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of Public Boarding Secondary Schools in Frontier Counties:  
Moderating Effect of Stakeholder Engagement**

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# Relationship Between Integrative Leadership and Performance of Public Boarding Secondary Schools in Frontier Counties: Moderating Effect of Stakeholder Engagement

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## Abstract

This paper sought to ascertain the moderating role of stakeholder on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under the Frontier Counties Development Council (FCDC) of Kenya. Empirical studies on the relationship between integrative leadership and performance and the moderating role of stakeholder engagement was critiqued. The target population included all public boarding secondary schools from four Counties with a sample size of four hundred and forty (N=440). Questionnaires and interview guides were used to gather information. Data was analysed using quantitative and qualitative analysis. Descriptive statistics was used to summarize quantitative data, while inferential statistics were used to test the study hypothesis. The moderating effect of stakeholder engagement was assessed, and results were explained using a coefficient of determination, analysis of variance and regression coefficients. Hierarchical regression analysis with an interaction term (a product of integrative leadership and stakeholder engagement) was introduced as an additional predictor in 3 steps and results revealed that the introduction of stakeholder engagement had an enhancing moderating effect on the relationship between integrative leadership and the performance of public boarding secondary schools.

**Keywords:** *Integrative Leadership, Stakeholder Engagement, Performance of Public Boarding Secondary Schools, Moderating Role, Frontier Counties Development Council (FCDC).*

## 1. Introduction

Integrative leadership refers to a multidimensional process in which different tasks and roles are embraced by the leaders in shaping the behaviour and leadership of others by assessing their values; traits, skills, and attitudes (Shaikh & Akaraborworn, 2017). Integrative leadership is also defined as the pulling together of diverse teams across sector boundaries in non-permanent ways within the organization (Crosby & Bryson, 2014). From an educational perspective, an integrative leadership framework is vital in understanding the efforts that are

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put in by school leaders to support overall school performance. This leadership motivates members of the school community to maximize their overall performance.

Integrative leadership is an emergent theory that aims to define effective leadership. In essence, integrative leadership combines the qualities of servant leadership, authentic leadership, and value-based leadership while simultaneously addressing their weaknesses (De Oliveira & De Lacerda, 2015). Shaikh (2018) characterizes this type of leadership as a combination of six leadership styles: transformational, authentic, ethical, servant, spiritual, and transactional leadership. In other words, integrative leadership is concerned with integrating people, resources, and organizations across multiple borders to address challenging public problems and promote the common good (Crosby & Bryson, 2014).

Integrated leadership is critical in the management and the development of partnerships aimed at increasing the quality of school performance (Yuniawan & Putri, 2017). The style of management and territorial implementation show the contrast between productive and unproductive schools (Hameiri & Nir, 2014). Effective schools emphasize key elements of educational leadership, such as growing a mutual intention and goal among department and school directors; nurturing a spirit of confidence, respect, and co-operation in the establishment; boosting top and harmonious production degrees; delivering neutral, accordant, and advantageous evaluation of the teachers' and teaching level; using proof and statistics to decide on the directive routine; and advocate for and appreciation of teachers (Ingersoll, Sirinides & Dougherty, 2018).

Examining the concept of educational leadership in the US school's context, integrative management is built to hearten and generate a collaborative school domain for preferable school results than schools with imposing forms of school leadership (Al-Safran, Brown & Wiseman, 2014). Upright school management diligently entails teachers in making decisions, and these are restricted to top-level school performance (Ingersoll, Sirinides & Dougherty, 2018).

In the South African context, there is evidence that there exist linkages between integrative leadership and management and learning outcomes. From previous evidence, the capacity of teachers has been found to mediate the management practices efficacies in the curriculum coverage (Wills, 2019). In Ghana, despite being perceived as the majority in terms of numbers, teachers' pay made up less than 35% of the public service wage bill (Forson & Opoku, 2014). This tendency did cause a wave of trained teachers to leave the teaching profession and enter other areas of the Ghanaian economy (Forson & Opoku, 2014).

On the other hand, performance, in the context of organizations, refers to the extent to which an organization achieves its mission, vision, and goals (Aguinis & Kraiger, 2009). This multidimensional paradigm is based on factors such as quality service, customer satisfaction, and increased profits. Market orientation and business performance are often quantified using constructs like new product success, customer retention, sales growth, and investment return (Mokhtar, Yusoff, & Ahmad, 2014).

For schools, effective curriculum and pedagogical strategies tailored to students' needs significantly impact performance (Hattie, 2017). Parental involvement in the educational process positively influences students' academic progress, leading to better results (Fan & Chen, 2019). Additionally, the efficiency of educational policies and administrative frameworks significantly affects academic achievement, emphasizing the importance of visionary policy choices (Sahlberg, 2019).

Integrative leadership prioritizes integral growth at all levels, from the single to the global (Youn, Yang & Hong, 2012). Integrative leadership holds the concerns of the stakeholders who are involved in the decision-making within a competitive business environment (Doh & Quigley, 2014; Maak, Pless & Voegtlin, 2016).

School leaders, especially Principals, play a critical role in establishing guidance and cultivating a supportive school atmosphere, including a constructive school mentality, as well as fostering and reinforcing staff morale and engagement, both of which are necessary to cultivate change and encourage achievement for schools in difficult situations (Day & Sammons, 2016).

The availability of specific essential inputs, such as physical facilities, teachers, and curricula, determines the quality of an educational system (World Bank, 2018). To ensure academic excellence, school leadership has necessitated the collaboration of principals, staff, parents, students, and other community members (Morgan, 2015). The teaching and learning process is influenced by a variety of elements, but the state of students' physical faculties is one of the most significant factors since it directly affects how well they learn because it helps students reinforce their skills and knowledge (Limon, 2016).

In the FCDC regions, low access to education, retention, and completion rates are due to the high poverty levels, frequent droughts, cattle theft, and hostile environments (Ayub, 2018). According to the Frontier Counties Development Council 2018-2030 socio-economic blueprint, education attainment in FCDC counties is below the national average. For example, the CPE/KCPE level attainment nationally is 25.3 percent, whereas all FCDC counties are below this average, with Garissa having the lowest at 37.6 percent. Similarly, in the case of KCSE/KCE, only Isiolo County has attained a level higher than the national average, standing at 13.6 percent. These disparities highlight limited access to education in FCDC counties. Furthermore, gender disparities exacerbate the challenges in FCDC regions. The illiteracy level is higher among females, with more than one-third lacking basic literacy skills in seven FCDC counties. In some counties like Garissa, Mandera, Wajir, Turkana, and Marsabit, over two-thirds of females are illiterate. The overall illiteracy rate in FCDC is higher than the national average of 14.1 percent but varies widely, ranging from 15.8 percent in Lamu to a staggering 61.2 percent in Marsabit.

This study focused on the performance of public boarding secondary schools in the four counties of Lamu, Wajir, Samburu, and Isiolo. Each of the Counties represents one of the regions within the FCDC. The choice of public boarding secondary schools in the study is informed by the continued dismal performance of schools in FCDC counties over the years (Stiftung, 2012).

### **Integrative Leadership**

In this context, integrative leadership focuses on how school administrators use management systems to increase performance, suggesting that effective leadership is demonstrated through actions that build and improve organizational abilities and management systems. The tenets of leadership need to be integrated by the leaders and the stakeholders to obtain value and human capital creation to realize high productivity and performance (Koednok, 2013). School leadership plays a crucial role in improving school efficiency by boosting the gains of national education systems around the world (Miller, 2018).

Despite the numerous numbers of factors attributed to poor performance in public secondary schools, a closer examination of the previous studies shows a lack of adequate literature to link school leadership and performance especially in the Counties under the FCDC Kenya thus the

study looks at the influence of integrative leadership on school performance. Amid the ever-expanding body of literature on integrative leadership, scholars have seldom documented the actual competencies, behaviours, and skills that constitute integrative leadership (Silvia & McQuire, 2010). Hence this study sought to examine the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya.

### **Stakeholder Engagement**

Stakeholder engagement is defined as the process by which the views of the stakeholders are elicited into the organization (Greco, Sciulli & D'Onza, 2015). The organization's success and sustainability depend on its ability to create value for the stakeholders (Garriga, 2014). Stakeholder engagement is important since it incorporates the aspects of organizational reputation with corporate citizenship (Ramlall, 2012). An organisation that follows and is keen to serve the interest of its stakeholders by incorporating them into its strategy, stands to gain a competitive advantage (Harrison & Wicks, 2013). Stakeholder engagement in decision-making often results in value creation (Mitchell, Van Buren, Greenwood & Freeman, 2015).

From an educational perspective, an integrative leadership framework is vital in understanding the efforts that are put in by school leaders to support overall school performance and engagement of stakeholders. This leadership motivates members of the school community and stakeholders to maximize their overall performance. Additionally, school leaders can apply this leadership in cross-sector partnerships that will ultimately enhance school performance (Malin & Hackmann, 2019). Leadership is one of the most important aspects of education that influences the success or failure of schools. It creates a link between the classroom, a school, and a nation's education system (Miller, 2018). Stakeholder engagement has been a contentious issue with the stakeholder theory highlighting the significance of stakeholder engagement in decision-making (Harrison, Freeman & Cavalcanti Sa de Abreu, 2015). However, the extant literatures have indicated that most of the time, the value of stakeholder engagement is often neglected and overlooked (Lamkoski, Smith & Van Wassenhove, 2016). This study, therefore, intended to examine the influence of integrative leadership and engagement of stakeholders on school performance in public boarding schools under FCDC Kenya.

### **Performance of Public Boarding Secondary Schools**

Performance refers to the degree to which an organization attains its mission, vision, and objectives (Aguinis & Kraiger, 2009). Organizational performance is seen as a multidimensional paradigm on which the measurement of several factors is based. These factors include; quality service, customer satisfaction, and increased profits. Mokhtar, Yusoff, and Ahmad (2014) used new product success, customer retention, growth of sales and investment return to measure market orientation and business performance as constructs for measuring performance.

School leaders, especially Principals, play a critical role in establishing guidance and cultivating a supportive school atmosphere, including a constructive school mentality, as well as fostering and reinforcing staff morale and engagement, both of which are necessary to cultivate change and encourage achievement for schools in difficult situations (Day & Sammons, 2016).

According to World Bank (2018), the quality of an education system is dependent on the availability of certain key inputs which include; physical infrastructure, teachers, and curricular. To ensure academic excellence, school leadership has necessitated the collaboration of principals, staff, parents, students, and other community members (Morgan, 2015). Various factors exist and operate within the teaching and learning process, adequacy of physical



facilities is one of the most crucial factors that directly affect the educational outcomes of students because it aids the process of reinforcing skills and knowledge (Ordu, 2021). Most schools especially in rural, arid, and semi-arid areas are in dire need of physical resources such as classrooms, toilets, desks, and libraries resulting in dismal performances (Wekesa, & Kitainge, 2022).

In Kenya, public schools are often criticized as inefficient and characterized by poor academic performance. Poor school management, insufficient resources, and a lack of teacher commitment are often attributed to poor performance (Mutwiri, 2015). Sustainable development goal number 4 aims at attaining education for all by the year 2030. This will allow children to access education and acquire knowledge that can be applied in their day-to-day lives. This is an aspect that the FCDC region is yet to achieve by a large margin (Ochieng, 2020). This study, therefore, intended to examine the influence of integrative leadership, among other factors on school performance in public boarding schools under FCDC Kenya.

## 2. Literature Review

### Theoretical Review

This study was anchored on the Full Range Leadership Theory and supported by the System theory, and Stakeholder Engagement Theory. The study theories are as described below:

#### Full Range Leadership Theory (FRLT)

The Full Range Leadership Theory (FRLT), developed by Bernard Bass in 1985, stands as a cornerstone in leadership studies, providing a comprehensive framework to understand the multifaceted nature of leadership behaviors within organizational contexts. Central to FRLT is the concept of transformational leadership, a style characterized by leaders who inspire and motivate their followers to achieve extraordinary outcomes. Transformational leaders articulate a compelling vision for the future, encourage intellectual stimulation, provide individualized consideration to their followers, and instill a sense of purpose and significance in their work (Bass, 1985). Within the educational landscape, transformational leadership is particularly pertinent as it aligns with the aspirations of fostering innovative learning environments, nurturing teacher-student relationships, and driving academic excellence.

Within the context of public boarding secondary schools in the Frontier Counties Development Council (FCDC) of Kenya, FRLT provides a valuable framework for understanding the multifaceted nature of leadership.

#### Stakeholder Theory

Stakeholder Engagement Theory was founded by Edward Freeman in 1984. Stakeholder theory was further refined to aid managers and organizations recognize the influence and relevance of specific stakeholders in an organization (Mitchell et al., 1997; Simmons & Lovegrove, 2005). According to the theory's proponents, categorizing stakeholders according to their level of power and interest offers a chance to include those stakeholders in the decision-making process who may be interested in and have the authority to bring about sustainability-related performance as well as who may be interested in various sustainability-related issues (Zsolnai, 2006).

As suggested by Harvey (2011), Heidrich, Harvey, and Tollin (2009) provided a multidimensional scoring system that enables the various stakeholder roles to be taken into account and graded on power, legitimacy, and urgency in addition to importance and time-span of influence. Whysall (2000) discussed ethical concerns in retailing and the significance of considering all stakeholders. Stakeholder approaches were utilized by Loan-Clarke et al. (2000)

to build competence-based management in small and medium-sized businesses, while Agle et al. (1999) looked at the connections between the stakeholder traits of power, legitimacy, urgency, and salience. Understanding the relationship between the use of certain techniques to involve stakeholders and outcomes is crucial since the improvement in outcomes implies that the right strategy has been used and that these tactics have been used successfully (Polonsky, Jay, & Don, 2005).

This theory was relevant to this study in explaining the school's components that are linked together and interact on a lot of different levels and in a variety of ways. One can no longer be sure that a simple cause generates a simple or single effect, which a single effect is the product of a single cause, that causes would be in single fields, or that effects would be in only a few fields. Academic performance of most schools in Counties under the FCDC Kenya may improve because of good administrative leadership and management skills.

### **Systems Theory**

The holistic general systems theory was first presented by Von Bertalanffy in 1968. System theory is the interdisciplinary study of how systems interact with one another within a wider, more complex system. The theory seeks to expound and develop hypotheses based on characteristics that emerge within complex systems that appear to be impossible to occur in any single system within the whole. Ludwig von Bertalanffy's research in the 1940s and 1950s, which was later published in 1968, paved the way for systems theory. The theory's goal was to lay out some fundamental laws that can be implemented in almost any scientific field.

Organizations cannot function as closed systems since they are environment-dependent and servicing people, according to the proponents of systems theory, which includes corporate policy, organizational theory, markets, and resources (Ansoff & McDonnell, 1990). According to Burnes (1996), the external environment is based on the open systems theory, which claims that organizations are impacted by external environmental variables and that these elements can have an impact on internal environmental factors. Inputs (resources) like raw commodities, financial resources, information technology, and human capital make up a system. Evaluation and regulating are two of the system's three parts, along with planning and strategy, organizing, motivating, and empowering (Mele et al., 2010). The outputs, which are products or services, make up the second phase of a system. The outcomes, which include things like improved quality of life for workers and employees or increased and improved productivity for customers/clients, come last. According to Mele et al. (2010), the systems share feedback among all four components of the system: inputs (resources), processes, outputs, and outcomes.

The application of systems theory within any discipline entails looking at how all the ingredients (systems) came together to make the cake (complex system/whole) and how this eventually gave us the outcome that none of these properties could produce on their own without an alteration in their environment. Some fields, such as social work, have a wide range of applications. Professionals in diverse sectors must implement systems theory to take a more comprehensive approach to their work and gain a better understanding of all the factors at work within their disciplines. In the study context, a school was considered a system, where subsystems such as integrative leadership, employee motivation, and stakeholder engagement interact with each other to yield good performance in public boarding secondary schools.

### **Moderating Effects of Stakeholder Engagement on The Relationship Between Integrative Leadership and School Performance**

Ploom and Haldma (2012) conducted a study in Estonian schools to assess how various stakeholders were involved in the performance management of their respective schools. The

research was focused on empirical survey data collected from 303 secondary schools in Estonia. The study drew on both primary and secondary data sources. Three hundred and three (303) head teachers, 2,165 teachers, 5,482 students, 1,922 parents, and 546 members of the school board completed the survey. The questionnaire's target population was all Estonian general education schools that offered secondary and/or upper secondary education. Findings revealed that nearly half of teachers and parents, as well as 20-30% of school board members, have little knowledge of school human resource management indicating that they were not fully involved in the human resource management of the schools.

Day, Gu, and Sammons (2016) examined how effective leaders combined transformational and instructional leadership in various ways across multiple stages of their schools' growth to gradually structure and strengthen the students' innovation culture. The report used evidence from a three-year mixed-methods national study that looked at the links between principals' work in successful and developing primary and secondary schools in England and pupil performance as measured by national examinations and evaluations over three years. This was supplemented by in-depth case analyses from several perspectives of a subsample of 20 schools. The findings show that principals' application of clearly connected, organizationally shared educational values through many combinations and accumulations of time and context-sensitive strategizing, determine schools' long-term effectiveness, not necessarily the leadership style. Mixed-methods research techniques were used in the report, and are more likely to include finer-grained, more complex evidence-based understandings of principals' leadership positions and practices in achieving and maintaining educational results in schools than single-lens quantitative evaluations or solely qualitative approaches. This study used the same methodological approach in the Kenyan context and evaluate whether the findings was complementary.

Bush and Glover (2016) did a comprehensive analysis on the research about school leadership and administration that had been done in South Africa. The study did a thorough analysis of all scholarly work since 2007, as well as a selective review of sources before 2007. The findings revealed that although there is an advancement in school leadership and management in South Africa, there exist concerns about weak learner performance, teacher union tension, tense partnerships between principals and school governing bodies, and leadership that is still based on administration rather than teaching. The results indicated that school leadership and management research is evolving, but it is also narrow in scope and reliant on small-scale unfunded programs. However, the study relied on secondary sources of data and therefore contributed very little to advancing new knowledge.

Cabardo (2016) investigated the level of stakeholder involvement in the school in various school-initiated activities and the adoption of school-based administration. The study design employed was a descriptive survey. The findings of the study demonstrated that the degree of SBM implementation had a substantial impact on the level of participation of school stakeholders in the various school-initiated activities. Nakiyaga (2021) looked at the connection between stakeholders' involvement and students' academic success in selected government-supported secondary schools in Uganda. Data was gathered using questionnaires and semi-structured in-depth interviews as part of a mixed-methods strategy. Multivariate and thematic analysis were both used to analyse the data. The findings of the study suggested a connection between the involvement of stakeholders and the improvement of students' academic performance.

Juma, Onyango, and Herman (2021) used a hybrid approach to research how stakeholders see the implementation of performance management by heads of public secondary schools. Using questionnaires and an interview schedule, data was gathered, and descriptive statistics were



used to analyse it. The findings showed that educators are aware of their responsibility for implementing performance management

### Conceptual Framework for the Study

This paper investigated the moderating effect of stakeholder engagement on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya as presented in a diagrammatical form in Figure 1.

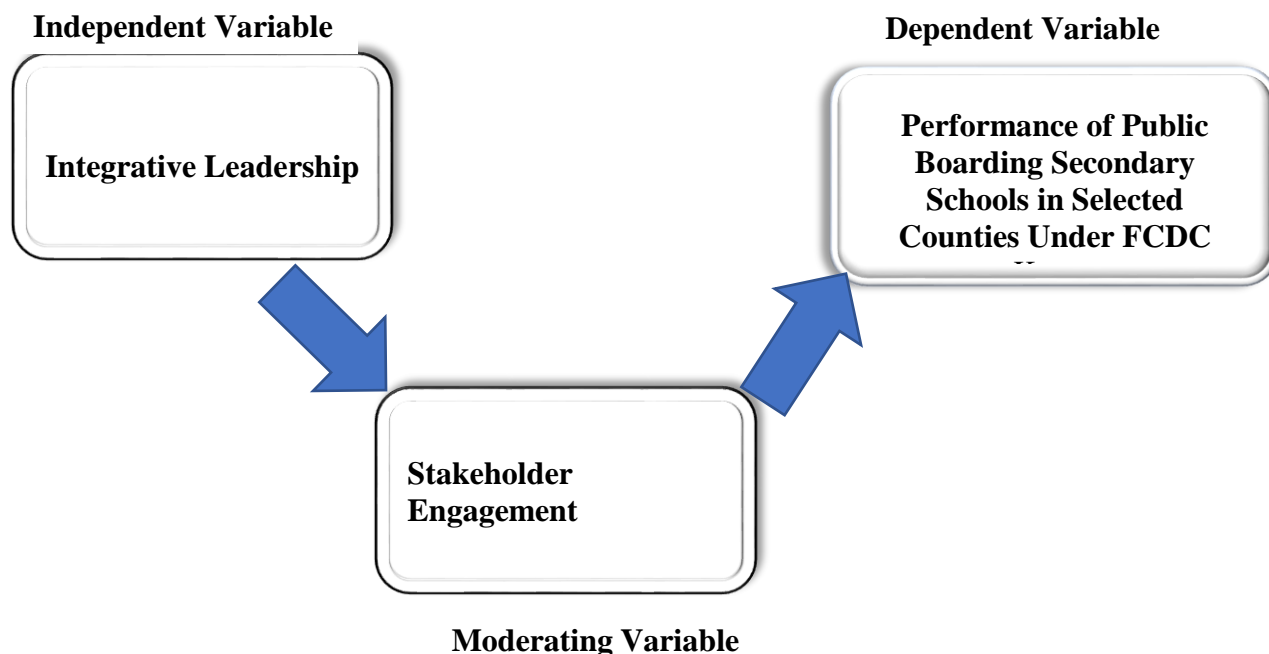


Figure 1: Conceptual Framework

### Hypotheses of the Study

This paper was guided by the following hypothesis

**H<sub>01</sub>:** There is no statistically significant relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya.

**H<sub>02</sub>:** There is no statistically significant moderating effect of stakeholder engagement on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya.

### 3. Research Methodology

This study used pragmatism research philosophy. This study adopted this philosophy because studies based on pragmatism research philosophy can integrate the use of a variety of research methods, including qualitative, quantitative, and action research methods. This study triangulated data using both qualitative and quantitative methods. This study used a mixed-method research design. The primary reason for using mixed research in this study is to minimize the weaknesses and capitalize on the strengths of quantitative and qualitative research approaches.

## Population of the Study

The study population consisted of 49 public boarding secondary schools from four selected Counties under FCDC Kenya. The study targeted student leaders, teachers, principals, and stakeholders (Board of management representatives, County directors of education and TSC, and development partner's representative) from the schools in the targeted counties.

## Sampling Design

A cluster purposive sampling procedure was used to arrive at the sample of schools in the selected Counties owing to the vastness of the study area. To ensure a representative sample, schools were categorized according to their levels, that is, national schools, extra county, county, and sub-county schools. A stratified randomized sampling procedure was used to sample a representative number of 16 public boarding secondary schools from the four Counties. This procedure was used since secondary schools are classified under different levels (strata) including national, extra county, county schools, and sub-county schools. A purposive sampling procedure was used to arrive at 4 County directors of education and 4 development partner representatives. This technique was used since the county director of education and development partners' view are vital in answering the question of stakeholders' engagement and school performance. Each of the four counties produced one director of education and development partner representative.

## Data Collection

Primary data was obtained through structured and unstructured questionnaires. All the questions were in a structured and unstructured format based on the research objectives. The study was quantitative and qualitative in nature. Primary data was obtained using structured questionnaires for Student Leaders and Teachers; unstructured questionnaires and interview guides which were given to the Principals, BOM, Directors, and Development Partners. Structured questions from the questionnaires were used to obtain quantitative data. Unstructured questions inform of interview schedules were used to obtain qualitative data. The tool was open-ended to capture in-depth data concerning the effect of integrative leadership, management of employee motivation, and stakeholders on school performance. Structured questions give the respondents the liberty of enriching their opinions by elaborating more on the topical issue.

## Data Analysis

The collected data was analysed using both quantitative and qualitative data analysis approaches. To summarize quantitative data, descriptive statistics was used, and the results were presented in frequencies and percentages. The obtained qualitative data was analysed using content analysis. Pearson's product-moment correlation coefficient ( $r$ ) was used for testing the hypothesis to show the strength of the linear relationships between the variables in the regression. The relationships between integrative leadership, the independent variable(s); Stakeholder engagement; the moderating variable and performance, the dependent variable were tested through regression analysis.

## 4. Results and Findings

### Response Rate

The researcher distributed 440 questionnaires, out of which 429 responded positively by filling and returning the questionnaires. This represented an overall positive response rate of 97.5 %. The remaining 2.5% were unresponsive even after several follow-ups and reminders.

**Table 1: Response Rate**

<b>Category</b>	<b>Administered Questionnaires</b>	
	<b>Returned</b>	<b>Unreturned</b>
Students’ Leaders	305	0
Teachers	90	0
Principals	13	3
BOM Rep	12	4
County Directors	6	2
Dev. Partner rep	3	2
Total	429	11
	<b>97.5 %</b>	<b>2.5 %</b>

Results in Table above show that 429 responded, translating to a 97.5 % response rate. According to Mugenda and Mugenda and Kothari (2012), a descriptive study can be considered adequate if the response rate is greater than 50%. Additionally, according to Babbie (2004), return rates of 60% to 70% are extremely good, 50% is sufficient for analysis and publication. Thus, 97.5 % was considered extremely well for the study.

### **Content Analysis**

Content analysis was conducted to establish correlations and patterns in relation to respondents’ feedback to open ended questions on key concepts of the research, integrative leadership, employee motivation and school performance, and the relationship between the concepts and their contextual dimensions. These responses complemented the quantitative data collected using closed ended questions. The responses were categorized in form of themes for ease of making qualitative inferences and drawing conclusions. The emerging themes were developed and analysed based on the research objectives. The findings are summarised into thematic areas as presented below.

### **Managing Integrative Leadership for Improved School Performance**

The study sought to establish how integrative leadership improves school performance and how it can be managed to enhance performance in the school. Several aspects of integrative leadership were identified as critical to school performance. It was noted that a high-quality educational environment for students and staff is fostered in schools by effective leadership. By acquiring the essential abilities required of school leadership, leaders at all levels in the educational system may help with this. Integrative leadership involves everyone in the school, regardless of rank, to foster an atmosphere that fosters respect, trust, teamwork, and innovation. The importance of school leadership has increased on the global agenda for education policy. It has a significant impact on teachers' motivations and capabilities as well as the culture and environment of the classroom, which helps to improve educational outcomes. The efficiency and equality of education must be improved through effective school leadership.

Integrative leadership seeks to build collaboration, trust, and understanding among school staff, parents, and the community. It emphasizes the importance of each stakeholder's role in developing a successful school environment. Integrative leaders strive to create a school culture of learning, collaboration, and mutual respect. They are committed to fostering a collaborative approach to solving problems and seek to create an environment where all stakeholders can work together to improve school performance. Integrative leaders emphasize the importance of open communication and shared decision making, which can lead to a higher level of trust, engagement, and accountability among all stakeholders. By building bridges of communication

and understanding between school staff, parents, and the community, integrative leadership can help improve school performance.

The expectations for schools and school leaders are shifting as nations attempt to modify their educational institutions to meet the needs of modern society. Decentralization has become more prevalent, giving schools greater autonomy in decision-making and increasing their accountability for outcomes. Schools are under pressure to utilize more research-based teaching strategies as a result of the need to boost overall student performance while serving more diverse student populations. If given the freedom to make crucial decisions, school leaders can improve academic and student performance. However, unless it is effectively supported, autonomy alone may not necessarily result in improvements. Furthermore, it's critical to identify and limit the primary duties of school administrators. Understanding the methods most likely to enhance teaching and learning should help define the duties of school leadership. Provide increased levels of autonomy with the necessary assistance, according to policymakers. To concentrate on the procedures most likely to enhance student learning, school administrators require the necessary time, resources, and assistance. Greater levels of autonomy should be combined with a novel distributed leadership model, fresh forms of accountability, and leadership development programs for educators.

For better student learning, redefine the roles of the school's leadership. The roles and responsibilities connected to better learning outcomes ought to be at the centre of school leadership practice, according to policymakers and practitioners. To improve student outcomes, school leadership must focus on these four critical domains of responsibility, according to this study: First, supporting, assessing, and improving teacher quality: School administrators must be able to modify the curriculum to meet local needs, encourage teacher collaboration, and take part in teacher monitoring, assessment, and professional development. Secondly, Goal-setting, assessment, and accountability: Policymakers must make sure that school administrators are given latitude in determining the strategic direction of their institutions. They must also maximize their ability to create school plans and goals, track progress, and use data to inform practice.

Thirdly, strategic financial and human resource management: By offering training to school leaders, creating a position for a financial manager on the leadership team, or offering financial support services to schools, policymakers can improve the financial management abilities of school leadership teams. To better match candidates with their school's needs, school leaders should have the power to influence teacher hiring decisions. Lastly, working along with other schools: School leaders need to be aware of this new leadership dimension and their special position within it. Instead of just the pupils of one school, it may help school systems as a whole. But to get involved in issues outside the walls of their schools, school leaders need to expand their talents.

Create frameworks for school leadership for better policy and practice. The major traits, duties, and responsibilities of effective school leaders can be indicated by school leadership frameworks, which also highlight the fundamental quality of school leadership as leadership for learning. They can serve as a foundation for the consistent hiring, development, and evaluation of school leaders. Frameworks should allow for the contextualization of local and school-level criteria and specify the main areas of responsibility for school leaders. They ought to be created with professional input (Day & Sammons, 2016; Day, Sammons & Gorgen, 2020).

## **Managing Stakeholder Engagement for Improved School Performance**

The study assessed how stakeholder engagement can be managed for effectiveness in influencing organizational outcomes, particularly school performance. The findings revealed that organisation's success depends on its ability to interact with its stakeholders. An organization needs a clear vision that comes from a thorough strategic planning process to flourish, and stakeholder participation is the only way to produce an effective strategic plan or marketing plan. The success of a school depends on the involvement of its stakeholders. Boards of Managements can make sound decisions by consulting with students, staff, parents, and the larger community. This allows them to better understand their school or build trust. Solid procedures and practices must be upheld inside a school. However, it's equally important to establish and maintain strong connections with people who have a personal stake in the success of a school and its students, including governors, current or potential parents, and the local community.

The identification of important stakeholders is a crucial component of content analysis when managing stakeholder interaction. Researchers can identify the people, groups, or organizations that have a stake in how well a school performs by carefully examining documents like mission statements, organizational charts, and official communications. Understanding the scope and reach of stakeholder engagement efforts depends on this first step.

Additionally, content analysis can show the methods educational institutions use to successfully engage their stakeholders. This could entail looking at meeting minutes, social media posts, and newsletter material to determine how stakeholders are involved in decision-making processes, feedback gathering, and information dissemination. By quantifying the frequency and nature of these engagement strategies, content analysis can help educators refine their approaches and focus on what works best.

Researchers can evaluate the tone and sentiment of communication between the school and its stakeholders by using content analysis. Educators can learn more about the mood of different stakeholder groups and the general level of satisfaction by classifying language as positive, negative, or neutral. This knowledge is crucial for honing engagement strategies and resolving any potential problems or concerns. Additionally, content analysis can be used to assess how stakeholder participation affects academic performance. Researchers can find links between successful engagement strategies and increased school performance by tracking performance measures, academic results, and stakeholder input over time. With the use of this evidence-based methodology, educators can improve the overall efficacy of their institution by making decisions based on facts.

An effective approach for managing stakeholder interaction to raise academic achievement is content analysis. Educational institutions can identify stakeholders, hone engagement tactics, gauge sentiment, and quantify the results of their work by examining the content of documents, messages, and comments. This methodical approach equips teachers with the tools they need to build closer bonds with the people who matter most to them, which promotes more fruitful collaboration and, in turn, better academic results.

### **Correlation Analysis**

#### **Integrative Leadership, Stakeholder Engagement and Performance of Public Boarding Secondary Schools in Selected Counties Under the FCDC Kenya**

Correlation analysis was carried out to determine the association between the variables, integrative leadership, employee motivation, stakeholder engagement, and Performance of public boarding secondary schools in selected Counties under the FCDC Kenya. The mean



score for each variable was calculated and the Pearson’s correlation was obtained using SPSS. The correlations were done at a 0.05 significance level with one asterisk (\*) or a 0.01 significance level with two asterisks. To determine whether the correlation between variables is significant, one needs to compare the p-value to the significance level used. A significance level (denoted as  $\alpha$  or alpha) of 0.05 works well. An alpha of 0.05 indicates that the risk of concluding that a correlation exists when no correlation exists is 5%. The p-value indicates whether the correlation coefficient is significantly different from 0 or not. When the p-value is less than or equal to 0.05 the correlation is statistically significant. However, if the p-value is greater than 0.05 or the significant level, then the correlation is not statistically significant (Di Leo, & Sardanelli, 2020). The correlation results are presented in Table 2.

**Table 2: Relationship between IL, SE, and SP**

		Correlations		
		Integrative Leadership	Stakeholder Engagement	School Performance
<b>Integrative Leadership</b>	Pearson Correlation	1	.605**	.792**
	Sig. (2-tailed)		.000	.000
	N	305	305	305
<b>Stakeholder Engagement</b>	Pearson Correlation	.605**	1	.585**
	Sig. (2-tailed)	.000		.000
	N	305	305	305
<b>School Performance</b>	Pearson Correlation	.792**	.585**	1
	Sig. (2-tailed)	.000	.000	
	N	305	305	305

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

The results in Table 2 indicate that integrative leadership is positively and significantly related to the performance of public boarding secondary schools in selected Counties under the FCDC Kenya ( $r=0.792$ ,  $p<0.05$ ). Stakeholder engagement is positively and significantly related to the performance of public boarding secondary schools in selected Counties under the FCDC Kenya ( $r=0.585$ ,  $p<0.05$ ). Since the R-values were above 0.5, this is an indication that integrative leadership and stakeholder engagement were strongly correlated with the performance of public boarding secondary schools in selected Counties under the FCDC Kenya.

### Hypotheses Testing

#### Integrative Leadership and School Performance

The first objective of the study was to establish the relationship between integrative leadership on the performance of public boarding secondary schools in selected Counties under the FCDC Kenya. A simple regression model was used to test the statistical significance of the independent variable (integrative leadership) on the dependent variable (school performance) in public boarding secondary schools in selected Counties under the FCDC Kenya. The first hypothesis was stated in the null form that there is no significant relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under the FCDC Kenya.

The hypothesis was tested by regressing integrative leadership and school performance guided by the equation  $SP = \alpha_0 + \beta_0IL + \epsilon$

Where SP = Performance of public boarding secondary schools in selected Counties under the FCDC Kenya, IL = integrative leadership

**Table 3: Model Summary for Integrative Leadership**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.792 <sup>a</sup>	.627	.626	.28662

As presented in Table 3, the coefficient of determination R Square is 0.627. The model indicates that integrative leadership explains 62.7% of the variation in performance of public boarding secondary schools in selected Counties under the FCDC Kenya. This implies that there exists a significant relationship between teachers’ integrative leadership and the performance of public boarding secondary schools in selected Counties under the FCDC Kenya.

**Table 4: ANOVA for School Performance and Integrative Leadership for Student Leaders**

		ANOVA <sup>a</sup>				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	41.817	1	41.817	509.029	.000 <sup>b</sup>
	Residual	24.892	303	.082		
	Total	66.709	304			

**a. Dependent Variable: School Performance**

**b. Predictors: (Constant), Integrative Leadership**

The Analysis of Variance (ANOVA) results are shown in Table 4. Analysis of Variance consists of calculations that provide information about levels of variability within a regression model and form a basis for tests of significance. This was conducted using SPSS by using the average mean score of integrative leadership and performance of public boarding secondary schools in selected Counties under the FCDC Kenya. The results in Table 7 indicate that F-Calculated (1, 303) = 509.029,  $p < 0.05$ . F calculated was greater than F-Critical (1, 303) = 3.84 at a 95% confidence level. Therefore, the results confirm that the regression model of integrative leadership on the performance of public boarding secondary schools in selected Counties under the FCDC Kenya is significant overall.

**Table 5: Regression Coefficients for IL and SP**

Model		Coefficients <sup>a</sup>			t	Sig.
		Unstandardized Coefficients	Standardized Coefficients			
		B	Std. Error	Beta		
1	(Constant)	.760	.161		4.731	.000
	Integrative Leadership	.827	.037	.792	22.562	.000

**a. Dependent Variable: School Performance**

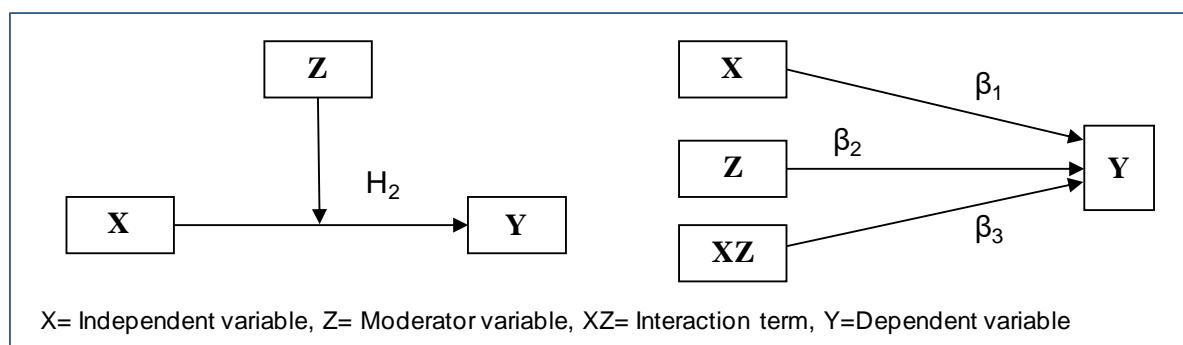
The fitted model from the result in Table 5 was;  $SP = 0.760 + 0.827IL$ . This implies that a unit increase in integrative leadership will increase the performance of public boarding secondary schools in selected Counties under the FCDC Kenya by 0.827 unit’s other factors held constant.  $H_{01}$  states that integrative leadership has no significant relationship with the performance of

public boarding secondary schools in selected Counties under the FCDC Kenya. Since, the  $p < 0.05$ , the study rejected the null hypothesis and confirmed that integrative leadership has a significant relationship with the performance of public boarding secondary schools in selected Counties under the FCDC Kenya.

### Moderating Effect of Stakeholder Engagement

The second objective of the study was to determine the moderating effect of stakeholder engagement on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya. Stepwise regression analysis was used. The third hypothesis was stated in the null form that there is no significant moderating effect of stakeholder engagement on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya. The hypothesis was tested by using Baron and Kenny (1986) three-step models of moderation. The graphical representation below is a demonstration of a simple moderation model with integrative leadership (IL) as the independent variable (X), stakeholder engagement (SE) as the moderator (Z), and school performance (SP) as the dependent variable (Y).

**Figure 2: Simple Moderation Model for IL, SE, and SP**



In step one, integrative leadership was regressed on school performance. In step two, integrative leadership and stakeholder engagement were regressed on school performance. In step three the interaction term between integrative leadership and stakeholder engagement was introduced. The moderation effect is confirmed when the effect of the interaction term is statistically significant.

The moderating effect of stakeholder engagement was assessed, and results were explained using a coefficient of determination (R-Square), Analysis of Variance (ANOVA), and regression coefficients. Hierarchical regression analysis was performed with an interaction term (a product of integrative leadership and stakeholder engagement) introduced as an additional predictor in 3 steps).

**Table 6: Regression Results for Model Summary for IL, SE, and SP**

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.792 <sup>a</sup>	.627	.626		.28662
2	.803 <sup>b</sup>	.644	.642		.28028
3	.846 <sup>c</sup>	.716	.713		.32645

The results in Table 6 show that the R squared for the moderating effect significantly improved from 0.627 to 0.716. More specifically, in the first model integrative leadership accounted for 62.7% of the variation in school performance. In the second step when integrative leadership and stakeholder engagement against school performance, the finding indicated that 64.4% of the variation in school performance was accounted for. The third step interaction term (IL\*SE) was introduced, and the explanatory power increased to 71.6% from 64.4%; a significant increase.

ANOVA results for integrative leadership, stakeholder engagement, and school performance are shown in Table 7.

**Table 7: ANOVA for Integrative Leadership, Stakeholder Engagement, and School Performance**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	41.817	1	41.817	509.029	.000 <sup>b</sup>
	Residual	24.892	303	.082		
	Total	66.709	304			
2	Regression	42.985	2	21.492	273.592	.000 <sup>c</sup>
	Residual	23.724	302	.079		
	Total	66.709	304			
3	Regression	42.987	3	14.329	181.819	.000 <sup>d</sup>
	Residual	23.722	301	.079		
	Total	66.709	304			

a. Dependent Variable: School Performance

b. Predictors: (Constant), Integrative Leadership

c. Predictors: (Constant), Integrative Leadership, Stakeholder Engagement

d. Predictors: (Constant), Integrative Leadership, Stakeholder Engagement, Integrative Leadership \_Stakeholder Engagement

The ANOVA results indicate that all three models were significant at  $p < 0.001 < 0.05$ . The F-Calculated for model one was  $(1, 303) = 509.029$ ,  $p < 0.05$ , which is greater than F-Critical  $(1, 303) = 3.84$  at a 95% confidence level. F-Calculated for model two was  $(2, 302) = 273.592$ ,  $p < 0.05$ , which is greater than F-Critical  $(2, 302) = 2.995$  at a 95% confidence level. F-Calculated for model three was  $(3, 301) = 181.819$ ,  $p < 0.05$ , which is greater than F-Critical  $(2, 302) = 2.604$  at a 95% confidence level. Therefore, the results confirm that the regression model one, two, and three are significant.

The regression of coefficients for integrative leadership, stakeholder engagement, and school performance are shown in Table 8.

**Table 8: Regression Coefficients for Moderating Effect**

		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.760	.161		4.731	.000
	Integrative Leadership	.827	.037	.792	22.562	.000
2	(Constant)	.560	.165		3.385	.001
	Integrative Leadership	.722	.045	.691	16.031	.000
	Stakeholder Engagement	.153	.040	.166	3.855	.000
3	(Constant)	.542	.197		2.745	.006
	Integrative Leadership	.722	.045	.691	16.003	.000
	Stakeholder Engagement	.152	.040	.166	3.842	.000
	Integrative Leadership _Stakeholder Engagement	.862	.031	.106	1.173	.005

**a. Dependent Variable: School Performance**

The regression of coefficients results shows that in step one, the regression model of Performance of public boarding secondary schools in selected Counties under FCDC Kenya on integrative leadership was significant with ( $t = 4.731, p < 0.05$ ). In step two, the results show that the regression model of the Performance of public boarding secondary schools in selected Counties under FCDC Kenya on integrative leadership and stakeholder engagement was significant ( $t = 3.385, p < 0.05$ ;  $t = 3.855, p < 0.05$ ). With  $\beta_1 = 0.722, p = 0.000 < 0.05$ ;  $\beta_2 = 0.153, p = 0.000 < 0.05$ . In step three, when the interaction term was introduced, the results show that the interaction term was significant ( $t = 2.745, p < 0.05$ ). Since the interaction term was significant, the hypothesis that there is no significant moderating effect of stakeholder engagement on the relationship between integrative leadership and the Performance of public boarding secondary schools in selected Counties under FCDC Kenya was rejected. This confirmed that stakeholder engagement significantly moderates the relationship between integrative leadership and the Performance of public boarding secondary schools in selected Counties under FCDC Kenya.

The fitted models were:

$$\text{Model 1: } SP = 0.760 + 0.827IL$$

$$\text{Model 2: } SP = 0.560 + 0.722IL + 0.153SE$$

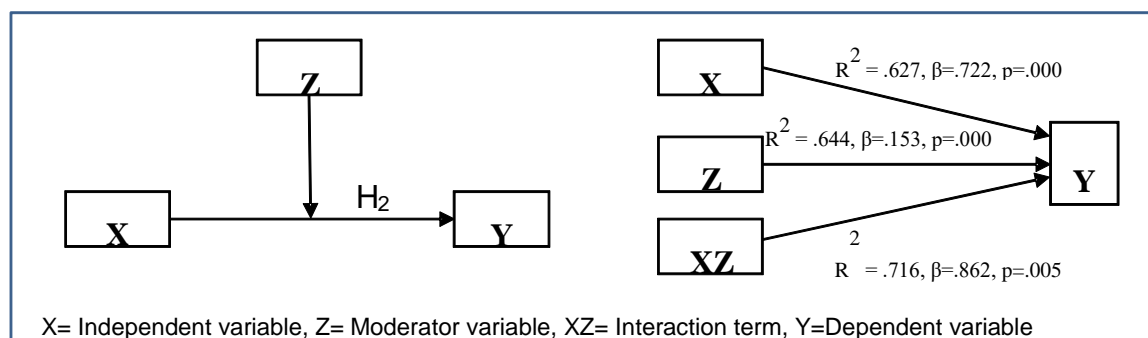
$$\text{Model 3: } SP = 0.542 + 0.722IL + 0.152SE + 0.862IL * SE$$

Where; SP = School performance; IL = Integrative Leadership; SE = Stakeholder engagement.

The graphical representation demonstrating the moderating effect of stakeholder engagement on how integrative leadership influences school performance now becomes:



**Figure 3: Revised Simple Moderation Model for IL, SE, and SP**



The revised representation diagram shows that in path a; integrative leadership (IL) as the independent variable (X) is regressed against school performance and the results show a positive and significant relationship ( $R^2=0.627$ ,  $\beta =0.722$ ,  $p=0.00$ ). In path b stakeholder engagement (SE) as the moderator (Z) is regressed on integrative leadership and the results show a positive and significant relationship ( $R^2=0.644$ ,  $\beta =0.153$ ,  $p=0.00$ ). Further in path c, when an interaction term is considered, the study also gives positive and significant results ( $R^2=0.716$ ,  $\beta =0.862$ ,  $p=0.005$ ) implying that stakeholder engagement adds significantly to the relationship as a moderator. The moderation, therefore, is depicted in the model. The hypothesis that stakeholder engagement does not significantly moderate the relationship between integrative leadership and school performance of public boarding secondary schools in selected Counties under FCDC Kenya is thus rejected.

## 5. Conclusion

### Relationship Between Integrative Leadership and School Performance

The first objective of the study was to establish the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC Kenya. A simple regression model was used to test the statistical significance of the independent variable (integrative leadership) on the dependent variable (school performance) in public boarding secondary schools in selected Counties under FCDC Kenya. The first hypothesis stated in the null form is that there is no significant relationship between integrative leadership and performance of public boarding secondary schools in selected Counties under FCDC Kenya. The findings indicated that when a teacher’s integrative leadership is held constant, school performance remains at 0.256. At the same time, a unit increase in teacher’s integrative leadership will increase the performance of public boarding secondary schools in selected Counties under FCDC Kenya by the rate of 0.558 while when student’s integrative leadership is held constant, school performance remains at 0.792. At the same time, a unit increase in student’s integrative leadership will increase the performance of public boarding secondary schools in selected Counties under FCDC Kenya by the rate of 0.827. Since, the p-value  $0.000 < 0.05$  is less than the critical value 0.05, the null hypothesis was rejected that there is no significant relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under FCDC. The study concluded that integrative leadership has a significant relationship with the performance of public boarding secondary schools in selected Counties under FCDC.

The second objective of the study was to determine the moderating effect of stakeholder engagement on the relationship between integrative leadership and the performance of public boarding secondary schools in selected Counties under the FCDC Kenya.

The hypothesis was tested using Baron and Kenny (1986) three-step models of moderation. The results show a positive and significant relationship when an interaction term is considered ( $R^2=0.716$ ,  $\beta =0.862$ ,  $p=0.00$ ) implying that stakeholder engagement adds significantly to the relationship as a moderator. The moderation, therefore, is depicted in the model. The hypothesis that stakeholder engagement does not significantly moderate the relationship between integrative leadership and the performance of public boarding secondary schools in selected counties under FCDC Kenya is thus rejected. The moderating effect of stakeholder engagement was assessed, and results were explained using the coefficient of determination (R-Square), Analysis of Variance (ANOVA), and regression coefficients. Hierarchical regression analysis was performed with an interaction term (a product of employee motivation and stakeholder engagement) introduced as an additional predictor. This was done in 3 steps according to Baron and Kenny (1986) method. Results indicate that the P value of the interaction term (EM\*SE) is  $0.000 < 0.05$  and the R square increased from 62.7% to 64.4% and 71.6% after the interaction term and thus, stakeholder engagement moderates the relationship between integrative leadership and Performance of public boarding secondary schools in selected counties under FCDC Kenya. The study thus rejected the null hypothesis that there is no significant moderating effect of stakeholder engagement in the relationship between integrative leadership and the performance of public boarding secondary schools in selected counties under FCDC Kenya.

## **6. Recommendations on Policy, Practice and Theory**

To enhance the performance of public boarding secondary schools in selected Counties under FCDC Kenya, a comprehensive policy framework should be established. This framework must provide guidance and support to schools in managing and delivering effective integrative leadership. This policy should incorporate specific metrics and goals to guide schools in achieving their performance objectives. Additionally, regular training programs focusing on inclusivity in decision-making, communication, and motivational methods should be provided to head teachers to improve their leadership abilities and job satisfaction.

Implement policies encouraging a culture of effective communication and collaboration among public boarding schools. Regular meetings and forums should be established for the exchange of ideas, feedback, and resources. Head teachers should be equipped with motivational strategies and provided with ongoing training opportunities to enhance their leadership skills. Motivated teachers result in higher job satisfaction and improved student performance. Additionally, incentive tactics should be effectively utilized to maintain teacher motivation.

Promote stakeholder participation as a fundamental aspect of school success. School leaders should actively demonstrate the value of stakeholder engagement, emphasizing its significance in achieving positive educational outcomes. Designated staff members should be trained to facilitate stakeholder involvement, ensuring necessary skills and information are efficiently conveyed. Encouraging excellent stakeholder involvement across the school community, especially in key roles, will significantly contribute to overall school performance.

Work closely with public boarding secondary schools to develop and support effective leadership development and training programs. These programs should focus on essential skills such as team building, decision-making, communication, and problem-solving. Additionally, the government should conduct regular evaluations of head teachers' leadership positions through the Ministry of Education. This proactive approach will help identify new leadership needs and allow for timely interventions, ensuring sustained improvement in school performance.

## Recommendations on Practice

The study showed that each of the tested variables affected the performance of public boarding secondary schools in selected Counties under FCDC Kenya either individually or jointly. Recommendations were done based on research objectives.

On the first specific objective, which sought to determine the effect of integrative leadership on school performance, a strategic focus on integrative leadership practices is imperative. Educational authorities and school administrators should actively promote and provide training in integrative leadership methods. Workshops, seminars, and continuous professional development programs can be organized to impart leadership skills that prioritize cooperation, diversity, and shared decision-making. By fostering a healthy school culture emphasizing inclusivity and collaboration, school leaders can significantly impact student progress and staff morale.

Regarding the second specific objective that sought to ascertain the moderating effect of stakeholder engagement, actively involving parents, students, and community members in the decision-making process can be transformative. This is because engaging stakeholders is not merely a formality; it is a strategic approach to enhancing school performance. Regular meetings and consultations should be conducted to ensure their views, needs, and interests are considered when making decisions and developing strategies. Transparent communication is key to ensuring that internal and external stakeholders are aware of the organization's goals and the specific roles they play in achieving them.

Creating a platform for stakeholders to voice their opinions and concerns is essential. Through planned discussions and forums, participants should be encouraged to share their thoughts openly. These interactions should be inclusive, allowing every stakeholder to contribute meaningfully. Decision-makers must ensure that adequate time and planning are dedicated to participation, assimilation, comprehension, and discussion from all relevant parties.

Additionally, conducting surveys involving parents, teachers, and students is instrumental in gauging the overall satisfaction and perception of the educational environment. Gathering their opinions will provide a holistic view of the school's performance and areas needing improvement. Qualitative research methods can offer a deeper understanding of stakeholders' experiences. By delving into their perspectives, educational institutions can identify challenges and develop effective strategies to address them. A comparative study can be initiated to benchmark the performance of public boarding secondary schools in FCDC counties against similar institutions in other regions. Analysing successful schools' practices and outcomes can offer valuable lessons. This comparative analysis can lead to the adoption of best practices and innovative methodologies that have proven effective in improving academic performance and overall school quality.

Furthermore, extensive stakeholder engagement should not be limited to the local community but should extend to collaboration with successful schools and educational institutions from other regions. Sharing expertise and learning from best practices can significantly contribute to elevating the standard of education in public boarding secondary schools. Collaborative efforts between schools can lead to the development of a robust learning environment, fostering academic excellence, and providing students in underprivileged areas of Kenya with greater educational opportunities and outcomes.

## Implication for Theory

The study has reviewed expansive literature on the performance of public boarding secondary schools in selected Counties under FCDC Kenya. Empirical studies already undertaken have

paid little attention to the interactions between integrative leadership, employee motivation, stakeholder engagement, and performance of public boarding secondary schools in selected Counties under FCDC Kenya. Not so much focus has been made on the integrative leadership and performance of public boarding secondary schools in selected Counties under FCDC Kenya and hence the rationale for this study. This study attempted to address contextual gaps that relate to integrative leadership, employee motivation, stakeholder engagement, and performance of public boarding secondary schools in selected Counties under FCDC Kenya. The study found that integrative leadership had a positive effect on the performance of public boarding secondary schools in selected Counties under FCDC Kenya.

Employees, who are considered stakeholders, will work more and be more productive if they feel valued. Also, this implies that businesses will retain more of both their consumers and personnel. If production increases, the consumer will receive a better product or service. More customer loyalty results from such change, especially considering that customers are one of the numerous stakeholders the business takes into account when making decisions. Also, clients are more inclined to recommend the business to their friends and family. All of this is encouraging additional financial investment. Of course, they are also parties involved. While they control the amount of capital, they are occasionally perceived as the only stakeholders or the most significant to a company, but in reality, they are interconnected with other stakeholders. As additional stakeholders are appreciated, the company's value rises, and investors are more likely to invest in production to benefit from the growing market share.

Systems Theory, with its emphasis on the interdependence and interconnection of system components, is extremely compatible with the study's all-encompassing methodology. The study acknowledges that schools are intricate systems where factors influencing overall effectiveness include stakeholder participation, leadership, and motivation. Systems Theory highlights the significance of considering the larger system while implementing changes or improvements in educational institutions and aids in comprehending the dynamic nature of these interactions. Since organizations get various types of input from other systems, the system is seen to be open. A business might get raw resources, information, supplies, etc. Other systems are impacted by the conversion of these inputs into outputs. The effectiveness of the system as a whole, as opposed to the effectiveness of its individual components, is typically evaluated using the systems approach. This enables the organization to use system concepts at all organizational levels, rather than just concentrating on the goals and results of various departments (subsystems). The interaction and interdependence of the subsystems, their synergy, and the interplay of internal (closed system) and external components are all necessary for an organization to succeed (internal system). According to the systems approach, choices and actions taken in one organizational area will have an impact on other areas. For instance, the production department won't be able to accomplish its work if the purchasing department doesn't obtain the appropriate number and quality of inputs. This strategy acknowledges that an organization needs input from the environment to function. Also, the environment acts as a conduit for its products.

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