St. Paul's University Repository

TRANSFORMATIONAL LEADERSHIP AND EMPLOYEE PERFORMANCE OF ACK DIOCESE OF MT. KENYA CENTRAL MURANG'A

DAVID CHEGE MACHARIA

ST. PAUL'S UNIVERSITY

A DISSERTATION SUBMITTED TO THE SCHOOL OF BUSINESS AND LEADERSHIP STUDIES IN PARTIAL FULFILMENT OF THE REQUIREMENTS OF THE MASTERS OF ARTS IN TRANSFORMATIONAL LEADERSHIP DEGREE AWARD OF ST. PAUL'S UNIVERSITY

OCTOBER, 2026

St. Paul's University Repository

DECLARATION

No other institution of higher learning has received this research project for academic credit, as it is my original work.

Signature:  Date: 16th October, 2026

DAVID CHEGE MACHARIA

MATLNRB12424

Word Count: 25,967

APPROVAL

This research project was submitted for examination with the approval of my university through my supervisors.

Signature……..…….. Date: 16th October, 2026

Dr David Thiru Njihia, PhD

First Supervisor

Signature…….. Date: 16th October, 2026

Dr Eunice Wandiga, PhD

Second Supervisor

ST. PAUL'S UNIVERSITY

St. Paul's University Repository

DEDICATION

I dedicate this work to my parents, Rev. and Mrs. Joram Macharia Muturi, who taught me that it is never too late to chase after my dreams. Every day is an opportunity to try a new move from where you stopped yesterday.

ST. PAUL'S UNIVERSITY

ACKNOWLEDGEMENT

This dissertation involved many people. I thank everyone who helped me while I wrote this project. To my dear wife, Lilian; Lisa and Naomi, my daughters; and my son, Joram, I offer my deepest thanks for the support and understanding you gave me in undertaking and completing this research project. Your prayers and encouragement brought me this far.

My gratitude also extends to my project supervisors, Dr David Thiru Njihia and Dr Eunice Wandiga. Their attention and guidance throughout the various phases of this research made this work possible.

It is my pleasure to place on record my unabated gratitude to Almighty God for preserving me in His hands throughout my academic career. As far as I know, His care, providence, guidance, and loving kindness are evident in my life every passing day. The glory and the honours belong to Him.

ST. PAUL'S UNIVERSITY

TABLE OF CONTENTS

DECLARATION.....ii
APPROVAL.....ii
DEDICATION.....iii
ACKNOWLEDGEMENT.....iv
TABLE OF CONTENTS.....v
LIST OF FIGURES.....ix
LIST OF TABLES.....x
ABBREVIATIONS AND ACRONYMS.....xi
KEY TERMS AND DEFINITIONS:.....xii
ABSTRACT.....xiii
CHAPTER ONE: INTRODUCTION.....1
1.1 Background of the Study.....1
1.1.1 Transformational Leadership.....3
1.1.2 Employee Performance.....6
1.1.3 Context of the Study.....8
1.2 Statement of the Problem.....10
1.3 Study Objectives.....11
1.3.1 General Objective.....11
1.3.2 Specific Objectives.....11
1.4 Research Hypotheses.....12
1.5 Significance of the Study.....12
1.5.1 Academic Contribution.....12
1.5.2 Policy Implication.....12
1.5.3 Practical Application.....13
1.6 Scope of the Study.....13
CHAPTER TWO: LITERATURE REVIEW.....15
2.1 Introduction.....15
2.2 Theoretical Review of Literature.....15
2.2.1 Transformational Leadership Theory.....15
2.2.2 Social Exchange Theory.....17
2.2.3 Goal-Setting Theory.....19
2.2.4 Theory per Independent Variable.....21
2.3 Empirical Literature Review.....23
2.3.1 Idealized Influence and Employee Performance.....23
2.3.2 Inspirational Motivation Provided by Leaders and Employee Performance.....28
2.3.3 Individualized Consideration and Employee Performance.....32
2.3.4 Intellectual Stimulation and Employee Performance.....37

ST. PAUL'S UNIVERSITY

2.4 Summary of Literature Review....43
2.5 Conceptual Framework....52
2.6 Chapter Summary....52
CHAPTER THREE: RESEARCH METHODOLOGY....54
3.1 Introduction....54
3.2 Research Design....54
3.3 Target Population....55
3.4 Sampling....55
3.4.1 Sampling Frame and Sample Size....56
3.5 Data Collection Methods....57
3.5.1 Data Source....57
3.5.2 Data Collection Procedure....57
3.5.3 Data Collection Instruments....58
3.6 Pilot Testing....59
3.7 Quality of the Instrument....59
3.7.1 Reliability of Research Instrument....59
3.7.2 Validity of Research Instrument....60
3.8 Diagnostic Tests....61
3.8.1 Normality Test....61
3.8.2 Multicollinearity Test....61
3.8.3 Heteroscedasticity Test....62
3.9 Measurement of Study Variables....62
3.10 Data Analysis and Presentation....64
3.11 Ethical Considerations....66
CHAPTER FOUR....67
DATA ANALYSIS, PRESENTATION, AND INTERPRETATION....67
4.1 Introduction....67
4.2 Questionnaire Response Rate....67
4.3 Demographic Characteristics of Respondents....68
4.3.1 Gender Distribution of Respondents....68
4.3.2 Age Distribution of Respondents....68
4.3.3 Education Level of Respondents....69
4.3.4 Length of Service in the Organisation....70
4.4 Reliability Analysis....71
4.5 Descriptive Statistics....71

ST. PAUL'S UNIVERSITY

St. Paul's University Repository

4.5.1 Idealized Influence and Employee Performance....72
4.5.2 Inspirational Motivation and Employee Performance....73
4.5.3 Individualized Consideration and Employee Performance....74
4.5.4 Intellectual Stimulation and Employee Performance....76
4.5.5 Employee Performance....77
4.6 Correlation Analysis....78
4.7 Regression Analysis....80
4.7.1 Model Summary....80
4.7.2 Analysis of Variance (ANOVA)....81
4.7.3 Regression Coefficients....82
4.8 Hypothesis Testing....83
4.9 Qualitative Findings from Interviews....84
4.9.1 Leadership Style in the Diocese....85
4.9.2 Inspirational Motivation Practices....85
4.9.3 Individualized Support and Development....86
4.9.4 Encouragement of Innovation and Creativity....86
4.9.5 Impact of Leadership on Employee Performance....87
4.10 Chapter Summary....87
CHAPTER FIVE....89
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS....89
5.1 Introduction....89
5.2 Summary of Key Findings....89
5.2.1 Idealized Influence and Employee Performance....89
5.2.2 Inspirational Motivation and Employee Performance....90
5.2.3 Individualized Consideration and Employee Performance....91
5.2.4 Intellectual Stimulation and Employee Performance....91
5.3 Conclusion....92
5.4 Contributions of the Study....93
5.4.1 Theoretical Contribution....93
5.4.2 New Knowledge Creation....93
5.4.3 Methodological Contribution....94
5.4.4 Empirical Contribution....94
5.5 Recommendations....94
5.5.1 Recommendations for Practice....94
5.5.2 Recommendations for Policy....95

ST. PAUL'S UNIVERSITY

5.6 Limitations of the Study..... 96
5.6.1: Conceptual Limitation..... 96
5.6.2: Methodological Limitation..... 96
5.6.1: Contextual Limitations..... 96
5.7 Areas for Future Research..... 97
REFERENCES;..... 100
APPENDICES..... 109
Appendix I: Introduction Letter..... 109
Appendix II: Research Questionnaire..... 110
Appendix III: Interview Guide..... 114
Appendix IV: Letter from ISERC..... 115
Appendix V: Letter from NICOST..... 117

ST. PAUL'S UNIVERSITY

St. Paul's University Repository

LIST OF FIGURES

Figure 1: Conceptual Framework.....52

ST. PAUL'S UNIVERSITY

LIST OF TABLES

Table-1 Summary of Literature Review....43
Table-2 Target Population....55
Table-3 Sample Size Distribution....56
Table 4 Operationalization of Study Variables....62
Table 5 Response Rate....67
Table 6 Gender Distribution....68
Table 7 Age Distribution....69
Table 8 Education Level....69
Table 9 Length of Service....70
Table 10 Reliability Test Results....71
Table 11 Descriptive Statistics for Idealized Influence....72
Table 12 Descriptive Statistics for Inspirational Motivation....74
Table 13 Descriptive Statistics for Individualized Consideration....75
Table 14 Descriptive Statistics for Intellectual Stimulation....76
Table 15 Descriptive Statistics for Employee Performance....77
Table 16 Correlation Matrix....79
Table 17Model Summary....80
Table 18 Analysis of Variance (ANOVA)....81
Table 19 Regression Coefficients....82
Table 20 Summary of Hypothesis Testing....83

ST. PAUL'S UNIVERSITY

ABBREVIATIONS AND ACRONYMS

ACK: Anglican Church of Kenya

CSR: Corporate Social Responsibility

EI: Emotional Intelligence

HR: Human Resources

KPI: Key Performance Indicators

NGO: Non-Governmental Organization

PM: Project Management

PS: Public Sector

SMEs: Small and Medium-sized Enterprises

TL: Transformational Leadership

ST. PAUL'S UNIVERSITY

KEY TERMS AND DEFINITIONS:

Transformational Leadership is a type of leadership practice where leaders inspire, challenge, and consider followers as individuals with the potential to go beyond optimal performance while connecting with organizational objectives (Bass & Riggio, 2019).

Idealized Influence involves leaders serving as ideal, strong mentors who create admiration, confidence, and respect. Such mentors possess a strong sense of leadership and morality, shaping others' values through their examples (Bass & Riggio, 2019).

Inspirational motivation entails inspiring future orientations and sharing favourable modes of communication and passion to inspire followers to reach common goals (Bass & Riggio, 2019).

Individualized consideration can be emphasised when a leader considers followers' distinct needs, offers tailored counsel and advice, and adjusts individuals' growth and developmental potential (Van Dierendonck et al., 2020).

Intellectual Stimulation involves a leader's capability of stimulating intelligence and creative thinking by keeping assumptions in check and welcoming new suggestions, irrespective of whether they conflict with the leader's thinking (Bass & Riggio, 2019).

Employee performance is defined as how efficiently workers carry out their duties, thereby helping the organisation achieve its goals. It can be evaluated using measures like productivity, quality of work, and cooperation (Dessler, 2021; Aguinis, 2019).

ST. PAUL'S UNIVERSITY

St. Paul's University Repository

ABSTRACT

Organizational outcomes depend substantially on how well employees perform, yet performance is shaped by multiple workplace conditions and can therefore be difficult to sustain. This study investigated transformational leadership and employee performance in the ACK Diocese of Mt. Kenya Central. Its four areas of interest were individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence. Interpretation drew on Goal-Setting Theory, Social Exchange Theory, and Transformational Leadership Theory. Descriptive and explanatory designs were combined within a mixed-methods strategy. The workforce population numbered 241 and spanned outreach workers, administrative employees, and clergy; stratified sampling was used to select respondents. Quantitative evidence came from a structured questionnaire. In addition, 10 senior clergy with relevant leadership experience were selected purposively for semi-structured interviews. Both instruments underwent validity and reliability assessment before fieldwork. Interview evidence was interpreted thematically, while questionnaire responses were analysed using descriptive statistics, Pearson correlation, and multiple regression. Every leadership dimension produced a positive, statistically significant effect. In ascending order, the coefficients were $\beta = 0.182$ for individualized consideration, $\beta = 0.235$ for intellectual stimulation, $\beta = 0.289$ for inspirational motivation, and $\beta = 0.342$ for idealized influence. Thus, idealized influence made the largest contribution. Collectively, the dimensions explained 74.3% of performance variance; the model statistics were $F = 82.156$, $R^2 = 0.743$, and $p < 0.001$. The evidence identifies transformational leadership as an important influence in this faith-based setting. Recommended actions include leadership development, formal mentoring, stronger communication channels, and support for leaders to engage staff with passion, consistency, and receptiveness to innovation.

ST. PAUL'S UNIVERSITY

St. Paul's University Repository

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

For organizations in different sectors, the performance of employees is a central operating concern because organizational success depends on the quality and consistency of their work. Employees who perform strongly can improve efficiency, strengthen service or customer satisfaction, and contribute to better financial outcomes (Sonnentag, 2018). Organizations must therefore identify and address the conditions that keep their workforce from achieving its full performance potential.

At the global level, organizations often struggle with factors such as poor leadership, inadequate motivation, and insufficient support systems, which lead to suboptimal employee outcomes (Judge & Bono,2021). Narrowing the focus to the African context, many organizations —both for-profit and nonprofit—face unique performance challenges rooted in cultural, resource-related, and leadership constraints (Edeh & Ugoji, 2021). Zooming in on the Kenyan setting, similar performance concerns are evident, particularly in non-profit organizations such as the Anglican Church of Kenya (ACK), where leadership behaviour and /or transformational leadership is a proven style that significantly affects outcomes (Bass & Riggio, 2019).

Across Africa, many commercial, nonprofit, and religious organizations continue to experience uneven employee performance. The conditions that make sustained performance difficult often reflect the local availability of resources, cultural expectations, and leadership challenges (Edeh & Ugoji, 2021). Leadership is consequently important to the support employees receive in carrying out their work. Studies indicate that transformational leadership can respond to some of these difficulties by fostering motivation, commitment, and innovation (Adusei, 2020). Even so, inconsistent performance remains common where leadership practice is weak,

ST. PAUL'S UNIVERSITY

particularly in nonprofit and religious institutions (Muriithi, 2022). Similar concerns have been reported in Kenya, including within the Anglican Church of Kenya (ACK). At the ACK Diocese of Mt. Kenya Central, employee performance has been associated with leadership behaviour, resource use, and church organizational culture (Ochieng, 2023). Recent concerns include dissatisfaction, low motivation, and limited opportunities for professional growth, all of which can reduce effectiveness and efficiency. Some ACK churches have also struggled to retain employees who perform well, weakening operational capacity and the delivery of services (Mwangi, 2021). These difficulties matter beyond the internal workplace. Churches contribute to spiritual life and provide social support to their communities; when employees cannot perform effectively, both organizational operations and those wider contributions may suffer. Improving employee performance is therefore central to the Diocese's capacity to fulfil its religious and social responsibilities. Transformational leadership can also clarify collective purpose and connect employees' daily responsibilities with the outcomes their organisation seeks. Retention problems add pressure to those who remain and can interrupt the relationships through which church services are delivered.

Transformational leadership (TL) is examined in this study as one factor that may account for employee performance in the ACK Diocese of Mt. Kenya Central. The analysis covers its four dimensions: idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation. By giving work a clear sense of purpose and encouraging effort beyond minimum requirements, TL may help address performance weaknesses. Idealized influence is especially pertinent because leaders can gain trust and respect by embodying the conduct they expect from employees. When their actions demonstrate strong ethical standards and reflect organizational values, staff may feel greater belonging, involvement, and commitment (Bass &

ST. PAUL'S UNIVERSITY

Riggio, 2019). Transformational leaders also communicate a compelling future and connect tasks beyond routine duties to broader organizational aims. Employees who understand that connection may find greater satisfaction in their roles and direct more effort towards performance (Sonnentag, 2018).

One of the most critical aspects of transformational leadership (TL) in enhancing employees' performance includes individualized consideration, which entails recognising and responding to the individual strengths, needs, and contributions of each employee. With an open communication culture established by inculcating it in their employees, transformational leaders can extend individualized support and mentorship to foster individual professional growth (Edeh & Ugoji, 2021). The customized approach not only builds competence in employees but also instils a developmental and learning-oriented organizational culture (Adusei, 2020). Additionally, TL encourages intellectual stimulation by motivating employees to think more creatively, exhibit proactive behaviour, and develop new solutions. This type of empowerment leads to higher engagement because employees understand that their ideas and efforts are valued by the entity (Judge & Bono, 2021).

1.1.1 Transformational Leadership

Transformational leadership is an established approach for involving employees and encouraging performance beyond routine expectations by aligning conduct with organizational aims and values. It can strengthen trust, personal development, and creativity, all of which are relevant to how employees perform. Evidence from commercial and nonprofit settings has linked this form of leadership with innovation, staff engagement, and sustained organizational change (Bass and Riggio, 2019; Garccia et al., 2008). One of its principal dimensions is idealized influence, under which leaders embody conduct that followers regard as worthy of imitation. The

ST. PAUL'S UNIVERSITY

dimension matters for organizational culture and performance because it presents employees with a visible standard of behaviour (Bass & Riggio, 2019). Leaders who display idealized influence tend to earn admiration, loyalty, and trust from those they lead (Judge & Bono, 2001). Within African settings, moral integrity and a persuasive vision may be particularly important sources of respect, which can in turn shape employee conduct positively (Edeh & Ugoji, 2021). When leaders articulate organizational values and demonstrate them consistently, employees are more likely to adjust their own behaviour, deepen their commitment, and improve their work (Moller et al., 2018). The mechanism is especially pertinent to church organizations such as the ACK Diocese of Mt. Kenya Central. In this context, leaders carry moral and spiritual expectations as well as administrative duties, so both their conduct and guidance are expected to remain consistent with the church's mission (Harris & Leberman, 2012).

Another essential component is inspirational motivation, which involves executives motivating staff members with an idealized future vision. Globally, inspirational motivation has been found to increase employees' engagement and commitment levels, motivating them to go beyond compliance and become actively engaged in the organisation's mission (Judge & Piccolo, 2004). In Africa, inspirational motivation is primarily associated with leaders' ability to connect organizational goals with broader community-based purposes, particularly in nonprofit organizations (Adusei, 2020). In nonprofit and faith-based organizations, leaders motivate their employees through linking the work and their day-to-day input to a larger cause of benefiting the human race and improving the welfare of the society (Kirkpatrick and Locke, 1996). Inspirational motivation plays a vital role in achieving a common objective by the employees and in inspiring employees to work towards achieving both spiritual and organizational targets, which result in greater job performance (Zhu et al., 2021).

ST. PAUL'S UNIVERSITY

Individualized consideration refers to a leader's attention to employees as individuals, including guidance that recognises their different needs and supports career development. Leaders who practise it can create conditions in which employees feel valued and supported, thereby strengthening both job satisfaction and performance (Van Dierendonck et al., 2020). In African organizations, and particularly in religious institutions, leaders may be expected to guide and safeguard employees in addition to carrying out administrative duties (Bishop & Simmonds, 2014). Awareness of employees' personal and professional aspirations can therefore help leaders build deeper engagement. In practice, individualized consideration may address a range of needs, from spiritual growth to professional development, and signal that each employee's contribution and circumstances matter to the organisation (Ogbonna & Harris, 2000). Rather than treating all staff alike, the leader adjusts encouragement, feedback, and development opportunities to the employee's circumstances. Such awareness can make support more timely and relevant when employees encounter difficulties.

Intellectual Stimulation is the final aspect of transformational leadership, describing a leader's ability to stimulate innovation, creativity, and critical thinking among employees. Organizations using intellectual stimulation have found that their employees have enhanced problem solving and innovation, with employees feeling empowered to think outside the box when proposing new ideas (Hoch et al., 2021). In Africa, intellectual stimulation can be a way to build an innovative culture even in low resources, with work staff feeling encouraged to think out of the box to overcome challenges (Choudhary et al., 2019; Edeh & Ugoji, 2021). In the case of employees, intellectual stimulation helps them think outside the box in terms of delivery of services and come up with new ways of achieving organizational objectives. Encouraging a new

ST. PAUL'S UNIVERSITY

ideas culture can help leaders develop individual and collective performance (Bamford, Wong, & Kline, 2013).

1.1.2 Employee Performance

Employee performance refers to how successfully people carry out assigned responsibilities while contributing to the organisation's strategic aims. For this research, it is represented by three principal indicators. Productivity concerns efficient execution of tasks; quality of task performance covers accuracy, dependability, and adherence to expected standards; and teamwork reflects collaboration and contribution to shared objectives. Considering these indicators together permits assessment of both individual work and collective contribution within the organisation. Information about them will be obtained through performance appraisals, self-assessments, and 360-degree feedback (Dessler, 2021; Aguinis, 2019).

Employee performance may be assessed in several ways, and every method offers a different type of evidence. Common approaches include managerial appraisal, self-assessment, 360-degree feedback, and objective indicators such as productivity or sales revenue (Aguinis, 2019). In an appraisal, a manager evaluates an employee against specified capabilities or standards. A 360-degree process draws perspectives from several people, which may include supervisors, colleagues, and subordinates, to develop a broader account of the employee's work (Brewster et al., 2020). Objective indicators are readily measurable, but they do not necessarily reflect teamwork, creativity, or other less visible dimensions of performance (Borman and Motowidlo, 2019). The method chosen consequently affects not only the performance rating produced but also how an employee understands that judgement and responds to it motivationally.

No single method of assessing employee performance is free from limitations. Formal appraisal can reflect an evaluator's personal characteristics and subjective judgement rather than

ST. PAUL'S UNIVERSITY

performance alone (Pfeffer, 2022). Self-assessment creates a different risk, since employees may overstate their contribution when no independent perspective is available (Duffy et al., 2023). Although 360-degree feedback broadens the range of viewpoints, contradictory or inconsistent comments can discourage employees and make development planning more difficult (Tornow and London, 2021). Objective indicators provide quantities that can be compared, but they may miss the interpersonal, emotional, and other qualitative conditions that also contribute to organizational success (Sonnentag et al., 2021). A sound measurement approach should therefore integrate qualitative and quantitative evidence. Doing so permits productivity and task outcomes to be considered alongside engagement, relationships, creativity, and the experience of work, producing a fuller and more balanced account of employee performance. Reconciling the viewpoints supplied through 360-degree feedback therefore requires clear criteria and careful interpretation. Conversely, qualitative accounts may explain why performance changes but do not always show its magnitude consistently across employees.

Employee performance was assessed through key performance indicators covering productivity, the quality of task performance, and teamwork. Productivity reflected the efficiency and effectiveness with which employees completed assigned duties. Task performance captured accuracy, reliability, and compliance with the relevant work standards. Teamwork concerned employees' ability to collaborate and pursue shared team objectives. Together, these indicators provided observable measures for evaluating how employees contributed to the achievement of organizational goals.

For the ACK Diocese of Mt. Kenya Central, combining these assessment strategies is appropriate because organizational achievement depends on both individual effort and teamwork. A dual-method approach limits the judgement bias that may arise from relying on only one form

ST. PAUL'S UNIVERSITY

of assessment and encourages the continuous-feedback culture associated with transformational leadership (Borman & Motowidlo, 2019). It also brings together qualitative features of work—such as creativity, satisfaction, engagement, and collaboration—with quantitative aspects, including productivity, completion of assigned tasks, and the quality of outputs.

1.1.3 Context of the Study

Within Kenya's Anglican Church, the ACK Diocese of Mt. Kenya Central carries both religious and wider social responsibilities. It functions as a place of worship while also participating in community-development work, including educational and social-welfare initiatives. Through its network of churches, schools, and health centres, the Diocese seeks to strengthen both its members and the surrounding community (Anglican Church of Kenya, 2020). Leadership in this setting consequently extends beyond routine administration. A transformational approach must also provide moral and spiritual direction and cultivate meaningful relationships between diocesan leaders and the people they serve.

Employee performance in the ACK Diocese of Mt. Kenya Central is affected by several operational difficulties. One recurring concern is inadequate provision of the resources needed to conduct church programmes and activities. When employees lack the practical support required for their duties, they may be unable to work effectively and may experience lower satisfaction (Edeh & Ugoji, 2021). Staff can become frustrated and disengaged when workloads remain high but the resources for completing them are insufficient. Evidence on religious organizations repeatedly identifies this mismatch between responsibilities and support as a performance constraint. Inadequate systems and resources can therefore weaken both employee morale and efficiency (Mwangi, 2021). Employees may understand what is expected yet remain unable to deliver work at the desired standard or within the available time. Persistent shortages can also

ST. PAUL'S UNIVERSITY

weaken commitment, motivation, and willingness to take initiative, so their consequences are not limited to immediate output.

Weak leadership arrangements and ineffective communication have also been linked to performance problems in the Diocese. Many church employees report uncertainty about the responsibilities attached to their roles, a condition that can restrict their ability to perform effectively (Ochieng, 2023). Harter et al. (2019) similarly connect role ambiguity with lower engagement and motivation. Where employees receive neither clear direction nor constructive feedback, dissatisfaction and underperformance become more likely. Improving the clarity of responsibilities, the quality of leadership guidance, and internal communication is therefore necessary if employee performance is to improve (Ochieng, 2023).

Finally, the diocese faces some cultural challenges that may conflict with the organisation's goals. Sometimes, the culture of leadership is outdated, where even the practices of modern leadership, let alone transformational leadership, encounter resistance to change from within (Muriithi, 2022). When hierarchical gap structures dominate, the reluctance of employees to engage with new concepts is well-documented (Muriithi, 2022). These outdated norms, to some extent, hinder the introduction of new leadership techniques that are crucial to fostering employee development. Understanding these cultural aspects is crucial to resolving the performance issues and establishing a more fitting problem definition for this research.

ST. PAUL'S UNIVERSITY

1.2 Statement of the Problem

An organisation's ability to meet its objectives depends substantially on how employees perform their assigned work. Maintaining a high level of performance over time can nevertheless be difficult, particularly in religious and non-profit organizations. Employee performance includes several outcomes, among them productivity, quality of output, and job satisfaction (Sonnentag,

2018). These outcomes arise from interacting influences rather than from one factor. Bass and Riggio (2019) associate transformational leadership with work environments that encourage employee motivation. However, much of the existing evidence comes from corporate or Western settings. This creates a need to examine how the leadership approach relates to performance within a faith-based organisation.

Mt. Kenya Central Diocese of ACK faces specific challenges that have significantly influenced workers' performance, leading to low organizational efficiency. Poor deployment of resources is one challenge that erodes church workers' ability to complete work and community obligations (Edeh & Ugoji, 2021). Job dissatisfaction and inability to deliver services result from inadequate resources (Mwangi, 2021). Poor leadership structures and poor communication also affect performance problems with role and expectation ambiguity. Studies show that insufficient clarity in job duties is a major factor that makes workers less engaged and motivated (Harter et al., 2019).

Furthermore, dynamics within the cultural context of the diocese keep on contributing to the inability to conduct effective leadership practices. Orthodox beliefs do not support innovation and adaptability, which is a barrier to establishing a high-performance culture (Muriithi, 2022). To achieve this, the values of transformational leadership turn out of place in the organizational culture, and their ability to drive employee performance is undermined (Ochieng, 2023). All these combined with the inadequate supply of resources, communication barriers and cultural resistance have led to poor performance of workers and this portrays an urgent need to know and solve these particular barriers.

Employee performance arises from several interacting conditions, yet the available literature does not address all of them equally across organizational settings. Although

ST. PAUL'S UNIVERSITY

transformational leadership has been associated with employee performance, much of the evidence comes from commercial organizations. This leaves its relevance to religious and nonprofit institutions less fully understood (Northouse, 2022; Judge and Bono, 2021). The present study addresses that gap within the ACK Diocese of Mt. Kenya Central. It considers whether transformational leadership can respond to the distinctive operational, moral, and mission-related demands of this religious organisation and, through those mechanisms, contribute to stronger employee performance.

1.3 Study Objectives

1.3.1 General Objective

This study examined the effect of transformational leadership on employee performance within the ACK Diocese of Mt. Kenya Central.

1.3.2 Specific Objectives

i. To determine how idealized influence affects employee performance within the ACK Diocese of Mt. Kenya Central.
ii. To analyse the influence of inspirational motivation on employee performance within the ACK Diocese of Mt. Kenya Central.
iii. To establish how individualized consideration affects employee performance within the ACK Diocese of Mt. Kenya Central.
iv. To investigate the influence of intellectual stimulation on employee performance within the ACK Diocese of Mt. Kenya Central.

1.4 Research Hypotheses

i. **H^{01}:** Employee performance in the ACK Diocese of Mt. Kenya Central is not significantly affected by idealized influence.

ST. PAUL'S UNIVERSITY

ii. **H^{02}:** Employee performance in the ACK Diocese of Mt. Kenya Central is not significantly affected by inspirational motivation.

iii. **H^{03}:** Employee performance in the ACK Diocese of Mt. Kenya Central is not significantly affected by individualized consideration.

iv. **H^{04}:** Employee performance in the ACK Diocese of Mt. Kenya Central is not significantly affected by intellectual stimulation.

1.5 Significance of the Study

1.5.1 Academic Contribution

The study adds evidence from a church-based workplace to the discussion of transformational leadership. In the ACK Diocese of Mt. Kenya Central, it considers how employee performance relates to idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation. The results may help the Diocese and comparable charitable organizations judge which leadership practices fit their employees' work, institutional mission, and everyday operating conditions.

1.5.2 Policy Implication

This research addresses limited evidence on transformational leadership within faith-based nonprofit organizations in sub-Saharan Africa. Findings developed mainly in Western or corporate contexts may not apply directly to church-affiliated workplaces. At the same time, the present study concerns only the ACK Diocese of Mt. Kenya Central, so its conclusions cannot automatically be extended to every religious institution. Participants from different diocesan regions and functions were included to improve representation within that boundary. The hierarchical nature of a faith-based workplace created another potential limitation because employees might describe leaders or the institution more positively than they otherwise would.

ST. PAUL'S UNIVERSITY

Anonymous participation was used to reduce that pressure, and survey responses were compared with interview accounts. This triangulation sought to limit both defensive and excessively favourable reporting and to improve credibility while acknowledging the constraints of a single-diocese investigation.

1.5.3 Practical Application

The results offer a practical evidence base for organizational policy, leadership development, and training. Comparable organizations can use the findings to design policy frameworks that make the leadership behaviours associated with employee performance explicit. Development initiatives can then build those behaviours through training grounded in the study's evidence rather than through generic programmes. Applied in this way, the recommendations can help create workplaces that encourage employee growth, engagement, and effective performance and can improve the organisation's overall functioning. The research therefore contributes both to transformational leadership scholarship and to practical decisions about leadership development.

1.6 Scope of the Study

The study's boundaries concerned its subject, location, and period of inquiry. Its central concern was the relationship between transformational leadership and employee performance in the ACK Diocese of Mt. Kenya Central. Idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation represented leadership, while the study's chosen indicators represented performance. These limits made it possible to examine whether variation in employees' outcomes was associated with leadership behaviour within the Diocese. Studying a single faith-based institution also meant that the relationship could be understood in light of its particular religious purpose and organizational setting.

ST. PAUL'S UNIVERSITY

In geographical terms, the study covered the ACK Diocese of Mt. Kenya Central within Kiharu, Kangema, and Murang East sub-counties. This location was appropriate because the Diocese combines faith-based responsibilities with NGO functions and serves a multicultural membership. Limiting the fieldwork to this area made it possible to examine the leadership-performance relationship against local institutional, cultural, and social conditions. Consequently, the findings should be interpreted as applying to the particular diocesan setting included in the investigation.

Participants represented the main levels of work within the Diocese: clergy, administrative employees, and community outreach programme officers. Including employees from these categories brought together perspectives from different parts of the organisation and provided a fuller account of how transformational leadership was practised. It also enabled the study to consider leadership in both the Diocese's administrative and religious functions and to examine how those practices related to overall work performance.

ST. PAUL'S UNIVERSITY

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The review uses Transformational Leadership Theory, Social Exchange Theory, and Goal-Setting Theory to interpret the links between leaders and employees in a faith-based organisation. It then considers research on each of the four dimensions of transformational leadership and on employee performance. The conceptual framework brings these expected relationships into one view. Finally, the chapter identifies where previous theoretical accounts and empirical studies leave questions that the present research seeks to address.

2.2 Theoretical Review of Literature

Three bodies of theory underpin the proposed connection between transformational leadership and employee performance. Transformational Leadership Theory explains how a leader's vision, intellectual stimulation, and attention to individual employees can encourage performance beyond ordinary expectations (Bass, 1985). Social Exchange Theory locates commitment and improved performance in relationships where constructive treatment by leaders produces trust and a felt obligation to reciprocate (Blau, 1964). Goal-Setting Theory adds that employee motivation and performance can be strengthened through goals that are both specific and demanding, supported by processes for giving and receiving feedback (Locke and Latham, 1990). Together, the theories address complementary mechanisms linking leadership behaviour to employee outcomes.

2.2.1 Transformational Leadership Theory

Transformational Leadership Theory is the main lens through which the study examines leaders' conduct. Bass and Riggio (2019) describe leaders who inspire employees, invite new ways of thinking, and respond to individual needs. Such conduct offers one explanation for effort beyond

ST. PAUL'S UNIVERSITY

the ordinary requirements of a role. Bass (1985) distinguishes four components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. In combination, they provide a way to examine how leadership might direct employees' extra effort towards organizational aims.

Idealized influence is expressed when a leader provides a trustworthy example that employees respect and consider worth following. Principled behaviour and a clear direction can make the leader credible and encourage followers to adopt similar conduct (Northouse, 2022). The dimension is particularly important where integrity helps define organizational culture and guides how employees behave. Inspirational motivation operates through communication of a compelling future and the mobilisation of employees around shared aims. It can build cohesion by giving members a common purpose (Judge & Bono, 2021). Through this process, transformational leaders strengthen morale and commitment and invite employees to direct greater energy towards their responsibilities.

Intellectual Stimulation increases innovation and creativity because it prompts followers to think critically and consider novel ideas (Hoch et al., 2021). Leaders who intellectually stimulate their followers encourage an organizational culture in which employees feel at ease brainstorming and trying out anything without being afraid of negative consequences. This creates a culture of improvement that is never ending and employees are empowered to solve complicated problems so that there is better performance in the organisation.

Individualized consideration is demonstrated when a leader recognises that employees have different abilities, experiences, developmental goals, and sources of motivation. Guidance and support are consequently adapted to the person rather than delivered in the same form to

ST. PAUL'S UNIVERSITY

everyone (Van Dierendonck et al., 2020). Attention to specific needs can build followers' capabilities and job satisfaction, creating conditions that favour improved performance.

A growing empirical literature associates transformational leadership with improved employee performance. Breevaart et al. (2019), for instance, reported a strong relationship between transformational leadership behaviour and higher performance, attributing part of that outcome to leaders' capacity to deepen team engagement. Judge and Piccolo (2021) similarly found that transformational leaders can encourage employees to participate more actively in organizational processes. Greater participation may then translate into stronger performance outcomes.

The explanatory value of Transformational Leadership Theory is accompanied by recognised limitations. Emphasising a leader's charisma can obscure organizational systems and the circumstances in which leadership behaviour occurs (Edeh & Ugoji, 2021). Moreover, evidence that transformational leadership is effective in varied settings does not imply that it will operate identically across cultures and institutions. Its interpretation must remain sensitive to context. The theory is relevant here primarily for its account of intellectual stimulation and idealized influence. Intellectual stimulation concerns encouragement of critical thought and creativity. Idealized influence explains how the conduct of a trusted and respected leader can shape employee behaviour. These mechanisms provide a basis for examining performance in the Diocese, provided that institutional conditions are considered alongside the leader's personal qualities.

ST. PAUL'S UNIVERSITY

2.2.2 Social Exchange Theory

Social Exchange Theory (SET) originated in George Homans's work during the 1950s and was developed further by Peter Blau in 1964. It interprets interpersonal and organizational relationships as exchanges through which people consider the rewards they receive and the costs

they bear. In the present study, SET complements transformational leadership by drawing attention to the interdependence of a leader and employees. Motivation and performance may be shaped by whether that relationship is experienced as fair, trusting, and supportive (Blau, 1964). A leader who creates a constructive exchange can therefore encourage constructive employee responses. When workers feel respected and valued, they may reciprocate with stronger commitment, loyalty, participation, and performance (Cropanzano & Mitchell, 2005). The theory does not reduce the employment relationship to a single transaction; rather, repeated interactions can gradually build expectations and obligations on both sides. It therefore helps explain how leadership conduct contributes to an organizational culture in which employees choose to support collective success. Reciprocity need not occur immediately; it may emerge through repeated experiences that confirm whether the leader's conduct is dependable. Conversely, unfair or unsupportive treatment can weaken the relationship and reduce an employee's willingness to contribute beyond minimum requirements.

Blau's (1964) Social Exchange Theory views relationships as developing through reciprocal interactions that provide value to those involved. Exchanges between a leader and employees are more likely to endure when they cultivate trust, commitment, and loyalty. Supportive and fair treatment from a leader can therefore invite reciprocal employee responses, including stronger involvement, commitment, and work performance (Blau, 1964). Applied to transformational leadership, the theory helps explain the expected contribution of individualized consideration. When employees receive personal attention, support, and acknowledgement, they may respond to that favourable treatment by investing more effort and performing their work more effectively.

ST. PAUL'S UNIVERSITY

Social Exchange Theory is a very useful theory, but it has some weaknesses. The theory is too simplistic to capture the nuances and complexities of interpersonal dynamics and can't necessarily explain why there are power dynamics and cultural differences between people (Edeh & Ugoji, 2021). Furthermore, workers' extrinsic motivations and altruism in labour might be ignored as a whole, because the focus on reciprocation might be taking into account only the reward-based reciprocation.

Recent research has provided empirical support for using Social Exchange Theory to interpret leadership and employee outcomes. Cropanzano et al. (2017), for example, found that constructive actions by leaders were strongly associated with employee engagement in a manner consistent with SET. Perceived organizational support, another concept linked to social exchange, has also been associated with greater job satisfaction and performance (Rhoades & Eisenberger, 2002). The theory is particularly useful for understanding attention to individual employees. Leaders who recognise differing needs and develop relationships characterised by care and mutual dependence can strengthen trust and respect. Employees may then reciprocate the support they experience through greater satisfaction and stronger performance. In this way, individualised leadership is not treated as an isolated gesture but as part of a continuing relationship between employee and organization

ST. PAUL'S UNIVERSITY

2.2.3 Goal-Setting Theory

In Goal-Setting Theory, Locke and Latham (1990) link work performance to clear, demanding goals and timely feedback. A precise target gives employees a direction for their attention and effort and a reason to persist. Vague targets make it harder to tell whether progress has been made. Difficulty also needs to be calibrated. An easy target may require no extra effort, whereas a target seen as impossible can produce frustration and withdrawal. Challenging but

reachable goals may develop employees' capabilities and benefit both the person and the organisation. When progress can be measured, employees can compare their work with the target and adjust how much effort they apply or where they direct it. Commitment is important too: people are unlikely to persist with a goal they neither understand nor accept. Feedback then helps them judge whether their current approach is working and what should change. In this way, the theory connects what employees are expected to achieve with their ability to monitor and improve their progress.

Feedback is an important aspect of Goal-Setting Theory. Frequent and positive feedback enables employees to compare their performance with their desired goals, enhancing their self-confidence, and providing them with directions for improvement. Performance appraisal or peer review is a mechanism that keeps employees on track to achieve their goals and continuously improves them. In the absence of this mechanism for providing feedback, employees may fail to recognise their strengths and weaknesses, ultimately losing the opportunity to improve themselves. The theory requires employee participation in goal-setting and commitment to achieving these goals. By involving employees in setting their own goals, they become more motivated and are more likely to take responsibility for their own success. Employees tend to apply persistent effort and overcome obstacles when goals are meaningful and personal and attributed to their values. Leaders who implement a participative approach towards goal-setting can significantly enhance the level of employees' engagement and performance.

Goal setting can shape workplace behaviour by encouraging employees to learn continuously and acquire the skills needed to meet agreed targets. Working towards clear objectives may improve problem solving, time management, and overall job performance while prompting employees to seek better solutions to work-related difficulties. Goal-Setting Theory is

ST. PAUL'S UNIVERSITY

relevant to this research because it supplies a framework for considering employee performance in the ACK Diocese, Mt. Kenya Central. Transformational leaders can clarify expectations, align individual effort with collective purposes, and provide regular feedback. Through these practices, goal setting may strengthen productivity, work quality, and teamwork. The theory complements transformational leadership by emphasising vision, alignment of objectives, feedback, and continuing improvement, making it useful for analysing how leadership relates to employee performance. It also gives employees a reference point for judging progress and recognising where further learning is needed. Sustained effort becomes more likely when the expected outcome is understood and feedback shows how an individual's contribution supports it.

Besides the relational and inspirational leadership, there is also Goal-Setting Theory which has a cognitive-behavioural view. It holds that particular and demanding targets, when shared with employees, increase focus, tenacity and output (Locke and Latham, 2002). In this regard, this theory is applicable since transformational leaders normally provide explicit visions and performance targets that motivate followers to excellence.

2.2.4 Theory per Independent Variable

1. Theory of Idealized Influence Transformational Leadership. Idealized influence puts leaders in the role of moral role models whose vision, integrity, and moral authority inspire their followers (Bass, 1985; Bass and Riggio, 2019). Managers and priests in the ACK Diocese would love to be moral examples to leadership, and this aspect blends perfectly well. Leaders build credibility and enhance the performance of workers by exhibiting moral conduct (Northouse, 2022).
2. Inspirational Motivation: Goal-Setting Theory. Goal-Setting Theory links motivation with goals that are clear and challenging and with communication that inspires effort

ST. PAUL'S UNIVERSITY

(Locke and Latham, 1990). This reasoning corresponds to inspirational motivation because leaders describe a shared future and show employees how their work contributes to collective aims. In a religious institution, connecting individual duties with broader spiritual and social purposes can deepen participation and support greater productivity (Judge and Bono, 2021).

3. Individualized Consideration: Social Exchange Theory (SET). SET presents the leader-follower relationship as an exchange of support, commitment, and valued treatment (Blau, 1964; Cropanzano and Mitchell, 2005). Individualized consideration gives practical expression to this exchange. When leaders provide personal guidance, attention, and recognition, employees are more likely to believe that they are supported and treated fairly. They may reciprocate through loyalty, commitment, and stronger performance, linking the leadership dimension directly to employee outcomes (Van Dierendonck et al., 2020).
4. Transformational Leadership Theory identifies intellectual stimulation as one of four central leadership components (Bass and Avolio, 1994). It describes a leader who prompts followers to reconsider established assumptions, examine problems from unfamiliar angles, and develop new ideas. Under transformational leadership, employees are therefore encouraged to generate original solutions rather than depend exclusively on habitual practice (Hoch et al., 2021). This mechanism is important to the present study because the ACK Diocese operates within strong traditions. Intellectual stimulation may help employees respond flexibly and solve operational problems more effectively while remaining attentive to the institution's religious setting, thereby contributing to improved performance.

ST. PAUL'S UNIVERSITY

2.3 Empirical Literature Review

The studies in this section are considered in light of three explanations for the connection between leadership and performance. Transformational Leadership Theory suggests that a leader's vision, encouragement of new thinking, and personal attention can inspire more than routine effort (Bass, 1985). Social Exchange Theory focuses on the trust and sense of obligation that may develop through constructive relationships between leaders and employees (Blau, 1964). Goal-Setting Theory directs attention to demanding, specific targets and the feedback that helps people work towards them (Locke & Latham, 1990). Together, these theories provide the basis for interpreting the empirical findings reviewed below.

Overall, empirical literature surveyed on a general level emphatically shows that employee performance in various aspects, such as motivation, teamwork, productivity, and innovation, is positively impacted by transformational leadership. Such empirical literature, however, primarily considers for-profit business organizations or secular nonprofit organizations with a relative neglect of religious organizations such as the Anglican Church of Kenya (ACK). Moreover, not very much literature considers all four aspects of TL in function at once in religious organizational settings such as this one.

2.3.1 Idealized Influence and Employee Performance

Researchers have examined idealized influence and employee performance through different designs and organizational groups. Adusei (2020), for example, used a descriptive survey to study leadership style, engagement, and commitment among 150 employees of non-religious nonprofit organizations in Ghana. Quantitative findings associated idealized influence with stronger trust, commitment, and loyalty towards the organisation. Because all participating organizations were non-religious, the study does not show whether the same mechanism operates

ST. PAUL'S UNIVERSITY

where leaders also carry spiritual and moral responsibilities, as in the ACK Diocese of Mt. Kenya Central. It also did not incorporate inspirational motivation, another transformational dimension that may be important to performance in religious organizations. Finally, the descriptive design and relatively small sample constrain broader generalisation. Evidence from a defined faith-based setting can therefore clarify how idealized influence operates alongside the other leadership dimensions. A faith-based study can also consider whether moral example carries additional meaning when employees expect leaders to embody the values publicly taught by the institution. That issue was outside the scope of Adusei's organizational setting.

Hoch et al. (2021) conducted a quantitative survey of 200 employees in German corporate organizations to measure the idealized influence on employees' innovations. The focus of the research was to what extent the transformational leadership style of idealized influence taught the employees creative thinking and innovation. The study showed that when the leaders started the innovative practice, employees had more chances of proposing and accepting the new. Nevertheless, the context of the research in German corporate entities is not based on the demands of religious and nonprofit-based organizations, such as mission-oriented community outreach and funded activities. This methodological weakness indicates that research in religious organizations, where the leadership goals vary with that profit making ones, is needed. The lack of qualitative information in the research was also part of the limitations and the possibility to comprehend how the idealized influence, in a religious background, can be used to influence soft elements of employee performance.

Using a two-year longitudinal design, Breevaart et al. (2019) examined idealized influence and employee performance among 300 employees in Dutch companies. Their quantitative results indicated that leaders who demonstrated a moral vision contributed positively to employees'

ST. PAUL'S UNIVERSITY

commitment and performance. The design is valuable because it draws attention to effects that develop over time rather than at a single measurement point. Its organizational scope nevertheless limits direct transfer to religious and nonprofit institutions, where values, resources, and employee motivations may differ. Conducting the research within only one sector further constrains how widely its conclusions can be generalised.

Bass and Riggio (2019) investigated transformational leadership in the USA, giving particular attention to how idealized influence related to the productivity and loyalty of corporate employees. Using a quantitative survey, they obtained responses from 200 employees drawn from several companies. Their findings associated leaders' role-modelling behaviour with stronger employee trust, motivation, and performance. The corporate setting, however, limits the extent to which those conclusions can be transferred to religious or charitable organizations, where both employee expectations and the nature of influence may differ. The study did not explore the spiritual and ethical responsibilities carried by religious leaders, even though these responsibilities may intensify expectations surrounding idealized influence and shape employees' work. Its quantitative design also offered limited insight into how employees understood and reacted to such influence. These contextual and methodological limitations support further investigation in a faith-based environment.

Edeh and Ugoji (2021) conducted qualitative interviews with 120 employees of Nigerian non-profit organizations to explore how leadership affected workers' commitment. The study found that idealized influence by leaders, particularly in contexts where resources are limited, significantly boosted employee commitment and job satisfaction. This study helped to learn about non-profit organizations, but was not explicitly focused on religious organizations, where leaders are also often religious and ethical. The qualitative aspect of the study made it possible to conduct

ST. PAUL'S UNIVERSITY

extensive examinations of workers' attitudes. Nonetheless, the limited pool of respondents and the restricted methodological approach prevent the findings from being applied broadly to religious institutions.

Judge and Piccolo (2021) used surveys and interviews with 250 United Kingdom public-sector employees to examine idealized influence, morale, and performance. Their mixed-methods evidence suggested that this leadership dimension fostered trust and engagement and was consequently associated with better performance. Government agencies, however, differ from religious institutions in mission, structure, and the expectations attached to leaders. Findings from the public sector therefore cannot establish how idealized influence works in a setting where spiritual example and faith-based service are central. Although the authors referred briefly to nonprofit and religious organizations, those contexts were not examined directly. This leaves uncertainty about the applicability of their conclusions to the Diocese addressed in the present research.

Van Dierendonck et al. (2020) surveyed 180 healthcare employees in the Netherlands to assess idealized influence within healthcare organizations. Their results associated this leadership dimension with higher employee engagement and job satisfaction. Healthcare and religious organizations both carry ethical responsibilities, but the former setting does not fully represent institutions whose missions centre on faith and community service. The study also gave limited attention to conditions common in religious organizations, such as constrained resources and reliance on voluntary service. Those conditions could shape employees' understanding of idealized influence and alter its relationship with their performance.

Mwangi (2021) applied a descriptive survey to 150 Kenyan educators to examine whether idealized influence strengthened teacher performance. The evidence indicated that morally

ST. PAUL'S UNIVERSITY

exemplary leaders encouraged teachers' commitment and motivation. Nevertheless, the education setting narrows the relevance of the findings to churches and other non-profit institutions. Schools generally operate through more formal structures and systematic reward arrangements than church organizations, in which some roles may be voluntary or partly voluntary. Consequently, leadership influence may operate differently across the two environments. Research situated specifically in church organizations is therefore needed to explain the contribution of idealized influence under those distinctive conditions.

Ochieng (2023) used interviews with 120 Kenyan church workers to investigate idealized influence in relation to employee productivity. Participants associated leaders' moral behaviour with a stronger feeling of belonging and purpose, which they believed supported performance. However, the study did not examine the wider set of transformational leadership dimensions, including the contribution inspirational motivation might make to productivity. Its qualitative design yielded detailed accounts, but its field setting did not include the ACK Diocese of Mt. Kenya Central. The present investigation responds to that contextual gap by analysing leadership and employee productivity within this particular Christian organisation.

Muriithi (2022) studied idealized influence and leader-generated employee motivation among 100 workers in Kenyan churches. Questionnaire data were used to assess how effectively leaders strengthened motivation and performance. The results suggested that leaders displaying idealized influence contributed positively to employee morale and attitudes. However, the investigation treated churches as a broad category and did not examine the institutional circumstances of a particular church. It also considered idealized influence without integrating the remaining transformational leadership dimensions. These limitations leave room for research

ST. PAUL'S UNIVERSITY

conducted within one diocese and for an analysis that places idealized influence alongside the other elements of transformational leadership.

2.3.2 Inspirational Motivation Provided by Leaders and Employee Performance

Magaiwa (2023) adopted a mixed-methods design to investigate inspirational motivation, job satisfaction, and performance among academic employees in Tanzania. The participants were 150 staff members drawn from several universities. Quantitative responses were described statistically, and qualitative material was interpreted through thematic analysis. The findings linked inspirational motivation to satisfaction and performance by showing how leaders could align personal aspirations with organizational objectives. Nevertheless, a university setting does not establish whether the same mechanism operates in a church or another non-academic institution. The relatively small sample also had to support an extensive set of questions, limiting the conclusions that could be drawn from the mixed evidence.

Hitch et al. (2020) examined inspirational motivation among occupational therapists working in Australian healthcare. A quantitative survey of 150 therapists supplied the data, and regression analysis tested the relationship between inspirational leadership and work performance. The study found a significant association with both employee effort and performance. Its healthcare setting nevertheless differs from a religious institution, particularly in its patient-centred orientation, professional structures, and forms of resource pressure. Survey evidence alone could not reveal whether motivation connected with spiritual or community purpose affects employees differently in a faith-based organisation. The modest sample and absence of qualitative accounts further limited the depth with which participants' responses could be interpreted.

Teoh et al. (2022) investigated inspirational motivation and employee outcomes in Malaysian businesses. Surveys were distributed to 200 staff working in several departments.

ST. PAUL'S UNIVERSITY

Descriptive procedures, correlation, and regression were then used to assess the relationship of inspirational motivation with work results, teamwork, and the generation of ideas. Employees achieved better alignment with strategic objectives when leaders communicated the organizational vision clearly and enthusiastically; this alignment was associated with stronger teamwork and performance. The corporate setting, however, does not reflect all the conditions found in religious or nonprofit institutions. Employees in such organizations may respond to a vision because of its moral, spiritual, or community significance rather than its commercial value. A wholly quantitative design also provides limited insight into employees' personal and emotional responses to inspirational leadership. Interviews or other qualitative evidence could have explained the meaning employees attached to the leader's message and why it influenced their work. Qualitative accounts would also help distinguish motivation produced by the leader's communication style from motivation arising from employees' prior commitment to the organisation's mission. That distinction is especially relevant when the mission itself carries religious meaning.

Adunola (2023) studied inspirational leadership among Nigerian healthcare workers, with particular attention to nurses. Correlation and multiple regression were applied to survey responses to determine how this form of leadership related to motivation and job performance. Inspirational behaviour was associated with stronger work inspiration and improved performance. The healthcare workforce and institutional arrangements, however, differ from those found in other sectors. The research did not examine voluntary service or non-financial and spiritual forms of reward that may be important within a religious organisation. Its conclusions therefore offer useful comparative evidence but cannot be transferred directly to the faith-based context of the present investigation.

ST. PAUL'S UNIVERSITY

Poturak et al. (2020) investigated inspirational motivation as a means of improving staff performance in the university system of Bosnia and Herzegovina. The sample comprised 150 lecturers and administrative employees. Regression analysis assessed whether inspirational motivation contributed to commitment, engagement, and performance. Employees reported greater involvement in their work and stronger team performance when leaders communicated a clear, purposeful vision. Although informative, the university context differs from a religious institution in both organizational purpose and the values that employees seek to advance. The study therefore does not show whether a spiritually meaningful vision produces similar effects. Its quantitative design also could not explore the emotional or spiritual responses through which inspirational motivation may operate in religious and nongovernmental organizations. Qualitative accounts would have added depth to the numerical relationship. The university evidence remains useful as a comparison because both settings depend on professional and administrative employees. Its limitations show, however, why direct investigation is required before conclusions about inspirational motivation are applied to a church workforce.

Using a survey, Alhuzaim et al. (2022) investigated inspirational motivation in schools in Saudi Arabia. The participants comprised 200 teachers and 50 principals, and the data were examined with descriptive statistics and regression. Results suggested that teacher engagement and productivity increased when school leaders communicated a clear and attractive future. The educational setting nonetheless leaves a contextual question because religious institutions operate under different purposes and value systems. In addition, reliance on quantitative responses did not allow the study to explore moral and spiritual features of leadership that could carry particular significance for employees in a faith-based organisation.

ST. PAUL'S UNIVERSITY

Breevaart et al. (2019) examined inspirational motivation in hospitality through evidence from 150 hotel employees. A quantitative questionnaire supplied data that were analysed with structural equation modelling (SEM) to estimate the influence of inspirational leadership on employee outcomes. Employees reported better satisfaction and performance when leaders communicated motivating and inspiring visions. However, hotels emphasise customer service and operational efficiency, whereas religious institutions give greater weight to spiritual growth and congregational involvement. This contextual difference limits direct application of the findings. The quantitative design also offered little insight into spiritual or emotional aspects of leadership that may be important within a religious organisation.

Garcia et al. (2021) surveyed 200 retail employees in Spain to investigate inspirational motivation, transformational leadership, and work performance. Descriptive statistics and regression analysis showed that employees reported greater satisfaction and performance when leaders communicated an inspiring vision. Retail organizations, however, differ from religious and non-profit institutions in their operating priorities, approaches to staff involvement, and sources of motivation. The exclusively quantitative method also provided little opportunity to investigate the spiritual and subjective features of leadership. Qualitative evidence would be better able to explain those features within a religious context.

Yukl and Uppal (2017) investigated inspirational motivation and team performance across several industries. Survey responses from 250 employees in education, healthcare, and corporate organizations were examined through correlation and regression. Leaders who communicated a clear future direction appeared better able to encourage collaboration and improvements at both team and individual levels. Although the varied sample strengthened cross-sector coverage, it did not specifically distinguish secular, non-profit, charitable, and religious institutions. The evidence

ST. PAUL'S UNIVERSITY

therefore provides limited insight into leadership dynamics unique to those settings. Moreover, the quantitative approach could not capture the emotional and spiritual forces through which inspirational motivation may affect employees in a religious organisation.

2.3.3 Individualized Consideration and Employee Performance

Sajid and Ahmed (2021) examined personalised leadership attention, employee productivity, and job satisfaction in Pakistan's telecommunications industry. Their quantitative survey included 250 employees from several companies, and descriptive and regression analyses were used to test the relevant relationships. The evidence indicated that employees were more satisfied and performed better when leaders showed individual concern. Telecommunications is a commercial setting, however, it does not represent nonprofit or religious organizations whose objectives and employee expectations may differ. The cross-sectional design creates an additional limitation because it captures satisfaction and performance at only one point and cannot demonstrate causality. A longitudinal design following employees across time would provide stronger evidence about whether the performance effects of individualized consideration endure. Following the same, employees would permit changes in leadership attention to be compared with later changes in satisfaction and output. It would also help separate enduring development from a temporary positive reaction to the support received at the moment.

Parvez et al. (2019) investigated individualized attention, staff performance, and job tenure in India's healthcare sector. Their mixed-methods design combined interviews with surveys administered to 200 healthcare workers. Regression analysis was used for the quantitative material, while the qualitative evidence was treated thematically. Employees became more engaged and productive when leaders understood them personally and provided individual counsel. Because the participants worked in healthcare, the findings cannot be transferred automatically to religious

ST. PAUL'S UNIVERSITY

organizations. The use of convenience sampling may also have produced a sample that did not adequately represent either healthcare workers or employees in other industries; random selection would have strengthened validity. Although interviews yielded direct accounts of personal attention, the analysis could have explored more fully how individualized consideration affects spiritual engagement and community service in non-profit settings.

Ibrahim and Aljarah (2020) examined individualized consideration and work performance in Jordanian public-sector organizations. Their mixed-methods design combined survey responses from 300 employees with a focus-group discussion. Regression was used for the quantitative component, while the qualitative material underwent content analysis. Employees who perceived that leaders cared about their personal and professional development tended to report greater productivity and job satisfaction. Although the findings illuminate personalised leadership in public service, they cannot be transferred directly to a religious organisation. Public-sector employees may work towards different objectives and be motivated by different conditions from those operating in faith-based or nonprofit institutions. In addition, the relatively small focus group restricted the breadth and depth of qualitative viewpoints available to explain the survey pattern. A larger and more varied qualitative sample could have provided a fuller account of how individualized consideration affects employees and might have improved the wider applicability of the study. The combination of methods was a strength because qualitative accounts could explain patterns in the survey. However, that advantage depends on obtaining enough diverse qualitative evidence to represent the experiences found across the wider sample.

Koene and Vogel (2021) explored individualized consideration, employee motivation, and performance in German industry. Interviews and surveys were combined in a mixed-methods design involving 150 workers; regression was applied to the quantitative responses, and qualitative

ST. PAUL'S UNIVERSITY

material was analysed thematically. Productivity and job satisfaction were stronger where leaders paid attention to individual employees' strengths. The industrial setting, however, leaves an important contextual gap for non-profit religious organizations. Industry typically evaluates products and measurable outputs, while faith-based organizations may emphasise spiritual growth, community, and service. Although the qualitative component added depth, it could have examined more directly the emotional and spiritual implications of individualized consideration that are especially relevant in religious workplaces.

Choudhary and Banerjee (2022) looks into individualized consideration impact within Indian schools, focusing solely on school administrators and teachers. The 250 sample size utilised by the study and subsequent regression testing sought to determine the association of individualized consideration on job performance. It found that leaders who provided individualized support through mentoring and professional growth initiatives appreciably enhanced not only job performance but also job satisfaction. The study highlighting schools is not enough to ascertain how similar thought patterns might be applied to nonschool contexts, such as within religious contexts. A school's context is distinct with respect to its goals, work activities and structure. More theoretical development on how employees within religious nonprofit organizations experience individualized consideration would be valuable. The study relied solely on survey instruments, and consequently, did not address the emotional and personal aspects of leadership as fully as it could. More adequately addressing these dimensions would likely have required a mixed-methods approach.

Eze and Onyebuchi (2021) analysed the relationship between individualized consideration and employee performance in Nigeria's banking industry. Their quantitative study used regression analysis on information from 300 workers. Employees who received personal feedback,

ST. PAUL'S UNIVERSITY

development opportunities, and guidance from leaders showed greater commitment to organizational objectives. Banking is nevertheless a competitive, profit-oriented context with operating priorities that differ from those of a religious organisation. Despite the sizeable sample, the design may also have missed variation in employee incentives and leadership practice between branches, creating a possible source of sampling bias. Evidence based on a sample that represents such organizational differences would strengthen validity and make the conclusions more applicable beyond commercial institutions, including to nonprofit and religious workplaces.

Ozturk and Karabulut (2020) tested individualized consideration among Turkish hotel employees using data from 200 quantitatively surveyed employees and regression to determine whether personal leadership correlated with job satisfaction and performance. The study verified that management who invested time to coach and guide employees on an individual level experienced higher job satisfaction and higher levels of performance. The customer-centric context surrounding hospitality organizations produces a different performance result compared to religious organizations where spiritual and community results count as equally, if not higher, as valuable. Quantitative design constrained inquiry into personal and spiritual aspects of leadership, aspects that would be highly transferable to a religious organisation. A mixed-methods design involving studying personal motivation and spiritual fulfillment most likely motivating performance in a religious organisation would have strengthened the research.

Cohen and Joseph (2019) studied individualized consideration in Canadian nonprofit organizations and its effects on volunteer performance. The authors found that nonprofit leaders who offered person-specific attention and chances for personal growth enhanced volunteer performance and rates of retention significantly. The study is pertinent to the current study despite being mostly focused on volunteers and not paid workers in religious organizations. Volunteers

ST. PAUL'S UNIVERSITY

and paid workers have different motives as well as expectations and thus decrease generalisability to religious organizations that have paid workers and volunteers. The study also did not consider the spiritual as well as cultural leadership dynamics within religious organizations. Research on paid worker performance and spiritual leadership that is more generalised would shed more light on individualized consideration in such organizations.

Zhou and Li (2022) investigated individualized consideration in Chinese technology firms, asking whether leaders' personal engagement with employees contributed to job satisfaction and innovative performance. Their large-scale survey was analysed through regression, and the results associated personalised leadership positively with both outcomes. The technology-sector setting, however, creates an important contextual limitation. Its operating priorities and indicators of performance differ from those of religious organizations, which also pursue spiritual fulfilment, community service, and ethical commitments. The strong emphasis on innovation may likewise reduce direct applicability to nonprofit bodies where community engagement has a more central role. Research conducted within a faith-based setting can therefore extend this evidence by considering the spiritual, ethical, and communal meanings that employees attach to individualized consideration. Technology employees may receive personal support mainly to promote innovation, whereas faith-based employees may interpret the same attention in vocational, relational, or spiritual terms. These differences could alter both the response to leadership and the performance outcomes that follow.

Individualized attention and its influence on workers' performance in the South African retail industry have been studied by Mokoena and Molefe (2023). All 200 workers in the retail industry participated in a quantitative survey study using regression analysis in data evaluation. Findings from the study indicated that workers who were attended to by their superiors were more

ST. PAUL'S UNIVERSITY

effective on their job and more engaged and motivated. While an interesting study, its business context poses a contextual gap regarding how individualized attention operates outside business and religious contexts. The study could be enhanced through a mixed-methods design with a study exploring emotional and spiritual leadership features that exist in religious organizations.

2.3.4 Intellectual Stimulation and Employee Performance

Research generally connects intellectual stimulation with employees' willingness to question established routines, solve problems, and develop innovations. Nambisan et al. (2020), for example, examined whether this leadership dimension influenced innovation and problem-solving among 250 employees in India's information-technology sector. Survey data were analysed through regression, and the findings indicated that intellectually stimulating leaders strengthened both capacities and thereby supported performance. The sector-specific setting limits the relevance of this evidence to non-commercial organizations, particularly religious institutions. Convenience sampling may also have restricted the diversity and representativeness of employees' views; random selection could have improved sampling validity. Finally, the cross-sectional design could not establish causation. A longitudinal approach would have been more suitable for tracing the effects of intellectual stimulation over time.

Garcia-Morales et al. (2021) considered whether intellectual stimulation affected employee performance in Spanish hospitals. Using a quantitative design, they surveyed 300 doctors, nurses, administrators, and other healthcare workers. Regression analysis tested the relationship of intellectual stimulation with employee creativity and, ultimately, with patient care and organizational performance. The authors found that stimulation from leaders was associated with greater creativity and stronger overall performance. However, a hospital presents different demands from a religious organisation. Healthcare employees work under pressures linked to

ST. PAUL'S UNIVERSITY

clinical care, whereas faith-based employees also pursue spiritual and community-oriented outcomes. This distinction creates a contextual gap concerning how intellectual stimulation contributes to performance outside medical settings. The exclusive use of self-reported responses is another limitation because social desirability and related response tendencies may have influenced the results. Future evidence would be strengthened by combining employee reports with supervisor evaluations or objective performance indicators, thereby reducing dependence on a single source. An innovation judged beneficial in clinical work may not have an equivalent within established religious practice. Triangulating the data would also help distinguish employees' perceptions of creativity from observable improvements in service quality and task completion.

Nguyen and Pham (2020) explored intellectual stimulation and educator performance within Vietnam's education system. Regression analysis was applied to responses from 250 educators working in several learning centres. The results indicated that when leaders encouraged creativity and critical thinking, educators introduced new instructional approaches that benefited student performance. Educational organizations, however, do not necessarily reproduce the spiritual and cultural conditions of religious institutions, where leadership carries a different set of expectations. The cross-sectional design is a further limitation because it records the relationship at only one point. Following employees over time would provide stronger evidence about whether the performance effects associated with intellectual stimulation are sustained. The innovation valued in teaching may differ from change regarded as appropriate in church administration, doctrine, or community ministry. Longitudinal evidence could also distinguish a short-lived response to encouragement from a durable change in how employees approach their responsibilities.

ST. PAUL'S UNIVERSITY

Shaw et al. (2021) investigated intellectual stimulation and worker performance in United Kingdom public-service organizations. The survey covered 200 administrative employees, and regression analysis assessed how intellectual stimulation related to engagement and efficiency. Employees performed better where leaders encouraged critical thought and allowed alternatives to conventional practice. Public service nevertheless differs from a religious nonprofit, whose outputs may include spiritual development and community service rather than efficiency alone. The study also relied entirely on self-reported information, leaving the findings open to response bias. Peer assessments or objective performance indicators could have strengthened the evidence, while a mixed-methods design might have clarified the emotional and spiritual meanings attached to intellectual stimulation in nonprofit settings. Restricting the sample to administrative personnel may leave other occupational experiences unrepresented. Positive perceptions of an intellectually stimulating leader also do not by themselves demonstrate better organizational outputs. Interviews could have shown when employees felt able to question practice and why certain forms of change were accepted.

Kim et al. (2020) investigated intellectual stimulation and performance among 300 employees drawn from several Korean manufacturing firms. They used a quantitative survey and applied regression to the relationship between intellectual stimulation and operational performance. Their findings linked intellectual stimulation with higher productivity and performance. Manufacturing, however, centres on operational and production outcomes that do not map directly onto the spiritual, service, and community aims of a religious organisation. The result may therefore offer insight without being wholly transferable to a non-business setting. A second concern is that the performance measure was subjective and could have been affected by response bias. A more comprehensive design combining external indicators with longitudinal

ST. PAUL'S UNIVERSITY

observations would provide stronger evidence about whether the contribution of intellectual stimulation persists over time. Innovation intended to raise production efficiency may therefore differ in purpose and constraint from a new approach adopted within a church. Evidence over time could also indicate whether any initial performance gain continued across different types of responsibility.

Abioye et al. (2021) examined whether intellectual stimulation from leaders influenced university faculty members' teaching and research performance in Africa. Their quantitative design involved 200 faculty members from Nigerian universities, and regression modelling was used to test the relationship. Faculty who received greater intellectual encouragement were more likely to engage in research and adopt innovative teaching methods, with benefits for academic performance. The university setting nonetheless leaves a contextual gap when the result is applied to religious organizations, where spiritual maturity and service to the community are important outcomes. In addition, the cross-sectional design cannot demonstrate whether the observed association endures. Longitudinal evidence from a non-academic organisation would permit a clearer assessment of intellectual stimulation and employee performance over time. Academic freedom and innovation in teaching may be governed by conditions different from those surrounding change in a faith-based workplace. The design also cannot determine the direction of influence with confidence, since stronger performers may perceive their leaders more favourably.

Sithole and Khumalo (2019) examined intellectual stimulation, employee engagement, and performance in Zimbabwean nonprofit organizations. Their survey included 150 nonprofit employees, and regression analysis tested the contribution of intellectual stimulation to performance. The findings showed that leaders who challenged employees to think creatively and develop intellectually helped their organizations move towards their objectives. Despite its

ST. PAUL'S UNIVERSITY

relevance, the nonprofit setting does not fully represent a religious organisation. Religious institutions may face distinct expectations relating to doctrine, spiritual service, and community obligations, even when they share resource constraints with other nonprofits. The use of convenience sampling further limits the extent to which the findings can be generalised. Random selection and the inclusion of religious leaders as well as other employees could provide evidence that better represents leadership and performance within a faith-based workforce. Those expectations may determine both where experimentation is welcomed and how performance is evaluated. Convenience samples can also overrepresent readily available employees whose experiences differ from those of the wider nonprofit workforce.

Chen and Zhang (2022) examined intellectual stimulation in China's financial industry and its influence on how leaders who foster critical thinking and problem-solving affect employees' performance. The study utilised a survey design on 250 employees in the financial industry and subjected their data to regression analysis. The study came to verify that intellectual stimulation contributed to greater performance and productivity. The application of the study to financial corporations is a context gap since financial firms have a strong profit orientation, and financial firms within religious settings are less profit-oriented and more towards community services, and do not have profit motives. The use of self-reported data in research is also likely to be subject to biases. Future studies might use objective performance data and multiple sources of data to be more reliable in their results.

Adeoye and Elegbeleye (2021) tested the influence of intellectual stimulation in schools in Nigeria according to whether support for critical thinking and innovation by leaders influenced teaching performance. The study utilised a survey design on 200 educationalists and subjected the data to regression analysis for interpretation. The study confirmed that educational leaders who

ST. PAUL'S UNIVERSITY

intellectually stimulated educationalists to innovate and think critically enhanced teaching and student performance. While helpful, the educational context in the study creates a gap in understanding intellectual stimulation influencing performance in religious organizations. Religious leaders might sustain different intellectually stimulating styles, and leadership influence might be invested in spiritual and communal goals. The application of self-reported data towards informing the study limits how objective inferences about influence might be made. Future research might be enhanced through the application of peer review or objective performance data.

Muñoz and Martinez (2020) investigated intellectual stimulation and worker performance in the Latin American agricultural sector. They adopted a quantitative survey design and collected primary information from 300 agricultural workers. Regression analysis was used to determine whether intellectual stimulation was associated with employees' problem-solving capability. The findings indicated that intellectual engagement strengthened problem solving and, through that mechanism, improved productivity. Application to a religious institution nevertheless remains uncertain. Agricultural organizations emphasise operational output, whereas religious organizations also pursue spiritual fulfilment and service to the community. This difference leaves a contextual gap that the current research addresses. A further limitation is the study's reliance on workers' self-reports, which may have introduced response bias. Evidence from supervisors' assessments or objective measures of performance would have provided useful corroboration and reduced dependence on a single data source. Problems in agricultural production may permit forms of experimentation that would not be suitable for questions involving church practice. Combining the proposed evidence sources would show whether perceived improvements were reflected in observable work outcomes.

ST. PAUL'S UNIVERSITY

2.4 Summary of Literature Review

Table-1 Summary of Literature Review

Author	Topic	Findings	Gaps	Focus of the Current Study
Mgaiwa (2023)	Inspirational Motivation in Academia	Inspirational motivation enhances job satisfaction and performance among academic staff by aligning personal goals with organizational objectives.	Focused on academic institutions, limiting understanding in non-academic or religious settings.	Examining how inspirational motivation affects employee performance in a faith-based organisation (ACK Diocese of Mt. Kenya Central).
Hitch et al. (2020)	Inspirational Motivation in Healthcare	Leaders who establish a clear vision for their team members will create better employee engagement which results in higher	Limited to healthcare, leaving gaps in non-profit or religious organizations.	Investigating how inspirational motivation enhances engagement and performance in a religious institution.

ST. PAUL'S UNIVERSITY

Author	Topic	Findings	Gaps	Focus of the Current Study
		work performance.		
Teoh et al. (2022)	Inspirational Motivation in Corporations	Inspirational motivation fosters teamwork, innovation, and overall performance.	Focused on corporate settings, which may not apply to non-profit or religious organizations.	Analysing how transformational leadership fosters teamwork and innovation in a religious institution.
Adunola (2023)	Inspirational Motivation in Healthcare	Inspirational leadership improves motivation and job performance among healthcare workers.	Focused on healthcare, not addressing non-healthcare settings like religious organizations.	Studying how inspirational motivation influences motivation and job performance in the ACK Diocese.
Poturak et al. (2020).	Inspirational Motivation in Higher Education	Clear, inspiring leadership vision increases employee commitment and performance in	Focus on academia, not applicable to non-academic or religious contexts.	Examining the role of inspirational motivation in enhancing employee commitment in a religious

ST. PAUL'S UNIVERSITY

Author	Topic	Findings	Gaps	Focus of the Current Study
		university settings.		organisation.
Alhuzaim et al. (2022).	Inspirational Motivation in Education	Inspirational motivation boosts engagement and productivity among teachers, mainly when leaders communicate a compelling vision.	Focused on education, leaving gaps in understanding how this works in religious settings.	Investigating how inspirational motivation affects engagement and productivity in the ACK Diocese.
Breevaart et al. (2019)	Inspirational Motivation in Hospitality	Inspirational leadership improves job satisfaction and performance in hospitality, motivating employees to exceed expectations.	Hospitality sector focus, which is not directly applicable to religious organizations.	The research aims to identify how transformational leadership methods lead to better job satisfaction and performance results within organizations which operate based on religious principles.

ST. PAUL'S UNIVERSITY

Author	Topic	Findings	Gaps	Focus of the Current Study
García et al. (2021)	Inspirational Motivation in Retail	Inspirational leadership leads to increased job satisfaction and performance in retail by motivating employees with a clear vision.	Focused on retail, leaving gaps in understanding its impact on non-profit or religious organizations.	Studying how inspirational motivation enhances job satisfaction and performance in a religious institution.
Yukl & Uppal (2017).	Inspirational Motivation Across Industries	Leaders who inspire through a compelling vision improve team collaboration and individual performance.	Broader industry focus, not addressing religious organizations.	Investigating how inspirational motivation influences team collaboration and performance in a faith-based institution.
Ahmed & Sajid (2021).	Individualized Consideration in Telecom	Leaders who demonstrate personalized attention improve	Focused on the telecom industry, not addressing religious or non-	Examining the impact of individualized consideration on

ST. PAUL'S UNIVERSITY

Author	Topic	Findings	Gaps	Focus of the Current Study
		employee satisfaction and performance.	profit sectors.	employee satisfaction in a religious organisation.
Parvez et al. (2019).	Individualized Consideration in Healthcare	Personalized mentorship enhances employee engagement and productivity in healthcare.	Limited to healthcare, leaving a gap in religious institutions.	Studying how individualized consideration enhances engagement and productivity in a faith-based setting.
Ibrahim & Aljarah (2020).	Individualized Consideration in the Public Sector	Employees who feel their leaders care about their personal growth show higher productivity and job satisfaction.	Focus on public sector organizations, not religious settings.	Investigating the role of individualized consideration in improving productivity in a religious institution.
Koene & Vogel (2021).	Individualized Consideration in	Leaders who nurture employees' unique potential	Focused on the corporate sector, not applicable to	Examining how transformational leadership nurtures

ST. PAUL'S UNIVERSITY

Author	Topic	Findings	Gaps	Focus of the Current Study
	Manufacturing	contribute to higher productivity and satisfaction.	religious organizations.	employees' potential in a religious setting.
Choudhary & Banerjee (2022).	Individualized Consideration in Education	Leaders offering personalized support enhance job performance and motivation in educational settings.	Focused on educational institutions, not religious organizations.	Investigating the impact of individualized consideration on job performance and motivation in the ACK Diocese.
Eze & Onyebuchi (2021).	Individualized Consideration in Banking	Personalized feedback and development opportunities lead to improved employee commitment and performance in banking.	Focused on the competitive, profit-driven banking sector, not relevant to religious organizations.	Examining how personalized leadership influences commitment and performance in a faith-based institution.
Ozturk and	Individualized	Personalized	Focused on	Studying how

ST. PAUL'S UNIVERSITY

Author	Topic	Findings	Gaps	Focus of the Current Study
Karabulut (2020)	Consideration in Hospitality	mentorship improves employee job satisfaction and performance in hospitality.	hospitality, not applicable to religious organizations.	individualized consideration enhances job satisfaction and performance in a religious setting.
Cohen & Joseph (2019).	Individualized Consideration in Non-profits	Personalized leadership approaches improve volunteer performance and retention.	Focused on volunteer management, not paid employee performance in religious settings.	Investigating the impact of individualized consideration on paid employees in the ACK Diocese.
Zhou & Li (2022).	Individualized Consideration in Technology	Leaders who engage with employees individually improve innovation and job satisfaction in technology.	Focused on technology, not applicable to religious institutions.	Examining how individualized consideration influences job satisfaction and innovation in a religious organisation.
Kim et al.	Intellectual	Encouraging	Focus on	Studying how

ST. PAUL'S UNIVERSITY

Author	Topic	Findings	Gaps	Focus of the Current Study
(2020)	Stimulation in Manufacturing	innovative thinking leads to higher productivity and performance in manufacturing.	manufacturing, not applicable to service-oriented religious organizations.	intellectual stimulation enhances problem-solving and performance in a faith-based institution.
Adeoye & Elegbeleye (2021).	Intellectual Stimulation in Schools	Leaders who challenge teachers to think critically improve teaching methods and student performance.	Focused on education, not applicable to religious organizations.	Investigating how intellectual stimulation fosters critical thinking and innovation in a religious setting.
Muñoz & Martinez (2020).	Intellectual Stimulation in Agriculture	Intellectual stimulation enhances problem-solving, leading to higher productivity in agriculture.	Focused on agriculture, not applicable to religious organizations.	Studying how intellectual stimulation improves problem-solving and performance in a faith-based institution.

Source: Researcher (2025)

ST. PAUL'S UNIVERSITY

St. Paul's University Repository

ST. PAUL'S UNIVERSITY

2.5 Conceptual Framework

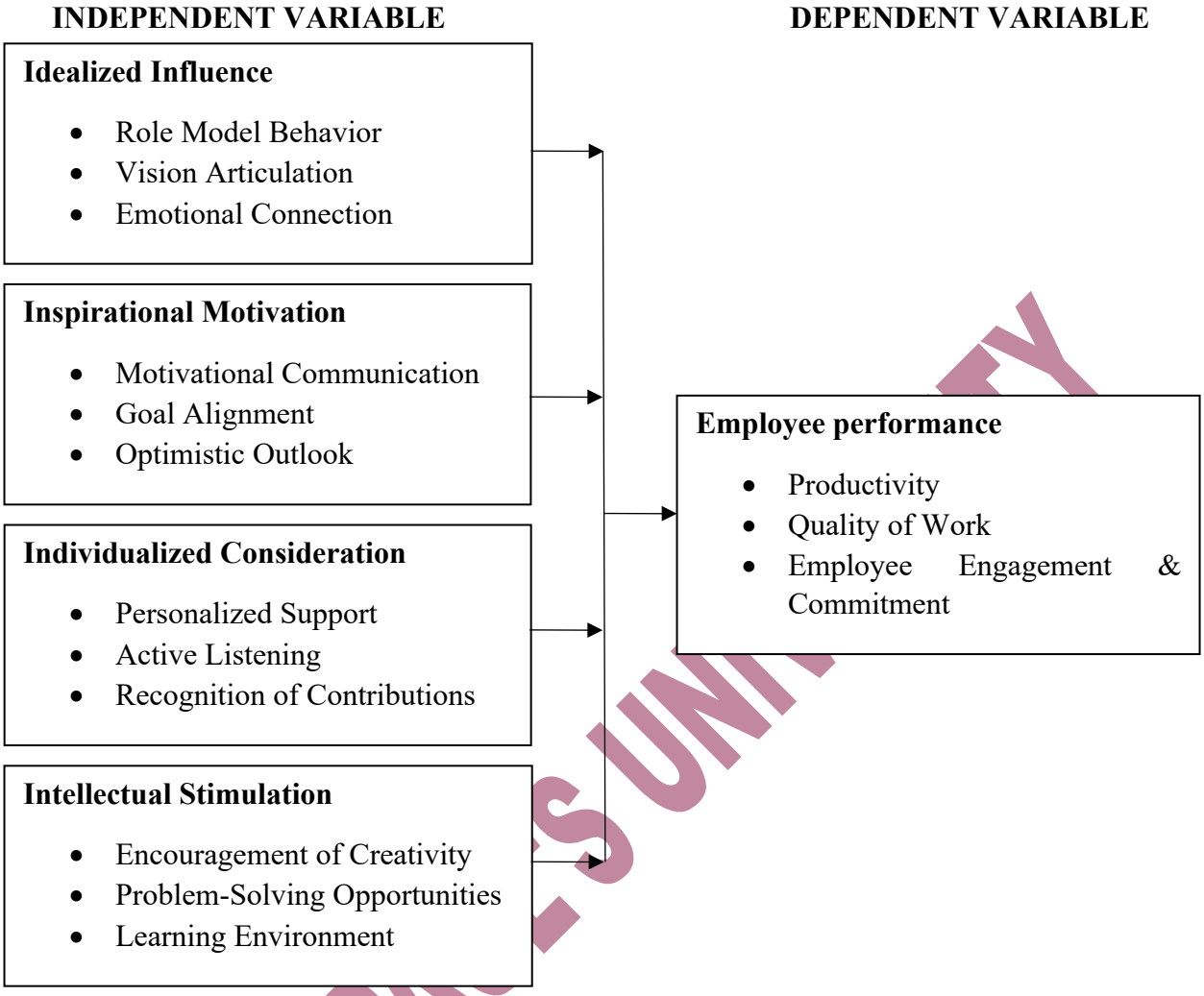


Figure 1: Conceptual Framework
Source: Researcher (2025)

2.6 Chapter Summary

This chapter related the four aspects of transformational leadership to employee performance in the ACK Diocese of Mt. Kenya Central, drawing on both theory and prior research. It considered the possible contribution of idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation at different organizational levels. The comparison of earlier studies revealed how little of that evidence directly concerns religious

organizations and helped define the question addressed here. The closing conceptual framework sets out the proposed relationships between leadership behaviour and outcomes such as productivity, employee participation, and satisfaction.

ST. PAUL'S UNIVERSITY

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains how the relationship between transformational leadership and employee performance was investigated in the ACK Diocese of Mt. Kenya Central. It describes the study setting and research design, the employees eligible for inclusion, and how participants were sampled. The account then covers data collection, pilot work, instrument validity and reliability, analysis, and the measures used to protect participants. These choices formed the basis on which the findings were produced and assessed.

3.2 Research Design

Descriptive and explanatory designs were used together to study leadership and employee performance in the ACK Diocese of Mt. Kenya Central. The descriptive element documented existing practices and conditions in the workplace. The explanatory element assessed how the selected variables related to one another. As Kothari (2004) explains, descriptive research records and observes conditions in a systematic way. Here, describing practices such as individualized consideration and inspirational motivation preceded the examination of their association with employees' performance.

Quantitative and qualitative methods were integrated in the same investigation. Closed-ended items produced numerical evidence on leadership and performance, while semi-structured interviews offered fuller explanations of participants' experiences. According to Teddlie and Tashakkori (2009), mixed methods can deepen the analysis of complex social issues by bringing numerical patterns together with detailed accounts. The design also enabled findings from different sources to be compared through triangulation (Babbie, 2021). Combining both forms of evidence

ST. PAUL'S UNIVERSITY

provided a balanced view of how transformational leadership affected the work of spiritual and administrative employees and managers.

3.3 Target Population

The study population was the workforce of the ACK Diocese of Mt. Kenya Central, comprising of clergy, administrative staff, and outreach workers. Including these roles allowed leadership to be considered across different diocesan functions. There were 241 employees in total: 120 clergy, 71 administrative staff, and 50 outreach workers. Application of Yamane's formula gave a sample of 150. To retain the workforce composition, the sample was allocated proportionately across the three groups and members were selected randomly within each group. The resulting allocation was 75 clergy, 45 administrative employees, and 30 outreach workers from diocesan offices and churches. Because the groups have different duties, proportional representation mattered for capturing more than the experience of the largest category. It also allowed the smaller groups' views of leadership and performance to be heard.

Table-2 Target Population

Category	**Population Size**
Clergy	119
Administrative Staff	79
Outreach Employees	43
Total	**241**

Source: Human Resource Records of the ACK Diocese of Mt. Kenya Central (2025)

3.4 Sampling

The workforce was first separated into clergy, administrative staff, and outreach workers, reflecting the different jobs carried out within the Diocese. Employees were then chosen at random from each of these groups. This stratified random approach was intended to represent every

ST. PAUL'S UNIVERSITY

subgroup, limit sampling error, and support generalisation (Kothari, 2004). It also reduced the chance that a category of staff would be absent from the sample. Within each stratum, eligible employees had the same opportunity for selection, which helped limit selection bias. Using the two stages together followed recognised practice in social-science sampling (Creswell and Clark, 2017).

3.4.1 Sampling Frame and Sample Size

The ACK Diocese of Mt. Kenya Central's official employee register served as the sampling frame and included the recognised diocesan workforce. Selection from this record improved the accuracy and representativeness of the sampling process. The required number of participants was subsequently determined using Yamane's formula:

$n=N/1+N(e)^2$

Where:

- n = Sample size
- N = Population size (241)
- e = Margin of error (5% or 0.05)

$n = 241/1+241(0.05)^2 = 150$

A sample of 150 respondents provided sufficient observations for the planned statistical assessment of relationships among the variables. The number selected from each of the three employee strata was allocated proportionately. Table 3 presents that distribution:

Table-3 Sample Size Distribution

Category	Population Size	Sample Size
Clergy	119	74
Administrative Staff	79	49
Outreach Employees	43	27

ST. PAUL'S UNIVERSITY

Total	**241**	**150**

Source: Human Resource Records of the ACK Diocese of Mt. Kenya Central (2025)

3.5 Data Collection Methods

3.5.1 Data Source

The study drew its primary evidence from questionnaires and interviews. A questionnaire was made available to the 150 sampled clergy, administrative employees, and outreach workers. Of these, 118 provided usable responses, or 89.4 % of the intended sample, as reported in section 4.2. Validated questionnaire scales measured employees' perceptions of transformational leadership and performance in line with the conceptual framework. For additional context, 10 senior clergy were chosen purposively on the basis of their leadership experience and knowledge of diocesan operations. Semi-structured interviews with them explored aspects of practice that scores alone could not explain. Bringing numerical patterns together with participants' accounts reflects the complementary use of evidence discussed by Babbie (2021). The structured questions treated the four leadership dimensions as independent variables and employee performance as the dependent variable. The interview guide examined these same constructs so that the two forms of evidence addressed a common set of questions. The design made it possible to compare employee responses with explanations from experienced leaders. Where the accounts agreed, they could support an interpretation; where they differed, the contrast could point to an issue requiring closer examination.

3.5.2 Data Collection Procedure

Fieldwork began only once the necessary permissions and ethical approvals had been obtained. When seeking access, the researcher presented the university's introduction letter to the

ST. PAUL'S UNIVERSITY

relevant authorities. The Institutional Scientific and Ethics Review Committee (ISERC) had separately confirmed that the proposed research met its requirements. Data collection followed the approved phases and dates. First, the 150 sampled clergy, administrative employees, and outreach workers received structured questionnaires. They could respond on paper or electronically, depending on what was accessible and convenient for them. Visits, emails, and telephone contact were used to follow up and encourage a satisfactory return rate.

The second phase consisted of semi-structured interviews with 10 senior clergy chosen purposively because of their experience and positions in the Diocese. Each conversation lasted approximately 30-45 minutes. With the informant's consent, it was audio-recorded to permit accurate transcription and subsequent interpretation. The interviews generated qualitative accounts of transformational leadership behaviour and the ways in which participants believed it affected employee performance. This planned sequence enabled qualitative explanations to be combined with the questionnaire evidence and was consistent with Creswell and Creswell's (2018) guidance on rigorous data collection in mixed-methods research. Using a common interview guide supported comparability across the conversations while still allowing the researcher to probe participants' explanations. Recording with consent also reduced reliance on memory or incomplete field notes.

ST. PAUL'S UNIVERSITY

3.5.3 Data Collection Instruments

The questionnaire and interview guide supplied the quantitative and qualitative material, respectively. All 150 sampled clergy, administrative employees, and outreach workers were invited to complete the questionnaire. It contained six sections of 6 items each. The first recorded age, gender, role, length of service, and education. The next four examined idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation; the final 6

items addressed employee performance. Responses to the construct statements used a five-point scale from Strongly Disagree to Strongly Agree, allowing perceptions to be analysed numerically (Babbie, 2021). The questions were informed by Aguinis (2019), Dessler (2021), Bass and Riggio's (2019) Multifactor Leadership Questionnaire, and measures reported by Breevaart et al. (2019) and Adusei (2020). 10 senior clergy selected purposively for interviews answered 10 open-ended questions. Those questions addressed leadership style, example-setting, motivation, personal support, innovation, and perceived performance effects. Their accounts provided context for the questionnaire results (Creswell and Creswell, 2018; Ochieng, 2023; Muriithi, 2022).

3.6 Pilot Testing

Pilot testing involved 15 diocesan employees who were excluded from the main investigation; this number represented 10% of the intended sample (Kothari, 2004). The exercise assessed whether the instrument items were understandable, whether the questions followed a logical sequence, how long completion required, and whether the questionnaire and interview guide possessed face validity. Cronbach's Alpha was calculated to examine internal consistency, and any item with a corrected item-total correlation below 0.3 was considered for revision or deletion. Participants' comments were also used to remove unsuitable material and clarify ambiguous wording before full data collection commenced (Tavakol and Dennick, 2011).

3.7 Quality of the Instrument

3.7.1 Reliability of Research Instrument

Reliability concerns more than obtaining consistent results on one occasion; it also addresses whether an instrument measures its intended concept dependably across relevant circumstances and over time (Babbie, 2021). Internal consistency in this study was examined through Cronbach's Alpha. Tavakol and Dennick (2011) identify 0.7 as an acceptable threshold

ST. PAUL'S UNIVERSITY

because a coefficient at or above that level indicates that items grouped within a construct are measuring the same underlying concept. Separate tests were conducted for idealized influence, inspirational motivation, individualized consideration, intellectual stimulation, and employee performance. Any scale falling below the 0.7 requirement would have been reviewed, with weak items considered for revision or removal. As Table 10 reports, all five constructs exceeded the minimum. Coefficients ranged from 0.791 for intellectual stimulation to 0.879 for employee performance. The results therefore support strong internal consistency across the measurement scales and provide evidence that the instrument was dependable for collecting the study's primary data. Assessing every construct separately prevented strong items in one scale from concealing weakness in another. Item-level review would also help determine whether unclear wording, rather than the underlying concept, was responsible for inconsistency.

3.7.2 Validity of Research Instrument

An instrument is valid when it measures the construct for which it was designed (Creswell and Creswell, 2018). Three aspects of validity were considered in this research. Face validity was explored through the pilot exercise by determining whether participants could understand the questions and respond without avoidable confusion. Content validity was examined by two supervisors knowledgeable in transformational leadership and organizational behaviour. They reviewed both instruments for coverage of the study objectives and constructs, leading where appropriate to the addition, consolidation, or reordering of questions. Confirmatory factor analysis provided evidence on construct measurement, and items were retained when their loadings met or exceeded 0.5, following Hair et al. (2019). Pilot comments then informed a final refinement: unclear statements were rephrased and material judged irrelevant was removed before the principal data-collection exercise. Together, these procedures addressed whether the instruments appeared

ST. PAUL'S UNIVERSITY

appropriate, adequately covered the intended subject matter, and represented the underlying constructs. Using more than one validity check reduced dependence on a single source of judgement.

3.8 Diagnostic Tests

Because the current research involves the use of cross-sectional research design, three main diagnostic tests were performed to confirm the assumptions made on the basis of multiple linear regression analysis.

3.8.1 Normality Test

The Shapiro-Wilk procedure was used to examine the distribution of the regression residuals. This assumption matters in OLS regression because marked non-normality can compromise confidence intervals and tests of statistical significance (Field, 2018). The test was considered suitable for the study's sample of n = 150 and was supported by visual inspection of histograms and Q-Q plots. A p value greater than 0.05 was interpreted as evidence consistent with normally distributed residuals. If the requirement had failed, logarithmic and/or square-root transformations were available to improve the distribution (Field, 2018).

3.8.2 Multicollinearity Test

Before fitting one regression model, the study assessed whether idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation overlapped so strongly that their individual effects could not be estimated reliably. Severe multicollinearity enlarges standard errors and makes separate predictor estimates unstable (Hair et al., 2019). Tolerance and Variance Inflation Factor (VIF) values were calculated for this purpose. The adopted thresholds required tolerance above 0.1 and VIF below 10. A predictor would have been removed or combined with a closely related predictor if these requirements were not satisfied.

ST. PAUL'S UNIVERSITY

3.8.3 Heteroscedasticity Test

The Breusch Pagan Test was used to assess homoscedasticity, the requirement that residual variance remain constant across levels of the independent variables. Heteroscedastic residuals can make coefficient estimates inefficient and distort their standard errors (Kothari, 2004). For the sample of 150 participants, the assessment also involved visual examination of the residual scatter plot. A probability value greater than 0.05 was adopted as evidence that the constant-variance assumption had not been violated.

3.9 Measurement of Study Variables

Validated statements on a five-point Likert scale, ranging from 1 = Strongly Disagree to 5 = Strongly Agree, were used to operationalise the variables. Based on Aguinis (2019) and Dessler (2021), the dependent construct of employee performance covered productivity, task quality, commitment, engagement, motivation, and job satisfaction. The independent variables were the four dimensions of transformational leadership. Six statements measured each dimension, drawing on the Multifactor Leadership Questionnaire developed by Bass and Riggio (2019).

Table 4 Operationalization of Study Variables

Variable	**Type**	**Indicators**	**Scale**	**Source**
Employee Performance	Dependent	Productivity, task quality, commitment, engagement, motivation, job satisfaction	5-point Likert	Aguinis (2019); Dessler (2021)
Idealized Influence	Independent	Role modelling, integrity, trust, ethical behaviour, respect, organizational values	5-point Likert	Bass & Riggio (2019)
Inspirational Motivation	Independent	Vision communication, goal clarity, enthusiasm,	5-point	Bass & Riggio (2019); Judge &

ST. PAUL'S UNIVERSITY

		teamwork, purpose, encouragement	Likert	Piccolo (2004)
Individualized Consideration	Independent	Personal attention, listening, mentorship, recognition, tailored guidance, individual support	5-point Likert	Bass & Riggio (2019); Van Dierendonck et al. (2020)
Intellectual Stimulation	Independent	Creative problem-solving, innovation, critical thinking, challenging assumptions, learning opportunities	5-point Likert	Bass & Riggio (2019); Hoch et al. (2021)

Source: Researcher (2025)

The analysis used multiple linear regression to examine the predictive relationship between transformational leadership and employee performance in the ACK Diocese of Mt. Kenya Central. Four leadership dimensions entered the model as explanatory variables, with performance as the outcome. This allowed the contribution of each dimension to be estimated while accounting for the remaining dimensions (Field, 2018). Breevaart et al (2019) and Adusei (2020) likewise applied this form of analysis when studying leadership dimensions and performance.

Symbol Definition

EP Employee Performance (dependent variable)

β_0 Constant term (value of EP when all predictors equal zero)

II Idealized Influence (independent variable)

IM Inspirational Motivation (independent variable)

IC Individualized Consideration (independent variable)

ST. PAUL'S UNIVERSITY

Symbol Definition

IS Intellectual Stimulation (independent variable)

β_1 Regression coefficient for Idealized Influence

β_2 Regression coefficient for Inspirational Motivation

β_3 Regression coefficient for Individualized Consideration

β_4 Regression coefficient for Intellectual Stimulation

ε Error term capturing unexplained variation in EP

With the other leadership dimensions held constant, coefficients β_1 through β_4 represented the predicted change in performance for a one-unit increase in the dimension concerned. Positive estimates with p below 0.05 were taken as statistically significant favourable effects. The R-squared value indicated the share of performance variation accounted for jointly, and the F-statistic assessed the overall model. Separate t-statistics assessed the predictors. In this way, the model addressed the four research questions. Its interpretation drew on Locke and Latham's (1990) Goal-Setting Theory (GST), Blau's (1964) Social Exchange Theory (SET), and the account of Transformational Leadership Theory (TLT) provided by Bass and Riggio (2019).

3.10 Data Analysis and Presentation

Before analysis, responses were reviewed for incomplete entries, inconsistent answers, and other errors. Invalid or missing information was addressed as appropriate, including the use of mean imputation for absent data. The remaining responses were coded numerically and entered into the Statistical Package for the Social Sciences (SPSS). Frequencies and percentages described categorical information such as gender, work role, and experience. Means and standard deviations summarised the leadership dimensions and employee

ST. PAUL'S UNIVERSITY

performance. Pearson correlation was used to assess how strongly, and in which direction, each dimension was related to performance. Its coefficient r ranges from -1 to +1:

$r > 0$ signifies a positive relationship.

$r < 0$ signifies a negative relationship.

$r = 0$ indicates no relationship.

Correlation results first established whether the transformational leadership dimensions were related to employee performance. The analysis then proceeded to multiple linear regression to estimate their predictive association with performance. The model took the following form:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where:

- Y = Performance of the employee
- X_1 = Idealized influence
- X_2 = Inspirational motivation
- X_3 = Intellectual stimulation
- X_4 = Individualized consideration
- β_0 = Intercept (constant term)
- $\beta_1, \beta_2, \beta_3, \beta_4$ = Regression coefficients, representing the effect of each leadership dimension on employee performance
- ε = Error term (random disturbance)

Decisions on statistical significance used p-values below <0.05, and R-squared was interpreted as the proportion of outcome variation explained by the model. The interviews were analysed thematically: recordings were transcribed, the material was coded into meaningful categories, and recurring themes about transformational leadership and employee performance were developed. Integrating those interpretations with the quantitative findings yielded a more comprehensive understanding of the research problem (Creswell & Clark, 2017).

3.11 Ethical Considerations

Ethical safeguards applied to every stage of contact with employees and senior clergy. The study sought to respect participants' dignity and rights and to keep the information they shared confidential. All required permissions were obtained before fieldwork began. Prospective participants received a consent form explaining what the study involved, why it was being conducted, and its foreseeable risks and benefits. Taking part was optional, and a participant could leave the study at any time without penalty. Identifiers were kept apart from response material, with codes used instead of names. Records were stored with restricted access available only to authorised personnel. These procedures reflected the APA (2020) guidance on handling sensitive research information. They covered both questionnaires and interviews, and participants were told about them beforehand so that they could make an informed decision about taking part.

Participant contact took place only after the required university, ethics, statutory, and organizational approvals had been obtained. The university supplied an introduction letter establishing that the work was being undertaken for academic purposes. The Institutional Scientific and Ethics Review Committee (ISERC) subsequently granted ethical clearance after considering whether the proposed field procedures met applicable research standards. A Kenyan research permit was issued by the National Commission for Science, Technology and Innovation (NACOSTI). The ACK Diocese of Mt. Kenya Central then authorised access to the people identified for participation.

ST. PAUL'S UNIVERSITY

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

4.1 Introduction

This chapter presents the evidence collected in the ACK Diocese of Mt. Kenya Central and interprets it against the study objectives. The results are organised by idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation, with attention to their relationships with employee performance. The study population numbered 241; questionnaires went to a sample of 150 employees, and interviews contributed qualitative evidence. Responses were entered into Statistical Package for the Social Sciences (SPSS) version 26. Frequencies and percentages describe the participants, while means and standard deviations summarise the study measures. Correlation and regression examine relationships among the measured variables.

4.2 Questionnaire Response Rate

From the 150 questionnaires issued, 118 usable instruments were returned. This corresponds to a response rate of 89.4%. Mugenda and Mugenda (2003) classify 50% as adequate for analysis and reporting, 60% as desirable, and 70% or more as excellent. On those benchmarks, participation at 89.4% was excellent. Detailed response figures are shown in Table 5.

Table 5 Response Rate

Response	Frequency	Percentage
Returned Questionnaires	134	89.4
Unreturned Questionnaires	16	10.6
Total	150	100.0

Source: Field Data (2026)

PAUL'S UNIVERSITY

4.3 Demographic Characteristics of Respondents

Respondents are described in this section by gender, age, educational attainment, and length of service. Examining these characteristics clarifies whose views are represented and provides context for interpreting the study results.

4.3.1 Gender Distribution of Respondents

Gender composition was examined to describe the respondents represented in the study. Table 6 reports the resulting distribution.

Table 6 Gender Distribution

Gender	Frequency	Percentage
Male	77	57.6
Female	57	42.4
Total	134	100.0

Source: Field Data (2026)

According to Table 7, the largest age category was 31-40 years, comprising 38.1% of respondents. Those aged 20-30 years accounted for 27.1%, participants aged 41-50 years for 23.7%, and the group aged 51 years or above for 11.0%. The profile therefore indicates a relatively young diocesan workforce, which has implications for continuity. It also includes respondents at different career stages and consequently captures a range of work experience.

4.3.2 Age Distribution of Respondents

The study investigated the age brackets of the respondents. Table 7 presents the findings.

ST. PAUL'S UNIVERSITY

Table 7 Age Distribution

Age Bracket	Frequency	Percentage
20-30 years	36	27.1
31-40 years	51	38.1
41-50 years	32	23.7
Above 50 years	15	11.0
Total	134	100.0

Source: Field Data (2026)

4.3.3 Education Level of Respondents

Respondents' highest completed level of education was also established. The distribution appears in Table 8.

Table 8 Education Level

Education Level	Frequency	Percentage
Certificate	17	12.7
Diploma	43	32.2
Bachelor's Degree	59	44.1
Master's Degree	15	11.0
Total	134	100.0

Source: Field Data (2026)

The educational profile in Table 8 shows that 44.1% of participants held bachelor's degrees, 32.2% held diplomas, 12.7% held certificates, and 11.0% held master's degrees. Combining the

bachelor's and master's categories indicates that more than 55% had university-level qualifications. The diocesan workforce represented in the study was therefore comparatively well educated. This level of formal education also suggests that respondents were suitably placed to interpret the questionnaire and provide informed answers to the research items.

4.3.4 Length of Service in the Organisation

Length of service in the Diocese was examined as another respondent characteristic. Table 9 presents the findings.

Table 9 Length of Service

Duration	Frequency	Percentage
Less than 2 years	25	21.2
2-5 years	48	40.7
6-10 years	30	25.4
Over 10 years	15	12.7
Total	118	100.0

Source: Field Data (2026)

Table 9 shows that the largest group of respondents, 40.7%, had served in the Diocese for 2-5 years. A further 25.4% reported 6-10 years of service, 21.2% had worked for less than 2 years, and 12.7% had more than 10 years' experience. Participants were thus distributed across the service categories. The inclusion of both newer and long-serving employees enabled the study to obtain informed perspectives shaped by different levels of experience with diocesan operations, leadership practices, and their perceived effect on performance.

4.4 Reliability Analysis

Reliability analysis was undertaken to determine whether the research instrument produced internally consistent measures. According to Sekaran and Bougie (2016), a construct ordinarily meets the reliability requirement when its Cronbach's Alpha is 0.7 or higher. The coefficient was therefore computed separately for every study construct, with the resulting estimates presented in Table 10.

Table 10 Reliability Test Results

Variable	Number of Items	Cronbach's Alpha
Idealized Influence	6	0.842
Inspirational Motivation	6	0.825
Individualized Consideration	6	0.863
Intellectual Stimulation	6	0.791
Employee Performance	6	0.879

Source: Field Data (2026)

The adopted reliability criterion was met by all five variables in Table 10, with Cronbach's alpha extending from 0.791 to 0.879. Beginning with the lowest coefficient, Intellectual Stimulation recorded 0.791, Inspirational Motivation 0.825, Idealized Influence 0.842, and Individualized Consideration 0.863. Employee Performance returned the highest value, 0.879. The items assigned to every construct therefore demonstrated acceptable internal consistency.

4.5 Descriptive Statistics

The minimum, maximum, median, mode, skewness, and kurtosis of each construct can supplement its mean and standard deviation under APA 7th-edition reporting practice. A suitable

assessment of normality—Jarque-Bera, Kolmogorov-Smirnov, or Shapiro-Wilk, for example—may also be reported. This section interprets the descriptive information available for the study constructs through their means and standard deviations. On the five-point Likert scale, Strongly Agree carried a code of 5, Agree 4, Neutral 3, Disagree 2, and Strongly Disagree 1. Mean scores were classified from the upper end as Very High for 4.21 - 5.00 and High for 3.41 - 4.20. Scores of 2.61 - 3.40 were Moderate, 1.81 - 2.60 Low, and 1.00 - 1.80 Very Low.

4.5.1 Idealized Influence and Employee Performance

Idealized influence and employee performance were addressed under the first objective. Participants rated statements reflecting this leadership dimension, and their response pattern is reported in Table 11.

Table 11 Descriptive Statistics for Idealized Influence

Statement	Mean	Std. Dev
Leaders act with integrity in all their decisions	4.15	0.82
Leaders serve as role models for employees	4.08	0.88
Leaders demonstrate ethical behaviour in the workplace	4.22	0.76
Employees trust their leaders to do what is right	3.95	0.91

UNIVERSITY

Leaders prioritise the organisation's values and mission	4.18	0.79
Leaders inspire respect and admiration from employees	4.02	0.85
Overall Mean for Idealized Influence	4.10	0.84

Source: Field Data (2026)

Table 11 gives idealized influence an overall mean of 4.10 (SD = 0.84), which falls within the High category. The item "Leaders demonstrate ethical behavior in the workplace" attracted the highest rating (M = 4.22, SD = 0.76). "Employees trust their leaders to do what is right" recorded the lowest (M = 3.95, SD = 0.91), but its mean also remained high. Taken together, the item responses show that employees commonly regarded diocesan leaders as credible examples who displayed behaviours associated with idealized influence.

4.5.2 Inspirational Motivation and Employee Performance

Inspirational motivation formed the second study objective. Respondents evaluated statements designed to show how this leadership practice related to performance, and Table 12 reports their ratings.

ST. PAUL'S UNIVERS

Table 12 Descriptive Statistics for Inspirational Motivation

Statement	Mean	Std. Dev
Leaders articulate a compelling vision for the future	3.88	0.94
Leaders communicate goals clearly to employees	4.05	0.83
Leaders inspire employees to go beyond expectations	3.92	0.89
Employees feel motivated by their leaders' enthusiasm	3.78	0.96
Leaders create a sense of purpose in the organisation	4.12	0.78
Leaders encourage teamwork and collective success	4.18	0.81
Overall Mean for Inspirational Motivation	3.99	0.87

Source: Field Data (2026)

Inspirational motivation achieved an overall mean of 3.99 (SD = 0.87) in Table 12, placing it in the high range. "Leaders encourage teamwork and collective success" received the largest item mean (M = 4.18, SD = 0.81). The smallest was recorded for "Employees feel motivated by the enthusiasm of their leaders" (M = 3.78, SD = 0.96), although that rating also remained high. The pattern suggests that diocesan leaders effectively build motivation through shared goals and teamwork. At the same time, the comparatively lower enthusiasm rating identifies a specific aspect of motivational leadership that could be strengthened.

ST. PAUL'S UNI

4.5.3 Individualized Consideration and Employee Performance

The third goal was to find out how individualized consideration affects employee performance.

The views of the respondents about individualized consideration are depicted in Table 13.

Table 13 Descriptive Statistics for Individualized Consideration

Statement	Mean	Std. Dev
Leaders pay attention to individual needs of employees	3.72	0.98
Leaders take time to listen to employee concerns and feedback	3.85	0.92
Leaders provide personal support to help employees grow	3.68	1.02
Leaders recognise and appreciate individual contributions	3.95	0.87
Employees feel valued for their unique strengths	3.78	0.94
Leaders offer tailored guidance to achieve goals	3.62	1.05
Overall Mean for Individualized Consideration	3.77	0.96

Source: Field Data (2026)

Individualized consideration recorded a high overall mean of 3.77 (SD = 0.96) in Table 13. "Leaders recognise and value individual contributions" attracted the highest rating (M = 3.95, SD = 0.87), whereas "Leaders provide specific direction on how to accomplish objectives" had the lowest (M = 3.62, SD = 1.05). Diocesan leaders were therefore perceived to practise individualized consideration, but the item pattern indicates scope for more personal support and guidance tailored to individual employees. Standard deviations were also larger than for the other variables, suggesting less uniformity in how respondents experienced individualized consideration from their leaders. Recognition thus appears more consistently experienced than practical, individualised direction about completing goals. The variation may also mean that access to support depends on an employee's unit or proximity to a leader instead of being embedded evenly across the Diocese.

ST PAUL'S U

4.5.4 Intellectual Stimulation and Employee Performance

The fourth objective assessed the effect of intellectual stimulation on employee performance.

Table 14 presents the descriptive statistics for intellectual stimulation.

Table 14 Descriptive Statistics for Intellectual Stimulation

Statement	Mean	Std. Dev
Leaders encourage creative problem-solving	3.82	0.91
Leaders provide opportunities for learning and growth	3.75	0.95
Leaders challenge employees to critically evaluate ideas	3.68	0.99
Employees are encouraged to question traditional methods	3.55	1.08
Leaders foster an environment promoting innovation	3.88	0.89
Leaders support finding unique solutions to challenges	3.92	0.86
Overall Mean for Intellectual Stimulation	3.77	0.95

Source: Field Data (2026)

As indicated by table 14, Intellectual Stimulation got an overall average of 3.77 (SD = 0.95), which is quite high. The highest rated statement was Leaders encourage employees to look for novel ways of solving problems (M = 3.92, SD = 0.86) while the least rated statement was Leaders encourage employees to challenge traditional way of doing things (M = 3.55, SD = 1.08). From this data, one can deduce that even though the leaders in the diocese encourage creativity and innovation among their employees, there are not many attempts being made towards challenging the established approaches. There is a large standard deviation of questioning

traditional approaches (1.08), indicating a lot of variations on how the employees perceive themselves free to challenge the existing approach, and this may be attributed to the hierarchical nature of the religious organisation.

4.5.5 Employee Performance

Employee performance was the outcome variable. Respondents rated statements designed to capture their perceptions of workplace performance, with the resulting descriptive evidence shown in

Table 15 Descriptive Statistics for Employee Performance

Statement	Mean	Std. Dev
Employees demonstrate high levels of job satisfaction	4.05	0.84
Employees are highly productive in achieving tasks	4.12	0.79
Employees show strong commitment to organizational goals	4.18	0.76
Employees maintain positive attitude towards work	4.08	0.82
Employees are consistently engaged in responsibilities	3.98	0.87
Employees feel motivated to contribute to success	4.15	0.78

Overall Mean for Employee Performance	4.09	0.81

Source: Field Data (2026)

Employee performance achieved an overall mean of 4.09 (SD = 0.81) in Table 15 and was therefore rated high. The strongest item was "Employees shows strong commitment to organizational goals" (M = 4.18, SD = 0.76). "Employees is constantly engaged in responsibilities" had the lowest mean (M = 3.98, SD = 0.87), but it too remained within the high range. These results point to generally strong performance, productivity, commitment, motivation, and job satisfaction among employees of the ACK Diocese of Mt. Kenya Central. The comparatively small standard deviations further suggest that respondents' assessments of workforce performance were reasonably consistent.

4.6 Correlation Analysis

The direction and strength of the linear relationships between employee performance and each transformational leadership dimension were assessed using Pearson's correlation coefficient. The coefficient r ranges between -1 and +1. Scores nearer +1 denote stronger positive association, whereas scores nearer -1 denote stronger negative association; values close to zero indicate little or no linear connection. Cohen's (1988) interpretation classifies coefficients of 0.10-0.29 as small, 0.30-0.49 as moderate, and 0.50 or greater as large. The coefficients obtained in this study appear in Table 16.

ST. PAUL'S UNIVERSITY

Table 16 Correlation Matrix

Variable	II	IM	IC	IS	EP
Idealized Influence (II)	1				
Inspirational Motivation (IM)	0.682**	1			
Individualized Consideration (IC)	0.645**	0.698**	1		
Intellectual Stimulation (IS)	0.591**	0.672**	0.715**	1	
Employee Performance (EP)	0.756**	0.742**	0.689**	0.701**	1

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

Source: Field Data (2026)

ST. PA

Table 16 indicates that employee performance moved positively with all four transformational leadership dimensions, with every relationship significant at the 0.01 level. Idealized influence showed the strongest correlation ($r = 0.756$, $p < 0.01$), closely followed by inspirational motivation ($r = 0.742$, $p < 0.01$). The corresponding coefficients were $r = 0.701$ ($p < 0.01$) for intellectual stimulation and $r = 0.689$ ($p < 0.01$) for individualized consideration. On Cohen's (1988) benchmarks, each represents a large positive association. Correlations among the predictors ranged from 0.591 to 0.715, suggesting that these leadership practices often occur

together. The pattern supports an overall relationship between transformational leadership and performance in the ACK Diocese of Mt. Kenya Central. Nevertheless, predictor correlations around 0.68-0.70 warrant care when interpreting their distinct regression contributions against conventional multicollinearity thresholds.

4.7 Regression Analysis

The joint and individual contributions of the transformational leadership dimensions were evaluated through multiple linear regression. The analytical model was expressed as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where: Y = Employee Performance,

X1 = Idealized Influence,

X2 = Inspirational Motivation,

X3 = Individualized Consideration,

X4 = Intellectual Stimulation,

β0 = Constant term,

β1, β2, β3, β4 = Regression coefficients,

ε = Error term

4.7.1 Model Summary

Overall fit of the regression equation is described by the model summary. The relevant indicators are provided in Table 17.

Table 17Model Summary

R	R Square	Adjusted R Square	Std. Error of Estimate
0.862	0.743	0.734	0.418

ST. PAUL'S UNIVERSITY

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

Source: Field Data (2026)

The model summary in Table 17 reports R = 0.862, showing a strong combined relationship between employee performance and the four dimensions of leadership. The predictors together explained 74.3% of the observed variance, as indicated by R square = 0.743. Adjusting for the number of predictors produced an Adjusted R Square of 0.734, which remained high. Because the adjusted estimate is close to the unadjusted figure, the correction did not substantially diminish the model's explanatory power. Overall, these statistics indicate that transformational leadership dimensions provide considerable predictive information about performance in the ACK Diocese of Mt. Kenya Central.

4.7.2 Analysis of Variance (ANOVA)

An analysis of variance was conducted to determine whether the complete regression model was statistically significant. Table 18 presents the ANOVA evidence.

Table 18 Analysis of Variance (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	57.432	4	14.358	82.046	0.000
Residual	19.745	113	0.175		
Total	77.177	117			

Dependent Variable: Employee Performance

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

Source: Field Data (2026)

PAUL'S UNIVERSITY

The ANOVA results in Table 18 show F = 82.046 with a significance value of 0.000 (p < 0.001). The regression model was therefore statistically significant. Considered as a set, idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation predicted employee performance and explained 74.4% of its variation.

4.7.3 Regression Coefficients

The regression coefficients distinguish the contribution made by each predictor to employee performance. Their estimates and tests of significance are set out in Table 19.

Table 19 Regression Coefficients

Model	Unstandardized Coefficients B	Std. Error	Standardised Coefficients Beta	t	Sig.
(Constant)	0.486	0.215		2.261	0.026
Idealized Influence	0.352	0.068	0.342	5.176	0.000
Inspirational Motivation	0.298	0.065	0.289	4.585	0.000
Individualized Consideration	0.185	0.058	0.182	3.190	0.002
Intellectual Stimulation	0.241	0.062	0.235	3.887	0.000

Dependent Variable: Employee Performance

Source: Field Data (2026)

According to Table 19, all four transformational leadership dimensions had positive, statistically significant coefficients ($p < 0.05$). Those estimates produce the regression equation below:

$$\mathbf{Y = 0.486 + 0.352X_1 + 0.298X_2 + 0.185X_3 + 0.241X_4}$$

All four standardised estimates were significant at the 95% level because their t-statistics exceeded 1.96. Individualized consideration had the smallest effect ($\beta = 0.182$, $t = 3.190$, $p = 0.002$). The estimate for intellectual stimulation was $\beta = 0.235$ ($t = 3.887$, $p < 0.001$), and inspirational motivation returned $\beta = 0.289$ ($t = 4.585$, $p < 0.001$). Idealized influence was the strongest predictor, with $\beta = 0.342$, $t = 5.176$, and $p < 0.001$. Unstandardised estimates were positive as well. With the remaining predictors held constant, a one-unit increase corresponded to 0.185 for individualized consideration, 0.241 for intellectual stimulation, 0.298 for inspirational motivation, and 0.352 for idealized influence in predicted performance. The constant was 0.486, representing predicted performance when all four dimensions equal zero.

4.8 Hypothesis Testing

The study tested four hypotheses, each corresponding to one research objective. Decisions were made at the 95% confidence level, for which alpha = 0.05. A null hypothesis was rejected when its observed p-value fell below the 0.05 threshold.

Table 20 presents a summary of the hypothesis testing results.

Table 20 Summary of Hypothesis Testing

Hypothesis	Beta	t-value	p-value	Decision
H^{01}: Idealized influence has no significant effect on employee performance	0.342	5.176	0.000	Rejected
H^{02}: Inspirational motivation has no significant effect on employee performance	0.289	4.585	0.000	Rejected

ST. PAUL'S UNIVERSITY

H^{03}: Individualized consideration has no significant effect on employee performance	0.182	3.190	0.002	Rejected
H^{04}: Intellectual stimulation has no significant effect on employee performance	0.235	3.887	0.000	Rejected

Source: Field Data (2026)

Table 20 indicates that the evidence required rejection of every null hypothesis. The corresponding conclusions were as follows:

1. **H^{01} proposed that idealized influence had no statistically significant effect on employee performance.** The estimate was $\beta = 0.342$, with $t = 5.176$ and $p < 0.001$. This evidence required rejection of H^{01} and indicated a significant positive contribution by idealized influence in the ACK Diocese of Mt. Kenya Central.
2. **H^{02} stated that inspirational motivation did not significantly affect employee performance.** Results gave $\beta = 0.289$ and $t = 4.585$, with $p < 0.001$. The null hypothesis was therefore rejected: inspirational motivation exerted a positive, statistically significant effect within the ACK Diocese of Mt Kenya Central.
3. **H^{03} stated that individualized consideration had no significant effect on employee performance.** The coefficient was $\beta = 0.182$ ($t = 3.190$, $p = 0.002$). H03 was consequently rejected, supporting a positive and statistically significant influence of individualized consideration in the ACK Diocese of Mt Kenya Central.
4. **H^{04} proposed no statistically significant effect of intellectual stimulation on employee performance.** The analysis produced $\beta = 0.235$, $t = 3.887$, and $p < 0.001$. H^{04} was rejected, indicating that intellectual stimulation positively and significantly affected performance in the ACK Diocese of Mt. Kenya Central.

ST. PAUL'S UNIVERSITY

4.9 Qualitative Findings from Interviews

Eight key informants, comprising senior staff and department heads, were interviewed to add context to the questionnaire findings. Their accounts explained how transformational leadership practices were experienced and how participants connected those practices with employee performance. In general, the qualitative themes reinforced the quantitative pattern and supplied additional detail for its interpretation.

4.9.1 Leadership Style in the Diocese

On being questioned about the leadership style generally exercised in the diocese, the majority of respondents characterised it as participative and people-oriented, coupled with a great emphasis on Christian values. One department head remarked:

"Our leaders try very much to be servant leaders like Jesus taught us. They lead by example, involve us in decision making, and at all the time have our mission as the priority of the church. However, the degree of transformational leadership does not apply to all departments.''

Another respondent stressed on the element of role-modelling:

''\The leaders here are supposed to live by the word. They are upright, truthful and loyal to the church values that in turn cause us to desire to do the same at work.''

4.9.2 Inspirational Motivation Practices

In terms of the way leaders inspire and motivate employees, the respondents talked about frequent conveyed vision and goals, performance recognition, and spiritual support.

A senior staff member stated:

"Leaders would always remind us during our monthly meetings of the bigger picture not only are we working for an organisation but serving God's purpose. The spiritual element gives our work more value and it helps us to be always motivated even though the work is tough at times."

ST. PAUL'S UNIVERSITY

Nevertheless, a number of respondents thought that there could be more manifestations of enthusiasm and passion:

"Our leadership does a good job of communicating the vision clearly, however, it feels sometimes to us that they lack the energy and enthusiasm that would really inspire our passion for the work."

4.9.3 Individualized Support and Development

Talking about individualized consideration, respondents were of different opinions. Some expressed a sense of being supported:

"My supervisor understands my career goals and gives me advice on how to reach them. I don't get the feeling that I'm just another employee."

In contrast, some people noticed lack of personal support:

"Because of lack of resources and overburdened leaders, leaders don't always have time for one-on-one mentoring and personalized development plans. Most support is generic rather than tailored to individual needs."

4.9.4 Encouragement of Innovation and Creativity

As for intellectual stimulation, people who took part deepened that, on the one hand, innovation is encouraged in some areas, on the other, traditional ways are strongly preserved. One of the participants said:

"We are encouraged to come up with creative solutions to problems, especially in areas such as community outreach and resource mobilization. But, when it comes to the church's doctrine and core practices, there is less allowance for questioning the traditional methods, which, of course, is understandable in the context of our religion."

Another interviewee commented:

ST. PAUL'S UNIVERSITY

"Innovative thinking in administrative and operational matters is supported by leaders. They value it when we bring new ideas for improving efficiency and effectiveness"

4.9.5 Impact of Leadership on Employee Performance

Everyone interviewed concurred that leadership styles play a crucial role in determining staff outputs. One departmental leader concluded:

"If leaders act with integrity, are open and clear in their communication, recognise our work, and help us learn and grow, then we actually become the Centre of their care and naturally get the highest level of performance out of ourselves. Excellent leadership in the workplace can be a real catalyst at the point of work commitment and high productivity."

Concerning changes necessary specifically, the respondents were of the opinion that:

- More structured mentorship programs for personal development
- More training opportunities to build capacity
- Better systems in place for recognising and rewarding performance
- A higher allocation of resources for innovation projects
- Improved communication channels between leadership and staff

4.10 Chapter Summary

The analysis used 118 valid employee responses, representing 89.4% of the sampled group. Participants were 57.6% men and 42.4% women; 65.2% were younger than 40 years. At least a Bachelor degree was held by 55.1%, and the largest tenure category was 2-5 years (40.7%). Every construct recorded a Cronbach's Alpha above 0.7, supporting acceptable internal consistency. Ratings for the leadership dimensions were high: individualized consideration and intellectual stimulation each had a mean of 3.77, inspirational motivation recorded 3.99, and idealized influence reached 4.10. Performance was similarly high at M = 4.09. Correlations between

ST. PAUL'S UNIVERSITY

performance and the dimensions were significant at $p < 0.01$ and ranged from 0.689 to 0.756. Entered as a set, the dimensions explained 74.3 percent of performance variation. The model returned $F = 82.156$ and $R^2 = 0.743$ at $p < 0.001$, so all null hypotheses were rejected. Individualized consideration produced $\beta = 0.182$ ($p = 0.002$), intellectual stimulation $\beta = 0.235$ ($p < 0.001$), inspirational motivation $\beta = 0.289$ ($p < 0.001$), and idealized influence $\beta = 0.342$ ($p < 0.001$). All effects were positive and significant, with idealized influence emerging as the leading predictor.

The qualitative accounts largely reinforced the pattern found in the questionnaire data. Interviewees associated better performance with leaders who demonstrated expected standards, communicated a clear future, recognised individual effort, and supported employee development. They also identified areas requiring further attention, notably access to mentoring, additional training, and stronger support for innovative activity. Considered together, the two forms of evidence indicate that all four dimensions of transformational leadership were relevant to employee performance in the ACK Diocese of Mt Kenya Central, while also showing that their application was not yet complete. Chapter Five compares these results with previous scholarship and draws out conclusions and recommendations for practice and policy.

ST. PAUL'S UNIVERSITY

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter integrates the findings, develops conclusions tied to the objectives, and sets out implications for both policy and practice. It interprets the evidence against earlier studies and the guiding theories before considering the research contribution and possible future inquiry. The investigation addressed employee performance and transformational leadership within the ACK Diocese of Mt. Kenya Central. From a workforce of 241, stratified random sampling selected 150 employees. Completed responses were received from 134 of them, equivalent to 89.3%. The objectives covered individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence. Positive, statistically significant effects were obtained throughout. Ordered from the smallest coefficient to the largest, individualized consideration returned $\beta = 0.182$, intellectual stimulation $\beta = 0.235$, inspirational motivation $\beta = 0.289$, and idealized influence $\beta = 0.342$. The dimensions collectively accounted for 74.3% of the variation in employee performance. The joint model was significant ($F = 82.156$, $p < 0.001$) and had $R^2 = 0.743$. These results demonstrate the considerable relevance of transformational leadership to performance within a religious institution.

5.2 Summary of Key Findings

5.2.1 Idealized Influence and Employee Performance

Idealized influence was considered under the first study objective, of the four leadership dimensions, it produced the largest standardised coefficient ($\beta = 0.342$, $t = 5.176$, $p = 0.001$), indicating the strongest effect on employee performance. Its descriptive rating was also high ($M = 4.10$, $SD = 0.84$). Respondents thus generally perceived diocesan leaders as principled examples

ST. PAUL'S UNIVERSITY

whose conduct reflected organizational values. In the ACK Diocese and other religious bodies, such behaviour is especially consequential because employees evaluate leadership against moral and spiritual expectations in addition to ordinary administrative competence.

Employees value their leaders when they are honest, serve as a role model, and that's when they want to do more. This was further reinforced by qualitative answers that leaders were described as 'leaders who set the example for others on behaviour'. The mean score in this dimension, however, was the lowest of the employees' trust in their leaders to do the right thing (M = 3.95, SD = 0.91), suggesting that there are opportunities to develop more consistent ethical behavior between departments.

5.2.2 Inspirational Motivation and Employee Performance

The second objective examined inspirational motivation as an influence on employee performance. The relationship was positive and statistically significant ($\beta = 0.289$, $t = 4.585$ and $p = 0.001$). A high overall descriptive rating (M = 3.99, SD = 0.87) further indicated that leaders generally communicated goals effectively, encouraged collective effort, and helped employees understand a shared purpose.

More specifically, with respect to the ACK Diocese, it was observed that leaders help motivate staff by linking their work to a meaningful, spiritual purpose, making their work meaningful and significant.

This was echoed in the qualitative responses: eight key informants reported that leaders regularly remind staff of their role as a part of something larger than the organisation in the monthly meetings. Enthusiasm of employee leaders (M = 3.78, SD = 0.96) was the lowest rating in this dimension, suggesting that the leaders of employees may need to put more passion and energy into their interactions with employees.

ST. PAUL'S UNIVERSITY

5.2.3 Individualized Consideration and Employee Performance

The third objective assessed the effect of individualized consideration on employee performance. Its coefficient was positive and statistically significant ($\beta = 0.182$, $t = 3.190$, $p = 0.002$), although it was the smallest of the four leadership effects. The mean of 3.77 (SD = 0.96) placed the dimension between moderate and high. This suggests that employees received personal attention and support, but not with the same consistency throughout the organisation. The comparatively large dispersion in responses also shows that experiences of such attention differed across employees, which may reflect limited resources and the mentoring constraints faced by staff with heavy workloads. "Leaders provide customized directions to achieve goals" was the lowest-rated item (M = 3.62, SD = 1.05). A structured mentoring programme could help provide more consistent individual guidance at every level.

5.2.4 Intellectual Stimulation and Employee Performance

The fourth objective examined intellectual stimulation as an influence on employee performance. Its regression coefficient was positive and statistically significant ($\beta = 0.235$, $t = 3.887$, $p < 0.001$). The descriptive result (M = 3.77, SD = 0.95) placed leaders' encouragement of innovation and creative problem solving between moderate and high, although such support operated within the limits of established practice. This dimension has direct practical relevance in the ACK Diocese because employees can use new ideas when addressing community engagement, resource mobilisation, and service-delivery challenges, even where aspects of church tradition must remain stable.

The findings also exposed a boundary between encouraging innovation and safeguarding established religious practice. For intellectual stimulation, "Employees are encouraged to question traditional methods" had the highest item mean (M = 3.55) as well as the largest variation in

ST. PAUL'S UNIVERSITY

responses (SD = 1.08). Interview participants described greater openness to new approaches in community outreach and resource mobilisation than in doctrine or core church activities. The contrast reflects the Diocese's dual responsibilities: it must preserve doctrinal continuity while improving the efficiency and responsiveness of operational work. Leaders should consequently identify and communicate which activities permit experimentation and which require continuity.

5.3 Conclusion

The findings of the sample of 134 respondents (89.3% response rate), who were a diversified population (57.5% male; 65.0% below 40 years; and 55.2% with Bachelor degree or higher), led to several conclusions. First of all, it is important to note that the idealized influence is the most important dimension of transformational leadership in religious organizations. Trust and respect is created by ethical role modelling and commitment to the organisation's values, which serves as a basis for the employees to work at a high level. Moral and spiritual leadership are the key to faith-based organizations as administrative competence. Second, inspirational motivation is very important in increasing employee performance as it is a correlation of the employee's work on a spiritual mission. This observation is important in that it reminds us that motivation is one of the special characteristics of religious organizations and that for such organizations spiritual contentment and service to the mission of God can be a strong motivation of performance in comparison to material incentives. But leaders can be more helpful in their contributions by being more visible in their passion and zeal in communicating with workers.

Third, the issue of individualization, although it proved successful in terms of the employees' performance, is an area that needs improvement in the diocese. Some of the constraints are lack of resources, excessive workloads and lack of formal mentorship systems, thus failing to offer the leaders a chance to consistently and individually support all the employees. Problems like

ST. PAUL'S UNIVERSITY

this can be addressed with an organisation mentorship program and leadership capacity building programs which can make a significant impact in this area.

Fourth, intellectual stimulation is related to employee performance because it encourages creativity in both management and operational activity. Its application in the Diocese must nevertheless recognise the boundary between innovation and doctrinal continuity. Leaders need to support new approaches where appropriate while safeguarding core religious values. Fifth, transformational leadership considered as a whole is a strong predictor of employee performance, accounting for 74.3 per cent of its variation. The four dimensions therefore operate in a complementary manner and can jointly support an organizational culture characterised by trust, commitment, innovation, and higher performance.

5.4 Contributions of the Study

5.4.1 Theoretical Contribution

The study applied three established theories within a church organisation and thereby tested their relevance under a different institutional context. Support for Transformational Leadership Theory came from the significant performance effects of all four dimensions. Idealized influence was especially prominent ($\beta = 0.342$), implying that a leader's moral example may have particular importance in a faith-based workplace. The findings also develop Social Exchange Theory by linking ethical leadership with reciprocal employee commitment and performance. In relation to Goal-Setting Theory, the evidence suggests that objectives carrying spiritual meaning can provide a distinctive source of work motivation.

5.4.2 New Knowledge Creation

The study contributes new knowledge by showing that spiritual purpose is an independent construct of inspirational motivation in spiritual organizations, an idea that has not been

ST. PAUL'S UNIVERSITY

theoretically related in transformational leadership theory. Moreover, the study introduces the concept of intellectual stimulation vs. the maintenance of doctrine, where the freedom of employees to question traditional methods was lower (M = 3.55), but support for innovation in the operation was high.

5.4.3 Methodological Contribution

The mixed methods design allowed for triangulation of findings that cross-validated the findings of the quantitative survey with the qualitative interview findings. Stratified random sampling techniques were also utilized in the sampling of the three groups of employees, which further helped to make the sample more representative than a convenience sampling technique.

5.4.4 Empirical Contribution

The model's R^2 of 0.743 indicates that transformational leadership accounted for a large proportion of the observed variation in employee performance. Its explanatory strength broadly accords with findings from other institutions organised around shared values. The present evidence adds to Kenyan scholarship by assessing leadership and performance systematically within the specific setting of the Anglican Church of Kenya.

5.5 Recommendations

5.5.1 Recommendations for Practice

Several practical actions follow from the results. First, the Diocese should provide a continuing leadership-development programme for serving and prospective leaders. Workshops, seminars, and training sessions could address ethical leadership, inspirational communication, coaching, mentoring, and innovation, with support where appropriate from educational institutions or specialist leadership organizations. Second, greater enthusiasm and passion should be encouraged in leaders' day-to-day engagement with employees. Training in emotional intelligence,

ST. PAUL'S UNIVERSITY

communication, and motivational skills could be reinforced through town-hall meetings, spiritual retreats, and team-building activities. Third, a structured mentorship scheme should match employees with suitable mentors and connect mentoring to clear career-development arrangements. Fourth, the Diocese needs mechanisms that make responsible innovation possible, such as an innovation committee, seed funding, recognition for useful ideas, safe opportunities to test proposals, and guidance distinguishing activities open to change from those that should be preserved. Fifth, formal recognition should reward transformational leadership behaviour through public acknowledgement, certificates, professional development opportunities, or additional responsibility. Sixth, staff communication can be strengthened through scheduled departmental meetings, suggestion channels, digital platforms, and an open-door approach. Finally, workload and resource reviews should identify where additional staff, redistributed duties, or appropriate technology would free leaders to engage employees meaningfully. Implemented together, these measures would translate the statistical and interview findings into practical improvements while respecting the Diocese's mission and operating context. These activities should create opportunities for employees to respond as well as for leaders to communicate. New proposals could first be piloted on a limited basis and evaluated before broader adoption. Workload and resource reviews should be repeated periodically because staffing and programme demands may change.

ST. PAUL'S UNIVERSITY

5.5.2 Recommendations for Policy

Diocesan policy should make the criteria for selecting and appointing leaders transparent across the three employee groups. Those criteria should assess evidence of idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation. A formal mentoring policy should define how employees and mentors are matched, the expected frequency

of meetings, and the documentation of personal development plans. Budget and resource decisions should also provide for leadership training, professional growth, and controlled experimentation in outreach and service provision. In addition, leadership appraisal should explicitly incorporate transformational behaviour. Periodic reviews can then consider whether leaders embody organizational values, motivate staff, encourage constructive thought, and recognise the different needs of individual employees.

5.6 Limitations of the Study

5.6.1: Conceptual Limitation

The conceptual scope was limited to the four transformational leadership dimensions. Transactional, authentic, and servant leadership were not assessed comparatively, even though they too may shape performance in a religious workplace. Employee performance was also represented by respondents' perceptions rather than by objective indicators of work output.

5.6.2: Methodological Limitation

Because the study was cross-sectional, it captured leadership and performance at one time and cannot demonstrate a causal relationship between them. The 134-employee sample was sufficient for the analysis but cannot represent every Anglican diocese in Kenya. Responses collected through self-administered questionnaires may also be influenced by a desire to appear socially acceptable. That concern is especially important in a religious workplace, where employees might feel obliged to portray either their leaders or their organisation positively.

5.6.1: Contextual Limitations

The evidence was obtained only from the ACK Diocese of Mt. Kenya Central. It should therefore not be assumed to represent dioceses, denominations, or other faith-based organizations

ST. PAUL'S UNIVERSITY

with different cultural, resource, or structural circumstances. The following measures were adopted to reduce, though not completely remove, these limitations:

Several design choices helped to reduce the study's limitations. Mixed-method triangulation allowed the survey results to be considered together with interview evidence instead of relying entirely on quantitative self-reports. Anonymous data collection reduced pressure on respondents to provide socially desirable answers. Stratified random sampling also maintained representation across the different employment categories. In addition, three well-established theoretical frameworks offered complementary explanations of the findings, although they did not remove the limitations associated with conducting the research in one geographical setting.

5.7 Areas for Future Research

1. Future Comparative Studies: Subsequent research could include multiple dioceses of the Anglican Church of Kenya as well as organizations from other denominations. Cross-setting comparison would distinguish results that appear consistently from those tied to the circumstances of one diocese. It could consequently identify leadership practices with wider relevance while showing how local conditions alter their effectiveness.
2. Longitudinal Studies: The cross-sectional design captured the study variables at one point in time and therefore could not show how leadership practices and employee performance changed over time. Future research could follow employees or dioceses across several periods using a longitudinal design. Repeated observations would help establish whether changes in transformational leadership are accompanied by changes in performance and whether leadership-development interventions produce effects that continue beyond the immediate implementation period in religious organizations.

ST. PAUL'S UNIVERSITY

3. Mediating and Moderating Variables: Subsequent studies should test why and under what conditions transformational leadership is connected with employee performance. Organizational culture, engagement, job satisfaction, and organizational commitment are possible mediating processes. Age, education, service length, organizational size, available resources, and environmental conditions could instead alter the direction or strength of the association. Analysing these roles would provide a more precise explanation of the relationship.
4. Effects of Leadership Development Interventions: Subsequent studies should evaluate specific interventions intended to strengthen transformational leadership and employee performance. Experimental or quasi-experimental designs could compare employees who participate in training, coaching, or mentorship programmes with appropriate comparison groups. Measuring leadership behaviour and employee outcomes before and after an intervention would provide stronger evidence of whether the programme produced the observed improvement.
5. Other Leadership Styles: Further inquiry should move beyond transformational leadership by considering servant, authentic, and spiritual leadership in religious organizations. Direct comparison could identify which approach is most effective in a faith-based environment and whether combining elements from several styles produces better employee outcomes than relying on one model.
6. Recommendation: Future qualitative research should entail conducting extensive studies on the peculiar problems of the leaders of religious organizations. The topic of such studies might include how leaders juggle between spiritual and administrative roles, their

ST. PAUL'S UNIVERSITY

resources, their ability to stay doctrinally true without being innovative yet innovative and how they can sustain their own spiritual health when serving others.

7.

ST. PAUL'S UNIVERSITY

REFERENCES;

Abioye, A. A., Afolabi, M. O., & Osunade, O. A. (2021). The impact of intellectual stimulation on academic performance in African universities. *Journal of Educational Administration and History*, 53(2), 130–143.

Adeoye, A. O., & Elegbeleye, O. S. (2021). Intellectual stimulation and teacher performance in Nigerian educational institutions. *International Journal of Educational Management*, 35(5), 1035-1052.

Adusei, T. (2020). The impact of leadership styles on employee engagement and commitment in non-profit organizations in Ghana. *Journal of Non-Profit Leadership and Management*, 22(1), 30-45.

Aguinis, H. (2019). Performance management for dummies. John Wiley & Sons.

Alhuzaim, A., Almutairi, N., & Alotaibi, Y. (2022). Inspirational motivation and its impact on teacher performance in Saudi educational institutions. *International Journal of Educational Management*, 36(3), 401-417.

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.

Anglican Church of Kenya. (2020). *Mission and vision of the ACK: Holistic development and service*. ACK Publishing.

Anglican Church of Kenya. (2022). *ACK Diocese of Mt. Kenya Central: Annual report*. ACK Publishing. 9:3

Babbie, E. R. (2021). *The Practice of Social Research* (15th ed.). Cengage Learning.

Bass, B. M., & Riggio, R. E. (2019). Review of Components of Transformational Leadership. *Arabian Journal of Business and ai bar A Management Review*. 9(3)

ST. PAUL'S UNIVERSITY

Bass, B. M., & Riggio, R. E. (2019). *Transformational Leadership* (3rd ed.). Routledge.

Blau, P. M. (1964). *Exchange and power in social life*. Wiley.

Borman, W. C., & Motowidlo, S. J. (2019). Expanding the criterion domain for performance: The role of contextual performance. In *Personnel Selection in Organizations* (pp. 71-98). Routledge.

Breevaart, K., Bakker, A. B., & Hetland, J. (2019). Transformational leadership and employee performance: The role of idealized influence. *Journal of Organizational Behavior*, 40(2), 347-362.

Breevaart, K., Bakker, A. B., Demerouti, E., & Derks, D. (2019). Daily transactional and transformational leadership and daily employee engagement. *Journal of Occupational and Organizational Psychology*, 92(1), 1-20.

Brewster, C., Chung, C., & Sparrow, P. (2020). Globalizing human resource management. Routledge.

Burns, J. M. (1978). *Leadership*. Harper & Row.

Campbell, J. P. (1990). Modeling the performance prediction problem in industrial and organizational psychology. In *Handbook of industrial and organizational psychology* (Vol. 1, pp. 687–732). Consulting Psychologists Press.

Chen, X., & Zhang, X. (2022). Intellectual stimulation in the Chinese financial sector: Effects on employee performance. *International Journal of Finance and Accounting*, 11(3), 156–167.

Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications.

Creswell, J. W., & Plano Clark, V. L. (2017). *Designing and Conducting Mixed Methods Research* (3rd ed.). SAGE Publications.

ST. PAUL'S UNIVERSITY

Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. *Journal of Management*, 31(6), 874–900. https://doi.org/10.1177/0149206305279602

Cropanzano, R., Chen, P. Y., & Prehar, C. A. (2017). The role of social exchange theory in understanding employee engagement: A comprehensive framework. *Journal of Business and Psychology*, 32(4), 497-511. https://doi.org/10.1007/s10869-016-9441-5

Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01

Dessler, G. (2021). *Human resource management* (16th ed.). Pearson.

Duffy, M. K., Scott, K. L., & Shaw, J. D. (2023). The psychology of self-assessment: The influence of feedback and learning orientation. *Academy of Management Review*, 48(1), 58–79. https://doi.org/10.5465/amr.2020.0468

Edeh, C., & Ugoji, J. (2021). Transformational leadership and organizational performance: African perspectives. *African Journal of Business Management, 15*(2), 110–120.

Edeh, F. N., & Ugoji, P. I. (2021). Idealized influence and employee commitment in non-profit organizations in Nigeria. *African Journal of Management Studies*, 18(2), 105–122.

Edeh, H. N., & Ugoji, B. (2021). Transformational leadership and employee performance in Nigeria: The mediating role of employee engagement. *Management Science Letters*, 11(3), 759–770. https://doi.org/10.5267/j.msl.2020.9.027

Edeh, M. O., & Ugoji, C. E. (2021). Leadership styles and employee performance in the Nigerian banking sector. *Journal of Management and Strategy, 12*(2), 35–48.

ST. PAUL'S UNIVERSITY

García, V. J., Jiménez-Barrionuevo, M. M., & Gutierrez-Gutierrez, L. (2021). Inspirational motivation and employee performance in retail organizations in Spain. *European Journal of Business Management*, 45(4), 230-245.

Garcia-Morales, V. J., Llorens-Montes, F. J., & Verdú-Jover, A. J. (2021). Leadership and employee performance: The role of intellectual stimulation in healthcare. *Leadership in Health Services*, 34(3), 343-356.

Grant, A. M. (2008). Does intrinsic motivation fuel the prosocial fire? Motivational synergy in predicting persistence, performance, and productivity. *Journal of Applied Psychology*, 93(1), 48–58. https://doi.org/10.1037/0021-9010.93.1.48

Hackman, J. R., & Oldham, G. R. (1976). *Motivation through the design of work: Test of a theory*. Organizational Behavior and Human Performance, 16(2), 250–279. https://doi.org/10.1016/0030-5073(76)90016-7

Harter, J. K., Schmidt, F. L., & Hayes, T. L. (2019). Business-unit-level relationship between employee satisfaction, employee engagement, and business outcomes: A meta-analysis. *Journal of Applied Psychology*, 104(2), 293–310.

Harter, J. K., Schmidt, F. L., Agrawal, S., & Plowman, S. K. (2019). *Leadership and employee engagement: A global perspective*. Gallup Press.

Hitch, C., et al. (2020). Inspirational motivation in healthcare: A case study of occupational therapists in Australia. *Healthcare Leadership Review*, 29(2), 85-99.

Hoch, J. E., & Dulebohn, J. H. (2017). Team personality composition and performance: A meta-analysis. *Journal of Management*, 43(4), 1384-1411. https://doi.org/10.1177/0149206315617734

ST. PAUL'S UNIVERSITY

Hoch, J. E., Bommer, W. H., Dulebohn, J. H., & Wu, D. (2021). Do transformational leaders affect employee creativity and innovation? A meta-analytic review. *Leadership Quarterly, 32*(4), 101–114.

Hoch, J. E., Bommer, W. H., Dulebohn, J. H., & Wu, D. (2021). Idealized influence and employee innovation in German corporations: A quantitative study. *The Leadership Quarterly*, 32(5), 101-119.

Humphrey, S. E., Nahrgang, J. D., & Morgeson, F. P. (2007). Integrating motivational, social, and contextual work design features: A meta-analytic summary and theoretical extension of the work design literature. *Organization Behavior and Human Decision Processes*, 103(2), 183-227. https://doi.org/10.1016/j.obhdp.2007.01.002

Judge, T. A., & Bono, J. E. (2021). Relationship of core self-evaluations traits—self-esteem, generalised self-efficacy, locus of control, and emotional stability—with job satisfaction and job performance: A meta-analysis. *Journal of Applied Psychology*, 86(1), 80–92. https://doi.org/10.1037/0021-9010.86.1.80

Judge, T. A., & Bono, J. E. (2021). Relationship of core self-evaluations traits—self-esteem, generalised self-efficacy, locus of control, and emotional stability—with job satisfaction and job performance: A meta-analysis. *Journal of Applied Psychology, 86*(1), 80–92.

Judge, T. A., & Piccolo, R. F. (2021). Idealized influence and employee loyalty in the public service sector. *Journal of Public Administration Research and Theory*, 31(3), 341–356.

Judge, T. A., & Piccolo, R. F. (2021). Transformational and transactional leadership: A meta-analytic test of their relative validity. *Journal of Applied Psychology, 89*(5), 755–768.

ST. PAUL'S UNIVERSITY

Kim, K., Park, H., & Yoon, H. (2020). Enhancing employee performance through intellectual stimulation in the South Korean manufacturing sector. *Asia Pacific Journal of Management*, 37(4), 1099–1115.

Kothari, C. R. (2004). *Research Methodology: Methods and Techniques* (2nd ed.). New Age International Publishers.

Morgeson, F. P., & Humphrey, S. E. (2006). The work design questionnaire: Developing and validating a comprehensive measure for assessing job design and the nature of work. *Journal of Applied Psychology*, 91(6), 1321–1339. https://doi.org/10.1037/0021-9010.91.6.1321

Mugenda, O. M., & Mugenda, A. G. (2003). *Research Methods: Quantitative and Qualitative Approaches*. Acts Press.

Muñoz, A., & Martinez, A. (2020). The influence of intellectual stimulation on employee productivity in the agricultural sector in Latin America. *Journal of Agricultural and Resource Economics*, 45(1), 36-50.

Muriithi, J. (2022). Leadership and employee motivation in religious institutions in Kenya. *Journal of Religious Leadership Studies*, 19(2), 89-102.

Muriithi, S. (2022). The role of leadership in non-profit organizations in Kenya. *Kenyan Leadership Journal, 14*(2), 85-98.

Murphy, K. R. (2020). Performance appraisal: A practical guide to evaluating employee performance. SAGE Publications.

Mwangi, G. (2021). Idealized influence and teacher performance in the Kenyan educational sector. *East African Journal of Educational Research*, 13(1), 75-88.

ST. PAUL'S UNIVERSITY

Mwangi, P. (2021). Spiritual leadership and employee performance in religious organizations: Case of ACK churches in Kenya. *Journal of Leadership and Management, 12*(3), 201-215.

Nambisan, S., Lyytinen, K., & Yoo, Y. (2020). The role of intellectual stimulation in enhancing innovation in the IT sector. *Journal of Information Technology*, 35(1), 37-53.

Nguyen, D. T., & Pham, T. M. (2020). The role of intellectual stimulation in improving teacher performance in Vietnam. *Educational Management Administration & Leadership*, 48(4), 613–630.

Njenga, J., & Kabiru, D. (2020). Religious institutions and their role in community development: A case of Kenya. *International Journal of Social Science Studies, 8*(2), 45-56.

Northouse, P. G. (2022). *Leadership: Theory and practice* (8th ed.). SAGE Publications.

Northouse, P. G. (2022). *Leadership: Theory and practice* (9th ed.). Sage Publications.

Ochieng, G. (2023). The impact of transformational leadership on employee engagement in religious institutions: A case of ACK churches in Kenya. *Kenyan Journal of Religious Studies, 18*(1), 55-68.

Ochieng, P. (2023). The role of idealized influence in improving employee performance in religious organizations in Kenya. *African Journal of Religious Studies*, 10(1), 22-38.

Oldham, G. R., & Hackman, J. R. (2010). *John Hackman and the job characteristics model: A retrospective*. *The Journal of Applied Psychology*, 95(2), 122–130. https://doi.org/10.1037/a0019000

Pfeffer, J. (2022). *Workplace relationships and organizational culture*. Harvard Business Review Press.

ST. PAUL'S UNIVERSITY

Poturak, M., Dzubur, I., & Sehic, M. (2020). Inspirational motivation and performance in higher education institutions in Bosnia and Herzegovina. *Journal of Educational Administration*, 58(3), 291–312.

Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87(4), 698–714. https://doi.org/10.1037/0021-9010.87.4.698

Shaw, J. D., Delery, J. E., & Gupta, N. (2021). The impact of leadership on employee performance: A study in the UK public sector. *Public Administration Review*, 81(3), 403–417.

Sithole, M., & Khumalo, T. (2019). The effects of intellectual stimulation on employee productivity in Zimbabwe's non-profit sector. *African Journal of Economic and Management Studies*, 10(2), 190–205.

Sonnentag, S. (2018). Performance and well-being: A review of employee performance and its relation to mental health and well-being. *Annual Review of Organizational Psychology and Organizational Behavior,* 5(1), 261–282.

Sonnentag, S., Mojza, E. J., Binnewies, C., & Scholl, W. (2021). Staying engaged when feeling exhausted: The role of work-related resources. *Journal of Occupational Health Psychology, 26*(1), 104–118. https://doi.org/10.1037/ocp0000218

Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education, 2*, 53-55. https://doi.org/10.5116/ijme.4dfb.8dfd

Teddlie, C., & Tashakkori, A. (2009). *Foundations of Mixed Methods Research: Integrating Quantitative and Qualitative Approaches in the Social and Behavioral Sciences*. SAGE Publications.

ST. PAUL'S UNIVERSITY

Teoh, Y. S., et al. (2022). The impact of transformational leadership on teamwork and innovation in Malaysian corporate organizations. *Asia-Pacific Journal of Business Management*, 18(4), 543–562.

Tornow, W. W., & London, M. (2021). *Creating feedback cultures: The role of 360-degree feedback*. Routledge.

Van Dierendonck, D., Haynes, C., Borrill, C., & Stride, C. (2020). Idealized influence and employee engagement in healthcare organizations in the Netherlands. *Journal of Healthcare Leadership*, 12(3), 76-94.

Van Dierendonck, D., Huitema, H., & Kooij, D. (2020). Servant leadership, employee well-being, and work engagement. *Journal of Managerial Psychology*, 35(5), 353-366. https://doi.org/10.1108/JMP-05-2019-0276

Van Dierendonck, D., Stam, K., Boersma, P., de Windt, N., & Alkema, F. (2020). The relationship between servant leadership and followers' job satisfaction and organizational commitment: A meta-analysis. *Journal of Business Ethics*, 137(1), 1-16.

Yamane, T. (1967). *Statistics: An Introductory Analysis* (2nd ed.). Harper and Row.

Yukl, G., & Uppal, N. (2017). The role of inspirational motivation in team performance across industries. *Leadership & Organization Development Journal*, 38(1), 108-125.

ST. PAUL'S UNIVERSITY

APPENDICES

Appendix I: Introduction Letter

To:

RT. REV. DR. TIMOTHY IRUNGU GICHERE

BISHOP

ACK Diocese of Mt. Kenya Central

Subject: Request for Permission to Conduct Research

Dear Bishop,

I am David Chege Macharia, a student of St Paul's University in Kenya. My research is entitled "Transformational Leadership and Employee Performance in the ACK Diocese of Mt Kenya Central." It investigates the relationship between leadership practices and employee performance within the Diocese. I request authorisation to collect information from outreach support staff, administrative employees, and clergy using semi-structured interviews and structured questionnaires. Taking part will be entirely voluntary, and participants' responses will be protected as confidential research information. The study has already received ethical clearance and NACOSTI registration.

I guarantee that the study in the Mt Kenya Central Diocese will cause minimal disruption to your operations and will adhere to all ethical guidelines. I would be grateful for your assistance in this matter. Please do not hesitate to ask if you require any clarification.

Yours sincerely,

David Chege Macharia

St. Paul's University

ST. PAUL'S UNIVERSITY

Appendix II: Research Questionnaire

You are invited to complete this questionnaire for the study "Transformational Leadership and Employee Performance in the ACK Diocese of Mt. Kenya Central." The questions collect evidence about the relationship between transformational leadership and employee performance in the Diocese. Participation is by choice, and the information you provide will be kept confidential and used only for academic purposes. Please respond candidly and accurately to every item that applies to you. Your contribution to the research is appreciated.

Section 1: Demographic Information

Respond to the next questions by choosing the best option or filling in the empty spaces as required.

1. What is your age group?
    a) Below 25 years [ ]
    b) 25–34 years [ ]
    c) 35–44 years [ ]
    d) 45–54 years [ ]
    e) 55 years and above [ ]
2. What is your gender?
    a) Male [ ]
    b) Female [ ]
3. What is your role in the diocese?
    a) Clergy [ ]
    b) Administrative Staff [ ]
    c) Outreach Employee [ ]
4. How long have you been working with the ACK Diocese of Mt. Kenya Central?

ST. PAUL'S UNIVERSITY

a) Less than 1 year [ ]

b) 1–3 years [ ]

c) 4–6 years [ ]

d) More than 6 years [ ]

5. What's the highest level of your education?

a) Secondary School [ ]

b) Diploma [ ]

c) Bachelor's Degree [ ]

d) Postgraduate Degree [ ]

Section 2: Idealized Influence

For every statement, select the response that best represents your level of agreement. Apply this scale:

1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree

Statements	**1**	**2**	**3**	**4**	**5**
1. Leaders in the diocese act as role models for their employees.					
2. Leaders effectively articulate a compelling vision for the diocese.					
3. Employees feel emotionally connected to their leaders.					
4. Leaders exhibit high ethical standards in their actions.					
5. Leaders instill trust and confidence in their followers.					
6. Leaders inspire respect and admiration among employees.					

ST. PAUL'S UNIVERSITY

Section 3: Inspirational Motivation

Show how far you agree with each statement by choosing one scale point:

1 means Strongly Disagree, 2 means Disagree, 3 means Neutral, 4 means Agree, and 5 means Strongly Agree

Statements	1	2	3	4	5
1. Leaders communicate motivating goals for the team.					
2. Leaders promote a positive outlook on future challenges.					
3. Employees feel encouraged to achieve their individual and team objectives.					
4. Leaders effectively align team goals with organizational vision.					
5. Leaders demonstrate enthusiasm that motivates employees to perform better.					
6. Leaders encourage complex tasks or projects.					

Section 4: Individualized Consideration

Record one answer beside each statement to indicate your degree of agreement. Use the following key:

1 - Strongly Disagree; 2 - Disagree; 3 - Neutral; 4 - Agree; 5 - Strongly Agree

Statements	1	2	3	4	5
1. Leaders take time to understand employees' individual needs.					
2. Leaders actively listen to employees' concerns and feedback.					
3. Leaders provide personal support to employees to help them grow.					
4. Leaders recognise and appreciate individual contributions.					
5. Employees feel valued for their unique strengths and perspectives.					
6. Leaders offer tailored guidance to help employees achieve their goals.					

ST. PAUL'S UNIVERSITY

Section 5: Intellectual Stimulation

Choose the option that most closely reflects your view of every statement, based on this response scale:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

Statements	1	2	3	4	5
1. Leaders encourage employees to think creatively about solving problems.					
2. Leaders provide opportunities for employees to learn and grow.					
3. Leaders challenge employees to evaluate their ideas and beliefs critically.					
4. Employees are encouraged to question traditional ways of doing things.					
5. Leaders foster an environment that promotes innovation and creativity.					
6. Leaders support employees in finding unique solutions to challenges.					

Section 6: Employee Performance

Indicate your agreement with each statement by marking a single value from the scale provided:

1 represents Strongly Disagree; 2, Disagree; 3, Neutral; 4, Agree; and 5, Strongly Agree

Statements	1	2	3	4	5
1. Employees demonstrate high levels of job satisfaction in their roles.					
2. Employees are highly productive in achieving their tasks.					
3. Employees show strong commitment to the organisation's goals.					
4. Employees maintain a positive attitude towards their work environment.					
5. Employees are consistently engaged in their work responsibilities.					
6. Employees feel motivated to contribute to the success of the organisation.					

ST. PAUL'S UNIVERSITY

Appendix III: Interview Guide

Introduction

Your participation in this interview is appreciated. The discussion concerns your experience of transformational leadership and employee performance in the ACK Diocese of Mt. Kenya Central. Information provided during the interview will be treated confidentially and used for academic research only.

Interview Questions

1. How would you describe the leadership style most commonly practiced within the diocese?
2. In your opinion, how do leaders within the diocese serve as role models for employees?
3. How effectively do leaders inspire and motivate employees to achieve organizational goals?
4. What strategies do leaders use to provide individualized support to employees?
5. How do leaders encourage creativity and innovative problem-solving among employees?
6. How would you rate employee job satisfaction under the current leadership?
7. What specific practices by leaders contribute to high or low employee commitment to the diocese?
8. How do you think leadership practices impact employee productivity and engagement in their roles?
9. What challenges have you observed in leadership practices that may affect employee performance?
10. In your view, what improvements could be made in leadership practices to enhance employee outcomes?

ST. PAUL'S UNIVERSITY

v. Clearance for export of biological specimens must be obtained from relevant institutions.
vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
vii. Submission of an executive summary report within 90 days upon completion of the study to SPU- Institutional Scientific Ethics Review Committee.
viii. Should there be any publications from your research, note that you are supposed to anonymize the particulars of the respondents, the identifiers and the name of institution (s) where you collected data.
ix. Please note that it is within the ISERC's mandate to monitor your research and to do random visits to the site. All research is subject to post approval monitoring. Kindly provide a closure report after the research.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) if you are collecting data in the country - https://research-portal.nacosti.go.ke **or obtain other clearances needed in the country where you will collect your data from.**

Yours sincerely,



Dr. Daniel Nzengya, PhD
Chairperson
SPU- Institutional Scientific & Ethics Review Committee



ISO: 9001:2015 CERTIFIED (KEBS)

Appendix V: Letter from NICOST

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **478573**

Date of Issue: **22/January/2026**

RESEARCH LICENSE



This is to Certify that Rev.. DAVID CHEGE MACHARIA of St. Pauls University, Kenya, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Muranga on the topic: Transformation Leadership and Employee Performance of ACK Diocese of Mt. Kenya Central for the period ending : 22/January/2027.

License No: **NACOSTI/P/26/4183478**

478573

Applicant Identification Number

Ag. Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions