaction in five private and public institutions in Norway. The findings revealed that transformative leadership and job satisfaction are linked in a significant and consistent way.

Abeyssekera and Jayakody (2015) investigated the influence of idealized influence traits on the behavior of a sales clerk in the Sri Lankan financial industry. The findings found that idealized influence is pervasive in private financial institutions, and that sales clerks in private financial enterprises are more satisfied with their jobs. Hayati et al., (2017) conducted research in Iran on the effects of transformational leadership on the job involvement of hospital nurses. Transformational leadership had a favorable impact on job engagement and its characteristics.

Yukl and Michel (2016) found that adopting a transformational leadership style boosts productivity. Edoka (2017) emphasized the necessity of African governments embracing transformational leadership since it improves employee routine. Transformational leadership, according to Oluseyi and Ayo (2019), is critical in African institutions. In Kenya, the majority of government-owned businesses have failed to meet their duties, and their operations are a combination of significant success, failure, and wasted chances (GoK, 2019). Ngaithe et al. investigated the impact of transformative leadership styles on employee performance in Kenyan parastatals (2016). Employee performance and transformative leadership were found to have a strong correlation, according to the research. The studies examined had contextual gaps

since they focused on elements other than implementation of strategic plans in secondary schools in Kenya especially in Wajir County. The formulation of independent variables was also different hence diverse results from many studies reviewed.

2.6 Theoretical Review

2.6.1 Mintzberg's Model Theory

Mintzberg, Lampel and Ahlstrand (1998) put up the idea that would become known as Mintzberg's Cognitive School. According to the cognitive school of thought, strategy is merely a mental process that occurs within the mind of the strategist. This school of thought maintains that the purpose of a strategy is to either cope with the environment (the mapping of reality and the adaptation to it) or create an environment (the creative interpretation of external environmental changes and the influence of them in favor of the organization). As a direct result of this, strategies materialize in the form of concept maps, schemas, and frames of reality. This school of thought contends that as one's level of expertise with a topic grows, the dependence on external sources of information is gradually replaced by the use of one's own internal cognitive maps. According to Mintzberg et al. (1998), a leader or manager who has in-depth understanding of the organization can use the power of cognition to make strategic decisions without requiring data or the assistance of consultants.

Historically speaking, there is a connection between the planning of a strategy, the formulation of a strategy, the implementation of a strategy, and the functioning of an organization. After carefully establishing their vision, goals, and intents as a starting point for the formation of their strategy, businesses next engage in SWOT analysis to determine which strategic plans are best suited to meet their needs. According to Floyd and Wooldridge (2017), Henry Mintzberg suggests that the traditional technique of

considering plan implementation focuses primarily on willful strategies. According to Mintzberg, some businesses start putting their strategies into action before they have clearly defined their mission, goals, or intents. He places a strong emphasis on the fact that a business should examine its formal and informal structures, as well as its cultures, devise the appropriate methods for putting its plans into action, and then finally put those strategies into action and evaluate the results. The word "strategic planning" refers to a wide range of activities, whether formal or informal, that are carried out by businesses with the objective of enhancing their chances of thriving in the competitive business environment.

Mintzberg recognizes that the management technique of strategic planning has only been around for a very short period of time. The authors highlight that the past several decades have been a boom period for strategic planning and pinpoint the period between 1950 and 1970 as the time when strategic planning first arose. They also add that the period between 1950 and 1970 was the time when strategic planning emerged. The vision is an important element that should be included in any strategic strategy. According to Taran et al. (2015), a company's vision is an orientation that steers the company's movement in a particular direction. There are instances when the perfect vision gives the people at the very top of the organizational hierarchy of a firm the ability to express the course that the company should take. Because they are able to see how their day-to-day activities contribute to the formation of a desired future, it provides the employees with a feeling of fulfillment. As a result, it is reasonable to assert that strategic planning and the subsequent implementation of strategic plans simplify the process of strategy formation. Plans that develop over time are what Mintzberg refers to as emergent plans. Even if an organization may not have definitively decided which strategies it employs, it is nevertheless necessary to set aside

cash in order to put emergent strategies into action. According to Mintzberg, the generic components that influence the coordination of operations within a corporation are as follows: the strategic apex, the middle line operating core, the techno-structure, and the support staff.

The significance of Mintzberg's theory cannot be overstated in light of the fact that it serves as the foundation for the investigation of the "strategy structure fit," which is an essential factor to take into account when thinking about the execution of strategic plans in connection to organizational structures. In addition to this, it sheds light on the importance of strategic leadership in the execution of organizational strategies, which is very useful. This theory was regarded as being very relevant to the research project because it offers a foundation which the conceptualization of the strategic plan may be seen via the activities of the school actors.

2.6.2 Goal-setting Theory

This theory, proposed by Edwin A. Locke in the late 1960s and further developed in collaboration with Gary Latham, emphasizes the importance of setting clear, specific, and challenging goals to improve performance and motivation (Locke & Latham, 1990). Goal-setting theory is an organizational psychology theory and sometimes called the goal setting theory of motivation. According to this theory, goals that are clear, specific, and challenging are more motivating than vague goals or easy goals. This theory emphasizes the importance of setting specific, challenging, and achievable goals in improving motivation and performance within organizations (Locke, 1968). The theory posits that when individuals have clear and well-defined goals, they are more likely to be motivated and committed to achieving these goals, ultimately leading to higher levels of performance (Locke & Latham, 1990). Over the years, the theory has been further developed and refined, with significant contributions from Gary Latham,

who collaborated with Locke to provide a more comprehensive understanding of goal-setting and its effects on motivation and performance (Locke & Latham, 2002).

According to Goal-setting Theory, there are several key factors that influence the effectiveness of goal-setting in enhancing motivation and performance. These factors include goal specificity, goal difficulty, goal commitment, feedback, and task complexity (Locke & Latham, 2002). Research suggests that specific and challenging goals lead to better performance outcomes compared to vague or easy goals, as they provide a clear direction and stimulate effort towards goal attainment (Locke & Latham, 1990). Goal commitment plays a vital role in the success of goal-setting initiatives. Individuals are more likely to be committed to their goals when they perceive them as important and attainable (Locke & Latham, 2002). Moreover, the degree of commitment to a goal can be influenced by factors such as self-efficacy, goal origin (self-set or assigned), and the presence of supportive leadership (Latham & Locke, 2007). A high level of commitment to a goal can lead to increased persistence, effort, and ultimately, better delivery (Locke, 1968).

Although Goal-setting Theory has been widely supported by empirical research, it is important to consider its limitations and potential boundary conditions. For instance, the effectiveness of goal-setting may be influenced by the complexity of the task, the availability of resources, and the cultural context in which it is applied (Locke & Latham, 2002). Additionally, an excessive focus on goal achievement may lead to negative consequences, such as unethical behavior or a neglect of non-goal-related aspects of performance (Ordóñez et al., 2009). Feedback is another crucial element of the Goal-setting Theory. Regular feedback on goal progress allows individuals to adjust their efforts and strategies, fostering continuous improvement and enhancing performance (Locke & Latham, 1990). Feedback can be provided through various

channels, such as self-assessment, peer evaluation, or supervisor review. Research indicates that specific, timely, and constructive feedback is most effective in promoting goal attainment and performance improvement (Latham & Locke, 2007).

This theory was considered relevant to the current study because in the context of the study, inspirational motivation, as a component of transformational leadership, was linked to the Goal-setting Theory. Transformational leaders who display inspirational motivation articulate a compelling vision, set high expectations, and inspire followers to commit to the organization's goals. By setting clear and challenging goals, transformational principals in the county can positively impact the implementation of strategic plans, as the school's stakeholders are motivated to work together and achieve the desired outcomes.

2.6.3 Transformational Leadership Theory

This notion has been applied to the trades between the leader and the devotee in the context of business (Tichy & Devanna, 2010). Transformational leaders, according to Gervani (2012), seek to establish values and unifying purposes by identifying and developing important values and a cause that connect people along, thus releasing ability and increasing capacity, and bring about consensus and interconnection.

Transformational leadership's ideals of inspirational motivation, idealized influence, personalized consideration, and intellectual stimulation are a good supplement to theory. Transformational leadership, according to Burns (2013), is based on a judge's evaluation of a leader's past performances rather than a follower's attachment. They usually reconstruct failing or failing organizations by persuading their supporters to see the compelling vision, modify the status quo, and take action. They persuade their followers to see the compelling vision, change the existing quo, and envision the organization for what it could be instead of what it is, redesigning fragile or dying

organizations in the process. For followers, the transformative leader acts as a good leadership role. Because the leader's adherents admire and trust him, they emulate him and camouflage his or her models.

Research into transformational leadership as a profession that can increase organizational performance via credibility, dedication, education, and pleasure is based on this concept. According to theory, the 4Is of transformational leadership generate trust, dedication, and a feeling of connection, all of which help with learning and pleasure. Transactional leaders inspire their followers to go above and beyond their expectation and to support the organization's objectives. Transformational leaders' style rubs off on their followers, affecting their behavior via forging a psychological bond (Gervani, 2012). This theory was considered relevant in this study as it helped to know if this is the case with public secondary schools in Wajir County, Kenya.

2.6.4 The Path-Goal Theory

The path-goal theory was created by House in 1971 and further developed by House in 1996 (House & Mitchell, 1974; House, 1996). The name "path-goal" is derived from the concept that great leaders need to define the path for their followers to attain their work goals (Robbins & Judge, 2013). The path-goal theory has been referred to be one of the most respected approaches to leadership. According to the path-goal theory, leaders should make decisions based on what will work best for their subordinates' requirements and particular work environments. In essence, a leader can assist subordinates by choosing a leadership style that fills in the gaps in a certain work environment (Northouse, 2013).

According to Robbins (2005), the path-goal theory is the most effective contingency strategy for leadership. The most complex and complete contingency theory, according to Richard et al. (2012) (quoted in Malik 2013), was the path-goal theory. The Path-

Goal theory states that a leader should give their team members the guidance and encouragement they need to attain both personal and group objectives (Silverthorne, 2001). In this sense, this study hypothesized that a head teacher's primary responsibility is to "provide desired means to goal attainment by teachers." This leadership theory's declared objective is to raise staff motivation in order to improve performance and satisfaction. This argues that a leader must adjust to the level of development of subordinates, in contrast to the situational approach to leadership, which emphasizes the alignment of the leadership behavior with the particular scenario (Malik, 2013).

Path-goal theory also highlights how subordinate qualities and leader behavior line up in the context of the workplace (Northouse, 2013). The path-goal theory described how a leader might support followers in achieving their objectives by adopting particular behaviors based on followers' requirements and the environments or circumstances in which they are working. According to theory, various leader behaviors have various effects on the drive of followers. Path-goal is a cognitive approach to explaining motivation, according to Richard et al., 2012 (quoted in Malik 2013), whereby subordinates compute the probability of effort to performance and performance to outcome. The most effective leader makes valuable rewards (the objective) available by assisting others in choosing the most efficient routes to get there. Expectations related to effort to performance and performance to reward are included in this task and leadership relationship. The personal traits of group members and the workplace environment are the two situational contingencies in the path-goal theory (Daft, 2005). According to Northouse (2013), important elements that affect workplace motivation include the importance of valued work, goal achievement, responsibility, recognition, progression, and empowerment, and status, level of challenge, work atmosphere, and creative outlet options. In order to determine if the behaviors of head teachers and

teachers in schools are different and contribute to job happiness, the study made use of the path-goal theory. According to Okumbe (1999), the path-goal theory of leadership is based on the tenets that appropriate leader behavior enhances the workplace, rewards successful performance, and motivates when subordinates find it fulfilling. According to Mat (2008), the best type of leadership for a given situation depends on the particular follower and the particular circumstance. A leader may exhibit any of the following leadership styles in path-goal theory: achievement-oriented style, directive style, supportive style, and participative style, or all of these types of leadership styles. Path-goal theory therefore befits head teacher in school to direct paths towards achieving desired goals by teachers. Since it aided in studying how transformational leadership affected the implementation of strategic plans in public secondary schools, the theory was deemed pertinent to this study.

2.6.5 Synoptic Theory of Strategic Planning

The rational model is nearly identical to Hudson's (1979) synoptic theory of strategic planning, which has four conventional components: goal formulation, alternative identification, means-to-ends analysis, and decision execution. Over time, a conventional approach to strategic planning has developed, based on techniques developed by Bryson (1995), Nutt & Backoff, and others (1992). Interpersonal engagement, communication, and the process of planning for mutual learning are all heavily stressed in the approach. 1989), which typically involved defining missions and values, developing a future vision, assessing internal strengths and weaknesses, analyzing external challenges and opportunities, developing strategic goals and objectives, identifying strategic issues, developing and evaluating alternative strategies, and developing action plans. The content, involvement, participation, and approach are the main foci of the synoptic theory, which promotes strategic planning in educational

institutions (Toft 1989). Putting plans into action, however, is the more crucial issue. One of the most strident opponents of strategic planning is Mintzberg (1994), and with good reason organizations' planning efforts are far too frequently wholly isolated from performance monitoring and resource allocation.

Strategic planning, according to the synoptic theory, focuses on taking current decision possibilities into account while taking into account their potential long-term implications and consequences. To put it another way, it sees strategic planning as a process of detecting likely trends, flaws to watch out for, and opportunities to seize. This theory was considered relevant to this study as it guided in planning which is an essential component in strategic plans implementation.

2.7 Empirical Review

Transformational leadership is characterized by an exchange process that results in follower compliance with the leader's request, but it is unlikely to evoke enthusiasm or commitment to the task's aim. The leader is focused on ensuring that internal actors perform the tasks required for the organization to meet its goals (Boehnke et al, 2013). The exact opposite of transformative leadership is transactional leadership. The latter implies reciprocity by assuming leadership based on a trading process from which agents may benefit (Simola *et al.*, 2012). According to Bass (2019), transactional leadership is defined by a number of characteristics that are not mutually exclusive. The first is contingent rewards, or the recognition of achievement through the reward of good work and performance. The second method is active management by exceptions, which is primarily concerned with process management.

Leaders keep an eye on whether or not specified norms and standards are being followed, and take corrective action as necessary. Transactional leadership can also be used to focus on exception management. Leaders are only supposed to interfere in the

latter instance if set objectives are not met. The final aspect of transactional leadership is laissez-faire leadership, in which leaders avoid making judgments and everyone involved in the process absolve themselves of all responsibility.

The optimal profile is defined by the presence of key transformative leadership skills. They are the traits of a leader that are contained in sufficient transformative talents and specialized attributes that are required for the application of a leader's skills and the performance outcome of leader responsibilities. Despite the fact that Bass and Avolio (2014) are classified differently idealistic influence, inspirational motivation, intellectual stimulation, and individualized leadership are all part of the "Four I's" classification of transformational leadership skills.

According to a study by Ali (2010) on the effectiveness of strategic planning in public teacher training colleges, improving skills and capacity, creating a reward system to encourage key achievers and implementers, and providing enough funding for the process are all necessary for the strategic planning process to be successful and sustainable. Additionally, the creation of a comprehensive strategic planning process that welcomes the constructive input of each participant, the establishment of a mechanism for negotiations and conflict resolution to reach an understanding and eliminate disruptive political influence, and the adoption of global best practices in formal strategy development.

Freedman (2003), cited in Chermack, Provo, and Danielson (2005), states that the following are barriers to strategy implementation: strategic inertia; lack of stakeholder commitment; strategic drift (lack of focus - unclear goals); strategic "dilution"; strategic isolation (lack of alignment between business units and goals); failure to understand progress (no measurement of indicators of success or failure); initiative fatigue (too many initiatives - tired of consultants).

De Lisi (2002), as cited in Chermack, Provo, and Danielson (2005), found that senior management does not pay attention to the plan; strategy is not clear, focused, and consistent; conditions change that make the plan obsolete; the plan was not communicated effectively; people are not measured or rewarded for executing the plan; the plan is too abstract-people can't relate it to their work; people are not held accountable for execution; People are motivated by immediate outcomes, thus reinforces such culture, structure, procedures, IT systems, management 41 systems, and human resource systems are either ignored or serve as impediments.

According to Beer and Eisenstat (2000), the following are the six main "Strategy killers": a top-down or unstructured senior management approach; contradictory priorities and unclear strategies; senior management team that is ineffective; a lack of effective vertical communication, where employees frequently thought that senior level managers and executives did not want to hear their views or interpretations of the issues they were confronting; poor cross-border coordination inadequate future leadership abilities Lower-level managers were not supported by leadership coaching or training, nor were they given the opportunities to grow their talents. Ateng (2007) discussed the difficulties in implementing strategy at the Kenyan Ministry of Finance. (2009) Awino, Wandera, Imita, and K'Obonyo Obstacles to differentiation strategy implementation at Mumias Sugar Company Limited.

2.8 Conceptual Framework

This study sought to investigate the Effects of transformational leadership on strategic plans' implementation by public secondary school managers in Wajir County, Kenya. Figure 1.1 captures the conceptual framework which shows the various research constructs and how they relate to each other.

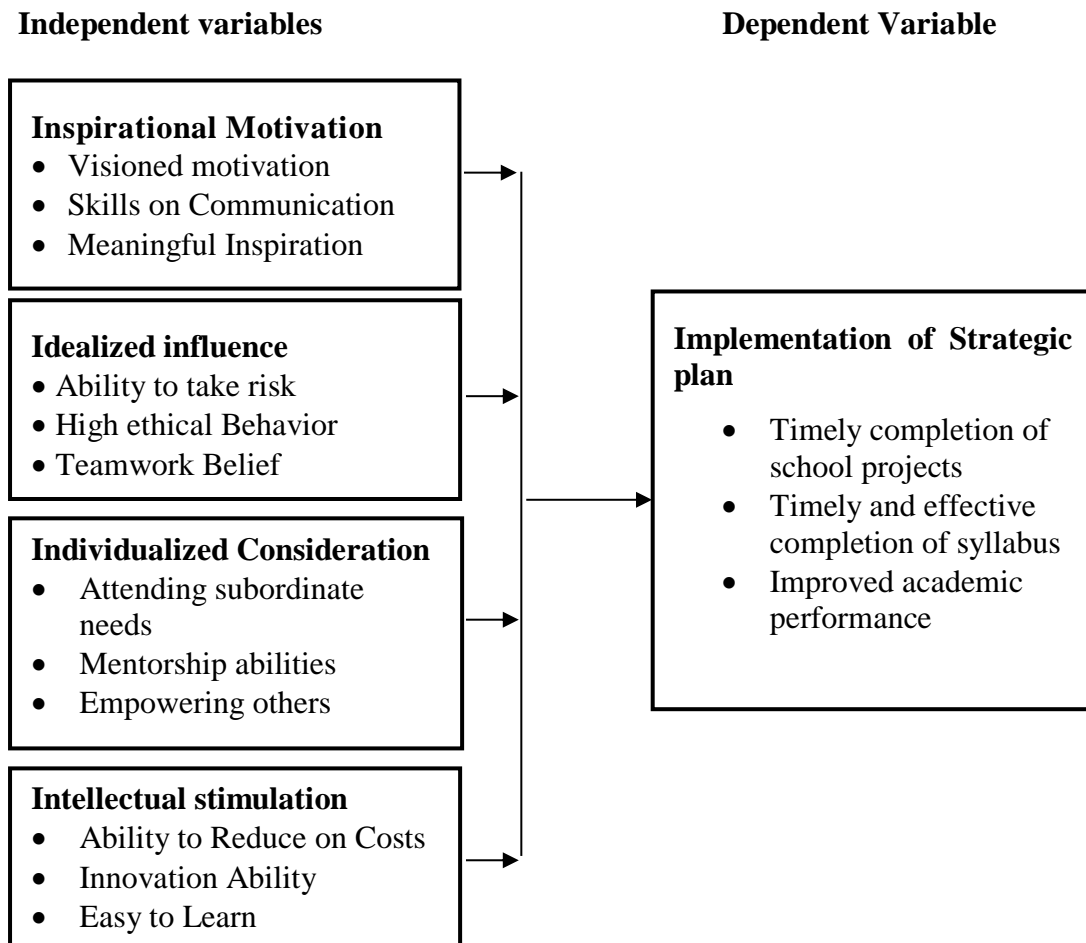


Figure 1.1: Conceptual Framework

Source: Researcher (2022)

The above conceptual framework hypothesizes that the explained construct (strategic plans implementation) depends on the several aspects such as inspirational motivation, idealized influence, individualized consideration and intellectual stimulation. According to Karaca (2017), inspirational motivation is transformational leaders' use of vision. Therefore, the researcher expected that inspirational motivation in strategic planning influences implementation effectiveness.

Idealized influence is likewise an essential determinant of adequacy of strategic plan execution. It is the most critical factor in the accomplishment of an association. Idealized influence theory asserts that followers can trust and appreciate a leader who provides them with the resources they require (Chu & Lai, 2012). As a result, employees

are more likely to obey their leader's instructions, no matter how difficult they are (Chu & Lai, 2012), thus leading to its influence on implementation of strategic plan in public secondary schools.

Individualized consideration is one of the ingredients of transformational leadership. Transformational leaders display individual consideration by investing time instruction and mentoring their people, hence boosting ego. They treat others as individuals or as members of a group, and they understand that everyone has varied needs, skills, and goals (Hughes, 2014). The researcher therefore expects individualized consideration to have an influence on implementation of strategic plans in public secondary schools.

Intellectual stimulation fosters unconventional thought and provides alternate techniques to accomplishing tasks hence influences implementation of strategic plans. It may appear paradoxical that the importance of strategic management lies in its ability to provide a framework for dealing with escalating environmental uncertainty, yet reports of short-terminism in the face of environmental uncertainty seem to be increasingly common (see for example de Kare Silver, 1997; Porter, 1996).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The research design, study population, sample, sampling procedures, data collection strategies, data analysis techniques, and data presentation techniques are all covered in this chapter. Describing the techniques and equipment used to gather and analyze data in order to obtain the most accurate and comprehensive information possible about the topic being studied. The research design and sample size, which were determined by the population, are also presented in the chapter. The chapter also addresses the validity and reliability testing that must be conducted.

3.2 Research Design

Many researchers and academicians have attempted to describe research design, and most of these attempts seem to head in the same general direction. According to Kothari (2004), the general plan for acquiring the answers to the questions being examined and overcoming some of the challenges encountered during the research process is what is known as the research design. This study utilized explanatory research design. This is suitable when the researcher needs to depict phenomenon directly as it happens or occurs, without manipulating or influencing the variables under study or investigation (Silva, 2017). The use of an explanatory research design is justified in this study because this approach allows for a deep, understanding of causal relationships between variables.

Explanatory research aims to identify why and how a particular phenomenon occurs, making it well-suited to investigate the complex interactions between leadership styles and strategic plan implementation (Möttus, Wood, Condon, Back, Baumert, Costantini, & Zimmermann, 2020). Given that the study intended to explore multiple components

of transformational leadership; idealized influence, inspirational motivation, intellectual stimulation, and individual consideration and their respective impacts on strategy execution, an explanatory design provided the methodological rigor needed to establish causality (Möttus, et al., 2020). The major purpose for using an explanatory research design was to provide information on characteristics of the population. The target staffs included the school heads and their deputies and departmental heads and their deputies.

3.3 Study Location

Public secondary schools in Wajir County, Kenya formed the focus of the study. As noted by Singleton (1993), the location for any survey should be easy to access. Wajir County is selected because there is a problem of inadequate implementation of strategic plans and at the same time, very few researches has been conducted in this region in line with the topic of study. There are 16 public secondary schools in Wajir County (Schools net Kenya, 2013).

3.4 Target Population

The research targeted all the public secondary schools in Wajir County, the public secondary schools were the units of analyses. The study targeted principals and their deputies and heads of department (s) and their deputies in all the public secondary schools in Wajir County. Therefore, public secondary schools in the county formed the units of analysis, while the principals and their deputies were the units of observation. There are 16 public secondary schools with a population of 16 principals (Schools net Kenya, 2013). Therefore, all the 16 principals, 16 Deputy Principals, 96 heads of departments and 96 assistant head of departments (Mathematics, Sciences, Languages, Humanities, technical and games) serving in the 16 public secondary schools in Wajir County formed the study target population.

Table 3.1: Target Population

Target Subject	Target population	Percentage
School Principals	16	7
Deputy Principals	16	7
Heads of departments	96	43
Deputy Heads of Departments	96	43
Total	224	100

Source: Researcher 2022

3.5 Sampling Frame

According to Martinez-Mesa (2016) a sampling frame is a list of the sampling units that is used in the selection of a sample. The study used stratified sampling technique to select the respondents that were drawn from the various public secondary schools in Wajir County, Kenya which include the Principals, Deputy Principals, HoDs and Deputy HoDs as it provide greater precision which also ensure that all categories are represented in the survey. The stratification was in four categories including the four levels of management which formed the study strata. To calculate the sample size, Taro Yamane formula (Yamane, 1973) with 95% confidence level was used. The calculation formula for Taro Yamane is presented as below;

$$n = \frac{N}{1 + N(e)^2}$$

Where;

n= sample size required

N = number of people in the population

e = allowable error (%)

Hence

$$n = ?$$

$$N = 224$$

$$e = 0.05\%$$

$$\text{Therefore the sample } n = \frac{224}{1 + 224(0.05)^2} = 143.59$$

Hence Rounded off $n = 144$

Table 3.2 The sample from each management level was randomly selected.

Table 3.2: Sampling Frame

Target Subject	Target population	Sample size
School Principals	16	13
Deputy Principals	16	13
Heads of departments	96	59
Deputy Heads of Departments	96	59
Total	224	144

Source: Researcher 2022

3.6 Data Collection Instrument

This study collected primary data, which was quantitative and collected using a questionnaire. Most of the quantitative data was collected using the structured questionnaire. The questionnaire was subdivided into subsections, with each subsection presenting Likert scale statements on study variables. Close-ended questions guided the respondents' answers within the choices given.

According to Schwab (2015), a questionnaire is a measuring instrument that solicits responses from individuals by posing a series of questions or requesting that they respond to a series of statements. For the purpose of collecting the necessary information from the respondents, a structured questionnaire was used. The questionnaires were divided into two parts: the first portion had demographic information, and the second half of the questionnaire contained a Likert-type scale as well as open-ended questions. This information was gathered from the respondents in order to fulfill the objectives of the study. Because it would enable the research to gather a large amount of information in a short amount of time, this methodology was chosen for the study (Kothari, 2008). The fact that respondents' identities were not asked for in the survey was another measure taken to protect their privacy.

The study adopted Likert scale statement questionnaire because it is straightforward and easy for respondents to understand, making it accessible for a broad audience

(Adeniran, 2019). This was important in collecting data efficiently and with minimal confusion. In addition, Likert scale statements allowed for the measurement of attitudes or perceptions in a quantifiable way, converting subjective experiences into data that could be statistically analyzed (Pimentel & Pimentel, 2019). This was particularly useful in this study given that it was dealing with complex social variables like transformational leadership, where deep understandings are important but difficult to measure objectively. Finally, the data collected through a Likert scale can be subjected to various forms of statistical analysis, like mean scores or correlations, allowing for more robust interpretations of the data. All of these benefits make the Likert scale a versatile and reliable tool in social science research.

According to Beck et al. (2018), a pilot study is a smaller-scale version of an investigation that is carried out as a test run in advance of a more extensive study. According to Beck et al. (2018), the goal of a pilot study is not so much to test research hypotheses as it is to test protocols, data collection instruments, sample recruitment tactics, and other parts of a study in preparation for a bigger study. In other words, the objective of a pilot study is not so much to test research hypotheses as it is to test research hypotheses. In the course of this research, a questionnaire was put through its paces to determine whether or not it is a reliable and efficient data collection instrument. The reliability of the questionnaire was evaluated based on the responses of twenty-six (26) respondents who were chosen at random. The researcher used the public secondary schools in Garissa County to pilot the questionnaire and conduct preliminary testing. The researcher was able to validate the validity of the questionnaire by administering it to a variety of Heads of the Institutions (Principals) and Heads of Departments (HODs), as well as interviewing them, along with their assistants. In order to prevent response

bias from affecting the results of the study, these respondents were not included in the final sample.

The format of the questionnaire was intentionally kept relatively straightforward to foster meaningful engagement from those who filled it out. The questions were carefully crafted to be as succinct as possible, with particular attention paid to the way in which they were actually worded and phrased. In any investigation in which the respondent is responsible for filling out the questionnaire, the rationale behind the design and arrangement of the questionnaire is of utmost significance, as stated by John A. et al., (2007). The questions that were included in the questionnaire were developed with the help of the literature that was analyzed during the course of the study. In addition to that, the questionnaire included some questions that were taken from other sources (Habtamu et al., 2010).

3.6.1 Principals' and Heads of Department Questionnaire

The questionnaire for Principals and Head of Departments comprised of six parts. Each part collected data as stated: part one collected demographic data of the Principal/HOD, including academic and professional qualifications, gender and responsibilities held in school; part two on availability of strategic plan in schools; part three on transformational leadership on inspirational motivation in strategic plan implementation; part four on transformational leadership on idealized influence on implementation of strategic plan; part five on transformational leadership on individualized consideration on implementation of strategic plan; part six was on transformational leadership on intellectual stimulation on implementation of strategic plan; while part seven collected data on the implementation process of school strategic plans.

3.7 Pilot Study

According to Mugenda and Mugenda (2003) a pilot study requires a researcher to analyze the few questionnaires and to see if the methods of analysis are appropriate. That is, if resources (Time and Money) allow.

Before initiating the main data collection, the investigator piloted the questionnaire using four public secondary schools in Garissa County. This helped in testing for reliability of the questions in the instrument in terms of estimating what they are expected to estimate. The investigator also acquainted himself with the data gathering process.

3.7.1 Reliability of the Instruments

Reliability testing in questionnaire-based research is important for ensuring that the instrument consistently produces stable and dependable results (Creswell & Creswell, 2017). A lack of reliability is likely to undermine the validity of the data, making any conclusions drawn from it questionable (DeVellis, 2016). Especially when dealing with complex constructs like transformational leadership, a reliable questionnaire was vital for ensuring that data accurately represents the phenomenon being studied (Bryman, 2015). Reliability tests help researchers identify inconsistencies in the questionnaire, allowing for necessary adjustments that make the results more generalizable and replicable (Nunnally, 1978). A reliable instrument should give similar outcomes when used severally (Borg and Gall, 1989). This study conducted internal consistency reliability testing using Cronbach alpha coefficient and a cutoff point of 0.7 was used as the threshold to determine the reliability of the questionnaire.

3.7.2 Validity of the Instruments

Both oral and content validity was checked. In this study, research supervisor helped in validating the instrument. The researcher then adopted the comments from the supervisor to improve the instruments.

3.8 Data Collection Procedure

The researcher started by obtaining an approval from the university in order to conduct the study, which was followed by seeking permission from the National Commission of Science Technology and Innovation (NACOSTI). The researcher then carried out a pilot test on few respondents from the target population to test the completeness of the questionnaires. This helped in ensuring that the information gathered was reliable and valid. It also helped to manage the data collection process with respondents, hence reducing ambiguity. This was followed by correction and amendments to the questionnaires to make sure it gives the best results at the end of the study. The questionnaires was administered personally to the respondents after explaining the purpose of the research to them and how their sincerity was important to the study. When collecting the questionnaire from respondents, the researcher went through them to ensure that, they were completely filled and had all the required information.

The researcher also used trained and qualified research assistants who assisted in the distribution of questionnaires. The researcher obtained a research permit from Moi School of Business and economics to aid in authorization and collection of data from the banks. The drop and pick method was used in administering the questionnaires to the principals and HoDs.

3.9 Data Analysis

When the procedure of collecting data was complete, the researcher sorted, cleaned, and entered the data into an excel spreadsheet so that it could be analyzed. With the

assistance of the SPSS software and making use of both descriptive and inferential statistics, the quantitative data that was obtained was examined in a quantitative manner. The mean, the standard deviation, the frequency, and the percentage were all included in the descriptive statistics. Inferential statistics, on the other hand, included both correlation analysis and regression analysis. In multiple regression analysis, a single regression equation was used to incorporate a number of different predictor variables. According to Becker et al. (2016), the research evaluated the impacts of many predictor factors (rather than the effects of a single predictor variable) on the measure that was being investigated using multiple regression analysis. Tables and figures were used to present the findings of the analysis that was conducted. The linear multiple regression model was used to identify the relationship between the independent variable and the dependent variable in that:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon \dots \dots \dots \text{Equation 1}$$

Where;

Y represents strategic planning in Public Secondary schools in Wajir County.

α represents ;Constant while,

β_1 , β_2 , and β_3 represents; Coefficients of the independent variable where;

X_1 represents, inspirational motivation

X_2 represents; idealized influence

X_3 represents; individualized consideration

X_4 represents; intellectual stimulation

ϵ represents the error term

Hypotheses Testing

The hypoproject testing was done using t-statistic and the P- value. If the t- statistics is more than 1.96 and the p-value is less than 0.05, then the null hypoproject (H_0) is rejected.

3.10 Operationalization of the Study Variables

The variables are operationalized in line with the objectives of the research study as illustrated in table 3.3.

Table 3.3: Operationalization of the Study Variables

Variable	Type of Variable	Indicators	Measurement Scale
Inspirational Motivation	Independent Variable	<ul style="list-style-type: none"> • Visioned motivation • Skills on Communication • Meaningful Inspiration 	Ordinal
Idealized Influence	Independent Variable	<ul style="list-style-type: none"> • Ability to take risk • High ethical Behavior • Teamwork Belief 	Ordinal
Individualized Consideration	Independent Variable	<ul style="list-style-type: none"> • Attending subordinate needs • Mentorship abilities • Empowering others 	Ordinal
Intellectual stimulation	Independent Variable	<ul style="list-style-type: none"> • Ability to Reduce on Costs • Innovation Ability • Easy to Learn 	Ordinal
Implementation of Strategic Plan	Dependent Variable	<ul style="list-style-type: none"> • Timely completion of school projects • Timely and effective completion of syllabus • Improved academic performance 	Ordinal

3.11 Assumptions of Regression Model

The assumptions of multivariate analysis that were identified as primary concern in the research include Normality.

3.11.1 Normality

The purpose of this test was to quantify the percentage of values that fell within a given range of standard deviations from the mean. For instance, 68% of the observations in a normal distribution are within +/- 1 standard deviation of the mean. Since each linear function of a normally distributed variable is itself normally distributed, this supposition enables us to determine the probability distribution of OLS estimators. As a result, OLS estimators likewise have a normal distribution. Additionally, it enables us to test hypotheses using t and F tests.

3.11.2 Multicollinearity

Multicollinearity, according to Goodhue, Lewis, and Thompson (2017), is the presumption that the independent variables are uncorrelated. When collinearity is low, the researcher may be able to interpret regression coefficients as the impact of the independent factors on the dependent variables. Examining all the predictor variables concurrently is the most effective method for spotting multicollinearity. This can be achieved by computing condition indices statistics based on carrying out a PCA. These elements are useful since they do not overlap and each one represents distinct information. The condition indices were calculated as ratios of the variances between two components once the components were produced.

3.11.3 Heteroscedasticity Test

In order to determine whether or not the error terms are correlated across observations in the cross-sectional of the data, a heteroscedasticity test utilizing the Breusch-Pagan / Cook-Weisberg test was carried out. If the p-value is lower than 0.05, then it can be concluded that the null hypothesis cannot be supported.

3.11.4 Independence of Errors

According to Becker et al. (2015), the notion that errors are independent of one another, which suggests that subjects are responding independently, is referred to as the independence of errors. One common scenario in which this assumption is broken is one in which each error term is connected to its immediate antecedent (for example, i is connected to $i-1$). First order autocorrelation is represented by the parameter, which can take on values ranging from -1 to $+1$. In most cases, the Durbin-Watson test is utilized in order to examine $H_0: \rho = 0$ in contrast to $H_1: \rho > 0$ due to the fact that in most commercial and economic applications, a positive correlation is observed whenever error terms are connected with one another. The value of the statistic D might be anything from 0 to 4, inclusive. When the error terms are not dependent on one another, D is anticipated to be quite close to the value 2. Values of D that are "small" show that error terms have a tendency to cluster (positive autocorrelation); values of D that are "large" suggest that error terms have a tendency to alternate (+, -, +, -) (negative autocorrelation).

3.12 Research Ethics

Ethical considerations refer to the moral principles that the researcher ought to take into account across all research methodologies and at each stage of the study design process. Following receipt of authorization to carry out the study from the academic institution, permission to do so was solicited from the numerous respondents who were sampled. According to the findings of this study, there are three fundamental ethical principles that should be observed: beneficence, respect for human dignity, and justice (Pollitt et al. 2003). When asking the participants probing questions that could potentially cause them psychological pain or shield them from potentially harmful events, the researchers made sure to show respect to the participants' feelings so as not to violate any of the

three criteria. The participants were also notified that the information would only be utilized for academic purposes, and that it would not be used in any way that would be harmful to the participants, nor would it be exploited for commercial or selfish personal benefit. The principals of full disclosure, fair treatment, and privacy were adhered to.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATIONS

4.1 Introduction

The purpose of this study was to determine the effect of transformational leadership on the implementation of strategic plans in public secondary schools in Wajir County. This chapter presents the data analysis, findings and interpretation. The analysis were presented in tables, charts and graphs. Precisely, the chapter includes the discussion of the response rate, validity tests, reliability test, demographic characteristics, descriptive statistics, correlation analysis, diagnostics tests, regression analysis and discussion of the hypotheses testing. Each section is comprehensively presented to depict its relevance for inclusion in the study.

4.2 Response Rate

This section meticulously details the rate of responses received for the questionnaires that were administered. This section elaborates on the proportion of the target population who completed and returned the questionnaire, forming a crucial part of the collected data. Each response rate is carefully calculated, recorded, and analyzed to provide an accurate overview of participant engagement. Furthermore, this section provides a thorough justification, explaining why the observed response rates are deemed appropriate and sufficient for the subsequent stages of data analysis. It offers a detailed exploration into the adequacy of these rates, considering various factors such as the nature of the study, the expected response rates, and the tolerable margin of error. This study targeted all the 224 principals, their deputies and heads of department (s) and their deputies in all the public secondary schools in Wajir County. From the population, a sample size of 144 respondents was obtained to whom questionnaires were administered. The results of the response rate are presented in Table 4.1.

Table 4.1: Response Rate

Subject	Questionnaires		Response Rate
	Issued	Responses	
School Principals	13	13	100%
Deputy Principals	13	13	100%
Heads of departments	59	51	86.4%
Deputy Heads of Departments	59	53	89.8%
Average	144	130	94.0%

Based on the results presented in Table 4.1, the average response rate is 94.0%. Moreover, the response rate from the principals and their deputies was 100%, indicating that all of them took part in the study while head of departments and their deputies registered response rates of 86.4% and 89.8% respectively. It was determined that the response rate was enough for the purposes of continuing the analysis and drawing the inferences. According to the research of some academics, such as Kothari (2004) and Babbie (2004), it is sufficient for the analysis to have a response rate of at least 60%. According to Kennedy, Blumenthal, Clement, Clinton, Durand, Franklin, and Wlezien (2018), a response rate of 60% is considered to be good for a survey, while a response rate of 70% is considered to be very good (AAPOR, 2016). A study by Baruch and Holtom (2008) found that the average response rate in academic studies was around 52.7% for electronic surveys and 55.6% for mail surveys. Hence, the current study's average response rate is 94.0% and is considered sufficient.

4.3 Validity Test

In this study, both the content validity and the construct validity of the research tools were evaluated. In order to ensure that the information presented was accurate, we followed the steps that Cooper and Schindler (2014) suggested. Specifically, the identification of the existing scales from the relevant body of research, the development of a data collection instrument, and its subsequent administration to the supervisors in

charge of the project and the relevant specialists. The survey instrument would be updated to incorporate any changes suggested by these experts in order to improve its clarity, comprehensiveness, relevance, and meaning, as well as the required depth. In addition, Keyser Meyer Olkin (KMO) and the test of sphericity were utilized in this research project in order to investigate the concept validity. The test evaluates the appropriateness of the sample size for each variable in the model as well as for the overall model. According to the rule of thumb, the claims are true if the KMO value is greater than 0.5 and the P-value of sphericity is less than 0.05 (Rojas-Valverde, Pino-Ortega, Gómez-Carmona, and Rico-González, 2020). This research was conducted by Rojas-Valverde, Pino-Ortega, Gómez-Carmona, and Rico-González (2020). Validity results are presented in Table 4.2.

Table 4.2: Construct Validity

Variable	KMO Value	Sphericity
Idealized Influence	0.690	0.000
Inspirational Motivation	0.654	0.000
Intellectual Stimulation	0.641	0.000
Individual Consideration	0.539	0.000
Implementation of Strategic Plans	0.771	0.000

Results in Table 4.2 depicts that all the study variables registered KMO values greater than the cutoff point of 0.5. The findings show that the variable idealized influence had a KMO value of 0.690 and Barlette's test of sphericity of $0.000 < 0.05$ and thus, the statements of the variable are valid. Likewise, the variable inspirational motivation had a KMO value of 0.654 and Barlette's test of sphericity of $0.000 < 0.05$ and thus the statements of the variable measures what its purports to measure. Moreover, the variable intellectual stimulation had a KMO value of 0.641 and Barlette's test of sphericity of $0.000 < 0.05$ and thus, the statements of this variable were considered are valid. Similarly, the variable individual consideration had a KMO value of 0.539 and

Barlette's test of sphericity of $0.000 < 0.05$ and thus, the constructs of this variable were considered are valid. Finally, the dependent variable implementation of strategic plans had a KMO value of 0.771 and Barlette's test of sphericity of $0.000 < 0.05$ and thus, the statements of the dependent variable were considered valid. In conclusion, all the variables met the minimum KMO value of 0.5 and Barlette's test of sphericity of < 0.05 and thus, they were valid.

4.4 Reliability Test

Reliability refers to the consistency, stability, and reproducibility of the researcher's measurements or observations. It is a critical component of research methodology, as it helps ensure that the results of a study are dependable and can be verified by other researchers. If a research study demonstrates reliability, it means that if the same research procedure and methodology are used in a repeated or replicated study, then achievement of similar results should be anticipated. The reliability of the research instruments for this study was obtained using the Cronbach's Alpha coefficients, whose cutoff point was set at 0.7. The reliability test results are presented in Table 4.3.

Table 4.3: Reliability Results

Variable	Number of items	Cronbach alpha	Comments
Idealized Influence	5	0.776	Reliable
Inspirational Motivation	5	0.757	Reliable
Intellectual Stimulation	5	0.703	Reliable
Individual Consideration	5	0.829	Reliable
Implementation of Strategic Plans	7	0.862	Reliable

According to the findings of the reliability tests presented in Table 4.3, all of the study variables, including idealized influence, inspiring motivation, intellectual stimulation, individual consideration, and implementation of strategic plans, had Cronbach's alpha coefficients that were greater than 0.7, showing that they are trustworthy. According to Taber (2018), the Cronbach's alpha values of the items that are a part of the study should

not go below the threshold of 0.7. Cronbach alpha should be greater than 0.7, as recommended by Gliem & Gliem (2003), although Golafshani (2003) states that it should not be lower than 0.7. Because of this, we may conclude that the study's variables are credible.

4.5 Demographic Characteristics

Demographic characteristics are the statistical data representing the specific features of a population or a specific group that is being studied. The demographic characteristics included gender, age, education, number of years served in the current position, the number of years served at same position in current school, school type, school category, school size, when the school was established, average fee collection and other sources of funds other than school fees. Each of the demographic characteristics is discussed in the subsequent sections.

4.5.1 Gender of the Respondents

The respondents were asked to indicate their genders and their responses were as shown in Figure 4.1.

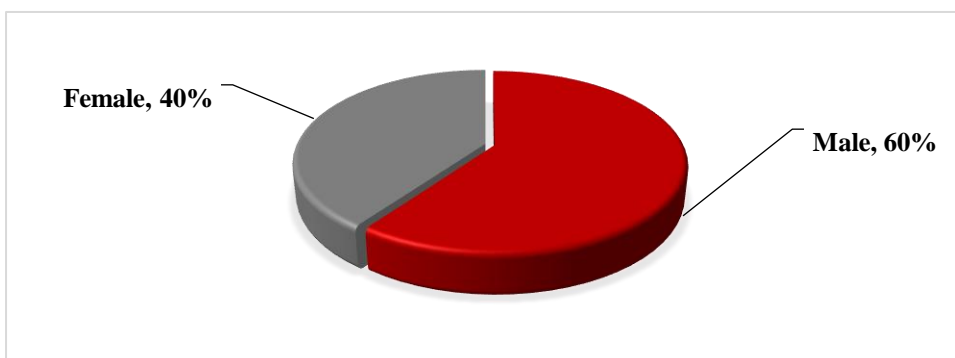


Figure 4.1: Gender of Respondent

Based on the findings in Figure 4.1 most (60%) of the respondents were male, while the rest (40%) were female. The findings implies that there is a higher representation of males in leadership roles within the secondary schools in Wajir County.

4.5.2 Age of the Respondents

The respondents were asked to indicate the age brackets within which they fall. This was necessary because age often correlates with experience. More experienced (and typically older) principals and heads of department may have more opportunities to develop and refine their leadership styles, including transformational leadership skills. They might be more adept at implementing strategic plans due to their years of practice and learning from past successes and failures. The responses on age of respondent are presented in Figure 4.2.

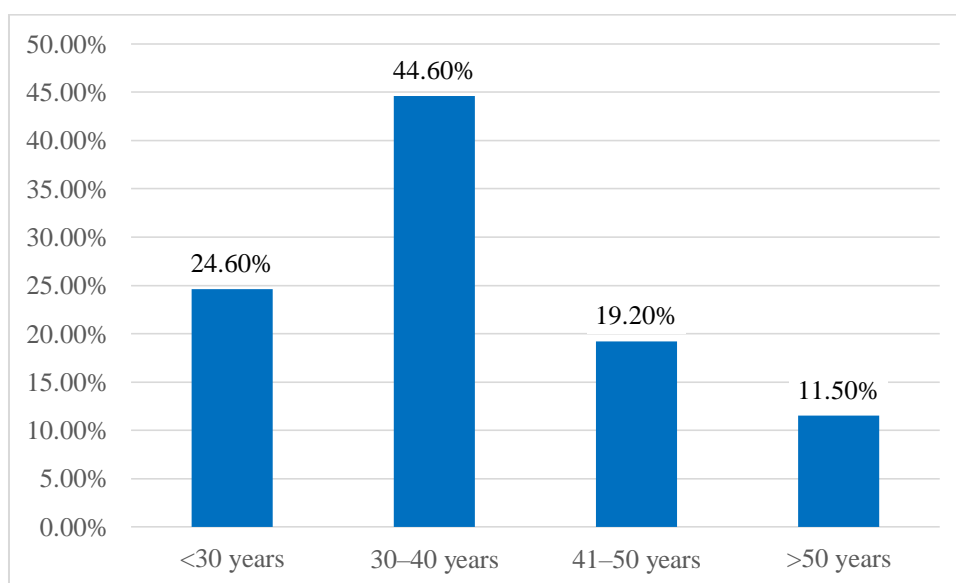


Figure 4.2: Age of Respondent

The results in Figure 4.2 show that the largest group of respondents fell within the 30–40 years age bracket, making up 44.60% of the total. The next largest group was those under 30 years old, accounting for 24.60% of respondents. The 41–50 years age group makes up 19.20%, while the smallest group was those over 50 years, representing 11.50% of the total respondents. The fact that the majority of respondents (69.20%) are under the age of 40 indicates that there are many relatively young leaders in public secondary schools in Wajir County, Kenya. This potentially reflect a trend towards younger leadership in these institutions or a high turnover rate leading to younger

individuals assuming these roles. The large number of leaders in the 30–40 year age group suggests a potential for long-term leadership within these schools, as these individuals could remain in their roles for many years to come. This could provide stability, but it also emphasizes the importance of effective leadership training and development for this group.

4.5.3 Level of Education

The researcher also sought to establish the highest levels of education of the respondents and so, they were asked to indicate their highest levels of education which were as shown in Figure 4.3.

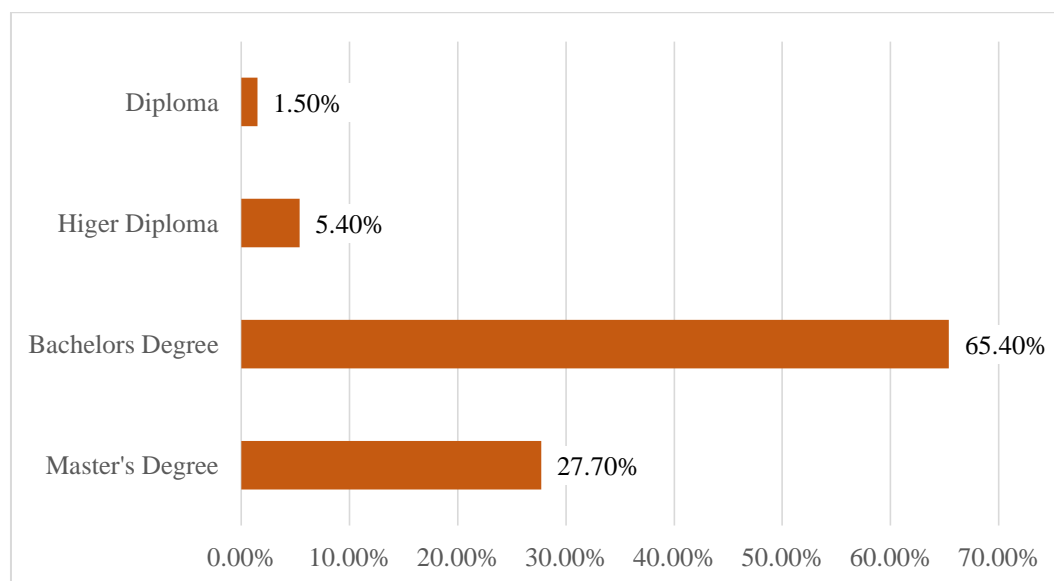


Figure 4.3: Highest Level of Education

The findings in Figure 4.3 shows that a significant majority of the respondents had achieved high levels of education. Specifically, 93.1% of respondents had a Bachelor's degree or higher. This suggests a highly educated workforce among the principals, heads of departments and their deputies in secondary schools in Wajir County, Kenya. The largest group of respondents (65.4%) hold a Bachelor's degree. This level of education is often required for teaching positions, particularly in secondary education.

It indicates that these teachers have a solid educational foundation in their respective fields. It's also noteworthy that 27.7% of respondents were holders of Master's degree, indicating a substantial proportion of teachers who have pursued advanced education beyond the basic requirement. This signifies a higher level of subject expertise, research capability, or pedagogical knowledge among these teachers, potentially enhancing the quality of education provided. Finally, only a smaller percentage of teachers were holders of Higher Diplomas (5.4%) or Diplomas (1.5%).

4.5.4 Number of Years in Position

The respondents were further asked to indicate the number of years they had served in their current positions as at when the study was carried out. The findings were as shown in Figure 4.4.

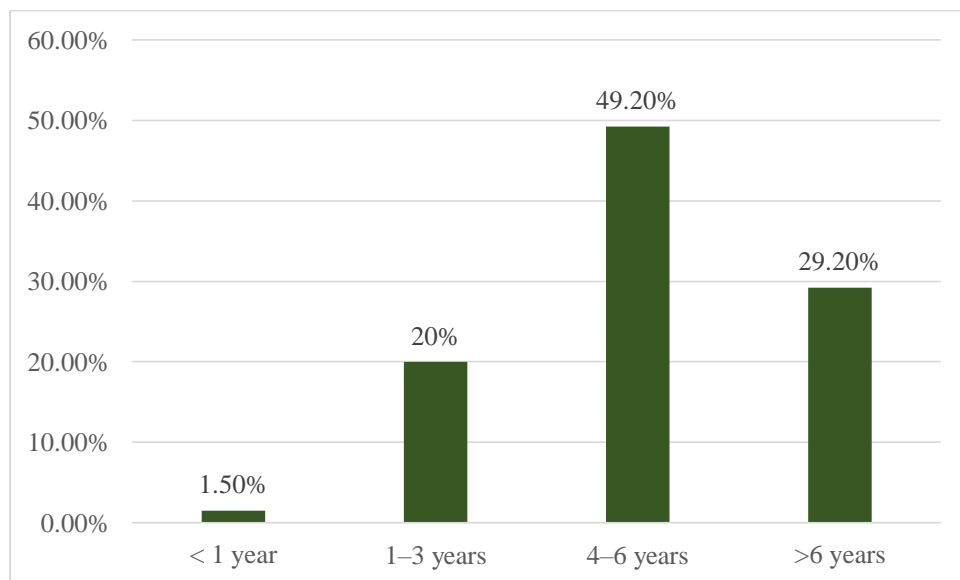


Figure 4.4: Number of Years in Current Position

The findings in Figure 4.4 depicts that majority (49.2%) of the respondents had served in their respective positions for a period of between 4-6 years, followed by those who had served in those positions for more than 6 years at 29.2%, then 20% who had served in their positions for 1-3 years and those who had served for less than one years at 1.5%.

The findings implies that a significant proportion of school leaders with a moderate level of experience in their current roles. These individuals have had enough time to understand their roles and responsibilities, the school culture, and the needs of their students, but they also may still be bringing new ideas and approaches to their positions. Moreover, the findings depicts a mix of experience levels among the leadership in Wajir County's secondary schools. There's a substantial representation of moderately experienced and highly experienced leaders, but there's also a significant proportion of newer leaders, which may contribute to a dynamic and evolving leadership environment in these schools.

4.5.5 Number of Served in Current School

The respondents were further asked to indicate the number of years they had served in their respective positions in their current schools. The findings were as shown in Figure 4.5.

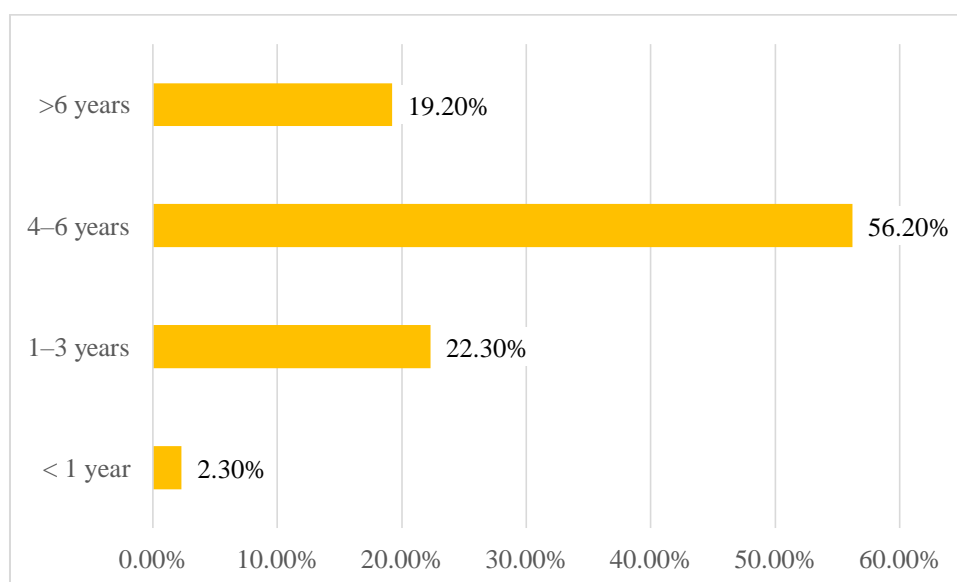


Figure 4.5: Years Served at Position in Current School

Based on the results, most of the respondents (56.2%) indicated that they had served in their respective positions in their current schools for a period of between 4-6 years,

22.3% for 1-3 years, 19.20% for more than 6 years, while 2.3% had served in their current schools at the same position for less than 1 year. The findings imply that most of the respondents had served as either principals, deputy principals, HODs or deputy HODs for a long period of time thus were well informed about issues to do with strategic plan implementations and were therefore able to provide reliable information regarding issues sought by this study.

4.5.6 School Type

Furthermore, the respondents were asked to provide information regarding their school types in relation to whether they were day, boarding, mixed day or mixed boarding schools. The findings were as shown in Figure 4.6.

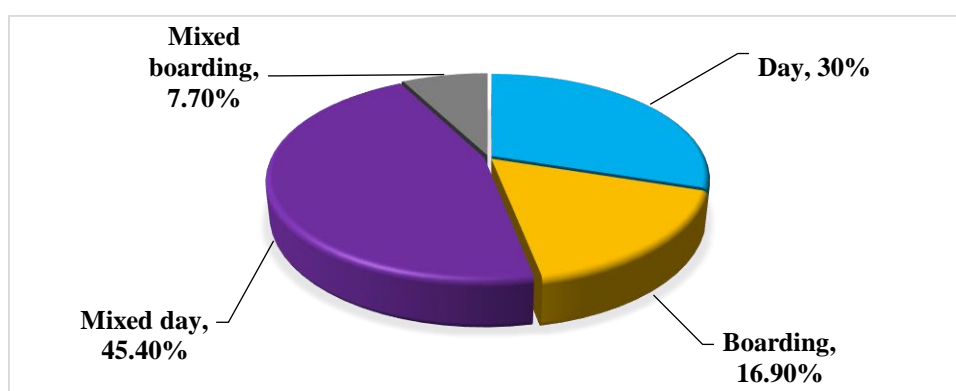


Figure 4.6: School Type

As shown in Figure 4.6, most of the respondents (45.4%) were from mixed day schools, 30% were from purely day schools, 16.9% from boarding schools, whereas 7.7% were from mixed boarding secondary schools. The results imply that most of the secondary schools in Wajir County mixed day schools which typically offer both boarding and day-student options, allowing students to choose whether they reside on campus or commute from home. This high percentage suggests that mixed day schools are prevalent within the secondary school landscape in Wajir County, Kenya. Moreover, the findings highlight the diversity in school types within the county's secondary

education system. Each type of school day, boarding, mixed day, and mixed boarding—comes with its own set of dynamics, challenges, and opportunities. The differences in school types can influence factors such as student engagement, parental involvement, resource allocation, and the overall learning environment which are all contributing factors to implementations strategic plans.

4.5.7 School Category

The researcher also asked the respondents to indicate their schools' categories as to whether their schools were national, Extra-county, County or Sub County. The findings were as shown in Figure 4.7.

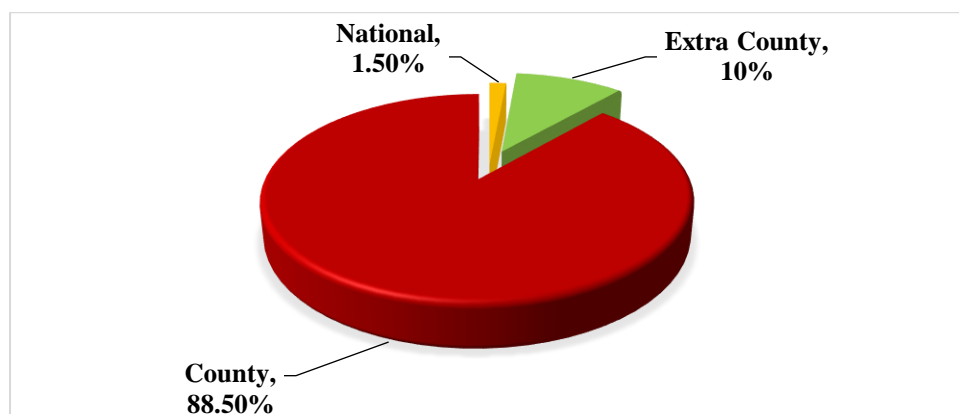


Figure 4.7: School Category

Majority of the schools (88.5%) were county schools, 10% were extra county schools, while 1.5% were National Schools. This implies that most of the secondary schools in Wajir County are County level rated.

4.5.8 School Size

The researcher also asked the respondents to indicate their school sizes in terms of number of streams. This was necessary because the size of a school can impact the effectiveness of leadership in the implementation of a strategic plan. In larger schools, there may be a more complex leadership structure with multiple layers. This can impact

the implementation of a strategic plan in terms of communication, delegation, and accountability. The results on school size are presented in Table 4.4.

Table 4.4: Size of School

Number of Streams	Frequency	Percentage
Single stream	97	74.6
Double Stream	17	13.1
Triple stream	4	3.1
Four streams	12	9.2
Total	130	100

The results presented in Table 4.4 reveals that the majority of the schools were single stream, making up 74.6% of the total respondents or 97 out of the 130 schools. These single-stream schools represent a substantial majority, indicating that most of the schools in this study are relatively small. The results show that double streamed schools were the next most common, but they made up 13.1% of the schools, with 17 out of the 130 schools falling into this category. This suggests that while some schools are large enough to have two streams, these schools are considerably less common than the single-stream schools. Triple streamed schools were the least common category, with only 4 schools, or 3.1% of the total. This indicates that very few schools in this study area are large enough to have three streams. Finally, there were 12 schools that have four streams. These schools make up 9.2% of the total, making them more common than triple stream schools, but still less common than single or double stream schools. This shows that a small but notable proportion of the schools in this study are quite large. In summary, this data suggests that most of the schools in this study are relatively small, with the majority being single stream schools. However, there is a wide range of school sizes, with a small number of schools having two, three, or even four streams.

4.5.9 Age of School

The researcher asked the respondents to indicate when their schools were started and their responses were as shown in Figure 4.8. This was necessary because older schools may have deeply ingrained traditions and established ways of doing things. This can make it more challenging to introduce and implement new strategic plans, particularly if they require significant changes. Transformational leaders in older schools may need to work harder to overcome resistance and encourage buy-in from staff and students.

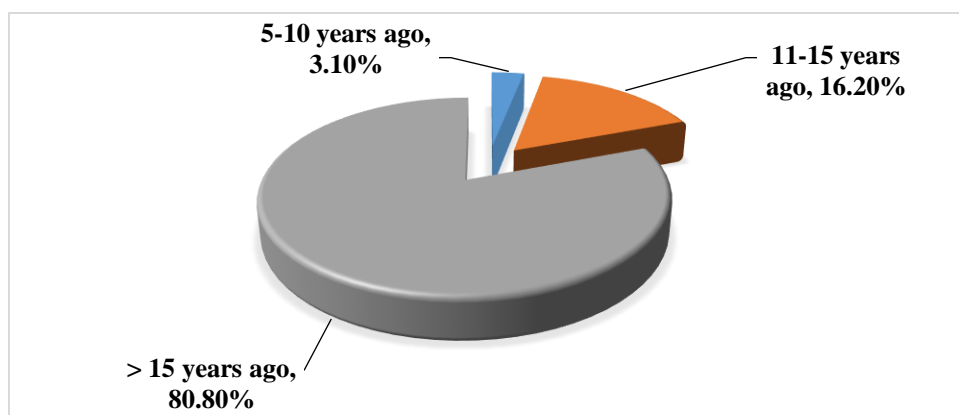


Figure 4.8: Age of School

The results in Figure 4.8 show that majority (80.8%) of the schools in the study area were over 15 years old, 16.2% of them were established between 11-15 years ago, while 3.10% had been around for between 5-10 years. The findings imply that most of the secondary schools in Wajir County have been around for the longest time, thus the leadership is well informed about strategic plan implementation in those schools.

4.5.10 Fee Collection

Furthermore, the respondents were asked to indicate the average fee collection in their respective schools. The responses were as shown in Figure 4.9.

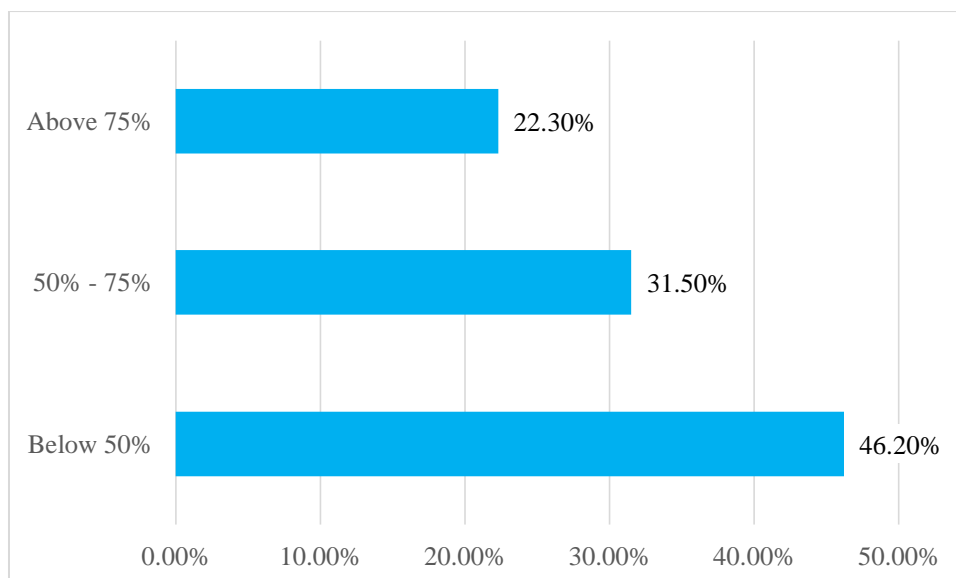


Figure 4.9: Average Fee Collection

The results in Figure 4.9, in most secondary schools (46.2%) fee collection averaged below 50%, in in 31.5% of the schools fee collection averaged between 50%-75%. Whereas the average fee collection was more than 75% in 22.3% of the schools included in this study. This implies that in most of the secondary schools in Wajir County, fee collection is poor. With an inadequate budget, these schools may struggle to achieve their strategic objectives, which could include things like improving infrastructure, hiring high-quality staff, incorporating new technology, or expanding educational programs. This can ultimately compromise the quality of education provided, as resources may become strained and important initiatives might be delayed or abandoned.

4.5.11 Alternative Sources of Funds

The respondents were asked to indicate alternative sources of funds their schools were relying on to implement their strategic plans other than fee collection. The response were as shown in Figure 4.10.

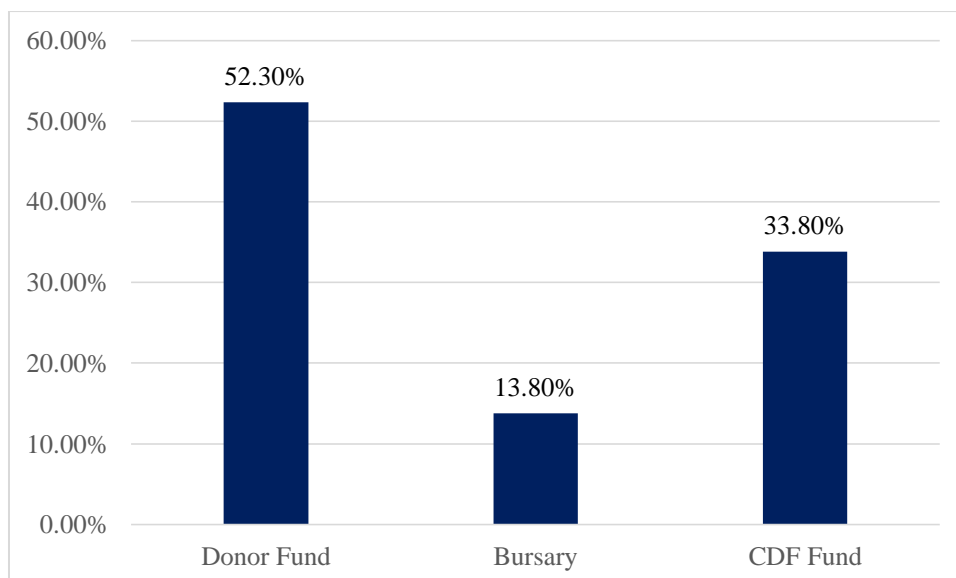


Figure 4.10: Alternative Sources of Fund

Based on the results in Figure 4.10, other than fee collection more than a half (52.3%) of the secondary schools were receiving funding from donors, slightly more than a third (33.8%) were benefiting from CDF funds, while 13.8% were beneficiaries of bursaries. This implies that most secondary schools in Wajir have alternative funds, which together with the fee they collect can go a long way in the implementation of their strategic plans.

4.6 Descriptive Statistics

This section presents the descriptive statistics on the study variables of idealized influence, inspirational motivation, intellectual stimulation, individual consideration and implementation of strategic plans. Descriptive analysis results on each of the study variables are discussed below.

4.6.1 Descriptive Statistics on Idealized Influence

The first study objective was to assess the effects of idealized influence on the implementation of strategic plans in public secondary schools in Wajir County. The respondents were asked to indicate their levels of agreement/disagreement with the

statements on idealized influence as a component of transformational leadership.

Descriptive analysis results on idealized influence are presented in Table 4.5.

Table 4.5: Descriptive Statistics on Idealized Influence

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. dev.
Staff members have an appetite for risk, which is the maximum level of risk that leaders are willing to take in order to meet its strategic objectives	2.30%	6.90%	13.80%	32.30%	44.60%	4.1	1.03
A self-assessment helps leaders identify areas where they are successfully modeling ethical workplace and cultural behaviors, as well as areas where they could improve.	6.20%	9.20%	12.30%	36.20%	36.20%	3.87	1.18
Staff members create a certain belief about leaders as a result of their idealized impact, and leaders can easily communicate their motivating drive to them.	5.40%	12.30%	18.50%	31.50%	32.30%	3.73	1.19
The employees have ability to have faith in and appreciate the leaders	1.50%	3.10%	18.50%	35.40%	41.50%	4.12	0.92
Leaders are able to motivate the employees at all levels without discrimination	0.80%	10.80%	15.40%	36.20%	36.90%	3.98	1.02
Overall Mean						3.96	

The findings in Table 4.5 indicate that majority of the respondents agreed with the statements about idealized influence, indicating a positive view of transformational leadership. For the statement about staff members having an appetite for risk, most of the respondents 76.9% (32.3%+44.6%) agreed. The mean rating for the statement was 4.1, suggesting a high level of agreement, with a standard deviation of 1.03, indicating a relatively small spread of responses around the mean. Additionally, regarding the self-assessment of leaders in modeling ethical workplace behaviors, majority (72.4%) of the respondents agreed, yielding a mean score of 3.87, with a standard deviation of 1.18, showing a slightly wider spread of responses.

Moreover, majority of the respondents (63.8%) agreed that staff members' believed in their leaders and leaders' ability to communicate their drive. The mean score was 3.73, and the standard deviation was 1.19, suggesting a somewhat wider range of views on this aspect. In terms of the employees' ability to have faith in and appreciate their

leaders, most (76.9%) of the respondents agreed, with a mean score of 4.12 and a standard deviation of 0.92. This indicates a high level of agreement and relatively close consensus among respondents. Finally, for the statement that leaders can motivate employees at all levels without discrimination, majority (73.1%) of respondents agreed. The mean score was 3.98, with a standard deviation of 1.02, suggesting a high level of agreement but with a slightly wider spread of responses. In general, the majority of respondents agreed with all the statements related to idealized influence, showing a positive perception of transformational leadership in their schools. The overall mean score was 3.96, indicating that on average, respondents were in agreement with the statements.

4.6.2 Descriptive Statistics on Inspirational Motivation

The second study objective was to determine the effect of inspirational motivation on the implementation of strategic plans in public secondary schools in Wajir County. The respondents were asked to indicate their levels of agreement/disagreement with the statements on inspirational motivation as a component of transformational leadership. Descriptive analysis results on inspirational motivation are presented in Table 4.6.

Table 4.6: Descriptive Statistics on Inspirational Motivation

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev.
The school management perceive how employees efforts contributes to a common objective if you are unable to communicate your vision to them	3.80%	13.80%	19.20%	30.80%	32.30%	3.74	1.17
Communication skills are closely linked to one's level of success in our school	1.50%	20.80%	25.40%	25.40%	26.90%	3.55	1.14
The school management makes the employees have a feeling of purpose and motivated that propels them to fulfill ideal future	3.10%	17.70%	26.90%	21.50%	30.80%	3.59	1.19
The employees are inspired to achieve set target by the management	1.50%	9.20%	13.80%	32.30%	43.10%	4.06	1.04
Workers are driven to succeed no matter what project they are working on	3.80%	4.60%	20.00%	31.50%	40.00%	3.99	1.07
Overall Mean						3.786	

The descriptive results in Table 4.6 depicts that majority of respondents agreed that the school management needed to perceive how employees' efforts contributed to a common objective (63.1%) with a mean of 3.74 and a standard deviation of 1.17. In terms of communication skills being closely linked to one's level of success in the school, most (52.3%) of respondents agreed. The responses had a mean of 3.55 and the standard deviation of 1.14, implying that a significant proportion of the respondents believed that communication skills played an essential role in the success of the school's employees. Moreover, a majority (55.2%) of respondents agreed that the school management made employees feel a sense of purpose and motivation that propelled them to fulfill an ideal future. The mean for this statement was 3.59, and the standard deviation was 1.19.

Regarding employees being inspired to achieve set targets by the management, a combined total of 75.4% of respondents agreed, with a mean of 4.06 and a standard deviation of 1.04. This result suggested that the management's efforts in inspiring employees to achieve their goals were generally successful. Finally, the analysis revealed that majority (71.5%) of respondents agreed that workers were driven to succeed no matter what project they were working on. The mean for this statement was 3.99, with a standard deviation of 1.07, indicating that the majority of employees felt motivated to work on various projects. The overall mean for all the responses was 3.786 suggesting that the respondents generally agreed with the statements regarding inspirational motivation as a component of transformational leadership in the school.

4.6.3 Descriptive Statistics on Inspirational Motivation

The third study objective was to find out how intellectual stimulation affects implementation of strategic plans in public secondary schools in Wajir County. The respondents were asked to indicate their levels of agreement/disagreement with the

statements on intellectual stimulation as a component of transformational leadership.

Descriptive analysis results on intellectual stimulation are presented in Table 4.7.

Table 4.7: Descriptive Statistics on Intellectual Stimulation

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev.
Followers are intellectually stimulated and more likely to come up with unique solutions to common problems	3.80%	10.80%	13.10%	33.10%	39.20%	3.93	1.14
The school management take responsible risk-taking to encourage employees to be aware of and exploit opportunities they perceive around them.	1.50%	10.80%	13.80%	40.00%	33.80%	3.94	1.02
Personal experience influences creativity	1.50%	12.30%	20.00%	32.30%	33.80%	3.85	1.07
The employees work with a lot of Passion and dedication	5.40%	6.90%	13.10%	22.30%	52.30%	4.09	1.19
Identity transitions is used as a source of knowledge and interaction.	6.90%	7.70%	16.90%	20.80%	47.70%	3.95	1.26
Overall Mean						3.952	

Based on the analysis outcome in Table 4.7, majority (72.3%) of respondents believed that followers who were intellectually stimulated were more likely to come up with unique solutions to common problems. The mean for this statement was 3.93, with a standard deviation of 1.14. Additionally, regarding the school management taking responsible risk-taking to encourage employees to be aware of and exploit opportunities around them, majority (73.8%) of respondents agreed. The mean for this statement was 3.94, with a standard deviation of 1.02, implying that majority of respondents acknowledged the importance of risk-taking for employee growth and development.

In terms of personal experience influencing creativity, most (66.1%) of respondents agreed, with a mean of 3.85 and a standard deviation of 1.07. This demonstrated that a significant number of respondents believed that personal experiences played a role in fostering creativity among employees. Moreover, the analysis revealed that a combined total of 74.6% of respondents agreed that employees worked with a lot of passion and

dedication. The mean for this statement was 4.09, with a standard deviation of 1.19, suggesting that employees were generally dedicated to their work.

Similarly, majority (68.5%) of respondents agreed that identity transitions were used as a source of knowledge and interaction. The mean for this statement was 3.95, with a standard deviation of 1.26, indicating that the majority of respondents recognized the value of identity transitions in knowledge sharing and interaction. The overall mean of 3.952 suggests that the respondents generally agreeing with the statements regarding intellectual stimulation as a component of transformational leadership in the school.

4.6.4 Descriptive Statistics on Individual Consideration

The fourth study objective was to examine the effect of individual consideration on the implementation of strategic plans in public secondary schools in Wajir County. The respondents were asked to indicate their levels of agreement/disagreement with the statements on individual consideration as a component of transformational leadership. Descriptive analysis results on individual consideration are presented in Table 4.8.

Table 4.8: Descriptive Statistics on Individual Consideration

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. dev.
Clear protocols are followed so that supervisors and employees can discuss attendance concerns that affect the work unit and its performance, as well as giving employees adequate opportunity to address attendance difficulties.	5.40%	10.00%	23.80%	30.00%	30.80%	3.71	1.16
Leaders act as mentors in order to activate transformational leadership and build healthy work attitudes and career projection among their followers.	7.70%	7.70%	28.50%	18.50%	37.70%	3.71	1.26
Emotional and normative commitment are revealed to be strongly linked to psychological empowerment.	8.50%	11.50%	24.60%	16.20%	39.20%	3.66	1.33
Career mentoring is continuously done in all departments.	3.10%	6.20%	16.90%	34.60%	39.20%	4.01	1.05
Leaders pay close attention to their followers' needs, guiding them through challenging situations and developing them along the way.	0.80%	6.90%	19.20%	45.40%	27.70%	3.92	0.9
Overall Mean						3.802	

The findings in Table 4.8 depicts that majority of the respondents 60.8% (30.8% + 30.0%) agreed that clear protocols were being followed so that supervisors and employees can discuss attendance concerns that affect the work unit and its performance, as well as giving employees adequate opportunity to address attendance difficulties. The response yielded mean score of 3.71 and a standard deviation of 1.16, implying that most of the respondents were in agreement with the statement and their responses diverse. Similarly, the statement that leaders act as mentors in order to activate transformational leadership and build healthy work attitudes and career projection among their followers was affirmed by more than a half 56.2% (37.7% + 18.5%) of the participants. The statement had a mean score of 3.71 with a standard deviation of 1.26.

Moreover, majority of the respondents agreed that emotional and normative commitment were revealed to be strongly linked to psychological empowerment (55.4%) yielding a mean score of 3.66 and a standard deviation of 1.33. The statement that career mentoring is continuously done in all departments was supported by most (73.8%) of the respondents, with a mean score of 4.01 and a standard deviation of 1.05, indicating a high level of agreement. Finally, the statement that leaders pay close attention to their followers' needs, guiding them through challenging situations and developing them along the way was agreed upon by almost three quarters (73.1%) of the participants (27.7% + 45.4%), scoring a mean of 3.92 with a standard deviation of 0.9. In summary, the respondents generally demonstrated a favorable opinion towards individual consideration as an aspect of transformational leadership, as indicated by the overall mean score of 3.802.

4.6.5 Descriptive Statistics on Implementation of Strategic Plans

Implementation of strategic plans in public secondary schools in Wajir County was the dependent variable. The respondents were asked to indicate their levels of agreement/disagreement with the statements on implementation of strategic plans in their respective schools, and their responses were as shown in Table 4.9.

Table 4.9: Descriptive Statistics on Implementation of Strategic Plans

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev.
We have been completing our projects within the stipulated timeline.	1.50%	10.80%	23.80%	30.80%	33.10%	3.83	1.06
In our school completion of syllabus is timely and effective.	6.90%	6.90%	22.30%	29.20%	34.60%	3.78	1.2
Our strategic plan prioritizes creating a school culture of inclusivity and respect and we continuously engage students, staff, and the community in this effort.	4.70%	6.30%	20.30%	28.90%	39.80%	3.93	1.13
Our academic performance has been improving consistently.	7.00%	7.00%	19.40%	25.60%	41.10%	3.87	1.23
We have developed a comprehensive professional development program for our teachers.	6.20%	4.60%	26.90%	29.20%	33.10%	3.78	1.14
We have succeeded in ensuring our plan addresses the specific needs and challenges of our teaching staff, non-teaching staff and students.	4.60%	7.70%	13.10%	37.70%	36.90%	3.95	1.11
Our strategic plan has emphasized the importance of students' social and emotional learning.	3.80%	3.10%	23.10%	23.80%	46.20%	4.05	1.08
Overall Mean						3.88	

Based on the descriptive analysis results in Table 4.9, majority of the respondents (64%) agreed that their schools had been completing our projects within the stipulated timeline, with a mean score of 3.83 and a standard deviation of 1.06. This suggests that, in general, the projects were completed in a timely manner and the responses were relatively consistent across the board. Additionally, the statement that in our school, completion of syllabus is timely and effective saw a 68% agreement rate, with a mean score of 3.78 and a standard deviation of 1.2. This suggests a majority sentiment that the syllabus was completed both efficiently and effectively.

Moreover, most (68.7%) of respondents agreed with the statement that their strategic plans were prioritizing creating a school culture of inclusivity and respect and we continuously engage students, staff, and the community in this effort, as demonstrated by a mean of 3.93 and standard deviation of 1.13. This highlights the effective promotion of an inclusive and respectful culture within the schools. In addition most of the respondents (66.7%) agreed with the statement that their academic performances had been improving consistently over the years, as was also reflected by a mean score of 3.87 and a standard deviation of 1.23. This indicated a perception of consistent academic improvement within the schools.

Furthermore, a majority of the respondents (72.3%) were in agreement that their schools had developed comprehensive professional development programs for the teachers, reflected by a mean score of 3.78 and a standard deviation of 1.14. This implies that most respondents believed in the existence and effectiveness of a comprehensive professional development program for teachers. Moreover, the statement "We have succeeded in ensuring our plan addresses the specific needs and challenges of our teaching staff, non-teaching staff, and students" saw a 74.6% agreement rate, with a mean score of 3.95 and a standard deviation of 1.11. This demonstrates that the strategic plans were perceived as addressing the specific needs and challenges of various stakeholders.

Finally, the statement majority of the respondents (70%) agreed with the statement that their strategic plans had emphasized the importance of students' social and emotional learning, and was affirmed by a mean score of 4.05 and a standard deviation of 1.08. This suggests a strong focus on students' social and emotional learning in the strategic plans. The overall mean of 3.88 suggests a positive view of the strategic plan

implementation in secondary schools in Wajir County. The relatively low standard deviations suggest consistency in these views among respondents.

4.7 Correlation Analysis

Correlation analysis was carried out in this study to assess the nature and the strength of the association between of transformational leadership and the implementation of strategic plans in public secondary schools in Wajir County. The Association of variables was established between 0 and 1. Table 4.10 shows the correlation matrix.

Table 4.10: Correlation Analysis

		Implement ation	Idealized Influence	Inspirational Motivation	Intellectual Stimulation	Individual Consideration
Implementation	Pearson Correlation	1.000				
	Sig. (2-tailed)					
Idealized Influence	Pearson Correlation	.626**	1.000			
	Sig. (2-tailed)	0.000				
Inspirational Motivation	Pearson Correlation	.676**	.634**	1.000		
	Sig. (2-tailed)	0.001	0.000			
Intellectual Stimulation	Pearson Correlation	.709**	.624**	.704**	1.000	
	Sig. (2-tailed)	0.000	0.000	0.000		
Individual Consideration	Pearson Correlation	.713**	.539**	.591**	.644**	1.000
	Sig. (2-tailed)	0.003	0.006	0.000	0.000	

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

Source: Researcher (2023)

The results from table 4.10 depicts that there was a positive and significant association between idealized influence and implementation of strategic plans ($r=0.626$, $p=0.000<0.05$). This implies that leadership behavior that exemplifies idealized influence has a positive impact on the realization of strategic plans in these schools. The implication is that school leaders like principals who demonstrate idealized influence in Wajir County secondary schools may effectively guide their institutions toward achieving their strategic goals. Such leaders might inspire teachers and other

staff to align with the school's strategic vision, thereby fostering a supportive environment for implementing these plans.

Similarly, results revealed a positive and significant association between inspirational motivation and implementation of strategic plans ($r=0.676$, $p=0.001<0.05$). Inspirational motivation is another component of transformational leadership and leaders who excel at inspirational motivation are able to articulate a compelling vision of the future, inspire enthusiasm and optimism, and motivate their team members to strive toward ambitious goals. This finding implies that when leaders in the principals and the leadership of secondary schools in Wajir County are effective in inspiring and motivating their staff, there is a higher likelihood that strategic plans may be successfully implemented.

Moreover, the study findings revealed a positive and significant association between intellectual stimulation and implementation of strategic plans ($r=0.709$, $p=0.000<0.05$). The implication of this is that there is positive and significant linear association between intellectual stimulation and implementation of strategic plans in Secondary schools in Wajir County. This implies that leaders in the secondary schools of Wajir County who encourage intellectual stimulation are more likely to successfully implement strategic plans. Leaders who promote intellectual stimulation challenge their followers to think creatively and innovatively, encouraging them to question assumptions, reframe problems, and approach old situations in new ways. They foster an environment where ideas are freely shared and explored, nurturing critical thinking and problem-solving skills.

Finally, it is evident from the findings that there existed a positive and significant association between individual consideration and implementation of strategic plans ($r=0.713$, $p=0.003<0.05$). This implies that when leaders demonstrate individual

consideration - paying attention to the individual needs and development of their followers - the implementation of strategic plans in the given setting is more likely to succeed. This points to the fact that leaders who display individual consideration treat each member of their team as an individual, acknowledging their unique needs, abilities, aspirations, and contributions, by providing personalized support, mentorship, and opportunities for growth and development.

The results corroborate those of Ali (2010), who studied the efficacy of strategic planning in public Teacher Training Colleges and concluded that improving staff members' abilities, creating an incentive structure to keep key achievers and implementers engaged, and allocating sufficient resources were all necessary for long-term success. Additionally, the adoption of international best practices in formal strategy development; the development of an all-inclusive strategic planning process that allows for positive contribution from all stakeholders; the establishment of negotiations and conflict resolution mechanisms to achieve consensus and remove disruptive political influence.

4.8 Diagnostic Tests

Before beginning the process of estimating the model, a number of diagnostic procedures are carried out to check and make certain that the linear regression model's presumptions have not been broken in any way. Because of this, the likelihood of receiving estimates of parameter values that are inconsistent, inefficient, or biased was reduced. Diagnostic test results are discussed below.

4.8.1 Normality Test

The Shapiro-Wilk test was utilized in the research project in order to investigate the level of normalcy. The Shapiro-Wilk test is utilized when the number of components

in the dataset is less than 2000; otherwise, the Kolmogorov-Smirnov test is utilized. At a level of confidence of 95%, the p-value needs to be more than 0.05 for the data to be considered normal. If this is the case, then we can come to the conclusion that the data follows a normal distribution. Table 4.11 presents that normality test result.

Table 4.11: Normality Test

Variable	Shapiro-Wilk		Sig.
	Statistic	df	
Implementation of Strategic Plans	0.964	130	0.637
Idealized Influence	0.863	130	0.066
Inspirational Motivation	0.902	130	0.125
Intellectual Stimulation	0.884	130	0.091
Individual Consideration	0.919	130	0.555

The findings in Table 4.11 indicate that the data follow a normal distribution because the respective p values for all of the variables were greater than 0.05. Therefore, it may be deduced that the data follow a normal distribution.

4.8.2 Multicollinearity Test

In this study, the multicollinearity test was performed to establish whether or not the independent variables are significantly associated with one another. The findings of the multicollinearity test are displayed in Table 4.12.

Table 4.12: Multicollinearity Test

Variable	VIF
Idealized Influence	2.915
Inspirational Motivation	2.746
Intellectual Stimulation	2.507
Individual Consideration	2.870

According to the findings presented in Table 4.12, there is no evidence of multicollinearity because the VIF for any of the variables was lower than 10. According to Katrutsa and Strijov (2017), the presence of multicollinearity can be inferred from VIF values that are greater than 10. The standard errors and confidence intervals are inflated as a result of multicollinearity, which leads to estimations of the coefficients of

individual predictors that are less reliable. The results also show that association existed between the independent variables as indicated by VIF of at least 2.5.

4.8.3 Heteroscedasticity Test

In order to determine whether or not the error terms are correlated across observations in the cross-sectional of the data, a heteroscedasticity test utilizing the Breusch-Pagan / Cook-Weisberg test was carried out. The alternative hypothesis can be considered viable if the p-value is 0.01 or lower. The findings are detailed in Table 4.13.

Table 4.13: Heteroscedasticity Results

Breusch-Pagan / Cook-Weisberg test for heteroscedasticity		
Ho: Constant variance		
Variable: fitted values of Implementation of Strategic Plan		
chi2(1)	=	3.312
Prob > chi2	=	0.0853

According to the findings presented in Table 4.13, the p-value is higher than 0.05. Since the value that was reported was greater than the critical p value of 0.05, the null hypothesis is not rejected even if the critical p value was 0.05. It can be deduced from this that the data did not exhibit any signs of heteroscedasticity.

4.9 Regression Analysis

The link between the variables is investigated by regression analysis. It refers to a group of statistical techniques that are utilized in the process of estimating the degree to which a dependent variable is related to one or more independent variables. The regression analysis consists of its constituent parts, which are the model fitness, the analysis of variance, and the regression coefficients. The model fitness results are presented in Table 4.14.

Table 4.14: Model Fitness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.811a	0.657	0.646	0.44485

a Predictors: (Constant), Individual Consideration, Idealized Influence, Inspirational Motivation, Intellectual Stimulation

According to the findings that are provided in Table 4.14, sufficient variables for describing the implementation of strategic plans in secondary schools located in Wajir County include individual consideration, idealized influence, inspirational motivation, and intellectual stimulation. This is supported by the coefficient of determination, which is also known as the R-square, which was calculated to be 65.7%. This indicates that the components of transformational leadership (individual consideration, idealized influence, inspirational motivation, and intellectual stimulation) explain 65.7% of the variations in the implementation of strategic plans in secondary schools in Wajir County. The study results concur with Moynihan *et al.*, (2011) who asserted that leaders create the stage for success by providing ideal organizational conditions and that establishing factual openness and fostering a developmental culture are the ideal environments for clear performance questionnaire item. The findings are also in agreement with the conclusion made by Odumeru and Ogbonna (2013) that, a person who employs inspiring motivation also generates an intriguing picture of what needs to be addressed in the first place. This type of motivated behavior fosters a sense of teamwork, as well as a shared passion for difficult issues. Table 4.15 provides the results on the analysis of variance (ANOVA).

Table 4.15: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	47.423	4	11.856	59.909	.000 ^b
	Residual	24.737	125	0.198		
	Total	72.16	129			

a Dependent Variable: Implementation

b Predictors: (Constant), Individual Consideration, Idealized Influence, Inspirational Motivation, Intellectual Stimulation

According to the findings of the analysis of variance presented in Table 4.15, the model used in this research successfully explains the influence of individual consideration, idealized influence, inspirational motivation, and intellectual stimulation on the

implementation of strategic plans in secondary schools located in Wajir County as indicated by a p-value of $0.000 < 0.05$. Table 4.16 depicts regression coefficient results.

Table 4.16: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.285	0.242		1.179	0.241
1 Idealized Influence	0.143	0.065	0.159	2.191	0.030
2 Inspirational Motivation	0.187	0.078	0.192	2.388	0.018
3 Intellectual Stimulation	0.249	0.084	0.245	2.958	0.004
4 Individual Consideration	0.344	0.069	0.357	4.981	0.000

a Dependent Variable: Implementation

Based on the study results, the regression model specification was;

$$Y = 0.285 + 0.143X_1 + 0.187X_2 + 0.249X_3 + 0.344X_4$$

Where:

Y represents strategic planning in Public Secondary schools in Wajir County.

X₁ represents; idealized influence

X₂ represents, inspirational motivation

X₃ represents; intellectual stimulation

X₄ represents; individualized consideration

The regression of coefficients results in Table 4.16 shows that idealized influence and implementation of strategic plan were positively and significantly related ($\beta=0.143$, $p=0.030$). This signifies that an improvement in idealized influence by one unit is expected to improve implementation of strategic plan by 0.143 units, holding other factors constant. Similarly, inspirational motivation and implementation of strategic plan were positively and significantly related ($\beta=0.187$, $p=0.018$). This means that an improvement in inspirational motivation by one unit in these secondary schools is expected to enhance implementation of strategic plan by 0.187 units while other factors are held constant. Moreover, intellectual stimulation and implementation of strategic

plan were positively and significantly related ($\beta=0.249$, $p=0.004$). This means that an improvement in intellectual stimulation by one unit in secondary schools in Wajir County is expected to enhance implementation of strategic plan by 0.249 units holding other factors constant. Finally, the study found that individualized consideration and implementation of strategic plan were positively and significantly related ($\beta=0.344$, $p=0.000$). This signifies that an improvement in individualized consideration by one unit is expected to improve implementation of strategic plan by 0.344 units, holding other factors constant.

The study results concur with Abeysekera and Jayakody (2015) who found that idealized influence is pervasive in private financial institutions, and that sales clerks in private financial enterprises are more satisfied with their jobs. The findings also are in agreement with the findings of Ngaithe et al., (2016) which revealed a strong link between employee performance and transformational leadership and that idealized influence had a major impact on employee performance. Krishna (2017) asserted that there was a link between transformative leadership and increased effectiveness, extra effort, contentment, and psychological empowerment. Transformational leadership, contrary to expectations, was not associated with affective or normative dedication. Moreover, the findings are in tandem with Corrigan, Lickey, Campion, and Rashid, (2011) who found that personalized consideration improves numerous leadership attributes through training and development activities. In addition, Odumeru and Ogbonna (2013) stated that intellectual stimulation is the level at which a leader evaluates the capabilities of supporters, speculates, inspires, and increases originality among members by outlining how supporters should relate to the leaders, the institution, colleagues, and the organizational goal. Transformational leaders are those who understand the need of intellectual stimulation in cultivating non-traditional modes

of thought and novel approaches to completing tasks (Hughes, 2014). Intellectual stimulation entails questioning the status quo and fostering creativity and innovation (Chen, Lin, Lin & McDonough, 2012).

4.10 Hypotheses Testing

Hypotheses were tested using multiple linear regression analysis as represented in Table 4.16.

The first hypoproject tested was:

H₀₁: Idealized influence has no significant influence on the implementation of strategic plans in public secondary schools in Wajir County.

The decision to either accept or reject the null hypoproject was based on p-value. If the p-value is less than 0.05, the H₀₁ is rejected but if it is greater than 0.05, then H₀₁ is not rejected. Therefore, the null hypoproject was that idealized influence has no significant influence on the implementation of strategic plans in public secondary schools in Wajir County. Results in Table 4.16 revealed a p-value<0.05. The null hypoproject was therefore rejected and the alternative objective adopted that, idealized influence has significant influence on the implementation of strategic plans in public secondary schools in Wajir County.

The second hypoproject tested was:

H₀₂: Inspirational motivation has no significant influence on the implementation of strategic plans in public secondary schools in Wajir County.

Results in Table 4.16 revealed a p-value<0.05. The null hypoproject was therefore rejected and the alternative objective adopted that, inspirational motivation has significant influence on the implementation of strategic plans in public secondary schools in Wajir County.

The third hypoproject tested was:

H₀₃: Intellectual stimulation has no significant influence on the implementation of strategic plans in public secondary schools in Wajir County.

Results in Table 4.16 revealed a $p\text{-value} < 0.05$. The null hypoproject was therefore rejected and the alternative objective adopted that, Intellectual stimulation has significant influence on the implementation of strategic plans in public secondary schools in Wajir County.

The fourth hypoproject tested was:

H₀₄: Individual consideration has no significant influence on the implementation of strategic plans in public secondary schools in Wajir County.

Results in Table 4.16 revealed a $p\text{-value} < 0.05$. The null hypoproject was therefore rejected and the alternative objective adopted that, individual consideration has significant influence on the implementation of strategic plans in public secondary schools in Wajir County.

4.11 Discussion of Findings

4.11.1 Idealized Influence

To assess the effects of idealized influence on the implementation of strategic plans in public secondary schools in Wajir County. Descriptive analysis findings showed that the majority of respondents agreed with all the statements related to idealized influence, showing a positive perception of transformational leadership in their schools. The overall mean score was 3.96, indicating that on average, respondents were in agreement with the statements. Correlation analysis findings indicated that there was a positive and significant association between idealized influence and implementation of strategic plans ($r=0.626$, $p=0.000 < 0.05$), implying that leadership behavior that exemplifies

idealized influence has a positive influence on the realization of strategic plans in these schools. The implication is that school leaders like principals who demonstrate idealized influence in Wajir County secondary schools may effectively guide their institutions toward achieving their strategic goals.

Moreover, the study established that idealized influence and implementation of strategic plan were positively and significantly related ($\beta=0.143$, $p=0.030$), signifying that an improvement in idealized influence by one unit is expected to improve implementation of strategic plan by 0.143 units, holding other factors constant. The findings led to the rejection of the null hypothesis that idealized influence has no significant influence on the implementation of strategic plans in public secondary schools in Wajir County. The findings were consistent with the findings of a study by Hayati et al. (2016) who found that, idealized influence instills great standards and a positive outlook in people, inspiring them and establishing faith in their potential to perform at work. According to the study, superintendents and managers should be aided in furthering our understanding of leadership and connecting it to the ideal characteristics that promote effective and active leadership behavior.

4.11.2 Inspirational Motivation

The second objective of the study was to determine the effect of inspirational motivation on the implementation of strategic plans in public secondary schools in Wajir County. Descriptive analysis results showed that the overall mean for all the responses on this variable was 3.786 suggesting that the respondents generally agreed with the statements regarding inspirational motivation as a component of transformational leadership in the school. Additionally, correlation analysis established a positive and significant association between inspirational motivation and implementation of strategic plans ($r=0.676$, $p=0.001<0.05$). This pointed to that fact

that leaders who excel at inspirational motivation are able to articulate a compelling vision of the future, inspire enthusiasm and optimism, and motivate their team members to strive toward ambitious goals.

Moreover, regression analysis results showed that inspirational motivation and implementation of strategic plan were positively and significantly related ($\beta=0.187$, $p=0.018$), implying that an improvement in inspirational motivation by one unit in these secondary schools is expected to enhance implementation of strategic plan by 0.187 units while other factors are held constant. These findings led to the rejection of the null hypothesis that inspirational motivation has no significant influence on the implementation of strategic plans in public secondary schools in Wajir County. The findings concurred with the conclusion made by Ndisya and Juma (2016) that variations in inspirational drive has significant impact on worker performance, with worker achievement improving as inspirational motivation increased.

4.11.3 Intellectual Stimulation

The third objective of the study was to find out how intellectual stimulation affects implementation of strategic plans in public secondary schools in Wajir County. Descriptive findings revealed that the overall mean response on the statements regarding intellectual stimulation was 3.952 suggesting that the respondents generally agreed with the statements regarding intellectual stimulation as a component of transformational leadership in the school. Correlation analysis results showed a positive and significant association between intellectual stimulation and implementation of strategic plans ($r=0.709$, $p=0.000<0.05$). The implication of this is that there is positive and significant linear association between intellectual stimulation and implementation of strategic plans in Secondary schools in Wajir County.

Additionally, regression analysis results shows that intellectual stimulation and implementation of strategic plan were positively and significantly related ($\beta=0.249$, $p=0.004$). This means that an improvement in intellectual stimulation by one unit in secondary schools in Wajir County is expected to enhance implementation of strategic plan by 0.249 units holding other factors constant. These findings led to the rejection of the null hypothesis that intellectual stimulation has no significant influence on the implementation of strategic plans in public secondary schools in Wajir County. The findings were found to be in tandem with assertions by Zhou et al. (2012) that transformational leadership such as intellectual stimulation has a strong relationship to employee job satisfaction and performance. Similarly, organizational commitment has a positive impact on job satisfaction and productivity. Inspirational motivation and idealized work environments, according to Zhou et al. (2012), have an effect on intrinsic job satisfaction.

4.11.4 Individual Consideration

The fourth objective of the study was to examine the effect of individual consideration on the implementation of strategic plans in public secondary schools in Wajir County. Descriptive analysis outcome revealed that the respondents generally demonstrated a favorable opinion towards individual consideration as an aspect of transformational leadership, as indicated by the overall mean score of 3.802. Correlation analysis findings indicated existence of a positive and significant association between individual consideration and implementation of strategic plans ($r=0.713$, $p=0.003<0.05$). This implies that when leaders demonstrate individual consideration paying attention to the individual needs and development of their followers the implementation of strategic plans in the given setting is more likely to succeed.

Similarly, regression analysis was conducted and the findings revealed that individualized consideration and implementation of strategic plan were positively and significantly related ($\beta=0.344$, $p=0.000$). This signifies that an improvement in individualized consideration by one unit is expected to improve implementation of strategic plan by 0.344 units, holding other factors constant. Based on the hypothesis test results, the study rejected the null hypothesis that individual consideration has no significant influence on the implementation of strategic plans in public secondary schools in Wajir County. And concluded that individual consideration has significant influence on the implementation of strategic plans in public secondary schools in Wajir County.

4.12 Summary of Hypotheses

This section presents the summary of

Table 4.17: Summary of Hypotheses Tests

Hypothesis	Reject H_0/Fail to reject H_0
H₀₁ : Idealized influence has no significant influence on the implementation of strategic plans in public secondary schools in Wajir County.	Rejected H_{01}
H₀₂ : Inspirational motivation has no significant influence on the implementation of strategic plans in public secondary schools in Wajir County.	Rejected H_{02}
H₀₃ : Intellectual stimulation has no significant influence on the implementation of strategic plans in public secondary schools in Wajir County.	Rejected H_{03}
H₀₄ : Individual consideration has no significant influence on the implementation of strategic plans in public secondary schools in Wajir County.	Rejected H_{04}

Source: Researcher, 2023

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Presented in this chapter are the summaries of the key findings, conclusions and recommendations. This is done according to the objectives of the study. Each of the sections is comprehensively discussed based on the research findings.

5.2 Summary of Findings

The purpose of this study was to determine the effect of transformational leadership on the implementation of strategic plans in public secondary schools in Wajir County. The outcomes of the regression analysis indicated that individual consideration, idealized influence, inspiring motivation, and intellectual stimulation were adequate variables in explaining the implementation of strategic goals in secondary schools located in Wajir County. This was supported by the coefficient of determination, which is also known as the R-square, which was 65.7%. This indicates that the components of transformational leadership (individual consideration, idealized influence, inspirational motivation, and intellectual stimulation) were responsible for 65.7% of the variations in the implementation of strategic plans in secondary schools in Wajir County.

5.2.1 Idealized Influence

To assess the effects of idealized influence on the implementation of strategic plans in public secondary schools in Wajir County. Descriptive analysis findings showed that the majority of respondents agreed with all the statements related to idealized influence, showing a positive perception of transformational leadership in their schools. The overall mean score was 3.96, indicating that on average, respondents were in agreement with the statements. Correlation analysis findings indicated that there was a positive and significant association between idealized influence and implementation of strategic

plans ($r=0.626$, $p=0.000<0.05$), implying that leadership behavior that exemplifies idealized influence has a positive influence on the realization of strategic plans in these schools. The implication is that school leaders like principals who demonstrate idealized influence in Wajir County secondary schools may effectively guide their institutions toward achieving their strategic goals.

Moreover, the study established that idealized influence and implementation of strategic plan were positively and significantly related ($\beta=0.143$, $p=0.030$), signifying that an improvement in idealized influence by one unit is expected to improve implementation of strategic plan by 0.143 units, holding other factors constant. The findings led to the rejection of the null hypothesis that idealized influence has no significant influence on the implementation of strategic plans in public secondary schools in Wajir County. The findings were consistent with the findings of a study by Hayati et al. (2016) who found that, idealized influence instills great standards and a positive outlook in people, inspiring them and establishing faith in their potential to perform at work. According to the study, superintendents and managers should be aided in furthering our understanding of leadership and connecting it to the ideal characteristics that promote effective and active leadership behavior.

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implementation of strategic plans ($r=0.676$, $p=0.001<0.05$). This pointed to that fact that leaders who excel at inspirational motivation are able to articulate a compelling vision of the future, inspire enthusiasm and optimism, and motivate their team members to strive toward ambitious goals.

Moreover, regression analysis results showed that inspirational motivation and implementation of strategic plan were positively and significantly related ($\beta=0.187$, $p=0.018$), implying that an improvement in inspirational motivation by one unit in these secondary schools is expected to enhance implementation of strategic plan by 0.187 units while other factors are held constant. These findings led to the rejection of the null hypothesis that inspirational motivation has no significant influence on the implementation of strategic plans in public secondary schools in Wajir County. The findings concurred with the conclusion made by Ndisya and Juma (2016) that variations in inspirational drive has significant impact on worker performance, with worker achievement improving as inspirational motivation increased.

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The fourth objective of the study was to examine the effect of individual consideration on the implementation of strategic plans in public secondary schools in Wajir County. Descriptive analysis outcome revealed that the respondents generally demonstrated a favorable opinion towards individual consideration as an aspect of transformational leadership, as indicated by the overall mean score of 3.802. Correlation analysis findings indicated existence of a positive and significant association between individual consideration and implementation of strategic plans ($r=0.713$, $p=0.003<0.05$). This implies that when leaders demonstrate individual consideration paying attention to the individual needs and development of their followers the implementation of strategic plans in the given setting is more likely to succeed.

Similarly, regression analysis was conducted and the findings revealed that individualized consideration and implementation of strategic plan were positively and significantly related ($\beta=0.344$, $p=0.000$). This signifies that an improvement in individualized consideration by one unit is expected to improve implementation of strategic plan by 0.344 units, holding other factors constant. Based on the hypothesis test results, the study rejected the null hypothesis that individual consideration has no significant influence on the implementation of strategic plans in public secondary schools in Wajir County. And concluded that individual consideration has significant influence on the implementation of strategic plans in public secondary schools in Wajir County.

5.3 Conclusion

The study conclusively found a positive and significant relationship between idealized influence and the implementation of strategic plans in secondary schools in Wajir County. The study thus concludes that idealized influence, characterized by leaders' ability to act as role models, inspire, instill pride, and earn respect and trust, appears to be a crucial factor in the successful execution of strategic plans. These leaders, through their exemplary behavior and high personal standards, inspire teachers and students alike, fostering a conducive environment for strategic initiatives. In light of these findings, the study concludes that the value of strong, principled leadership in educational settings cannot be overstated. Such leaders are instrumental in driving strategic initiatives, demonstrating the necessity of incorporating leadership development into educational policies. For Wajir County, these findings highlight a pathway towards educational improvement, suggesting the importance of nurturing and encouraging idealized influence among school leaders.

The study also concludes that inspirational motivation positively and significantly affects implementation of strategic plan in secondary schools in Wajir County. The study further affirms that inspirational motivation also plays a pivotal role in the successful implementation of strategic plans in Wajir County's secondary schools. The inspiring leaders instigate motivation among teachers and students, which bolsters their commitment to achieving the strategic objectives outlined. The impact of inspirational motivation on the execution of strategic plans implies that motivation-oriented leadership styles have the potential to markedly enhance educational outcomes in Wajir County. Thus, leaders who excel in articulating a clear, compelling vision, who can energize their teams, and build a shared sense of purpose, can stimulate greater commitment to strategic objectives and thus, more successful plan implementation.

Regarding intellectual stimulation, this study concludes that intellectual stimulation has significant positive effect on strategic plan implementation among secondary schools in Wajir County. The study underlines the importance of such stimulation, suggesting that it leads to a more efficient and effective execution of strategic plans. This is due to the fact that a high level of intellectual engagement can foster a deeper understanding of the objectives, heighten personal investment in the outcome, and spur collective effort towards accomplishing set targets. As a result, schools in Wajir County, and potentially in comparable contexts elsewhere, may improve strategic plan implementation through incorporating intellectual stimulation as a key part of their approach.

Finally, the study concludes that individual consideration as a component of transformational leadership has significant effect on the implementation of strategic plan among secondary schools in Wajir County. The study further concludes that individual consideration involves a personalized approach to leadership where leaders

attend to the specific needs and potential of each member of the team and it is characterized by behaviors like mentoring, coaching, and recognizing individual accomplishments. This individual attention boosts morale, foster a positive and inclusive school environment, and improve both engagement and commitment. Consequently, these factors significantly aid in the successful implementation of strategic plans, as they lead to heightened ownership, involvement, and collective efficacy.

5.4 Recommendations

5.4.1 Implication to the policy and practice

In light of the findings and the conclusions, this study recommends that policies should be enacted to foster and support this style of leadership within schools. This can be achieved by investing in comprehensive leadership development and training programs for school administrators, principals, and teachers. These programs should focus on instilling the four key components of transformational leadership individual consideration, intellectual stimulation, inspirational motivation, and idealized influence. Additionally, the recruitment process for leadership positions in schools should prioritize candidates demonstrating these transformational leadership qualities. Furthermore, existing school leaders should be encouraged and incentivized to adopt this leadership style through professional development opportunities and performance evaluations. By encouraging transformational leadership, schools can improve their ability to successfully implement strategic plans, thereby enhancing overall educational outcomes in Wajir County's public secondary schools.

Future policy considerations should focus on leadership training programs to build a cadre of influential leaders who can successfully implement strategic plans. This investment can help to ensure the delivery of quality education and foster a sustainable

learning environment, further reinforcing the strong relationship between idealized influence and strategic plan implementation. Additionally, there is need to invest in leadership development programs that emphasize and instill inspirational motivation as a core competency is of paramount importance. School leaders, including principals, teachers, and administrative staff, should be trained to employ motivational strategies that inspire and encourage their teams towards the achievement of strategic goals.

Furthermore, it is recommended that the education policy-makers should ensure resources and support for these leadership development programs. This can help maximize strategic plan implementation, thus improving the overall quality of education in secondary schools within Wajir County. The government should provide secondary schools in the county with necessary resources such as updated libraries, modern technology, and other learning materials that can support intellectual growth. Inclusion of intellectually stimulating activities and projects in the curriculum can also prove beneficial. These policy shifts could significantly enhance the successful implementation of strategic plans, leading to improved outcomes for students and the overall school environment in Wajir County.

5.4.2 Implication to Theory

The implications of this study are profound and wide-ranging, particularly when examined through various theoretical lenses. According to Mintzberg's Model Theory, strategic planning isn't just a linear, analytical process but is more organic and involves learning and adaptation. The study's results affirm this by showing that transformational leadership, which encourages adaptation, creativity, and individual growth, plays a vital role in successful strategic planning. Likewise, in terms of Goal-setting Theory, the study's findings resonate as transformational leaders are known to set challenging yet

achievable goals, inspire and motivate followers to exceed normal boundaries, resulting in effective implementation of strategic plans.

In terms of the Transformational Leadership Theory, this study provides empirical evidence reinforcing the theory's core premise: that transformational leaders are highly effective in achieving organizational goals. The study demonstrates that transformational leadership behaviors specifically, individual consideration and intellectual stimulation are critical factors in the successful implementation of strategic plans in schools. Moreover, the Path-Goal Theory argues that the role of a leader is to define goals and remove obstacles. The study's emphasis on inspirational motivation and individual consideration aligns with this theory, suggesting that transformational leaders can effectively guide their followers along the path to goal attainment by offering support and removing barriers.

Finally, the study also has implications for the Synoptic Theory of Strategic Planning, which posits that effective strategic planning requires a comprehensive view of the organization and its environment. Given that transformational leaders have the ability to create a compelling vision and inspire followers to work towards this vision, they are inherently positioned to promote this comprehensive perspective. Overall, the study underscores the importance of transformational leadership in the strategic planning process, providing practical and theoretical insights for both educational institutions and the broader field of strategic management.

5.4.3 Implication to Further study

The current study determined the effect of transformational leadership on the implementation of strategic plans in public secondary schools in Wajir County. Future studies in this area should consider building upon the findings of this study by exploring additional factors that may influence the implementation of strategic plans in public

secondary schools in Wajir County, Kenya. For example, researchers should investigate the role of organizational culture in shaping the relationship between transformational leadership and strategic plan implementation. By examining how cultural factors such as values, beliefs, and norms interact with leadership practices, a more comprehensive understanding of the dynamics at play can be gained. This could help educational policymakers and school administrators develop strategies to foster a supportive culture that aligns with strategic goals and facilitates effective plan implementation.

Additionally, future studies should delve deeper into the specific mechanisms through which transformational leadership influences strategic plan implementation in public secondary schools. This should involve exploring the mediating variables that connect leadership behaviors to the successful execution of strategic plans. For instance, researchers could investigate the role of employee motivation, empowerment, and commitment as potential mediators in the relationship between transformational leadership and plan implementation. Understanding these underlying processes can provide actionable insights for leaders to enhance their effectiveness in driving strategic initiatives.

Furthermore, future studies may consider adopting a longitudinal research design to examine the long-term effects of transformational leadership on the implementation of strategic plans. By tracking the progress of plan implementation over an extended period, researchers can assess the sustainability and durability of the leadership strategies employed. This longitudinal perspective would allow for the examination of potential challenges or barriers that emerge over time and provide guidance on how leaders can adapt their approach to ensure continued success. Moreover, exploring the outcomes and impact of strategic plan implementation on student performance and

overall school improvement would provide valuable insights into the effectiveness of transformational leadership in the education context.

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APPENDICES

Appendix I: Questionnaire for Principals and Head of Department

My name is Abdirahim Maow Salat. I am a Masters student in Business Administration, Moi University. At present, I am working on a project titled *“Effects of Transformational Leadership on Implementation of Strategic Plans in Public Secondary Schools in Wajir County, Kenya”*. I am therefore requesting you to share with me your experiences on the same. I deeply value your privacy and assure you that your responses will be kept strictly confidential. The information you provide in this questionnaire is being collected for research purposes only. The data will be stored securely and will only be processed in an aggregated and anonymized format, ensuring your individual responses cannot be identified. Your participation is voluntary, and you may choose to withdraw at any time without consequence.

INSTRUCTIONS

- i. Answer all questions accurately.
- ii. Be as sincere as possible.
- iii. The information given will be treated confidentially.

Section I: Background information

1. Gender/Age Male [] Female []

2. Age: <30 years [] 30-40 years [] 41-50 years [] >50 years []

3. Level of education (Tick where appropriate)

Master’s Degree [] Degree [] Higher Diploma [] Diploma []

Others (Specify)

4. Number of years served in your current position.

< 1 year [] 1-3 years [] 4-6 years [] >6 years []

5. Number of years served in your position in the current school

< 1 year [] 1-3 years [] 4-6 years [] >6 years []

6. Type of school (Please tick as appropriate)

Day Boarding Mixed day Mixed boarding Mixed day and boarding

Others (Specify)

7. School category

National Extra County County

8. School size

Single stream Double Stream Triple stream Four streams Above four

9. When was the school started?

< 5 years ago 5-10 years ago 11-15 years ago > 15 years ago

10. Annual school fee collection estimate

Below 50% 50% - 75% Above 75%

11. School main source of funding other than school fees.

School farm Donor Fund Bursary Loans CDF Fund

Others (Specify)

Section II: Strategic planning

12. Do you have a strategic plan in your school? Yes No

13. Are you involved in the formulation of the school Strategic Plan? Yes No

14. What is the time frame for your Strategic plan?

0-3 year 4-10 years Above 10 years

Section III: Inspirational Motivation and Strategic plan implementation

Please indicate your choice by putting the tick mark (√) on the appropriate cell.

Where, 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree.

Please indicate the degree to which you agree with the following statements regarding the determinants influencing implementation of strategic plans in public secondary schools of Wajir County, Kenya.

S.N.	Statement	Score Values				
		1	2	3	4	5
1	The school management perceive how employees efforts contributes to a common objective if you are unable to communicate your vision to them					
2	Communication skills are closely linked to one’s level of success in our school					
3	The school management makes the employees have a feeling of purpose and motivated that propels them to fulfill ideal future					
4	The employees are inspired to achieve set target by the management					
5	Workers are driven to succeed no matter what project they are working on					
Any other comments						

Source: Author (2023)

Section IV: Idealized influence and Strategic plan implementation

Please indicate your choice by putting the tick mark (√) on the appropriate cell.

Where, 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree.

Please indicate the degree to which you agree with the following statements regarding the idealized influence on Strategic plan implementation in public secondary schools of Wajir County, Kenya.

S.N.	Statement	Score Values				
		1	2	3	4	5
1.	Staff members have an appetite for risk, which is the maximum level of risk that leaders are willing to take in order to meet its strategic objectives					
2.	A self-assessment helps leaders identify areas where they are successfully modeling ethical workplace and cultural behaviors, as well as areas where they could improve.					
3.	Staff members create a certain belief about leaders as a result of their idealized impact, and leaders can easily communicate their motivating drive to them.					
4.	The employees have ability to have faith in and appreciate the leaders					
5.	Leaders are able to motivate the employees at all levels without discrimination					
Any other comments					

Source: Author (2023)

Section V: Individualized consideration and Strategic plan implementation

Where, 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree.

Please indicate the degree to which you agree with the following statements regarding the individualized consideration and Strategic plan implementation in public secondary schools of Wajir County, Kenya.

S/ N.	Statement	Score Values				
		1	2	3	4	5
1.	Clear protocols are followed so that supervisors and employees can discuss attendance concerns that affect the work unit and its performance, as well as giving employees adequate opportunity to address attendance difficulties.					
2.	Leaders act as mentors in order to activate transformational leadership and build healthy work attitudes and career projection among their followers.					
3.	Emotional and normative commitment are revealed to be strongly linked to psychological empowerment.					
4.	Career mentoring is continuously done in all departments.					
5.	Leaders pay close attention to their followers' needs, guiding them through challenging situations and developing them along the way.					
Any other comments						

Source: Author (2023)

Section VI: Intellectual Stimulation and Strategic plan implementation

Please indicate your choice by putting the tick mark (√) on the appropriate cell.

Where, **1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree.**

Please indicate the degree to which you agree with the following statements regarding the intellectual stimulation and strategic plan implementation in public secondary schools of Wajir County, Kenya.

S/N.	Statement	Score Values				
		1	2	3	4	5
1.	Followers are intellectually stimulated and more likely to come up with unique solutions to common problems					
2.	The school management take responsible risk-taking to encourage employees to be aware of and exploit opportunities they perceive around them.					
3.	Personal experience influences creativity					
4.	The employees work with a lot of Passion and dedication					
5.	Identity transitions is used as a source of knowledge and interaction.					
Any other comments						

Source: Author (2023)

Section V: Strategic plan Implementation

Please indicate your choice by putting the tick mark (√) on the appropriate cell.

Where, **1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree.**

Please indicate the degree to which you agree with the following statements regarding the implementation of strategic plans in public secondary schools of Wajir County, Kenya.

S/N.	Statement	Score Values				
		1	2	3	4	5
1.	We have been completing our projects within the stipulated timeline.					
2.	In our school completion of syllabus is timely and effective.					
3.	Our strategic plan prioritizes creating a school culture of inclusivity and respect and we continuously engage students, staff, and the community in this effort.					
4.	Our academic performance has been improving consistently.					
5.	We have developed a comprehensive professional development program for our teachers.					
6.	We have succeeded in ensuring our plan addresses the specific needs and challenges of our teaching staff, non-teaching staff and students.					
7.	Our strategic plan has emphasized the importance of students' social and emotional learning.					
Any other comments					

Source: Author (2023)

Thank you for your co-operation

Appendix II: Authorization Letter



**MOI UNIVERSITY
POSTGRADUATE OFFICE
SCHOOL OF BUSINESS AND ECONOMICS**

Tel: 0722271134
0722685969
0715245347
Fax No: (053) 43047
Telex No. MOIVARSITY 35047

P.O. Box 3900
Eldoret.
Kenya

RE: MU/SBE/PGR/ACD/21B

DATE: 3rd May, 2023

TO WHOM IT MAY CONCERN:


RE: ABDIRAHMAN MAOW SALAT -SBE/MBA/2019/18

The above named is a bonafide student of Moi University School of Business and Economics, undertaking **Master of Business Administration** degree; specializing in **Strategic Management**.

He has successfully completed the coursework, defended his proposal, and is proceeding to the field to collect data for his research titled: *"Effects of Transformational Leadership on Implementation of Strategic Plans in Public Secondary Schools in Wajir County, Kenya."*

Any assistance accorded to him will be highly appreciated.

Yours faithfully,



SCHOOL OF BUSINESS &
ECONOMICS
MOI UNIVERSITY
DR. RONALD BONUKE RET 3011
POSTGRADUATE CHAIR, SB&E

/ac

Appendix III: NACOSTI License

REPUBLIC OF KENYA
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Date of Issue: 22/May/2024

RESEARCH LICENSE




This is to Certify that Mr. ABDURAHMAN Mwanjari of Moi University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev. 2014) in Wajir on the topic: Effects of Transformational Leadership on Implementation of Strategic Plans in Public Secondary Schools in Wajir County, Kenya for the period ending 22/May/2024.

License No: NACOSTI/P/23/25812

Applicant Identification Number: 610732

Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION



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Appendix IV: Plagiarism Similarity Index

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PLAGIARISM AWARENESS CERTIFICATE

This certificate is awarded to

ABDIRAHMAN MAOW SALAT

SBE/MBA/2019/18

In recognition for passing the University's plagiarism

Awareness test for Thesis: EFFECTS OF TRANSFORMATIONAL LEADERSHIP ON IMPLEMENTATION OF STRATEGIC PLANS IN PUBLIC SECONDARY SCHOOLS IN WAJIR COUNTY, KENYA
With a similarity index of 10% and striving to maintain academic integrity.

Awarded by:



Prof. Anne Syomwene Kisilu
CERM-ESA Project Leader Date: 15/09/2023