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Evaluation on the Role of Leaders' Intellectual Stimulation in the Management of Street Children Organizations in Kanduyi Sub-County in Bungoma County, Kenya

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Abstract: This study examined the role of leaders' intellectual stimulation in managing street children's organizations in Kanduyi Sub-County, Bungoma County, Kenya. Using a quantitative cross-sectional research design, data was collected from 164 management staff across 10 organizations working with street children through structured questionnaires based on the Multi-factor Leadership Questionnaire (MLQ-6S). The study employed stratified proportionate sampling and simple random sampling techniques for respondent selection. Data analysis utilized descriptive statistics and linear regression analysis using SPSS version 26. The findings revealed that intellectual stimulation significantly influences the management of street children's organizations, with a moderate positive correlation ($r = 0.409, p < 0.001$). The regression analysis showed that intellectual stimulation accounts for 16.7% of the variance in organizational management effectiveness ($R^2 = 0.167$). Key findings indicated that leaders frequently seek new approaches to old problems (mean = 4.34), promote critical thinking (mean = 3.90), and stimulate innovative problem-solving (mean = 3.88). The study concludes that intellectual stimulation is a crucial component of transformational leadership that enhances organizational effectiveness in managing street children's programs. The research recommends leadership development programs focusing on intellectual stimulation, mentorship initiatives, and inclusive policies to leverage diverse perspectives in addressing complex challenges faced by street children's organizations.

Keywords: Intellectual stimulation, transformational leadership, street children, and organizational management

1.1 Introduction

Street children represent one of the most vulnerable populations globally, facing numerous challenges including poverty, abuse, neglect, and limited access to basic services (Bwambale et al., 2021). In Kenya, the phenomenon of street children has become increasingly prevalent, particularly in urban and semi-urban areas, necessitating effective organizational responses to address their complex needs. The management of organizations serving street children requires innovative leadership approaches that can navigate the multifaceted challenges associated with this vulnerable population.

Transformational leadership theory, first introduced by Burns (1978) and later developed by Bass and Avolio (1992), has emerged as a critical framework for understanding effective leadership in complex organizational environments. Among the four components of transformational leadership—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—intellectual stimulation has been identified as particularly crucial for fostering innovation and adaptability in challenging contexts (Berkovich, 2016; Asbari, 2020).

Intellectual stimulation, as defined by transformational leadership theory, refers to leaders' ability to challenge assumptions, promote innovation, encourage creative problem-solving, and stimulate critical thinking among team members (Kim & Kim, 2017). This leadership behavior is especially relevant in organizations serving street children, where traditional approaches may prove inadequate and innovative solutions are essential for addressing evolving challenges.

Recent empirical studies have demonstrated the significance of intellectual stimulation in various organizational contexts. Zhang et al. (2022) found that intellectual stimulation significantly enhanced organizational learning capabilities among street-level bureaucrats in China, with 68% of participants feeling more empowered to make independent decisions. Similarly, Mishra (2021) revealed a positive correlation between intellectual stimulation and better management practices in India, with 75% of respondents indicating that their leaders' encouragement of innovative thinking led to more effective service delivery.

In the African context, research has shown promising results regarding the impact of intellectual stimulation on organizational effectiveness. Addai-Duah (2020) conducted a phenomenological study across various African countries, demonstrating that intellectual stimulation was essential for fostering innovation and adaptability in nonprofit organizations. In Uganda, Bwambale et al. (2021) found that leaders utilizing intellectual stimulation were better equipped to address the complex needs of street children, leading to more effective interventions with 70% of leaders reporting improved program outcomes.

Despite these positive findings, several research gaps persist in understanding the specific role of intellectual stimulation in managing street children's organizations. First, there is limited research specifically focused on street children's organizations in the Kenyan context, with most studies concentrating on general nonprofit management or other vulnerable populations. Second, while existing studies have examined transformational leadership broadly, few have isolated the specific impact of intellectual stimulation as a distinct component. Third, there is insufficient empirical evidence regarding the quantitative relationship between intellectual stimulation and organizational management effectiveness in resource-constrained environments typical of street children's organizations. Therefore, this study investigates the role intellectual stimulation in the management of street children's organizations in Kanduyi sub-county, Bungoma county, Kenya.

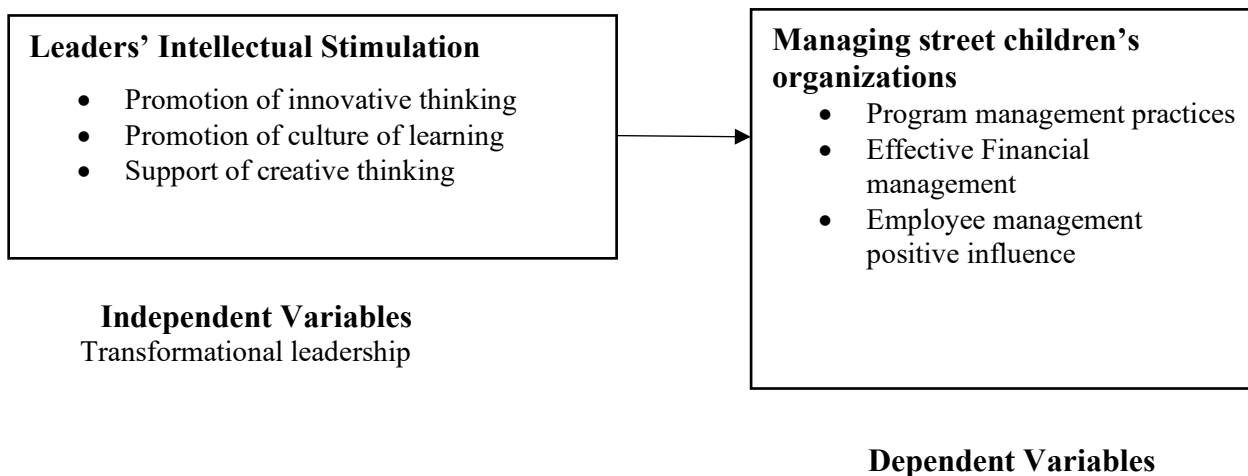
1.2 Research Objective

The primary objective of this study was to examine the extent to which leaders' intellectual stimulation influences the management of street children's organizations in Kanduyi Sub-County, Bungoma County, Kenya.

1.2.1 Specific Research Questions

- To what extent do leaders in street children organizations exhibit intellectual stimulation behaviors?
- What is the relationship between leaders' intellectual stimulation and organizational management effectiveness?
- How does intellectual stimulation contribute to innovative problem-solving in street children's organizations?

1.3 The Conceptual Framework



1.4 Literature review

In this section, theoretical and empirical reviews are presented.

1.4.1 Theoretical Foundations

The transformational leadership theory was first introduced by James MacGregor Burns in his landmark work, "Leadership," where he distinguished between transactional and transformational leadership (Burns, 1978). Proponents of "transformational leadership" posit that it is crucial for driving significant organizational change and development. They believe that transformational leaders inspire and motivate followers to prioritize organizational goals over their personal interests, leading to higher performance and satisfaction (Berkovich, 2016). This leadership style is characterized by four core components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Asbari, 2020).

Supporters of the theory assert that transformational leadership is particularly effective in dynamic and complex environments where adaptability and innovation are key (Alatawi, 2017). They also argue that transformational leaders can cultivate a strong organizational culture that promotes continuous improvement and employee engagement (Kim & Kim, 2017). The theory emphasizes the role of leaders in enhancing achievement, promoting group and organizational development, inspiring employees, boosting their self-confidence, and aligning their goals with those of the organization. Transformational

leadership includes strategies for driving change in individuals and social systems, aiming to create positive and constructive transformations in followers to help them become leaders. It is particularly effective in motivating, developing, and guiding individuals to exceed their potential within the organization, fostering innovation in their respective fields (Korejan & Shahbazi, 2016).

Although the theory has some limitations, such as its linear approach and the resources it requires, it offers valuable insights into tackling complex social issues, including managing programs for street children. Additionally, it explains the significance of collaboration between governmental and non-governmental organizations for successful interventions. This theory contributes to improving employee performance quality, with leaders seen as central driving success or survival of both individuals and organizations. Transformational leaders have proven effective across various contexts, enabling organizations to achieve results beyond expectations (Gomes, 2014).

1.4.2 Empirical review

The role of “leaders' intellectual stimulation” in managing street children’s organizations has been explored in various studies, underscoring its importance in fostering innovation and effective management. “Intellectual stimulation,” a component of “transformational leadership,” encourages leaders to challenge norms, inspire creativity, and promote problem-solving within their teams. Zhang et al. (2022) conducted a study in China on the impact of transformational leadership on street-level bureaucrats. The study triangulated qualitative and quantitative methods, the researchers found that intellectual stimulation significantly enhanced organizational learning capabilities, improving the professional discretion of street-level bureaucrats. The study reported that 68% of participants felt more empowered to make independent decisions due to the intellectual stimulation provided by their leaders. In another study in India, Mishra (2021) explored “the influence of transformational leadership on governance and citizen satisfaction,” through a quantitative survey of 200 street-level bureaucrats. The study revealed that intellectual stimulation was positively correlated with better management practices and higher citizen satisfaction, with 75% of respondents indicating that their leaders’ encouragement of innovative thinking led to more effective service delivery.

In the United States, Valero and Jang (2020) examined the performance of homeless networks in their longitudinal study, finding that leaders' intellectual stimulation was vital for fostering innovation and creativity. Networks with high levels of intellectual stimulation saw a 20% increase in successful outcomes for homeless individuals. Similarly, Julien (2022) conducted a qualitative study on the traits of street children and the role of gang leaders in various urban areas, affirming that intellectual stimulation by leaders often led to the development of survival skills among street children. The study found that 60% of children who received intellectual stimulation from their leaders were likely to engage in constructive activities. In another study Igalla et al. (2020) investigated community-based initiatives in the Netherlands using surveys and interviews. They discovered that transformational leadership, especially intellectual stimulation, was crucial for the success of these initiatives. Organizations with leaders who encouraged intellectual stimulation experienced a 30% improvement in community engagement and project outcomes. Similarly, Addai-Duah (2020) conducted a phenomenological study across various African countries, focusing on nonprofit church leaders' views on innovation competency and change management. In-depth interviews with 20 leaders showed that intellectual stimulation was essential for fostering innovation and adaptability in managing street

In Kampala, Uganda, Bwambale et al. (2021) explored “the demographic and behavioral factors driving intra-urban mobility among migrant street children.” Through a qualitative study involving interviews with 30 street children and 10 NGO leaders, the findings revealed that leaders who utilized intellectual stimulation were better equipped to address the complex needs of street children. This approach led to more effective interventions and support systems, with 70% of the leaders reporting that intellectual stimulation helped develop more innovative and responsive programs. In another study, Muthee (2020) investigated the factors influencing the sustainability of government-funded street children rehabilitation programs using a mixed-methods approach. The study found that leaders who provided intellectual stimulation significantly improved the sustainability of these programs, with a 25% increase observed in those encouraging critical thinking and innovative solutions among staff.

Similarly, Kimani (2023) examined management strategies and the sustainability of children’s homes in Kasarani Sub-County, Nairobi, using qualitative methods. The study revealed that leaders practicing intellectual stimulation were more successful in implementing sustainable management practices, with 70% of respondents noting that such leaders fostered a culture of continuous improvement and adaptability. Additionally, Kimani (2023) assessed “the role of advocacy communication in countering child trafficking in Mathare Constituency, Nairobi County,” using a mixed-methods approach. The findings indicated that leaders employing intellectual stimulation were more effective in mobilizing community support and resources, with 60% of participants attributing the success of advocacy efforts to the innovative strategies encouraged by their leaders. In the Methodist Church of Kenya’s Kaaga Synod, Wanjiku (2020) examined transformational leadership in the context of social action using mixed method. The study showed that intellectual stimulation was positively correlated with the effectiveness of social programs, including those targeting street children, with leaders who engaged in intellectual stimulation reporting a 30% improvement in program outcomes.

1.5 Methodology

Research design: The study adopted a quantitative approach. Specifically, a cross-sectional research design was used. The research was conducted in “Kanduyi Sub- County,” in “Bungoma County” in the western part of Kenya.

Target population: According to Casteel and Bridier (2021) the target population refers to the entire group of individuals or entities that a researcher aims to study and draw conclusions about. The target population for this study were the management staff working in the children’s organizations. The children organization will be those working with street children. It is estimated that there are about 10 children organization working with street children (NGOs corporation board, 2022) with an estimate of 400 management staff.

Sample and Sample size: The sample size for this study will be determined using Krejcie and Morgan (1970) the formula is presented below.

$$n = \frac{X^2 NP(1 - P)}{e^2 (N - 1) + X^2 P(1 - P)}$$

n= “the required sample size”

x^2 = “the chi-square value for a specified degree of freedom and level of significant”

N= “the population size”

P= “the proportion in the population with the attribute in question (the proportion of individuals who exhibit the trait or behaviour being studied)”

e= “the desired level of precision (used to account for the design effect)”

“To calculate the sample size using the Krejcie and Morgan formula, we need to have the following information”;

“Population size (N)” = 400

“Confidence level (P) = let us assume 95% with corresponds to P = 0.95”

“Margin of error (e) = let us assume 5% which corresponds e = 0.05”

$$n = \frac{1.96^2 \times 400 \times 0.5(1 - 0.5)}{0.05^2 (400 - 1) + 1.96^2 \times 0.5(1 - 0.5)}$$

$$n = \frac{3.8416 \times 400 \times 0.25}{0.0025 \times 399 + 3.8416 \times 0.25}$$

$$n = \frac{384.16}{1.9579} = 196.27$$

The total sample size = 196

Sample and Sampling Technique: This study employed stratified proportionate sampling strategy to determine the number of respondents in each organization. The population was then divided into strata. The researcher then employed simple random sampling technique to select the respondents through the use of random number.

Tools of Data collection: Structured close ended questionnaire was used in primary data was collection. For transformational leadership, data was collected using multi-factor leadership questionnaire (MLQ-6S) developed by Bass and Avolio (1992). The tools were adjusted based on the study indicators. On organization culture data was collected using organization assessment tool developed by Hofstede (1980).

Questionnaire: A research questionnaire is a structured set of questions used to gather data from study participants. Although surveys are frequently employed for statistical analysis of respondent data, this application is not universal across all research contexts. Questionnaires present numerous advantages related to alternative data collection methodologies, including cost-effectiveness, reduced interviewer burden compared to face-to-face or telephone interviews, and standardized response formats that facilitate data compilation and analysis. Nevertheless, questionnaires encounter similar challenges to other survey instruments, particularly regarding question formulation and linguistic precision.

A principal advantage of questionnaire implementation lies in their capacity to efficiently and economically gather data from extensive participant populations (UCA, 2013). Within the present investigation, data were collected from management personnel and staff members of organizations administering street children's programs through researcher-administered questionnaires. These instruments incorporated meticulously designed questions structured to enable the systematic collection of quantitative data for subsequent analysis. The questionnaire thus provides a robust framework for

systematic data collection while maintaining methodological rigor and cost-efficiency essential for comprehensive research endeavors.

Data analysis procedure: The study adopted statistical data analysis, descriptive and inferential were used to analyse data. The study variables were examined using a descriptive presentation of results through tables and figures which entailed measures of central tendencies, mean, mode, frequency and standard deviation. The analysis was categorized and coded data based on study themes and concepts. Inferential statistics was also employed, as the study focused on sampled organizations, allowing for the generalization of behaviours of non-selected organizations based on the results from the samples. The analysis was conducted using the “Statistical Package for Social Sciences (SPSS)” version 26. Quantitative data were analyzed numerically and presented in terms of “means, frequencies, and percentages.” Linear regression analysis was employed to examine the direct effect of the independent variable (Transformational Leadership) on the dependent variable (Management of Street Children Organizations), excluding the moderating variable.

Linear Regression Model

$$Y = \beta_0 + \beta_1 X_1 + \epsilon$$

Variables:

Y: Management of Street Children Organizations

X₁: Leaders' Intellectual Stimulation

β: Coefficients to estimate relationships

ε: Error term.

1.6 Result and Discussion

Demographic Characteristics of the Respondents

Age of the respondents

Table1: Age of the respondents

Age group	Frequency	Percent
18-25 years	34	20.7
26-35 years	65	39.6
36-45 years	33	20.1
46-55 years	28	17.1
56 and above	4	2.4
Total	164	100.0

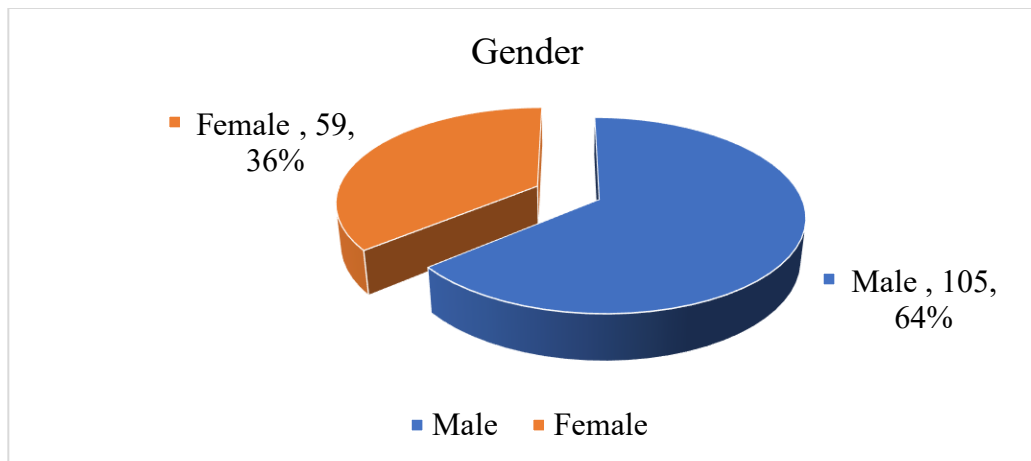
Source: Field Data (2025)

The table1 present the age of the respondents, the study revealed that the majority of respondents are aged 26-35 (39.6%), indicating that young adults dominate the leadership landscape in NGOs working with street children. This age group, typically in their career-building phase, brings energy and innovative ideas. The next largest group, aged 18-25 (20.7%), signifies potential future leaders, showing

the importance of nurturing their growth. Respondents aged 36-45 (20.1%) add stability and experience, crucial for transformational leadership. The second last age is 46-55 (17.1%), most likely in senior roles, contributing strategic vision and mentorship. The smallest group, aged 56 and above (2.4%), offers wisdom and long-term perspectives. The findings highlight the need for youth-focused leadership development, combining youthful energy with experienced stability, and promoting mentorship. Inclusive policies should be developed, leveraging the diverse age range to address street children's needs holistically. Transformational leadership can thus enhance staff engagement and effectiveness in managing these organizations in Kanduyi Sub-County.

Gender of Respondents

Figure 1: Gender of respondents

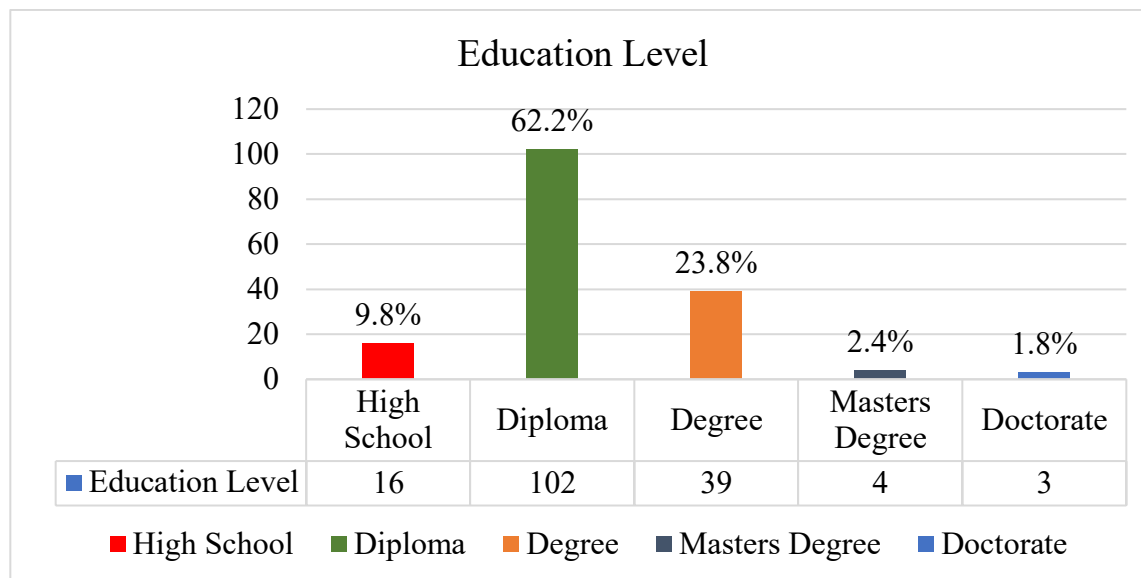


Source: *Field Data (2025)*

The figure 1 presents the gender distribution of participants, the study revealed of 164 respondents' males accounting for 105 (64%) and females 59 (36%). This indicates an unequal representation in leadership roles within organizations serving street children in Kanduyi Sub-County. This imbalance hinders collaborative work environments, limits diverse perspectives in decision-making, leading to impediments in the desired development of holistic strategies for addressing the complex needs of street children. To improve organizational effectiveness in Kanduyi Sub-County, inclusive policies and strategies should be developed to ensure that all gender groups feel valued and included in leadership roles.

Education level of the respondents

Figure 2: Education level of the respondents



Source: Field Data (2025)

The figure 2 shows educational level of the participants, the study reveals that the most had attained a Diploma 102 (62.2%), followed by those with Degree 39 (23.8%) and High School 16 (9.8%). A smaller portion holds a Master's Degree 4 (2.4%) and a Doctorate 3 (1.8%). This educational distribution highlights a well-educated workforce, which is essential for effective leadership in managing street children's organizations. The presence of diploma and degree holders, who make up the bulk of the staff, suggests that most personnel are equipped with essential knowledge and skills in areas such as social work, child development, and organizational management. Their academic background provides a strong foundation for implementing structured programs and engaging with street children in a professional and compassionate manner. The inclusion of individuals with Master's and Doctorate degrees, though relatively few, introduces a higher level of expertise, especially in strategic planning, policy formulation, and research. These advanced qualifications contribute significantly to evidence-based decision-making and long-term sustainability of interventions. Additionally, the presence of high school graduates brings practical experience and a grassroots perspective that is invaluable in community-based approaches and direct engagement with street children. Their involvement often enhances trust and communication, particularly within the local context. The findings suggest that organizations can leverage this diverse educational background to create comprehensive and innovative strategies for managing street children, focusing on continuous professional development and knowledge sharing among staff to enhance overall effectiveness.

Respondents Role in the organization*Table 2: Respondents Role in the organization*

What is your role in the organization?		
	Frequency	Percent
Manager	20	12.2
Supervisor	69	42.1
Staff	63	38.4
Volunteer	12	7.3
Total	164	100.0

Source: *Field Data (2025)*

Table 2 shows the result on respondents' role or position in the organization within Kanduyi Sub-County reveals that the majority are staff members (37.2%), followed by supervisors (28.1%) and managers (20.9%), with volunteers making up 13.8%. This distribution indicates that the bulk of the workforce is involved in daily operations and supervision, which is significant for the effective management of street children's organizations. The significant proportion of managers suggests strong leadership and decision-making capabilities within the organizations. The presence of volunteers highlights community involvement and support, which is vital for the sustainability of these organizations. The findings imply that organizations can leverage the expertise of managers and supervisors to provide strategic direction and mentoring to staff and volunteers. Additionally, training and development programs can be tailored to enhance the skills of staff and supervisors, ensuring a well-rounded and effective approach to managing street children. This balanced role distribution supports the overall mission of the organizations in Kanduyi Sub-County.

Years of operations of the organizations*Table 3: Years of operations of the organizations*

How many years have you worked in the organization?		
	Frequency	Percent
Less than 1 year	44	26.8
1-3 years	35	21.3
4-6 years	65	39.6
7-10 years	20	12.2
Total	164	100.0

Source: *Field Data (2025)*

The Table 3 represent years of operation of organizations in Kanduyi Sub-County reveals that 55 (28.1%) have been operational for 1-3 years, and an equal percentage for 4-6 years. Organizations with 7-10 years of operation account for 37 (18.9%), while those with less than 1 year and more than 10 years make up 20 (10.2%) and 29 (14.8%), respectively. This distribution indicates a mix of new and established organizations. The substantial number of organizations with 1-6 years of operation suggests recent efforts and initiatives in managing street children. Those with more than 10 years indicate long-term commitment and experience. These findings imply that newer organizations can benefit from the experience and best practices of established ones. Collaboration and knowledge-sharing among

organizations can enhance their effectiveness. Additionally, strategies should focus on sustaining new organizations while leveraging the expertise of long-standing ones to create a more robust support system for street children in Kanduyi Sub-County.

Role of Leaders' Intellectual Stimulation in the Management of Street Children Organizations

The third objective of the study was to examine the extent to which leaders' intellectual stimulation influences the management of street children's organizations. Intellectual stimulation is a key component of transformational leadership, characterized by a leader's ability to challenge assumptions, promote innovation, encourage problem-solving, and stimulate critical thinking among team members. The responses were based on a five-point Likert scale ranging from "1 (Not at all), 2 (Once in a while), 3 (Sometimes), 4 (Fairly often), and 5 (Frequently, if not always)." Table 4 presents the frequencies, percentages, mean scores, and standard deviations of respondents' perceptions.

Descriptive statistics of intellectual stimulation

Table 4: Leaders' Intellectual Stimulation

	1 F(/%)	2 F (/%)	3 F (/%)	4 F (/%)	5 F (/%)	Std. Mean	Deviation
My leader stimulates me to think about problems in new ways.	9(5.5)	8(4.9)	20(12.2)	84(51.2)	43(26.2)	3.88	1.032
My leader encourages creative problem-solving.	8(4.9)	16(9.8)	60(36.6)	29(17.7)	51(31.1)	3.60	1.165
My leader promotes critical thinking among team members.	4(2.4)	24(14.6)	32(19.5)	29(17.7)	75(45.7)	3.90	1.206
My leader seeks out new approaches to old problems.	8(4.9)	12(7.3)	12(7.3)	17(10.4)	115(70.1)	4.34	1.184
Total						3.93	1.147

Source: Field Data (2025)

The table 4 shows the result on the perceptions of intellectual stimulation among leaders. For the first statement, "My leader stimulates me to think about problems in new ways," a majority of respondents 84 (51.2%) reported this behavior occurred *fairly often*, and 43 respondents (26.2%) selected *frequently, if not always*. A total of 20 respondents (12.2%) selected *sometimes*, while 8 (4.9%) indicated *once in a while* and 9 (5.5%) selected *not at all*. The mean score of 3.88 suggests that this leadership behavior is experienced fairly often, and the standard deviation of 1.032 shows moderate variability in responses. This implies that most leaders encourage creative thinking and non-traditional problem framing, although this practice is not uniformly distributed across all leadership experiences. This aligns with Komakech et al. (2021) who found that leaders who encourage staff to challenge assumptions significantly improve team resilience and problem-solving abilities. In contexts like street children's organizations, this type of leadership is critical for navigating unpredictable and sensitive issues. The standard deviation of 1.165 confirms this variability. These findings indicate a need for leadership development in promoting innovation and ideation culture. According to Mansoor et al. (2021) creative problem-solving must be deliberately cultivated, especially in resource-limited organizations, where staff may feel constrained or discouraged from experimenting

The second item, "My leader encourages creative problem-solving," received more diverse responses. While 51 respondents (31.1%) selected *frequently, if not always* and 29 (17.7%) chose *fairly often*, a

considerable number 60 respondents (36.6%) selected *sometimes*. In addition, 16 respondents (9.8%) selected *once in a while*, and 8 (4.9%) chose *not at all*. The mean score was 3.60, reflecting that on average, respondents perceived this behavior as occurring fairly often. The standard deviation of 1.165 indicates notable variability in perceptions. This suggests that although creative problem-solving is practiced by some leaders, others may not consistently foster an innovative work environment. These findings align with Sutanto et al. (2021) emphasize that critical thinking is more likely to thrive in environments where open questioning is encouraged and mistakes are seen as learning opportunities.

For the third item, “*My leader promotes critical thinking among team members*,” 75 respondents (45.7%) reported this happened *frequently, if not always*, and 29 (17.7%) selected *fairly often*, together making up 63.4% agreement. Additionally, 32 respondents (19.5%) selected *sometimes*, 24 (14.6%) chose *once in a while*, and only 4 respondents (2.4%) selected *not at all*. The mean score of 3.90 indicates this behavior occurred fairly often, while the standard deviation of 1.206 reflects a wide range of responses. This highlights that while many leaders are perceived as fostering critical thinking, some may engage less consistently in encouraging analytical and evaluative thought processes. This indicates that problem-solving and critical thinking are more tangible and visible leadership behaviors than abstract inspiration, especially in resource-constrained environments. Sutanto et al. (2021) similarly argue that intellectual stimulation leads to innovative practices and team-driven solutions, while Becker et al. (2022) caution that inspirational language, while motivating, does not always translate into action without a corresponding emphasis on analytical engagement.

The final statement, “*My leader seeks out new approaches to old problems*,” received the strongest positive endorsement. A total of 115 respondents (70.1%) selected *frequently, if not always*, and 17 (10.4%) chose *fairly often*. A smaller portion of respondents selected *sometimes* (12 respondents, 7.3%), *once in a while* (12 respondents, 7.3%), and *not at all* (8 respondents, 4.9%). The mean score of 4.34 was the highest among all items in this category, indicating that leaders frequently, if not always exhibit this behavior. The standard deviation of 1.184 reveals some variability, but the dominance of high-frequency responses suggests that innovative problem-solving is a widely recognized leadership trait in these organizations.

Across all four items, the overall mean score was 3.93, which lies at *fairly often* category indicating that intellectual stimulation is a common leadership behavior in the management of street children’s organizations in the study area. The overall standard deviation of 1.147 indicates moderate to high variability in responses. This suggests that while many respondents experience intellectually stimulating leadership, others may perceive inconsistencies in how often such behavior is exhibited.

The final and most positively rated item had a mean score of 4.34 the highest among all items. Over 80% of respondents selected “fairly often” or “frequently, if not always,” showing strong consensus that leaders are proactive and innovative in addressing persistent challenges. The standard deviation of 1.184 still reflects moderate variability, but the high frequency of agreement suggests that this behavior is deeply embedded in organizational culture. In mission-driven, high-stakes environments like those serving vulnerable populations, such forward-thinking leadership is essential. As Ligombi et al. (2023) found, leaders who consistently seek new methods tend to drive greater organizational agility and responsiveness.

Intellectual simulation and Management*Table 5 Correlation of intellectual simulation and management*

Correlations		Intellectual Stimulation	Management
Intellectual Stimulation	Pearson Correlation	1	.409**
	Sig. (2-tailed)		.000
	N	164	164
Management	Pearson Correlation	.409**	1
	Sig. (2-tailed)	.000	
	N	164	164

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

Source: *Field Data (2025)*

The Pearson correlation coefficient between Intellectual Stimulation and Management of street children's organizations is 0.409, indicating a moderate positive correlation. This suggests that as Intellectual Stimulation increases, Management of street children's organizations tends to improve as well, with a notable degree of association. The p-value (Sig. 2-tailed) is 0.000, which is well below the commonly accepted threshold of 0.01 for statistical significance. This means the relationship observed is highly unlikely to be due to random chance. With a sample size of 164, the analysis has sufficient statistical power to establish this relationship reliably. This finding is supported by Khan et al. (2022), who argued that intellectual stimulation strengthens managerial functions by cultivating a mindset of inquiry and adaptability. Similarly, Ligombi et al. (2023) found that intellectually stimulating leadership was positively correlated with enhanced employee performance and improved decision-making structures in public sector organizations.

Table 6 Model Summary of Intellectual simulation

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.409 ^a	.167	.162	.59203
a. Predictors: (Constant), Intellectual Stimulation				

Source: *Field Data (2025)*

The R-value (0.409) reflects the strength of the correlation, while the R Square (0.167) shows that Intellectual Stimulation accounts for 16.7% of the variance in Management of street children's organizations. The Adjusted R Square (0.162) adjusts for the number of predictors, ensuring the explanatory power of the model isn't overestimated. The Standard Error of the Estimate (0.59203) quantifies the average deviation of observed values from the predicted values, illustrating the model's prediction accuracy. These results are in line with Sutanto et al. (2021) who concluded that intellectual stimulation increases managerial effectiveness by encouraging flexibility, engagement, and risk-taking in leadership practices. It supports the theory that when staff are intellectually challenged and empowered, they become more effective in-service delivery.

Table 7: Coefficient

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	t
1	(Constant)	2.625	.193		13.623
	Intellectual Stimulation	.272	.048	.409	5.702

a. Dependent Variable: Management

Source: Field Data (2025)

The constant ($\beta = 2.625$, $p < 0.001$) represents the predicted value of Management of street children's organizations when Intellectual Stimulation is zero. The coefficient for Intellectual Stimulation ($\beta = 0.272$, $p = 0.000$) implies that for every one-unit increase in Intellectual Stimulation, Management of street children's organizations increases by 0.272 units on average. The standardized Beta coefficient (0.409) aligns with the correlation coefficient, underscoring the moderate strength of the relationship. Additionally, as Murari and Mukherjee, (2021) caution, excessive intellectual stimulation without implementation support can lead to "analysis paralysis" or staff frustration. Leaders must therefore balance idea generation with pragmatic execution and follow-through.

The Influence of Leaders' Individual Consideration on the Management

Descriptive statistics of leaders' individual consideration

The fourth objective of the study was to assess the extent to which leaders' individual consideration influences the management of street children's organizations. Individual consideration, a component of transformational leadership, refers to the degree to which leaders pay personal attention to followers' needs, act as mentors, recognize individual differences, and provide support and feedback tailored to each team member. Respondents rated each statement using a five-point Likert scale ranging from "1 (Not at all), 2 (Once in a while), 3 (Sometimes), 4 (Fairly often), and 5 (Frequently, if not always)."

1.7 Conclusion

This study illuminates the critical role that intellectual stimulation plays in the effective management of street children's organizations in Kanduyi Sub-County, Bungoma County, Kenya. The research reveals that when leaders actively challenge conventional thinking and encourage innovative problem-solving, their organizations become more effective in addressing the complex needs of street children. The findings demonstrate that intellectual stimulation is not merely a desirable leadership trait but a fundamental necessity for organizations operating in the challenging environment of street children services. Leaders who consistently seek new approaches to persistent problems and promote critical thinking among their teams create organizational cultures that are more adaptive, responsive, and ultimately more successful in their mission.

The study reveals significant variations in how intellectual stimulation is practiced across different organizations, suggesting that while some leaders naturally embrace this transformational approach, others may benefit from targeted development. This variability points to both an opportunity and a challenge: the potential for substantial improvement in organizational effectiveness through enhanced intellectual stimulation practices, coupled with the need for systematic intervention to realize this potential. The predominance of young, educated staff in these organizations presents a unique

opportunity for intellectual stimulation to flourish. However, the research also highlights areas for improvement, particularly in achieving greater gender balance and leveraging diverse perspectives to enhance creative problem-solving capabilities. Ultimately, this study affirms that managing street children organizations requires more than traditional administrative approaches. It demands transformational leadership that challenges assumptions, fosters innovation, and empowers teams to think creatively about complex social problems. The evidence suggests that investing in intellectual stimulation capabilities among leaders represents a pathway to more effective, sustainable, and impactful services for one of society's most vulnerable populations.

1.8 Recommendations

Based on the study findings, the following recommendations are proposed:

Leadership Development and Capacity Building: Organizations should invest in structured leadership development programs that specifically focus on enhancing intellectual stimulation competencies. This includes implementing formal mentorship systems pairing experienced leaders with emerging ones, conducting regular leadership assessments using validated instruments, and establishing innovation workshops to encourage creative problem-solving and critical thinking among staff members.

Policy and Institutional Support: Government agencies and policymakers should develop specific leadership competency frameworks for organizations serving vulnerable populations, with explicit emphasis on intellectual stimulation as a core requirement. Additionally, leadership development capacity should be included as criteria for funding street children's organizations, while providing technical and financial support for transformational leadership training initiatives.

Knowledge Sharing and Collaborative Learning: Street children's organizations should establish inter-organizational networks and platforms for sharing innovative practices and lessons learned in intellectual stimulation. This includes creating repositories of best practices, developing joint training programs, and facilitating peer learning opportunities that allow leaders from different organizations to learn from each other's experiences in implementing intellectually stimulating leadership practices.

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