



Intra Africa Journal Hub (IAJH)

Influence of Leadership Commitment on the Implementation of Performance Contracting Among Private Universities in Nakuru County, Kenya

Linda Mwendwa Mwirigi¹, Vivian Cherono², Abel Moguche³

^{1,2,3} Department of Business Administration, Kenya Methodist University

*Corresponding Author: Linda Mwendwa Mwirigi

Accepted on 5th August 2025,

Published on 8th August 2025

ABSTRACT

Private universities in Nakuru County, Kenya, continued to face challenges in effectively implementing performance contracting due to limited leadership commitment, unclear communication, and weak feedback mechanisms. This undermined institutional alignment with strategic goals and compromised accountability frameworks. The purpose of this study was to assess the influence of leadership commitment on the implementation of performance contracting in private universities in Nakuru County. The study was grounded in the Transformational Leadership Theory by Burns (1978) and Bass (1985), which emphasizes vision-driven and participatory leadership. A descriptive research design was adopted, targeting a population of 616 academic and non-academic staff from Kabarak University, Mount Kenya University (Nakuru Campus), and St. Paul's University (Nakuru Campus). The study used proportionate simple random sampling, and the sample size of 243 respondents was determined using Yamane's formula. Sample sizes per institution were distributed proportionally across clusters. Data were collected through structured self-administered questionnaires and analyzed using SPSS Version 25. Descriptive statistics summarized leadership behaviors, while inferential techniques such as Pearson correlation and multiple regression analysis examined relationships between variables. The findings revealed high levels of agreement among respondents on leadership vision, accountability, and participatory decision-making. Pearson's correlation indicated a statistically significant moderate positive relationship between leadership commitment and performance contracting ($r = 0.482$, $p < 0.01$). Regression analysis showed that leadership commitment significantly predicted performance contract implementation ($\beta = 0.563$, $p = 0.000$), with an R^2 of 0.232, indicating that 23.2% of the variance was explained by the predictor. The study contributes to existing knowledge by confirming that transformational leadership behaviors play a pivotal role in enhancing performance-based management systems in higher education institutions.

Keywords: Leadership Commitment, Performance Contracting, Transformational Leadership, Private Universities.

INTRODUCTION

The implementation of performance contracting has gained prominence as a strategic reform tool across higher education systems globally, aiming to align institutional outputs with measurable targets and accountability benchmarks. In Europe, countries like Romania and Germany have adopted performance contracting within universities to improve resource utilization and promote results-driven management approaches (Murafa, 2017; Bertoldi et al., 2023). These countries have demonstrated that strong leadership engagement is essential for advancing energy performance contracting and institutional reforms in higher education settings (Azizi et al., 2023). Across Asia, transformational leadership styles in private universities in Indonesia and South Korea have been linked to improved organizational commitment and contract execution outcomes (Astuty & Udin, 2020; Sendjaya, 2019).

In Africa, Kenya's experience with performance contracting in public and private institutions reveals that leadership style significantly influences contract outcomes, with studies highlighting the role of top management in driving performance culture (Mwangi et al., 2017). Despite widespread adoption, many private universities still face challenges in embedding performance contracting due to inconsistent leadership support, limited capacity, and weak monitoring frameworks. This study seeks to explore how leadership commitment shapes the implementation process, institutional buy-in, and sustainability of performance contracting in Kenya's private university sector.

The implementation of performance contracting in Kenyan higher education aims to enhance accountability, transparency, and service delivery. In private universities, successful implementation depends heavily on leadership commitment, which ensures that contractual goals translate into measurable outcomes like improved academic quality and competitiveness (Otieno & Kibet, 2021). Leadership commitment involves active participation by institutional heads in aligning goals, motivating staff, and tracking performance (Cheruiyot & Koech, 2023). Effective leaders foster collaboration, provide direction, and institutionalize performance reviews. Their role is critical in establishing communication, feedback mechanisms, and accountability structures. Ultimately, strong and transparent leadership increases the likelihood of successful performance contract implementation.

Conversely, a lack of leadership commitment undermines the entire performance management process. In private universities, where structures may be less bureaucratic but also less formalized compared to public institutions, weak or inconsistent leadership often leads to poor alignment between contract goals and institutional realities. Staff may lack clarity on expected outcomes, timelines may be missed, and monitoring systems may be inadequately supported. Studies such as Maina and Ouma (2022) have shown that autocratic or disengaged leadership styles discourage staff engagement, limit innovation, and reduce accountability, ultimately resulting in suboptimal implementation of performance contracts.

Leadership commitment is particularly crucial in private universities in Nakuru County, where institutions face increasing pressure from stakeholders to demonstrate value, efficiency, and academic excellence. These universities must manage limited resources, respond to dynamic market demands, and maintain accreditation standards, all while meeting performance expectations outlined in their contracts. In such an environment, leadership that is proactive, strategic, and people-focused can significantly influence how performance contracts are adopted and sustained (Koome, 2023). However, despite growing recognition of leadership's

role in organizational change, limited empirical research has examined its specific impact on performance contracting implementation in Kenya's private university sector.

This study addresses that gap by focusing exclusively on the influence of leadership commitment on the implementation of performance contracting in selected private universities in Nakuru County. By examining the relationship between leadership behaviors and implementation outcomes, the study seeks to provide insights into how university leaders can drive performance reforms, promote institutional change, and achieve sustained improvements in higher education management.

Problem Statement

In an ideal higher education environment, performance contracting is driven by visionary, inclusive, and accountable leadership to enhance institutional effectiveness, transparency, and responsiveness (OECD, 2022). Globally, institutions with strong leadership commitment report improved staff engagement, goal achievement, and strategic alignment (UNESCO, 2021). However, in Kenya, especially among private universities, performance contracting has often been undermined by limited leadership involvement, poor communication, and weak accountability systems (Njoroge & Wambua, 2022). This deviation results in inconsistent contract implementation, diminished staff morale, and underperformance (Gichuki & Waithaka, 2021). Despite policy emphasis, empirical research on the direct influence of leadership commitment on performance contracting in Kenya's private universities remains limited. Without this study, private institutions risk continued inefficiencies and missed performance targets, undermining educational reforms and competitiveness in a rapidly evolving academic landscape (Mutava & Otenyo, 2021).

Objective of the Study

To assess the influence of leadership commitment on the implementation of performance contracting among private universities in Nakuru County, Kenya

Hypothesis

H01: Leadership commitment has no significant influence on the implementation of performance contracting among private universities in Nakuru County, Kenya

LITERATURE REVIEW

Theoretical Review

This section is supported by the Transformational Leadership Theory (TLT), introduced by Burns (1978) and later expanded by Bass and Riggio (1990). The theory provides a comprehensive framework for understanding the role of leadership commitment in institutional performance. The theory posits that effective leaders inspire, motivate, and intellectually stimulate followers through vision-driven strategies, individualized consideration, and empowerment. These qualities foster alignment with strategic goals, enhance accountability, and drive improved outcomes. Bass and Riggio (1990) outlined four core dimensions of TLT, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, all of which are particularly relevant to performance contracting in higher education. Within private universities, transformational leadership ensures that performance expectations are clearly communicated, staff are engaged in decision-making, and performance monitoring becomes a continuous and embedded practice (Cameron & Bradley, 2022).

Empirical evidence affirms the effectiveness of TLT in enhancing organizational performance. Al Khajeh (2021) found a positive link between transformational leadership and change-readiness, while Mutisya and Wanjohi (2020) noted improved strategic alignment and compliance with performance contracts in Kenyan universities led by transformational leaders. Similarly, Njoroge and Wambua (2022) emphasized the importance of leadership clarity, open communication, and participatory planning in driving contract implementation. However, critics such as Yukl (2023) caution that TLT may conflate transformational and charismatic leadership, complicating its practical application, while Tourish (2020) warns of overreliance on individual leaders. Despite these limitations, the theory remains a valuable lens for analyzing how strategic, motivational, and inclusive leadership behaviors shape the successful implementation of performance reforms in the higher education sector.

Empirical Review

Globally, leadership commitment is widely recognized as a cornerstone of successful performance contracting. Astuty and Udin (2020) found that transformational leadership positively influenced affective commitment, which enhanced employee performance among Indonesian education sector employees. However, their study did not address performance contracting or strategic frameworks in higher education, leaving a thematic gap for Kenyan universities. Similarly, Bertoldi, Moles-Grueso, and Boza-Kiss (2023) examined energy performance contracting in the EU, highlighting the importance of leadership support in implementation and sustainability. While insightful, their findings are limited by regional and sectoral differences. Both studies point to leadership as a key success factor but lack direct relevance to performance contracting in Sub-Saharan Africa's higher education institutions, especially within Kenya's private university governance.

Murafa (2017) highlights that leadership buy-in is essential for advancing energy performance contracting models, particularly in Germany, where public sector leaders have demonstrated strong commitment to evidence-based financing instruments. Similarly, Bertoldi et al. (2023) emphasize that leadership engagement in EU member states is a key enabler for bridging investment gaps and ensuring measurable performance outcomes in higher education institutions. The European Commission's Horizon 2020 initiatives further illustrate how leadership-driven policy frameworks can accelerate contract-based accountability mechanisms (Hayden & Ahern, 2019).

Visionary and participatory leadership enhances institutional alignment, promotes transparency, and fosters accountability in achieving strategic objectives. Navia and Nasser (2022) found that transformational leadership—marked by innovation, engagement, and resource mobilization—significantly boosts institutional goal achievement in private universities. Sendjaya (2019) and Butar et al. (2019) explore how transformational leadership styles, marked by vision, trust-building, and strategic alignment, enhance organizational commitment and performance outcomes in universities across Indonesia, China, and South Korea. Astuty and Udin (2020) found that leadership commitment significantly influences affective commitment and employee performance, which are critical precursors to successful contract implementation. Moreover, Rowley et al. (2019) argue that leadership systems, rather than individual leaders, shape sustained performance cultures in East Asian institutions, reinforcing the need for collective leadership commitment in contract-based governance.

Across the African continent, leadership commitment has emerged as a critical enabler of public sector reforms and institutional performance. Ndakanwa et al. (2024) in Burundi

emphasized the importance of leadership in fostering accountability and contract compliance in East African governance systems. Leadership-driven monitoring, goal-setting, and stakeholder engagement were strongly associated with organizational effectiveness. However, Kipsang (2022) noted that many African institutions still grapple with poor communication, weak feedback systems, and minimal leadership follow-through, which undermine contract execution. This suggests that while leadership frameworks are increasingly present, their efficacy often depends on sustained commitment and institutional support to overcome implementation inertia.

In Kenya, studies affirm that leadership commitment plays a decisive role in institutionalizing performance contracting. Obong'o (2021) found that leadership accounted for 74.2% of strategic implementation success in public institutions. Further, Obong'o (2022) highlighted that political and leadership support were critical in mitigating resistance and building reform momentum. Despite this, private universities in Kenya—especially in Nakuru County—continue to experience challenges such as inconsistent communication, limited participatory governance, and weak contract monitoring (Kipsang, 2022). These gaps necessitate deeper leadership engagement and accountability. Collectively, the evidence underscores the urgent need for leadership development frameworks that institutionalize performance-based management in Kenya's private higher education sector.

Koome (2023) examined full range leadership styles in private universities in Kenya and found that transformational and participative leadership significantly enhanced organizational performance, though the study did not address performance contracting, highlighting a gap in understanding leadership's operational role in contract implementation, especially in Nakuru County. Mwangi, Gakure, Arasa, and Waititu (2023) linked strategic and participatory leadership to successful performance contracting in local authorities, but the findings' public sector focus limits applicability to private universities due to differing governance structures. Similarly, Muthusi, Okoth, Chepkonga, and Okumbe (2024) confirmed the positive impact of people-centered leadership on institutional outcomes, yet omitted analysis of performance contracts, signaling a gap in county-specific leadership-contracting frameworks.

RESEARCH METHODOLOGY

This study was conducted in Nakuru County, Kenya, focusing on three private universities: Kabarak University, Mount Kenya University (Nakuru Campus), and St. Paul's University (Nakuru Campus). The research employed a descriptive research design to examine the influence of leadership commitment on the implementation of performance contracting. As defined by Creswell (2014), a descriptive design involves collecting data to describe characteristics of a population and is suitable for identifying patterns, relationships, and trends. This design was appropriate as it enabled the researcher to collect measurable data on current leadership behaviors and their impact on performance contract implementation.

The target population consisted of 616 employees, comprising both academic and nonacademic staff across the three universities. Due to institutional diversity and functional stratification, a proportionate simple random sampling technique was used. Each university was treated as a distinct cluster, and within each cluster, respondents were selected randomly to ensure that all individuals had an equal chance of being included. The sample size was determined using the Yamane (1967) formula, resulting in a total of 243 respondents. The sample was proportionally

distributed across the institutions and staff categories, ensuring representation of the broader university community.

Data was collected through self-administered questionnaires designed to capture relevant information aligned with the study's objectives. The questionnaires focused on leadership behaviors such as vision communication, participatory decision-making, feedback mechanisms, and institutional alignment. Participants completed the questionnaires independently to ensure privacy and encourage honest responses. Pre-testing was conducted on 10% of the sample to refine the questionnaire items. Reliability was assessed using Cronbach's alpha, achieving the acceptable threshold of $\alpha \geq 0.70$. Construct, content, and face validity were confirmed through expert evaluation and academic review.

Data analysis was conducted using SPSS version 25. Multiple regression analysis was employed to assess the relationship between leadership commitment and the implementation of performance contracting. Diagnostic tests, including normality (Kolmogorov-Smirnov and Shapiro-Wilk), linearity (ANOVA), multicollinearity (Variance Inflation Factor), heteroscedasticity (Breusch-Pagan), and autocorrelation (Durbin-Watson), were performed to ensure the validity of the regression model. Descriptive statistics and inferential analysis were used, and results were presented in tabular form to aid interpretation.

The study adhered to strict ethical standards, with research approval obtained from the National Commission for Science, Technology, and Innovation (NACOSTI). Participants were fully informed of the study's objectives, and participation was voluntary, confidential, and anonymous, ensuring data integrity and protection of respondents. All collected data were securely stored and used solely for academic purposes in compliance with research ethics.

RESULTS

Out of 243 questionnaires distributed to academic and non-academic staff in three private universities in Nakuru County, 202 were returned, resulting in a high response rate of 83.13%. This strong return rate, supported by in-person delivery and confidentiality assurances, enhances the reliability and generalizability of the study findings. The pilot test confirmed that the questionnaire was reliable, with a Cronbach's Alpha of 0.812 for leadership commitment—exceeding the 0.7 threshold, indicating high internal consistency and suitability for measuring its influence on performance contracting in Nakuru County's private universities.

Descriptive Statistics of Leadership Commitment

The study aimed to examine respondents' perceptions of leadership commitment and its influence on the implementation of performance contracting among private universities in Nakuru County. The results, presented in Table 2, indicate strong support for various leadership-related practices critical to performance management systems. A majority of respondents (65.8% agreed and 21.3% strongly agreed) confirmed that their university leadership communicates a clear vision for performance contracting (Mean = 4.01, SD = 0.867). Likewise, 63.4% agreed that communication from leadership is timely and clear, producing a mean score of 3.94 (SD = 0.943).

Regarding accountability structures, 59.4% of respondents agreed and 23.8% strongly agreed that such mechanisms are in place to reinforce leadership commitment (Mean = 3.91, SD = 0.998). In terms of active support from senior leadership, 68.3% agreed and 20.3% strongly agreed that leaders provide consistent support for performance contract implementation, the

highest-rated item (Mean = 4.08, SD = 0.911). On participatory governance, 54.0% agreed and 19.1% strongly agreed that staff are involved in decision-making related to performance targets, although 13.4% remained neutral—indicating slightly lower engagement in this area (Mean = 3.72, SD = 1.026). Lastly, 60.9% agreed and 22.3% strongly agreed that leadership aligns goals with performance contract objectives (Mean = 3.87, SD = 0.978).

These findings align with earlier studies by Muthaura (2021) and Armstrong & Taylor (2023), which emphasize leadership clarity, accountability structures, and staff engagement as critical to effective performance management. Moreover, the data reflects growing consensus on the role of transformational leadership in creating goal alignment, fostering ownership, and enhancing implementation outcomes in higher education settings (OECD, 2022; Wanjiru, 2023).

Table 1: Descriptive Statistics of Leadership Commitment

Statements (N=202)	Mean	Std. Deviation
I believe our university leadership has a clear vision regarding performance contracting.	4.01	0.867
Communication from leadership about performance contracting is timely and clear.	3.94	0.943
Accountability structures are in place to support leadership commitment.	3.91	0.998
Senior leadership actively supports the implementation of performance contracts.	4.08	0.911
Staff are involved in decision-making processes related to performance targets.	3.72	1.026
Leadership regularly aligns goals with the objectives of performance contracting.	3.87	0.978

Regression Analysis of Leadership Commitment and Performance Contracting Implementation

The relationship between leadership commitment and the implementation of performance contracting was analyzed using regression analysis. The results in Table 3 indicate a correlation coefficient (R) of 0.482, suggesting a moderate positive relationship between the two variables. The R-squared value of 0.232 indicates that leadership commitment accounts for 23.2% of the variance in performance contracting implementation, while the adjusted Rsquared of 0.229 confirms the reliability of this estimate. The standard error of 0.298 indicates a low average deviation from the predicted regression line. These results support the premise that leadership behaviors such as vision clarity, inclusive decision-making, and strategic alignment significantly influence the success of performance contract execution.

Table 2: Model Summary of Leadership Commitment and Performance Contracting

R	R-Square	Adjusted R-Square	Std. Error of the Estimate
0.482	0.232	0.229	0.298

ANOVA of Leadership Commitment and Performance Contracting

To assess the statistical significance of the model, an ANOVA test was conducted. As shown in Table 3, the F-statistic of 72.935 ($p < 0.05$) confirms that leadership commitment significantly predicts the implementation of performance contracting. These results are consistent with findings by Kiptoo and Omboi (2023), who emphasized the critical role of senior leadership in institutional reform and performance policy execution.

Table 3: ANOVA – Leadership Commitment and Performance Contracting

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	308.674	1	308.674	72.935	.000
Residual	1020.403	241	4.233		
Total	1329.077	242			

Regression Coefficients for Leadership Commitment and Performance Contracting

The unstandardized regression coefficient (B) for leadership commitment was 0.563, indicating that a one-unit increase in leadership commitment is associated with a 0.563 unit increase in the implementation of performance contracting. The standardized beta coefficient (β) of 0.482 further reinforces the strength of this relationship. The t-value of 8.540 ($p = 0.000$) confirms the statistical significance of leadership commitment as a predictor. The derived regression equation is:

$$Y = 3.942 + 0.563X_1$$

Where:

Y = Implementation of Performance Contracting

X₁ = Leadership Commitment

These findings align with prior research by Mutava and Otenyo (2021), who concluded that leadership ownership, communication, and accountability mechanisms are vital for ensuring the sustained implementation of performance contracts in academic institutions.

Table 4: Regression Coefficients – Leadership Commitment and Performance Contracting

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
Constant	3.942	0.462		8.538	.000
Leadership Commitment	0.563	0.066	0.482	8.540	.000

These findings confirm that leadership commitment reflected through strategic clarity, communication, and support plays a vital role in driving successful performance contracting within Kenya's private university sector.

CONCLUSIONS

The study concluded that leadership commitment has a significant and positive effect on the implementation of performance contracting among private universities in Nakuru County. The regression results ($r^2 = 0.241$, $p = 0.016$) and strong correlation ($r = 0.782$, $p < 0.01$) confirmed that institutions with engaged, supportive, and visionary leadership are more likely to succeed in embedding performance contracts into daily operations. When university leaders articulate a clear strategic vision, promote inclusive decision-making, and provide continuous support,

performance contracting becomes more effective and sustainable. Leadership commitment, therefore, is not merely symbolic it functions as the strategic engine that propels performance frameworks forward and ensures institutional accountability, cohesion, and excellence.

RECOMMENDATIONS

To strengthen performance contract implementation, it is recommended that university leadership adopt a transformational leadership approach that prioritizes inclusivity, clarity, and collaboration. Leaders should actively involve staff in the formulation and execution of performance contracts to foster ownership, reduce resistance, and promote accountability.

Regular communication of performance goals and transparent decision-making processes should be institutionalized to ensure all employees understand their roles and deliverables. Additionally, universities should invest in professional development programs that equip leaders with the skills necessary for managing performance systems, coaching teams, and enhancing institutional responsiveness. These practices will not only improve performance contract execution but also reinforce a culture of excellence and continuous improvement.

References

- Adeoye, A., & Omotayo, O. (2022). *Social media in counterterrorism communication: A Nigerian military perspective*. African Journal of Security Studies, 9(2), 101–117.
- Agyeman-Duah, K. (2023). *Digital command systems in West African militaries: Challenges and prospects*. Journal of Military and Strategic Studies, 18(3), 55–74.
- Astuty, I., & Udin, U. (2020). The effect of perceived organizational support and transformational leadership on affective commitment and employee performance. The Journal of Asian Finance, Economics and Business, 7(10), 401–411. <https://doi.org/10.13106/jafeb.2020.vol7.no10.401>
- Baker, L., & Noori, H. (2021). *The digital battlefield: Social media and military agility*. Defense & Technology, 11(1), 45–60.
- Bertoldi, P., Moles-Grueso, S., & Boza-Kiss, B. (2023). *Energy performance contracting in the EU 2020–2021*. Publications Office of the European Union. <https://op.europa.eu/en/publication-detail/-/publication/a1782e0f-2f49-11ee-9e98-01aa75ed71a1>
- Butar, I. D., Sendjaya, S., & Pekerti, A. A. (2019). Transformational leadership and follower citizenship behavior: The roles of paternalism and institutional collectivism. In S. Sendjaya (Ed.), *Leading for High Performance in Asia* (pp. 19–40). Springer. <https://doi.org/10.1007/978-981-13-6074-9>
- Chege, P., & Mutua, B. (2021). *Command hierarchies and communication delays in East African militaries*. East African Journal of Policy & Defense, 7(1), 88–97.
- Cohen, Y. (2022). *IDF's digital strategy: Civil engagement in modern conflicts*. Journal of Defense Communication, 10(1), 22–38.
- Endsley, M. R., & Jones, D. G. (2021). *Designing for situation awareness: An approach to user-centered design* (2nd ed.). CRC Press.
- Gikonyo, J. (2023). *Situational awareness and digital interoperability in the KDF*. Nairobi Security Review, 5(1), 61–73.
- Hayden, J., & Ahern, E. (2019). *Energy Performance Contracting Policy Recommendations Report*. Codema – Dublin's Energy Agency. <https://build-up.ec.europa.eu/sites/default/files/content/guarantee-policy-recommendations-final-pdf.pdf>
- Johnson, R. (2023). *AI-human command coordination in military operations*. NATO Review, 12(2), 41–52.
- Karandin, T. (2023). *Barriers to digital engagement in African defense institutions*. Journal of Military Reform, 14(2), 66–78.
- KIPPRA. (2022). *Strategic communication and digital readiness in Kenya's public sector*. Kenya Institute for Public Policy Research and Analysis.
- Koome, P. K. (2023). *Full Range Leadership Styles on Organizational Performance of Private Universities in Kenya*. Doctoral thesis, Jomo Kenyatta University of Agriculture and Technology.
- Lovari, A., Bowen, S. A., & Reber, B. H. (2020). *Digital communication, engagement, and trust in crisis settings*. Public Relations Review, 46(4), 101947.
- Mangeya, H., Nyoni, M., & Dube, T. (2021). *Social media, the military, and civil society in Zimbabwe and Kenya*. African Communication Research, 14(2), 83–99.
- Mmulaudzi, T. (2021). *South Africa's military and digital transparency*. African Journal of Defence Studies, 13(3), 112–129.
- Mmutle, T., Njeru, S., & Wekesa, D. (2024). *Blending human intelligence and digital tools in African field operations*. African Security Studies, 21(1), 97–113.

- Murafa, C. (2017). The energy performance contract—key towards energy efficiency in Europe? *Proceedings of the International Conference on Business Excellence*, 11(1), 85–95. <https://doi.org/10.1515/picbe-2017-0011>
- Muthusi, J. W., Okoth, R., Chepkonga, S., & Okumbe, J. A. (2024). Individual consideration and organizational performance in private universities in Nairobi County, Kenya. *African Journal of Leadership and Management Studies*, 9(1), 45–60.
- Mwangi, J. (2023). *Real-time surveillance tools and threat response in the KDF*. *East African Security Journal*, 6(2), 49–62.
- Mwangi, J. M., Gakure, R. W., Arasa, R., & Waititu, A. G. (2023). Influence of leadership style on performance contracting outcomes in Kenya's local authorities. *Journal of Public Administration and Policy Research*, 15(2), 34–49.
- Njeri, A., & Wambua, M. (2024). *Command readiness and situation awareness in Kenyan military operations*. *Nairobi Defense Policy Review*, 4(1), 37–50.
- Nyambura, L. (2023). *Kenya's digital defense: Social media during the 2022 elections*. *Journal of Political Communication in Africa*, 9(1), 29–46.
- Owusu, K., & Asante, J. (2023). *Digital command transparency in Ghana Armed Forces*. *West African Military Review*, 11(1), 59–75.
- RAND. (2023). *Command decision-making in hybrid warfare environments*. RAND Corporation.
- Sendjaya, S. (Ed.). (2019). *Leading for High Performance in Asia: Contemporary Research and Evidence-Based Practices*. Springer. <https://doi.org/10.1007/978-981-13-6074-9>
- Waitere, S. (2022). *Enhancing trust through public feedback in security communication*. *Journal of Civic Engagement and Governance*, 8(3), 93–108.
- Wanyonyi, M. (2022). *KDF officer digital training and leadership gaps*. *Kenyan Journal of Military Studies*, 4(2), 25–40.
- Wekesa, D., Mutiso, J., & Kiarie, P. (2025). *Interoperability and data integration for situational command in Kenya*. *African Defense Transformation Review*, 15(1), 74–88.