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Influence of Principals' Participative Leadership Style on Tutors' Support for Implementation of Performance Appraisal in Public Primary Teachers Training Colleges in Kenya

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The study aimed at investigating the influence of principals' participative leadership style on tutors' implementation of the performance appraisal in teachers training colleges in Kenya. The study sought to test the following null hypothesis H₀₁: There is no significant relationship between Principals' participative leadership style and tutors' support for the implementation of the performance appraisal in public primary teachers training colleges in Kenya. The study was guided by the Path-Goal Theory. The study employed a descriptive research design. The study's target population comprised 840 tutors and 21 principals in the 21 public teacher training colleges in Kenya in 2021. The sample size was determined using Yamane's formula. Therefore, the sample size for tutors was 271. Stratified random sampling was used to select tutors in teachers' training colleges in Kenya. A census was used to select all the 21 principals of training colleges in Kenya. Primary data were collected using a questionnaire for tutors and an interview guide for the 21 Principals. It was established that principals' participative leadership style had a positive significant ($\beta=.431$, $p=0.00<0.05$) relationship with the implementation of performance appraisal of tutors. The study concluded that principals' participative leadership style had a significant influence on tutors' implementation of performance appraisal. Based on the study's findings, it is recommended that the Ministry of Education, Board of Management, Kenya Education Management Institute, teacher training colleges, universities, parents, and Quality Assurance and Standards officers collaborate in designing and implementing performance appraisal systems. This inclusive approach ensures diverse perspectives are considered, leading to a comprehensive and effective appraisal system aligned with the sector's needs.

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INTRODUCTION

The importance of quality assurance techniques in educational settings has grown on a global scale. The quality of educational institutions, such as Teacher Training Colleges, is maintained to a large extent thanks to the efforts of accrediting agencies and other organizations tasked with the establishment of standards. The leadership of colleges can have a direct effect on the accreditation status and reputation of their institutions. Teacher Training Colleges continuously strive to meet international quality standards. Within this endeavor, the leadership style of principals plays an increasingly pivotal role in both obtaining and sustaining accreditation. This accreditation status, in turn, significantly shapes the ongoing implementation of performance appraisal systems for tutors (Parrish, 2015; Espinosa, et, al. 2023; Kiti, 2021). Education has become increasingly globalized, which has increased both international cooperation and competition among educational institutions. Teacher training colleges are not immune to these trends because they are tasked with preparing instructors who are competitive on a global scale and flexible to a wide variety of classroom settings. It is possible for the leadership styles utilized by principals to have an effect on the efficiency with which TTCs provide aspiring educators with the knowledge and views necessary to thrive in a globalized education environment (Parrish, 2015; Nyongesa, 2018).

The 21st century has brought about a shift in the expectations placed on educators. It is anticipated educators that will cultivate, in addition to their subject-matter expertise, skills relevant to the 21st century, such as critical thinking, problem-solving, and digital literacy. The leadership inside teacher education colleges needs to adapt to the

shifting demands of their students (Shields & Hesbol, 2020; Yadav, et al, 2020). It is more likely that principals who embrace leadership styles that foster the development of these abilities among tutors will support the adoption of performance appraisal that is aligned with the requirements of modern education. Globally speaking, inclusivity and equity in educational settings are of the utmost importance. Educational leaders face the difficulty of constructing learning environments that are inclusive of all types of students, including those with specialized needs. The ideas of inclusive education need to be reflected in the leadership styles that are used. Because this can have a positive impact on the efficiency of performance appraisal processes, the leadership within Teacher Training Colleges should adopt leadership styles that build an inclusive culture (Sahlin & Eriksson-Zetterquist, 2016).

The development of successful and efficient teacher training colleges is necessary not only for the professional growth of individual educators but also for the enhancement of the overall quality of the educational system. TTCs that are of a high level contribute to the development of a pool of qualified and passionate teachers, who in turn raise the bar for the quality of primary education as a whole. These kinds of organizations play an essential part in determining the course that education will take in the years to come by ensuring that educators are well-prepared to meet the myriad obstacles that are posed by today's classrooms. These issues include ever-evolving curricula, varied student populations, and developing educational technologies. Not only are TTCs responsible for the education of teachers, but they also have an impact on the educational policies, procedures, and standards in place (Odhiambo, 2016). Their influence extends well

beyond the confines of the classroom, as they participate in the formulation of forward-thinking instructional strategies, the creation of curricula, and the conduct of pedagogical research. The standard of educational achievement that may be established by the quality and relevance of the teacher training programs provided by TTCs, as well as the policy decisions that can be informed by those standards, are both targeted at improving teaching and learning across the whole educational spectrum (Kagema & Irungu, 2018).

Different organizations adopt different leadership styles depending on the targeted results. According to researchers, leaders play a very important role in regard to influencing the performance of organizations employees (He et al, 2017). According to Newman, et al (2016), participative leadership necessitates a manager to consult with their subordinates, and carefully evaluate their opinions and suggestions before making a decision. Thus, this type of leadership involves consultation, delegation, consensus, and involvement. In their study, Al-Sada, et al (2017) revealed that employees who believe their managers employ participative leadership and behaviour by asking for their opinions and considering them in their decisions are more satisfied in their jobs, which thus increases their overall performance. Yet another study by Newman, et al (2017) revealed that when managers and leaders employ participative leadership, they build a relationship of trust with their employees which results in the employees being more committed to their jobs, and the overall organization.

The literature gap centers on the evolving role of leadership styles in Teacher Training Colleges (TTCs) and their impact on educational quality. While TTCs aim for international standards and adapt to 21st-century demands, the influence of leadership on accreditation, educator skill development, and inclusivity remains understudied. Understanding how leadership styles affect performance appraisal, faculty satisfaction, and overall organizational effectiveness within TTCs is crucial for enhancing educational quality and institutional effectiveness.

Statement of the Problem

Despite its implementation in 2012, the revised performance appraisal system for teachers in Kenya has been shrouded in controversy and uncertainty. While intended to enhance teacher effectiveness, research by Wesaya (2019) paints a stark picture of teacher dissatisfaction and concerns. The system, they allege, focuses primarily on tangible elements like classrooms and lesson plans, neglecting the crucial aspect of student learning outcomes. This raises critical questions about the system's design and, more importantly, its true impact on teacher development. In this context, principals emerge as powerful figures whose leadership styles can significantly influence the success or failure of the appraisal system within Teacher Training Colleges (TTCs). Here, where lecturers mold future educators responsible for equipping Kenya's youth with vital skills, the stakes are even higher. Yet, a disturbing reality persists. As highlighted by the Teachers Service Commission (2016), current leadership structures within Kenyan educational administration prioritize control over fostering effective leadership. This neglect of leadership development translates into principals adopting styles that fall short of meeting the needs of their faculty, as argued by Muga et al. (2017). In TTCs specifically, where performance appraisal plays a central role in shaping future educators, the impact of inappropriate leadership styles is particularly detrimental. Despite initiatives like KEMIs' leadership training programs (2016), tutors continue to express dissatisfaction and concerns about the appraisal system, perceiving it as unfair and ineffective.

However, the current body of research offers only fragmented insights into this complex landscape. While existing studies have explored both principals' leadership styles and teacher performance appraisal in isolation, none have delved into the crucial interrelationship between these two elements within the context of TTCs. Research on leadership styles primarily focuses on their impact on tutor job satisfaction or

retention, while studies on performance appraisal tend to analyze it through the lens of tutor perception and performance. This leaves a critical gap in our understanding of how different leadership styles influence tutors' attitudes and engagement with the appraisal process in TTCs. Therefore, this study aims to bridge this gap by addressing the following fundamental question: How do principals' participative leadership style influence tutors' support for implementing the performance appraisal system in public primary Teacher Training Colleges in Kenya?

Objectives of the Study

To establish the influence of principals' participative leadership style on tutors' support for implementation of performance appraisal in public primary teachers training colleges in Kenya

Research Hypothesis

H₀₁: There is no significant difference between Principals' participative leadership style and tutors' support for the implementation of the performance appraisal in public primary teachers training colleges in Kenya

LITERATURE REVIEW

Concept of Performance Appraisal

Performance appraisal (PA) is the process that examines the job performance of tutors (Espinosa, et al., 2023; Kiti, 2021). PA evaluates the overall contribution of tutors to the college by assessing their internal characteristics, job performance, and ability to pursue higher rank(s) in the college. It involves appraising all aspects of a tutor's organization which includes lesson organization, class control, instructional activities, time management and resource utilization, behaviour of the teachers towards students, other teachers, the school head, parents, and the community (Gruman et al, 2015). Performance appraisal serves as a developmental tool for employees. Research by DeNisi and Murphy (2017) emphasizes the importance of using performance appraisal not only for evaluation but also for employee development. When applied as a developmental tool, performance appraisal can

identify areas where tutors in teacher training colleges require further training or support to enhance their teaching skills. This approach encourages a growth mindset among tutors, where they view appraisal as an opportunity for professional development rather than a mere assessment. Feedback plays a crucial role in the performance appraisal process. Research by Harris, et al (2014) highlights the significance of constructive feedback in improving performance. Effective feedback should be timely, specific, and actionable. Tutors benefit from receiving feedback on their teaching practices, which can help them make necessary improvements. Moreover, feedback should be a two-way communication process, where tutors have the opportunity to provide input on their own performance and professional development needs.

Principals' Use of Participative Leadership Style and Implementation of Performance Appraisal by Tutors

The effectiveness of performance appraisals in educational institutions relies heavily on a supportive environment for tutors. Research suggests that principals employing participative leadership styles, characterized by involving tutors in decision-making and school operations, foster greater acceptance and support for performance appraisal processes. Studies like Elliott and Reynolds (2014) and Shikokoti (2023) indicate that this increased engagement leads to more positive attitudes towards the appraisal system among tutors, potentially translating into stronger engagement and a more successful implementation of the process. These findings point to the potential benefits of cultivating collaborative leadership practices within educational settings to enhance the effectiveness of performance appraisal for both tutors and institutions. The provision of feedback, which is an essential component of performance evaluation, can be used in either of two ways. To begin, it provides tutors with a mirror into their own areas of strength and areas in which they can improve. Second, it enables one to participate in ongoing professional development opportunities. According to Henderson et al. (2019), providing

useful feedback involves more than just pointing out areas that need improvement; it also involves ensuring that the feedback is actionable. Not only do institutions that leverage the potential of actionable feedback see greater instructor performance, but they also see improvements in student outcomes.

The success of performance reviews is not only dependent on the techniques that are used but also on the culture that is prevalent inside the organization. A study conducted by Kraut, et al (2015) highlighted the importance of authentic self-assessment among tutors by highlighting the influence that an inclusive and positive organizational culture plays in the process. The basic goal of growth and development can easily be lost sight of in settings where performance reviews are seen as punitive or as an opportunity to find fault in others' work. On the other hand, a culture that is supportive, which is anchored by trust and openness, encourages honest introspection and a dedication to professional improvement.

The advent of the digital age has led to the development of a vast number of applications and websites that are intended to simplify and improve the evaluation procedure. While navigating this digital revolution, Kukulska-Hulme and Sharples (2015) explored the emergence of e-portfolios as tools for instructors to chronicle their accomplishments, learning journeys, and future goals. These e-portfolios serve as a tool for instructors to document their achievements. These systems not only provide an all-encompassing perspective of a tutor's path but also promote more open and collaborative appraisal conversations, which is a significant benefit. The emotional component of performance evaluation, which is frequently pushed to the background in favor of more tangible indicators, has begun to acquire significance. Exploring this aspect further, Igbojekwe, Ugo-Okoro and Agbonye (2015) hypothesized that the emotional intelligence of both the appraisers and the appraisees plays a vital role in influencing the success of the appraisal. Conversations characterized by high degrees of empathy are the product of high levels of

emotional intelligence, which enable both sides to negotiate potentially difficult conversations with grace and mutual respect.

Sharifi (2016) advocated for the incorporation of feedback from several stakeholders into the evaluation process in order to broaden the breadth of the feedback received. They suggested that insights from colleagues, students, and even parents provide a more comprehensive picture of a tutor's impact on the kids. Even if they are complicated, methods that provide feedback from 360 degrees offer richer data sets that go beyond the bounds of traditional evaluation. Bens (2017) asserts that when employees are empowered enough to assume leadership roles, they provide important input to any organization, guaranteeing successful management. According to Wachira (2017), performance appraisal involves evaluation of previous as well as present output of employees within the set standards and also gives feedback for the same. Therefore, it is important that leaders should come up with methods of supervising their followers and also identifying their talents, capacities and to advance their targets (Khoreva & Vaiman, 2015). This study acknowledges the participation of employees in decision-making; which Bouwmans, et al (2017), explained to be a system of practice comprising collection and interacting components. The friendly interaction between the leader and the followers creates a conducive environment for successful performance appraisal.

Miao, et al (2014) found that it was important for supervisors to have interpersonal interactions with their subordinates to support performance management. Additionally, they support the exchange (relationship)-based explanation which suggests that trust enhances the response of subordinates to the participative leadership behavior, and results in a developed social exchange between both parties over time (Camilleri & Camilleri, 2018). In their study, Lumbasi, et al (2016) found that employing the participative leadership style greatly influenced the performance of employees positively and the performance appraisal process.

Tuytens and Devos (2014) examined the purpose of both the school leader and the characteristics of the employed teacher for fairness and perceived feedback utility by teachers. The study concluded that the participation of teachers in the performance appraisal system had a great impact on the perceived fairness by teachers which then poses a great impact on the perceived feedback utility. Furthermore, the purpose of the school leaders was concluded to be vital in the sense that their leadership style determined the extent of support they received from the teachers during the performance appraisal processes.

A study by Karori (2013) sought to investigate the impact different principals' leadership styles had on the overall school climate. Thus, they determined the extent to which principals' participatory, authoritarian, free reign and transformational leadership styles impacted the overall organizational climate in secondary schools. The findings proved that indeed, different principals' leadership styles impacted the general organizational climate which in turn affects the nature of the support of the performance appraisal they get from the tutors. Particularly, participatory and transformational leadership styles guaranteed that teachers felt motivated which thus had a positive impact on the organization's climate. On the contrary, authoritarian leadership, which involved headteachers assigning duties and directives without consulting teachers, developed a negative climate. Thus, the study concluded that both participatory and transformational leadership styles had a positive impact on organizational climate, while the authoritarian leadership style resulted in a closed, rigid, and negative climate, while the free reign leadership style is relative and promotes a familiar climate.

Okoth (2016) conducted a study in Kiambu County to determine how secondary school students' discipline is influenced by the principal's participatory decision-making. A descriptive survey method was utilized in the study and data was collected using a questionnaire and interview schedules. The study's respondents were principals, deputy principals, teachers, and students from different schools in the County.

Data analysis for quantitative data was by descriptive statistics and for qualitative data thematic lines were used to analyze it. Results from the study depicted that where participative decision-making was practiced these schools had fewer indiscipline cases in comparison to those that did not. Also, it was found that the schools that did not hold meetings and use suggestion boxes reported more cases of indiscipline. This study related principals' use of participatory decision-making and students' discipline in secondary schools whereas the current one aims to determine principals' leadership styles to support the implementation of the performance appraisal of tutors in TTCs, in Kenya.

One of the primary advantages connected with participative leadership is the beneficial impact it has, on average, on the level of job satisfaction experienced by educators. According to the findings of research conducted by Chan (2019), workers who are employed by companies that have participative leaders tend to report higher levels of happiness in their jobs. This is especially important to keep in mind in the context of the educational setting because the degree to which instructors are happy with their workplace has a direct bearing on the degree to which they are committed and engaged in their work. In the context of performance evaluation, a teaching staff that is happy with their jobs and driven to do their jobs well is more likely to support the performance evaluation process and actively participate in it.

According to Bens (2017), participatory leadership can also be interpreted as a form of educator empowerment. This point was driven home by the author. It is more probable that teachers will feel a feeling of ownership and responsibility for the outcomes of their institutions' decisions when they are given the opportunity to participate in the decision-making processes within such institutions. This feeling of ownership can lead to a greater level of participation in programs such as performance reviews. Instead of viewing it as a top-down review, teachers who are actively involved in defining the appraisal process are more likely to

perceive it as a beneficial instrument for their professional growth. Top-down evaluations are less likely to occur when teachers are actively involved in shaping the process.

According to Khoreva and Vaiman (2015), performance assessment is not only a mechanism for reviewing past performance; it also serves as a vital instrument for talent identification and capacity building. Performance appraisal is a technique for assessing past performance. In this setting, the practice of participative leadership is critically important to achieving higher levels of precision in talent identification. When educators are actively involved in the evaluation process, there is a greater likelihood that their one-of-a-kind skills, capabilities, and qualities will be identified and utilized. Because of this appreciation, instructors may experience an increase in their sense of purpose as well as their incentive to improve their performance.

According to the findings presented by Miao, et al (2014), for performance appraisal conversations to be fruitful, there must be open and productive interpersonal relationships between superiors and subordinates. A culture that encourages open communication and trust is one of the most important ingredients for successful performance management, and participatory leadership helps to cultivate this atmosphere. In the context of performance evaluation, trust is of utmost significance since it has the potential to increase the teachers' desire to participate in the process and accept comments with an open mind. There is a correlation between teachers having faith in their leaders and the belief that their opinions are heard, which increases the likelihood that instructors would perceive the evaluation process as fair and useful.

According to the findings of the research conducted by Tuytens and Devos (2014), the perceived fairness and feedback utility of the performance appraisal process are critical elements that influence the attitudes and support that instructors have for the process. Since instructors are given a say in determining the criteria and expectations to be used for evaluating

their performance, participatory leadership helps to ensure that the evaluation procedure is perceived as fair. There is a correlation between a teacher's active participation in the process of creating their goals and performance criteria and their perception that the evaluation process is both fair and important to them. This, in turn, increases the perceived usefulness of the feedback gained through the process of appraisal, which in turn increases the likelihood that instructors would use this feedback to improve their performance.

A culture of cooperation and teamwork is encouraged inside educational institutions through the practice of participatory leadership. When principals encourage teacher participation in decision-making processes linked to performance evaluation, it increases the likelihood that teachers will collaborate with one another to achieve shared objectives. It is possible for collaborative efforts to result in the development of performance evaluation systems that are well-suited to the particular requirements of the institution as well as the issues it is currently facing (Rydenfält, et al, 2017). This collaborative approach not only improves the overall quality of the evaluation procedure but also assures that it is in line with the more general educational goals of the college. According to Kaner (2014), incorporating a variety of viewpoints into the decision-making process ultimately leads to more sound conclusions. It is important for teachers to be active participants in the process of planning and improving performance evaluations so that the process can accurately reflect the instructors' perspectives and experiences. This, in turn, makes the evaluation system more thorough and pertinent because it takes into account the specific environment of the teaching profession as well as the requirements that come along with it.

Within educational institutions, effective communication can be facilitated through the use of participatory leadership. It is absolutely necessary to have communication channels that are both open and transparent in order to successfully conduct performance appraisal. When principals use a participative leadership strategy, they are able to establish an atmosphere

in which teachers are comfortable voicing their concerns, asking questions, and providing feedback in relation to the evaluation process (Kaner, 2014). This communication works in both directions, which not only improves the overall quality of the evaluation process but also fosters trust and a sense of collective accountability among all of the relevant stakeholders.

Participatory leadership can be an essential factor in actively engaging instructors in the performance evaluation process, which is another benefit of this style of management. The psychological component known as motivation is quite involved, and it can have a substantial bearing on the outcome of any endeavor (Yahaya & Ebrahim, 2016). It is much more likely that instructors will feel motivated to take part in evaluation activities if they believe that their perspectives and contributions are being taken into consideration and valued. Instead of acting as passive recipients of evaluations, teachers will feel more like active partners in the educational process because of the way that participatory leadership honors the skills and insights of instructors. This sense of partnership can serve as a potent motivator for instructors to continually seek better in their practices (Yahaya & Ebrahim, 2016).

The ideas of professional growth in the education industry are aligned with the practices of participative leadership. An appraisal of performance ought not to be seen merely as a method for assigning grades, but rather as an opportunity for one's professional development. It is an indication of a commitment to the teachers' professional growth on the part of the principals when they involve the teachers in the design and implementation of the evaluation system. This can lead to the integration of professional development activities such as mentoring and coaching as well as access to relevant training resources into the process of performance evaluation (Whitworth & Chiu, 2015). Participatory leadership guarantees that the evaluation process is not regarded as punitive but rather as a means for teachers to enhance their abilities and effectiveness in the classroom. This

is because the process is seen as a means for teachers to improve their effectiveness. In addition, participative leadership has the potential to have a beneficial influence on people's perceptions of fairness in relation to performance evaluation. When it comes to gaining approval and support, fairness is one of the most important aspects of any rating system. When educators are given the opportunity to participate in the formulation of evaluation criteria and standards, they are more likely to have the perception that the process is fair and equitable. The notion that the evaluation process is fair can help minimize instructors' resistance to the process and boost their desire to participate productively with their assessors (Miao, et al, 2014).

The implementation of performance evaluation can also present some obstacles, and participatory leadership has the ability to help address these challenges. Resistance to change presents a challenge that must be overcome in many educational institutions if new programs are to be successfully implemented (Elliott & Reynolds, 2014). On the other hand, participatory leadership positions teachers in the active role of change agents rather than in the passive one of change recipients. When teachers are allowed to have a say in the decisions that are made, they are more likely to accept and even advocate for the changes that are linked with performance evaluation. Their active participation has the potential to help overcome opposition and create a climate that is more supportive of the implementation of appraisals (Khoreva & Vaiman, 2015).

The development of a learning organization is facilitated by participative leadership's involvement in the process. Continuous improvement is a core value in learning business, and feedback is regarded as a significant instrument for personal and professional development. A culture of learning is fostered by participatory leadership, according to which the results of performance reviews are interpreted more as a chance for growth than as a source of criticism. When teachers are given the opportunity to participate in the development of the evaluation process, they are more likely to

regard criticism as being constructive (Okoth, 2016).

It is critical for educational institutions to have strong decision-making processes in order to effectively confront difficulties and seize opportunities. There is no exemption made for the implementation of performance appraisals. Participatory leadership makes it possible to implement the evaluation system in a way that is both more efficient and successful since it actively involves instructors in the decision-making process (Dusterhoff, et al, 2014). It is possible to make decisions concerning the timing, structure, criteria, and training that are linked with performance appraisal with the benefit of the input of teachers, which reduces the probability of resistance or misunderstandings occurring.

In addition, the use of participative leadership helps instill a sense of ownership in regard to the performance evaluation process within the teaching staff. If educators are given a voice in the development of the evaluation process, they are more likely to accept responsibility for its results and to take an active role in both self-evaluation and the formulation of professional goals (Elliott & Reynolds, 2014). This feeling of ownership can result in increased accountability and dedication to improving one's performance, as teachers become aware that their contributions are highly valued and an essential part of the process. Participatory leadership has the potential to have a substantial impact on the efficiency of an organization when applied to the context of educational institutions in Kenya, where the standard of educator preparation is an essential component in determining the efficacy of the education system as a whole. Participatory leadership methods are likely to lend an educational institution a greater capacity for adaptability and receptivity to shifting requirements for educational outcomes (Dusterhoff, et al, 2014). This adaptability is necessary in order to ensure that the performance appraisal system remains relevant and successful over time, since it may be altered depending on the developing demands of the teaching profession and the educational landscape.

Adaptability is a characteristic that is characterized by the ability to change in response to a given situation.

In addition, having a leadership style that encourages participation can have a good impact on how people view the organization as a whole. When instructors have a significant amount of input into the decisions that affect their classrooms, they are more likely to see the college as an encouraging and forward-thinking organization that places priority on the advancement of their careers (Okoth, 2016). This favourable view has the potential to boost teacher morale and motivation, which, in turn, will benefit the students by improving the quality of education they get.

Theoretical Framework

The Path-Goal Theory, which was initially proposed by Robert House in 1971 and serves as the basis for this research, is the overarching theoretical framework that was used. This theory acts as a core structure for comprehending how various leadership behaviors utilized by principals influence the motivation and support of tutors in the process of performance appraisal. Tutors are the individuals who are evaluated based on how well they do their assigned tasks. According to the Path-Goal Theory, a good leader should offer support and direction to their subordinates, directing them toward the accomplishment of both individual and organizational goals. This helps the subordinates get closer to achieving success. The theory focuses on the fact that different leadership actions produce different outcomes and different levels of motivation in subordinates (Bans-Akutey, 2021).

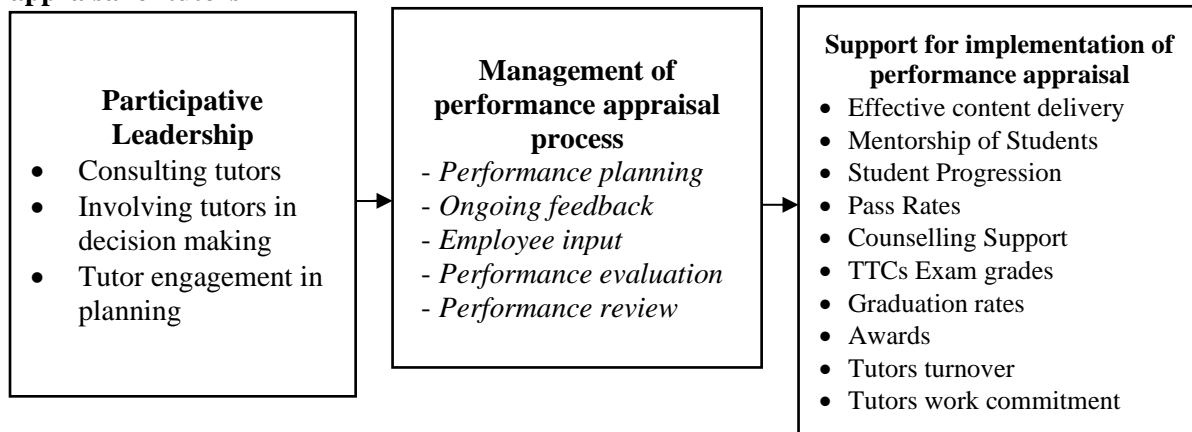
The Path-Goal Theory was chosen as the theoretical foundation for this investigation for a number of compelling reasons, one of the most important of which is the theory's applicability to a variety of different leadership philosophies. The Path-Goal Theory incorporates the four basic kinds of leadership that are being investigated in this study. These styles are supportive leadership (Olowoselu et al., 2019). It provides a complete framework for analyzing how each of these

leadership styles influences instructor motivation and their support for the implementation of performance appraisal.

It is because the Path-Goal Theory establishes a direct link between leadership styles and

important outcomes, such as job satisfaction and work performance, that this theory was chosen to serve as the theoretical foundation for this research (Bans-Akutey, 2021).

Figure 1: Influence of principals' leadership styles to support the implementation of performance appraisal of tutors



The effectiveness of performance appraisal in Teacher Training Colleges (TTCs) hinges heavily on the support it receives from tutors. This study delves into the nuanced dynamics between principals' Participative Leadership styles and tutors' willingness to embrace performance appraisal implementation. Involving tutors in decision-making about performance appraisal procedures can foster a sense of ownership and empowerment. This participatory approach can lead to increased engagement and commitment to the appraisal process, as tutors feel their voices are heard and their perspectives valued. When tutors have a say in shaping the process, they are more invested in its success. However, excessive participation without clear direction can lead to confusion and delays in implementation, highlighting the need for a balanced approach that leverages both tutor input and leadership guidance (Aarthun & Akerjordet, 2014).

RESEARCH METHODOLOGY

A descriptive survey design was adopted for this study as it was best suited to address the research objectives and questions. In this study, the target population was 840 tutors from public primary teachers training colleges and 21 principals in the

21 public teachers training colleges in Kenya (KNEC Portal, 2020). The sample size was determined using Yamane's formula. Therefore, the sample size for tutors was 271. A stratified random sampling technique was used to select the tutors' sample. Proportionate stratified random sampling was then used to select participants from each stratum based on their representation in the population. For principals, census sampling was used to include all 21 principals from the teachers' training colleges. Two instruments were used for data collection questionnaires for tutors and interview guides for principals.

The quantitative data from the tutors' questionnaires was analyzed using Statistical Package for Social Sciences (SPSS) version 24. The closed-ended responses were coded and entered into SPSS. The data was checked for any errors or missing values. Descriptive statistics including frequencies, percentages, means and standard deviations were computed to summarize the demographic attributes and responses on leadership styles and appraisals. Regression and correlation analysis were used to determine if there was a significant relationship in appraisal implementation support between principals exhibiting participative leadership style

Qualitative data from open-ended survey responses and interviews was analyzed using thematic content analysis.

RESULTS AND DISCUSSION

The respondents of the study were teachers, parents, students, and principals. It was important to indicate the response rate in order to confirm that the participation rate by respondents was adequate to conduct the analysis. The response rate for tutors and principals was sufficiently good for further analysis. According to Hardigan, et al (2016), a response rate of above 50 percent is adequate for a descriptive study. Based on these recommendations, all the respondents' response rates were good allowing the results to be acceptable.

Participative Leadership Style and the Implementation of the Performance Appraisal

The first objective was to establish the influence of principals' participative leadership style to support the implementation of the performance appraisal of tutors in public primary teachers training colleges in Kenya. The research objectives were addressed by conducting the descriptive results, t-tests, and chi-square tests.

Tutors were asked to respond to statements regarding principals' participative leadership style. The responses were rated on a five-point Likert scale as (5 – strongly agree (SA), 4 – agree (A), 3 – neutral (N), 2 – disagree (D), 1 – strongly disagree (SD)). The descriptive results are presented in *Table 1*.

Table 1: Principals' participative leadership style

| Statement | SD | | D | | N | | A | | SA | | Mea n | St D |
|--|-----|---|-----|---|----|-----|-----|-----|-----|------|----------|---------|
| | % | f | % | f | % | f | % | F | % | f | | |
| The principal consults the tutors when facing a problem. | 15. | 3 | 8.4 | 1 | 7. | 1 | 37. | 8 | 30. | 6 | 3.58 | 1.4 |
| Top-performing tutors are recognized by the principal. | 9 | 4 | 4.7 | 8 | 6. | 5 | 37. | 1 | 35. | 7 | 3.72 | 1.4 |
| All tutors are given opportunities to attend relevant trainings and conferences | 15. | 3 | 4.7 | 1 | 6. | 1 | 37. | 8 | 35. | 7 | 3.72 | 1.4 |
| The principal Shows understanding of tutors' viewpoints though holding divergent viewpoint with them | 9 | 4 | 0 | 1 | 3 | 9 | 1 | 5 | 6 | 6 | 3.75 | 1.2 |
| The principal expresses confidence in tutors regardless of disagreeing with them | 8.4 | 1 | 13. | 2 | 6. | 1 | 38. | 8 | 33. | 7 | 3.75 | 1.2 |
| The principal Genuinely shares information with staff members | 8 | 1 | 8 | 5 | 4 | 8 | 3 | 2 | 1 | 7 | 3.63 | 1.3 |
| Feedback is used by the principal as an opportunity for helpful coaching | 12. | 2 | 11. | 2 | 7. | 1 | 37. | 8 | 30. | 6 | 3.63 | 1.3 |
| The principal is a good listener to us despite holding divergent opinions with us in discussion | 6 | 7 | 2 | 4 | 5 | 6 | 9 | 1 | 8 | 6 | 3.62 | 1.3 |
| frequent and supportive communication with all the tutors is depicted by the principal | 10. | 2 | 13. | 2 | 1 | 39. | 8 | 28. | 6 | 3.62 | 1.3 | |
| The principal Genuinely shares information with staff members | 7 | 3 | 1 | 8 | 8 | 3 | 4 | 5 | 1 | 1 | 3.56 | 1.3 |
| Feedback is used by the principal as an opportunity for helpful coaching | 10. | 2 | 16. | 3 | 7. | 1 | 38. | 8 | 27. | 5 | 3.56 | 1.3 |
| The principal Genuinely shares information with staff members | 3 | 2 | 8 | 6 | 0 | 5 | 3 | 2 | 6 | 9 | 3.56 | 1.3 |
| Feedback is used by the principal as an opportunity for helpful coaching | 7.0 | 1 | 14. | 3 | 7. | 1 | 44. | 9 | 26. | 5 | 3.69 | 1.2 |
| The principal Genuinely shares information with staff members | 5 | 0 | 0 | 9 | 7 | 9 | 6 | 2 | 6 | 0 | 3.69 | 1.2 |
| Feedback is used by the principal as an opportunity for helpful coaching | 12. | 2 | 12. | 2 | 4. | 1 | 39. | 8 | 31. | 6 | 3.65 | 1.3 |
| The principal Genuinely shares information with staff members | 1 | 6 | 6 | 7 | 7 | 0 | 3 | 4 | 3 | 7 | 3.65 | 1.3 |
| Feedback is used by the principal as an opportunity for helpful coaching | 13. | 2 | 12. | 2 | 7. | 1 | 41. | 8 | 25. | 5 | 3.54 | 1.3 |
| The principal Genuinely shares information with staff members | 6 | 9 | 1 | 6 | 0 | 5 | 6 | 9 | 7 | 5 | 3.54 | 1.3 |

From the results in *Table 1*, when tutors were asked whether the principal consults them when confronted with a problem, many of the respondents agreed that the principal consults when confronted with a problem as depicted by a mean of 3.58 and a standard deviation of 1.41. A standard deviation of 1.41 implied that the responses were closer to the mean. Bens (2017) asserts that when employees are empowered enough to assume leadership roles, they provide important input to any organization, guaranteeing successful management. Consultation helps to bring out various suggestions which when moderated can form a robust solution to a problem. The top performance forms part of the core objectives of any institution of learning. The tutors were asked about the recognition of top performers among tutors and the response was almost in consensus that the institution as shown by the mean of 3.72 and standard deviation of 1.40 recognizes top performers. The standard deviation of 1.40 implied that the responses were closer to the mean. The majority of the respondents agreed that tutors assigned opportunities to attend relevant training and conferences as depicted by a mean of 3.75 and a standard deviation of 1.27. The standard deviation of 1.27 implies that the responses clustered around the mean. Therefore, it is important that leaders should come up with methods of supervising their followers identifying their talents, their capacities and advancing their targets through training programs available within the curriculum guidelines (Khoreva & Vaiman, 2015).

Tutors were asked about principals' positions on divergent views and many of the tutors agreed that the principal showed understanding of tutors' viewpoints though holding divergent viewpoints with them as indicated by a mean of 3.63 and a standard deviation of 1.36. The standard deviation of 1.36 implied that the responses grouped around the mean. Many of the tutors agreed that the principal expresses confidence in tutors regardless of disagreeing with them as shown by the mean of 3.62 and standard deviation of 1.31. The standard deviation of 1.31 implied that the responses were within the range of the mean. Bouwmans, et al

(2017), explained it to be a system of practice comprising collection and interacting components. The friendly interaction between the leader and the followers creates a conducive environment for successful performance appraisal. Acknowledging divergent views by team leaders creates a friendly environment and strong co-existence within the workplace. Efficient information flow in an institution is critical to its operations. When the tutors were asked how the principal shares information with staff members, many of the respondents acknowledged that the principal genuinely shares information with staff members as indicated by the mean of 3.56 and standard deviation of 1.33. The standard deviation of 1.33 indicates that responses clustered around the mean. On the other hand, tutors were asked if the principal offers frequent support to communication systems within the organization and the majority of the respondents established that the principal demystifies frequent and supportive communication among tutors as depicted by the mean of 3.69 and the standard deviation of 1.20. The standard deviation of 1.20 indicated that many of the responses clustered around the mean. Miao, et al (2014) found that it was important for the supervisor to have interpersonal interactions with their subordinate to support performance management. Additionally, they support the exchange (relationship)-based explanation that suggests trust enhances the response of subordinates to the participative leadership behavior, and results in a developed social exchange between both parties over time.

Feedback is an essential component in communicating information within a learning institution especially when assessing the performance of tutors. When tutors asked how the principal uses feedback in enhancing coaching, many of the tutors agreed that feedback is used by the principal as an opportunity for helpful coaching as depicted by the mean of 3.65 and a standard deviation of 1.36. The standard deviation of 1.36 is a clear indication that many of the responses clustered around the mean. On the other when tutors were asked about principals' listening

skills, many of the respondents admitted that the principal is a good listener to them despite holding divergent opinions with staff in discussion as shown by the mean of 3.54 and standard deviation of 1.35. The standard deviation of 1.35 indicated the majority of the responses clustered around the mean. Tuytens and Devos (2014) pointed out that the participation of teachers in the performance appraisal system had a great impact on the perceived fairness by tutors which then poses a great impact on the perceived feedback utility. Moreover, the school leaders are vital in the sense that their leadership style determines the extent of support they receive from the teachers during the performance appraisal processes.

The findings from key informants highlight the significant influence of the principal's participative leadership style on the performance appraisal of tutors in public primary schools. This implies that the principal participative leadership style influences the performance appraisal of tutors in public primary schools. In an interview with key informant interview;

"When principals involve us in decision-making processes, it makes us feel valued and respected. This participative approach encourages us to engage more positively with performance appraisals, as we see them as opportunities for growth rather than just evaluations." [KII1, June 2022]

"Having a say in the appraisal process boosts our commitment to it. We are more likely to buy into the goals and objectives set during these appraisals when we have contributed to their formation. This participative leadership style helps us align our personal goals with the school's goals, leading to better overall performance." [KII2, June 2022]

"Participative leadership style is critical in allowing for participation in the running of the school operations led to support of performance appraisal among tutors." [KII4, June 2022]

"A participative leadership style is essential for creating a sense of ownership among tutors. When we are involved in the appraisal process, we are more likely to take it seriously and work towards the set objectives. It also reduces resistance and increases acceptance of the appraisal outcomes." [KII6, June 2022]

These quotes collectively underscore the importance of participative leadership in enhancing the performance appraisal process. By involving tutors in decision-making, principals can foster a supportive and collaborative environment that is conducive to effective appraisals and professional development.

Participative Leadership Style and the Implementation of the Performance Appraisal

The study used Pearson correlation analysis to determine the strength of association between independent variables (principals' participative leadership style,) and the dependent variable (tutors' support for implementation of performance appraisal in public primary teachers training colleges in Kenya) dependent variable. Pearson correlation coefficient range between zero and one, where by the strength of association increase with increase in the value of the correlation coefficients. The current study employed Taylor (2018) correlation coefficient ratings where by 0.80 to 1.00 depicts a very strong relationship, 0.60 to 0.79 depicts strong, 0.40 to 0.59 depicts moderate, 0.20 to 0.39 depicts weak.

Table 2: Correlation Coefficients for Principals' Participative Leadership Style and Tutors' Support

| | | Implementation of Performance Appraisal | Participative Leadership Style |
|---|---------------------|---|--------------------------------|
| Implementation of Performance Appraisal | Pearson Correlation | 1 | |
| | Sig. (2-tailed) | | |
| | N | 227 | |
| Participative Leadership Style | Pearson Correlation | .836** | 1 |
| | Sig. (2-tailed) | .002 | |
| | N | 227 | 227 |

From the results in *table 2* there was a very strong relationship between principals' participative leadership style and tutors' support for implementation of performance appraisal in public primary teachers training colleges in Kenya ($r = 0.836$, p value = 0.002). The relationship was significant since the p value 0.002 was less than 0.05 (significant level). The findings are in line with the findings of Henderson (2019) who indicated that there is a very strong relationship between principals' participative leadership style and organization performance. In addition, Wachira (2017) found that participative leadership in schools significantly improved teachers' organizational commitment and innovation, suggesting that when teachers feel involved in decision-making processes, they are more likely to support and implement new policies and procedures effectively.

The specific objective of the study was to establish the influence of principals' participative leadership style on tutors' support for implementation of performance appraisal in public primary teachers training colleges in Kenya. The associated null hypothesis was that there is no significant relationship between Principals' participative leadership style and tutors' support for the implementation of the performance appraisal in public primary teachers training colleges in Kenya. A univariate analysis was conducted in which tutors' support for the implementation of the performance appraisal in

public primary teachers training colleges in Kenya was regressed on Principals' participative leadership style.

The R-Squared depicted the variation in the dependent variable that can be explained by the independent variables. As indicated in *Table 3*, the R-squared for the relationship between Principals' participative leadership style and tutors' support for the implementation of the performance appraisal in public primary teachers training colleges in Kenya was 0.222; this is an indication that at 95% confidence interval, 22.2% of variation in tutors' support for the implementation of the performance appraisal in public primary teachers training colleges in Kenya can be attributed to changes in Principals' participative leadership style. Therefore, Principals' participative leadership style can be used to explain 22.2% of changes in tutors' support for the implementation of the performance appraisal in public primary teachers training colleges in Kenya but there are other factors that can be attributed to 77.8% change in tutors' support for the implementation of the performance appraisal in public primary teachers training colleges in Kenya. These findings are supported by the findings of Lumbasi, K'Aol and Ouma (2019) who indicated that school principals who involved teachers in the appraisal process were more successful in implementing these systems because the teachers perceived the evaluations as fairer and more constructive.

Table 3: Model Summary for Principals' participative leadership style

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .471 ^a | .222 | .220 | .68331 |

a. Predictors: (Constant), Principals' participative leadership style

The analysis of variance was used to determine whether the regression model is a good fit for the data. It also gave the F-test statistic; the linear regression's F-test has the null hypothesis that there is no linear relationship between the two variables. From the analysis of variance (ANOVA) findings in *Table 4*, the study found out that that $\text{Prob} > F_{1,225} = 0.000$ was less than the selected 0.05 level of significance. This suggests that the model as constituted was fit to predict

tutors' support for implementation of performance appraisal in public primary teachers training colleges in Kenya. Further, the F-calculated, from the table (420.83) was greater than the F-critical, from f-distribution tables (3.883) supporting the findings that Principals' participative leadership style can be used to predict tutors' support for implementation of performance appraisal in public primary teachers training colleges in Kenya. The findings are in line

with the results of Tuytens and Devos (2018) who highlighted that participative leadership leads to better teacher performance and improved student outcomes, further supporting the notion that such leadership styles facilitate the successful implementation of performance appraisal

systems. According to Karori (2018) school principals who involved teachers in the appraisal process were more successful in implementing these systems because the teachers perceived the evaluations as fairer and more constructive.

Table 4: ANOVA for Principals’ participative leadership style

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|--------------|----------------|-----|-------------|--------|-------------------|
| 1 Regression | 45.87 | 1 | 45.87 | 420.83 | .000 ^b |
| Residual | 24.735 | 225 | 0.109 | | |
| Total | 70.605 | 226 | | | |

a. Dependent Variable: Tutors’ support for the implementation of the performance appraisal

b. Predictors: (Constant), Principals’ participative leadership style

From the results in *Table 5*, the following regression model was fitted.

$$Y = 0.251 + 0.431 X_1$$

(X_1 is Principals’ participative leadership style)

The coefficient results showed that the constant had a coefficient of 0.251 suggesting that if Principals’ participative leadership style was held constant at zero, tutors’ support for implementation of performance appraisal in public primary teachers training colleges in Kenya would be 0.251 units. In addition, results showed that Principals’ participative leadership style coefficient was 0.431 indicating that a unit increase in Principals’ participative leadership style would result in a 0.431 improvement in tutors’ support for implementation of performance appraisal in public primary teachers training colleges in Kenya. It was also noted that the P-value for Principals’ participative leadership

style coefficient was 0.000 which is less than the set 0.05 significance level indicating that Principals’ participative leadership style was significant. Based on these results, the study rejected the null hypothesis and accepted the alternative that Principals’ participative leadership style has positive significant influence on tutors’ support for implementation of performance appraisal in public primary teachers training colleges in Kenya. The study findings are supported by the findings of Lumbasi, K’Aol and Ouma (2016) who revealed that participative leadership leads to better teacher performance and improved student outcomes, further supporting the notion that such leadership styles facilitate the successful implementation of performance appraisal systems. In addition, Henderson (2019) who indicated that there is a very strong relationship between principals’ participative leadership style and organization performance

Table 5: Beta Coefficients for Principals’ participative leadership style

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|-----------------------------|------------|---------------------------|-----------|------|
| | B | Std. Error | Beta | | |
| (Constant) | 0.251 | .074 | | 3.347.000 | |
| 1principals’ participative leadership style | .431 | .092 | .429 | 4.685.000 | |

a. Dependent Variable: Tutors’ support for implementation of performance appraisal

CONCLUSIONS

There is a statistically significant difference between principals’ participative leadership style

and tutors’ support for the implementation of the performance appraisal in public primary teachers training colleges in Kenya. Tutors' involvement in the running of the school operations led to support

of performance appraisal. Participative leadership style also influences job satisfaction. Principal interpersonal interaction with tutors is very important in enhancing the implementation of performance appraisal because it promotes trust between the parties through the exchanging of ideas on how to achieve it. Based on the findings, the study concludes that there is a positive significant relationship between Principals' participative leadership style and tutors' support for the implementation of the performance appraisal in public primary teachers training colleges in Kenya.

Recommendations

The study found that there is a statistically significant difference between principals' participative leadership style and tutors' support for the implementation of the performance appraisal in public primary teachers training colleges in Kenya. To improve this process, the study recommends adopting an inclusive approach involving various stakeholders such as the Ministry of Education, Board of Management, trainers from educational institutes like Kenya Education Management Institute, representatives from teacher training colleges and universities, parents, and Quality Assurance and Standards officers. This inclusive approach aims to create a collaborative environment that incorporates diverse perspectives and needs. Additionally, the study suggests integrating leadership development courses into the curriculum for educational institutions, not only for potential principals but also for other stakeholders. These courses would enhance their leadership capacity and their ability to effectively support the performance appraisal process.

Recommendation for Policy

Based on the findings that Principals' participative leadership style significantly influences the implementation of performance appraisal of tutors in public primary teacher training colleges, the following recommendations are proposed:

Integration of Leadership Development Courses

The study underscores the importance of leadership style in shaping organizational processes. To ensure that principals and other stakeholders are equipped with the necessary leadership skills, it is recommended that the Ministry of Education (MoE) takes the initiative to integrate leadership development courses into the curriculum of educational institutions. These courses should focus on fostering participative leadership practices and effective communication strategies, enabling leaders to facilitate collaborative decision-making and support the implementation of performance appraisal systems. By aligning the recommendations with the study findings, educational institutions can leverage the insights gained to enhance leadership practices and improve the effectiveness of performance appraisal processes.

Suggestions for Further Research

The study largely viewed the principal' leadership styles as one of the critical components in the implementation of the performance appraisal of tutors in TTCs, in Kenya. However, other key players might influence the implementation of the performance appraisal of tutors in TTCs. For instance, government regulations should be part of the study variables because it plays a significant role in the implementation of performance appraisal in Teachers' Training Colleges across public institutions. Future studies may include these aspects in implementing the performance appraisal of tutors in colleges because its significance cannot be underestimated. Building on the study's focus on principal leadership styles and their impact on tutor support for performance appraisal in Kenyan TTCs, here are three compelling topics for further research:

Government Regulations and Appraisal Effectiveness:

By scrutinizing regulations related to teacher certification, curriculum standards, accreditation criteria, professional development guidelines, and policies governing employee evaluations in the education sector, the study aims to understand

their role in shaping the effectiveness of performance appraisal systems. This will shed light on how these regulations influence the quality of teaching, opportunities for career advancement, and overall professional growth of educators within TTCs.

Tutor-Principal Collaboration in Appraisal Processes:

Investigate how tutor-principal collaboration affects satisfaction with performance appraisal, exploring communication and leadership dynamics. By examining the communication and leadership dynamics within this collaboration, the study will aim to understand how effective collaboration between tutors and principals influences their satisfaction with the performance appraisal system. Specifically, exploring how clear communication channels, supportive leadership practices, and mutual understanding between tutors and principals contribute to their satisfaction with the performance appraisal process.

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