

## Effect of Principals' Intellectual Stimulation on Teachers' Job Satisfaction in Secondary Schools in Samburu Central Sub-County

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### Abstract

**Purpose:** To evaluate the effect of principals' intellectual stimulation on teachers' job satisfaction in secondary schools in Samburu Central Sub-County.

**Methodology:** The study adopted a cross-sectional research design; it combined quantitative and qualitative methods in a mixed-method approach. The study's target population comprised 370 persons, including 343 secondary school teachers and 27 secondary school principals in Samburu County. The sample size of 94 persons was obtained by picking 10 principals purposively and through a simple random method, where 84 teachers were obtained. The study established the validity and reliability of the research instruments. Prior to the study, a pilot test was administered to 10 teachers selected from Samburu East Sub-County. In addition to other research specialists, the researcher conferred with the research supervisor. Descriptive statistics were used to summarize the research findings in terms of central tendencies (frequencies, mean, and percentages) and measures of dispersion (range and standard deviations). Prior to SPSS version 25 analysis, Excel data sheets were utilized to categorize, code, and highlight important quantitative data. Content analysis methods were used to thematically examine qualitative data. Correlation analysis was the inferential analysis conducted to test the hypothesis.

**Results:** The questionnaire results noted that most respondents agreed that the principals were able to balance individual interests and institutional interests. Additionally, it was also agreed that the principals nurtured creativity among teachers. However, the respondents had a neutral opinion that principals embraced knowledge acquisition, circulation, and integration. The Pearson correlation coefficient for principals' intellectual stimulation is  $r = 0.369$  at  $\alpha < 0.000$  and a 99% significance level. Therefore, since the significance value was less than 0.05, the study rejected the null hypothesis.

**Conclusions and Recommendations:** Principals' intellectual stimulation positively affected teachers' job satisfaction. This was because the principals had managed to advance institutional interests while also addressing individual innovativeness and creativity, thereby enhancing intellectual stimulation among the teachers. Nevertheless, it was not clear how knowledge was managed, with most principals moderately embracing its acquisition, circulation, and integration into the learning process. The recommended action for intellectual stimulation is for principals to strengthen transformational leadership by balancing institutional goals with teachers' individual creativity. MOE should establish effective knowledge management systems that support the acquisition, sharing, and application of information.

**Keywords:** *Principals' intellectual stimulation, teachers' job satisfaction, Secondary schools, Samburu Central Sub-County.*

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## 1. Introduction

Teaching job satisfaction has remained a major concern in the education sector. Globally, UNESCO (2015) reported that 58.1% of teachers wanted to leave teaching, while only 8.6% were satisfied. Studies have attributed this dissatisfaction to leadership-related factors, such as poor recognition of teachers' work and unequal distribution of responsibilities, which result in anger and frustration among teachers (Basar et al., 2021). Transformational leaders can also inspire, motivate, and mentor their followers while setting behavioral examples that subordinates can follow (Lyonga, 2022; Mittal, 2015). Notably, one of the key components of transformational leadership is intellectual stimulation, alongside individual consideration, charisma, and inspirational motivation (Hanaysha et al., 2012). This component emphasizes the leader's ability to inspire others to generate new ideas and improve their skills to achieve meaningful results (Andriani et al., 2018).

Regionally, evidence from African countries shows that leadership practices significantly influence teachers' job satisfaction. In Nigeria, Adeyemi (2014) observed that the principal's management style affects teachers' job satisfaction, noting that strong leadership can improve school performance by inspiring teachers. Similarly, in Uganda, 47% of teachers reported dissatisfaction, which was found to affect their effort and overall educational outcomes (Nkengne et al., 2021). Transformational leadership practices, particularly those that encourage innovation and creativity, enable principals to develop, grow, and realize teachers' potential. By fostering environments that encourage teachers to be creative, explore areas of interest, and revise their beliefs and opinions, principals promote more effective and modern approaches to problem-solving (Ikedimma & Okorji, 2023).

Locally, in Kenya, several studies have established a significant relationship between principals' leadership practices and teachers' job satisfaction. Research conducted in Machakos and Nakuru counties found a strong relationship between principals' leadership practices and teachers' job satisfaction (Kalee, 2013; Mwangi, 2013). Similarly, studies in Nairobi and Nandi counties indicated that leadership styles influenced the school environment, which directly affected teachers' satisfaction (Kipkemboi & Sirma, 2014). In Busia County, principals' leadership ability was also found to significantly impact teachers' job satisfaction (Wangai, 2015). Despite these findings, teacher dissatisfaction remains prevalent, with many teachers citing poor working conditions, unsuitable leadership, lack of recognition, heavy workload, and poor interpersonal relationships as key contributing factors (Oduor, 2015). Research further indicates that, compared to other leadership styles such as transactional and laissez-faire, transformational leadership has the most positive impact on teachers' job satisfaction. Therefore, intellectual stimulation, as a component of transformational leadership that promotes creativity, innovation, and improved problem-solving, remains critical in enhancing teachers' job satisfaction in secondary schools.

### **1.1 Problem Statement**

The principal's leadership style and the level of teacher engagement are two primary factors responsible for secondary schools' success in Kenya (Khair, 2021). The way instructors carry out their responsibilities can be positively impacted by a principal's capacity to guide and manage staff members towards competence. This is because the leadership that a principal implements influences how eagerly teachers conduct their jobs, which ultimately affects how well the kids perform. Bad working conditions, ineffective leadership style, a lack of public recognition of teachers, heavy workloads, inadequate school policies, and management might all be blamed for the discontent (Basar et al., 2021). In addition to reducing teacher satisfaction, these variables interfered with school programs, especially when principals did not effectively address them through transformational leadership.

Research from around the world has revealed a direct correlation between teachers' job satisfaction and the leadership styles of heads of learning institutions. In public secondary schools, Muga (2019) evaluated principals' leadership styles and their relationship to teacher satisfaction. In the same vein, Nyiha (2015), from Kiambu, evaluated how public secondary school principals led their institutions and how this affected teachers' satisfaction in their respective work engagements.

The study found that the principal's transformational leadership has a major effect on teachers' job satisfaction (Khair, 2021). Although teacher satisfaction is a significant problem, not enough research has been done, particularly to ascertain how teachers become satisfied with their jobs in relation to transformational leadership.

### **1.2 Purpose of the Study**

To evaluate the effect of principals' intellectual stimulation on teachers' job satisfaction in secondary schools in Samburu Central Sub-County.

### **1.3 Research Hypothesis**

H<sub>0</sub>1: There is no significant effect of principals' intellectual stimulation on teachers' job satisfaction in secondary schools in Samburu Central Sub-County.

## **2. Literature Review**

### **2.1 Theoretical Review**

Transformational Leadership Theory, advanced by Burns and later expanded by Bass, emphasizes leaders' ability to inspire, motivate, and intellectually stimulate followers toward shared goals. In the school context, transformational leaders promote a clear vision, high expectations, and professional growth among teachers and students (Santo et al., 2025). This theory supports the study's objectives by explaining how instructional and supportive leadership practices can foster positive student behaviour through motivation, role modeling, and the creation of a shared value system. When school leaders actively engage teachers and students in meaningful learning processes, discipline is enhanced through internalized norms rather than coercive control (Karo & Nyakundi, 2023).

Berkovich (2016) asserted that the origins of transformational leadership theory (TLT) may be found in James Burns's work, which was later expanded upon by Bernard Bass and Bruce Avolio to explain the actions of corporate executives. According to some theories, transformational leaders concentrate on motivating followers to dedicate themselves to a common vision and objectives for a group or unit, pushing them to solve challenges creatively,

and cultivating their leadership skills through coaching, mentoring, and providing both support and challenge. Literature has confirmed that TLT is the most studied in the new millennium (Dinh et al., 2014).

This research idea was implemented to operationalize the independent variable, transformative leadership. The theory's foundations include individual interests, intellectual stimulation, idealistic influence, and inspiring drive. However, because of the principal's transformative leadership, teachers' job satisfaction is influenced by several factors, including work-life balance, competence, and teacher motivation. For this reason, the TLT is relevant to this study.

## **2.2 Empirical Review**

Many studies have examined the effect of the principal's intellectual stimulation on teachers' work satisfaction. The efficiency of instructors in Nigeria's secondary schools was assessed by Bambi and Bakari (2021) in relation to administrators' mentoring skills. The main goal of the study was to determine the relationship between principals' mentoring abilities and teachers' performance. 5,221 teachers and 337 school principals comprised the study sample, which employed a correlational research design. It was noted that instructors' performance and the principal's mentoring abilities were significantly positively correlated. Additionally, it was shown that the mentorship principals provided to teachers for their professional development and instructional leadership had a significant impact on their productivity.

In Kakamega, Shikokoti et al. (2021) investigated how teachers in public secondary schools became satisfied with their work, particularly when principals took an interest in professional development. As its compass, the study's two primary goals were to investigate the impact of recordkeeping training and to determine how administrators' support for in-service training affected teachers' job satisfaction. A quantitative research technique was used, and 324 public secondary schools comprised the sample population. Shikokoti et al. (2021) noted that teachers' job satisfaction and administrators' participation in professional development were strongly positively correlated.

Thahir et al. (2021) assessed how teachers' satisfaction with their roles was affected by professional development. The study assessed how principals initiated professional development and in-service training courses. The study's findings demonstrated that professional growth and job satisfaction had a favorable influence on teachers' performance. Six professional growth concepts were also shown to be important in fostering work satisfaction, according to the study. Within and outside of the classroom, professional development offers significant intellectual, social, and mobility possibilities with colleagues, ideas, and resources. Professional development governance ensures a balance between individual and institutional interests and bureaucratic control.

## **3. Methodology**

The study adopted a cross-sectional research design and combined quantitative and qualitative methods in a mixed-methods approach. The study's target population comprised 370 persons, including 343 secondary school teachers and 27 secondary school principals in Samburu County. The sample size of 94 persons was obtained by purposively selecting 10 principals and using a simple random method, with 84 teachers selected. The study established the validity and reliability of the research instruments. Prior to the study, a pilot test was administered to 10 teachers selected from Samburu East Sub-County. In addition to other research specialists, the researcher conferred with the research supervisor. In line with the study's goals, content analysis methods were used to thematically examine qualitative data. Descriptive statistics

were used to summarize the research findings in terms of central tendency (frequencies, means, and percentages) and measures of dispersion (range and standard deviation). Prior to SPSS version 25 analysis, Excel spreadsheets were used to categorize, code, and highlight key quantitative data. Correlation analysis was the inferential analysis conducted to test the hypothesis.

#### 4. Results and Discussion

##### 4.1 Response Rate

The study sampled 43 directors, 48 managers, and 318 operations staff. They were issued with questionnaires, and the results are provided in Table 1.

**Table 1: Response Rate**

| Data Collection Tools | Respondents | Sampled | Response | Percentage |
|-----------------------|-------------|---------|----------|------------|
| Interviews            | Principals  | 10      | 10       | 100%       |
| Questionnaires        | Teachers    | 84      | 69       | 82%        |
| Grand Total           |             | 94      | 79       | 84%        |

Table 1 indicates that out of the 10 principals that were sampled to take part in the interviews, all 10(100%), were interviewed. Additionally, out of the 84 teachers who were sampled to answer the questionnaires, 69(82%) teachers responded to the study. This was an average response rate of 79% (84%). The results indicate that the participants responded to the study well, hence adequate for analysis. According to Booker et al. (2021), a response rate of over 70% is considered excellent, indicating that most participants took part in the study. Therefore, the 84% response rate indicated that the study was successful for generalizing the results in the social sciences.

##### 4.2 Reliability Results

A pilot study was conducted with 10 teachers from Samburu East Sub-County to assess the reliability of the questionnaires. Table 2 provides results.

**Table 2: Reliability Results**

| Instrument                           | Cronbach's Alpha |
|--------------------------------------|------------------|
| Principal's Intellectual Stimulation | 0.894            |
| Teachers' Job Satisfaction           | 0.872            |
| Average                              | 0.883            |

According to Table 2, the Cronbach's alpha coefficient for intellectual stimulation is 0.894, and teachers' job satisfaction is 0.872. The average Cronbach's alpha coefficient is 0.883, which is above 0.7, indicating that the instruments used in the study had good reliability for purposes of data collection and analysis (Taber, 2018). The instrument's high reliability indicated that the

data collected from the questionnaires were valid, thereby supporting high confidence in the conclusions drawn.

### 4.3 Descriptive Results of Teachers' Job Satisfaction

The study's dependent variable was teachers' job satisfaction. It was measured using work-life balance, competence, teacher motivation, and a conducive work environment. The Table used an ordinal Likert Scale where 1=Strongly Dissatisfied, 2=Dissatisfied, 3=Neutral, 4=Satisfied, and 5=Very Satisfied. Table 3 provides the results.

**Table 3: Descriptive Statistics of Teachers' Job Satisfaction**

| Statements<br>N=69                                                         | 1             | 2             | 3             | 4             | 5             | Mean | Std<br>Dev |
|----------------------------------------------------------------------------|---------------|---------------|---------------|---------------|---------------|------|------------|
| Are you satisfied with the remuneration as a teacher                       | 1<br>(1.4%)   | 5<br>(7.2%)   | 28<br>(40.6%) | 12<br>(17.4%) | 23<br>(33.3%) | 3.74 | 1.052      |
| Are you satisfied with benefits and compensation by the school             | 3<br>(4.3%)   | 6<br>(8.7%)   | 19<br>(27.5%) | 16<br>(23.3%) | 25<br>(36.2%) | 3.78 | 1.162      |
| Are your efforts recognized and appreciated by your superiors              | 0<br>(0%)     | 21<br>(30.4%) | 20<br>(29.0%) | 15<br>(21.7%) | 13<br>(18.8%) | 3.29 | 1.099      |
| What do you think of flexibility of your job                               | 3<br>(4.3%)   | 1<br>(1.4%)   | 7<br>(10.1%)  | 26<br>(37.7%) | 32<br>(46.4%) | 4.20 | 0.994      |
| Are you satisfied with the school work environment                         | 7<br>(10.1%)  | 3<br>(4.3%)   | 14<br>(20.3%) | 22<br>(31.9%) | 23<br>(33.3%) | 3.74 | 1.256      |
| Can you openly and freely communicate your ideas, concerns and suggestions | 2<br>(2.9%)   | 0<br>(0%)     | 8<br>(11.6%)  | 17<br>(24.6%) | 42<br>(60.9%) | 4.41 | 0.913      |
| How demanding is your job                                                  | 9<br>(13.0%)  | 4<br>(5.8%)   | 6<br>(8.7%)   | 16<br>(23.2%) | 34<br>(49.3%) | 3.90 | 1.416      |
| Based on your experiences, would you recommend your job to a friend        | 0<br>(0%)     | 4<br>(5.8%)   | 1<br>(1.4%)   | 34<br>(49.3%) | 30<br>(43.5%) | 4.30 | 0.773      |
| Are you satisfied with the career progression opportunities in your job    | 0<br>(0%)     | 0<br>(0%)     | 27<br>(39.1%) | 28<br>(40.6%) | 14<br>(20.3%) | 3.81 | 0.753      |
| Are you satisfied with your work-life balance                              | 2.9<br>(2.9%) | 1<br>(1.4%)   | 5<br>(7.2%)   | 9<br>(13.0%)  | 52<br>(75.4%) | 4.57 | 0.915      |

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|                                                                     |             |             |               |               |               |      |       |
|---------------------------------------------------------------------|-------------|-------------|---------------|---------------|---------------|------|-------|
| How realistic is your principal's expectations at work              | 0<br>(0%)   | 2<br>(2.9%) | 10<br>(14.5%) | 20<br>(29.0%) | 37<br>(53.6%) | 4.33 | 0.834 |
| Are you satisfied with the duties delegated to you by the principal | 0<br>(0%)   | 2<br>(2.9%) | 7<br>(10.1%)  | 28<br>(40.6%) | 32<br>(46.4%) | 4.30 | 0.773 |
| Are you satisfied with the staff appraisal done to you              | 0<br>(0%)   | 1<br>(1.4%) | 43<br>(62.3%) | 18<br>(26.1%) | 7<br>(10.1%)  | 3.45 | 0.697 |
| How proud do you feel as a part of the school                       | 2<br>(2.9%) | 4<br>(5.8%) | 5<br>(7.2%)   | 15<br>(21.7%) | 43<br>(62.3%) | 4.35 | 1.041 |
| Are you willing to continue working in this school                  | 1<br>(1.4%) | 2<br>(2.9%) | 3<br>(4.3%)   | 26<br>(37.7%) | 37<br>(53.6%) | 4.38 | 0.826 |

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As per Table 3, the majority of the respondents, 52(75.4%), strongly agreed, and 9(13.0%) agreed, with a mean of 4.57 and a standard deviation of 0.915, that they were satisfied with their work-life balance. In addition, 42 (60.9%) strongly agreed and 17 (24.6%) agreed, with a mean of 4.41 and a standard deviation of 0.913, that they openly and freely communicated their ideas, concerns, and suggestions. Also, 20 (29.0%) of the respondents had a neutral opinion that their efforts were recognized and appreciated by their superiors, with a mean of 3.29 and a standard deviation of 1.099.

The results meant that the teachers were mainly satisfied with work-life balance due to quality leadership styles implemented by the principals. The heads of the institutions provided an environment whereby teachers were able to freely communicate their ideas and issues to the management and fellow staff. Thus, through this environment, a healthy and supportive environment was cultivated. Nevertheless, individual teachers' efforts were minimally recognized, as some respondents expressed uncertainty or inconsistency in this area. Overall, while teachers appear satisfied with key aspects of their work environment, insufficient recognition and appreciation may limit their overall job satisfaction.

The findings are consistent with the previous results of Jameel and Ahmad (2019), which also showed strong positive perceptions in areas such as leadership support, role modeling, and professional development, indicating that principals generally create a supportive and enabling work environment. However, similar to earlier findings by Peter (2016), which revealed unclear risk-taking and fairness in delegation, this section also reveals a recurring gap in recognition and appreciation of individual effort, suggesting that while leadership practices are largely effective, some dimensions are not fully realized and may limit overall teacher job satisfaction.

#### 4.4 Descriptive Statistics of Principal's Intellectual Stimulation

The study evaluated the effect of principals' intellectual stimulation on teachers' job satisfaction in secondary schools in Samburu Central Sub-County. The indicators measured were: innovations, creativity, and new strategies. Table 4 provides the results.

**Table 4: Descriptive Statistics of Principal's Intellectual Stimulation**

| Statements<br>N=69                                                                           | 1           | 2            | 3             | 4             | 5             | Mean | Std Dev |
|----------------------------------------------------------------------------------------------|-------------|--------------|---------------|---------------|---------------|------|---------|
| Principal balances individual and institutional interests                                    | 3<br>(4.3%) | 2<br>(2.9%)  | 6<br>(8.7%)   | 13<br>(18.8%) | 45<br>(65.2%) | 4.38 | 1.059   |
| Principal nurtures creativity among teachers                                                 | 4<br>(5.8%) | 3<br>(4.3%)  | 8<br>(11.6%)  | 16<br>(23.2%) | 38<br>(55.1%) | 4.17 | 1.163   |
| Principal embraces knowledge acquisition, circulation and integration                        | 2<br>(2.9%) | 9<br>(13.0%) | 32<br>(46.4%) | 14<br>(20.3%) | 12<br>(12.4%) | 3.36 | 1.014   |
| Principal leads in coming up with advanced operations focusing on teachers' job satisfaction | 1<br>(1.4%) | 9<br>(13.0%) | 32<br>(46.4%) | 14<br>(20.3%) | 13<br>(18.8%) | 3.42 | 0.991   |
| The principal takes the lead in creating new performance criteria                            | 2<br>(2.9%) | 5<br>(7.2%)  | 8<br>(11.6%)  | 24<br>(34.8%) | 30<br>(43.5%) | 4.09 | 1.054   |
| The principal can make the most use of the resources at their disposal                       | 2<br>(2.9%) | 1<br>(1.4%)  | 39<br>(56.5%) | 8<br>(11.6%)  | 19<br>(27.5%) | 3.59 | 1.005   |

Table 4 shows that 45(62.2%) of the respondents strongly agreed and 13(18.8%) agreed, with a mean of 4.38 and a standard deviation of 1.059, that principals were able to balance individual interests and institutional interests. The results meant that the principals were more open to embracing institutional goals and, at the same time, acknowledged that the staff who needed to support the goals had personal lives that required equal support. In agreement, the Society for Human Resource Management (SHRM) (2025) found that when institutional objectives were promoted within manageable thresholds that catered to individual staff goals, work satisfaction improved. The results align with the United Nations Educational, Scientific and Cultural Organization (UNESCO) (2024), which found that when teachers are encouraged to adopt

innovative teaching methods that integrate ICT, learner-centered approaches, and continuous assessment techniques to enhance learning outcomes, their job satisfaction improves.

Additionally, 38 (55.1%) strongly agreed and 16 (23.2%) agreed, with a mean of 4.17 and a standard deviation of 1.163, that the principals nurtured creativity among teachers. Therefore, this could be interpreted as a principal’s positive perception of enhancing creativity among the teaching staff, which is associated with the implementation of transformational leadership. The principals understood that their role as leaders was directly connected to the staff’s creativity and thus provided the necessary administrative goodwill and support to improve the teachers’ creativity. Nevertheless, a high standard deviation of 1.163 indicated that the principal did not do this uniformly across all teachers. A past study, such as the World Bank (2025), found that when teachers are encouraged to become proactive, such as critical thinking, being inquisitive, and resourceful in problem solving.

Also, with a mean of 3.36 and a standard deviation of 0.991, 32 (46.2%) of the respondents had a neutral opinion regarding the statement that the principal embraced knowledge acquisition, circulation, and integration. This meant that, even though the principal's transformational leadership ability was not strongly evident, lapses in its implementation persisted among teachers across different schools in Marsabit County. The World Bank (2024) found that management's ability to provide knowledge to its staff was influenced by several factors, including existing policies, technological advancements, and the institutional relationship structure. If these factors were inadequate, knowledge management within departments was affected.

**4.5 Pearson Correlation of Principals' Intellectual Stimulation**

The study had a research hypothesis which stated that there is no significant effect of principals’ intellectual stimulation on teachers’ job satisfaction in secondary schools in Samburu Central Sub-County. Table 5 provides the results of correlation analysis.

**Table 5: Pearson Correlation of Principals' Intellectual Stimulation**

|                                     |                                     |  | Teachers Job Satisfaction | Principals Intellectual Stimulation |
|-------------------------------------|-------------------------------------|--|---------------------------|-------------------------------------|
| Teachers Job Satisfaction           | Principals Intellectual Stimulation |  | 1                         | .369                                |
|                                     | Sig. (2-tailed)                     |  |                           | .000                                |
|                                     | N                                   |  | 69                        | 69                                  |
| Principals Intellectual Stimulation | Pearson Correlation                 |  | .369                      | 1                                   |
|                                     | Sig. (2-tailed)                     |  | .000                      |                                     |
|                                     | N                                   |  | 69                        | 69                                  |

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

As shown in Table 5, the Pearson correlation coefficient for principals’ intellectual stimulation is  $r = 0.369$  at  $\alpha < 0.000$  and a 99% significance level. Therefore, since the significance value was less than 0.05, the study rejected the null hypothesis. It was notable that principals’ intellectual stimulation had a significant effect on job satisfaction in secondary schools. The outcome underscores the importance of principals’ ability to actively involve teachers in decision-making, as a means of fostering ownership and encouraging innovative solutions to school challenges. Through this navigation, intellectual stimulation is enhanced to support creativity by allowing teachers flexibility in lesson delivery through the use of diverse teaching

aids, and promoting problem-solving approaches. Kumar (2024) found a positive relationship between collaborative practices and improved teacher work performance, and also reported that integrating alumni mentors to support instruction and reinforce learning, as part of intellectual stimulation, was beneficial.

#### 4.6 Summary

The questionnaire results noted that most respondents agreed that the principals were able to balance individual interests and institutional interests. Additionally, it was also agreed that the principals nurtured creativity among teachers. However, the respondents had a neutral opinion that principals embraced knowledge acquisition, circulation, and integration. The Pearson correlation coefficient for principals' intellectual stimulation is  $r = 0.369$  at  $\alpha < 0.000$  and a 99% significance level. Therefore, since the significance value was less than 0.05, the study rejected the null hypothesis.

#### 5 Conclusion

The conclusion made on principals' intellectual stimulation was that it had a positive effect on teachers' job satisfaction. This was because the principals had managed to advance institutional interests while also addressing individual innovativeness and creativity, thereby enhancing intellectual stimulation among the teachers. Nevertheless, it was not clear how knowledge was managed, with most principals moderately embracing its acquisition, circulation, and integration into the learning process. Therefore, the information obtained by the teachers was inadequate to support them in meeting their teaching demands.

#### 6. Recommendations

The recommended action for intellectual stimulation is for principals to strengthen transformational leadership by balancing institutional goals with teachers' individual creativity. MOE should establish effective knowledge management systems that support the acquisition, sharing, and application of information. This will ensure teachers are adequately equipped to meet their instructional demands and enhance their overall job satisfaction.

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