

## LEADERSHIP STYLE AND PERFORMANCE OF CHARTERED UNIVERSITIES IN KENYA

<sup>1</sup>\*Robin Mariita Aondo, <sup>2</sup>\* Dr. Washinton Okeyo & <sup>3</sup>\* Dr. Thomas Ngui

1. PhD Student: Management University of Africa

2. Vice-chancellor: Management University of Africa

3. Senior lecturer: Management University of Africa

\*Corresponding Author's Email: mariitarobin@yahoo.com; wokeyo@mua.ac.kenguitom@mua.ac.ke

### Abstract

The main objective of this study is to establish if there is a relationship between leadership style and performance of Chartered Universities in Kenya. University education plays a critical role in promoting technological advancements and improving the country's ability to capitalize economically. This study is anchored on the trait leadership theory. The study covered 49 Chartered universities, and the target respondents for this study comprised academic and non-academic university staff. The research study was grounded in a positive research paradigm. The study adopted a cross-sectional survey research design and used data from primary and secondary sources. A sample size of 362 is obtained through stratified random sampling, and a pilot study is conducted using 36 respondents. Data collected from the pilot study is tested to ascertain whether the data from the instrument would deliver the expected result. The research used questionnaires to collect primary data for this study and secondary data from the literature review was collected from journals, books and annual reports. Data Analysis involved descriptive statistics and inferential analysis. The descriptive analysis technique provides summaries on the sample data in qualitative and quantitative descriptions, which included mean standard deviation frequencies and percentages. The research carried out diagnostic tests to confirm the data normality, linearity, and multi-collinearity before data analysis being carried out. The quantitative data are analyzed using statistical package for social sciences (SPSS) and the use of inferential statistics. The research is then reviewed via applied various analytical models to interpret the data. The data that is collected from the field of study is treated with total confidentiality, such as respondents are asked not to indicate their names or the names of their university. The study findings shows that there is a positive significant between leadership style and performance of chartered Universities in Kenya ( $\beta=0.509$  and  $p\text{-value}=0.000$ ). Therefore, a unit increase in leadership style index lead to an increase in performance index by 0.509 since the  $p$ -value is less than 0.05; the null hypothesis is rejected and the alternative hypothesis was accepted. This implies that leadership style influences performance of chartered universities in Kenya. The study concluded that transformational leadership style has a positive impact on the performance of chartered universities in Kenya. It is recommended that the University management board should recognize that one of the critical functions of leadership in an organization is to facilitate the attainment of organizational strategy and goals by eliciting desirable behavior from the subordinate.

**Keywords:** Leadership Style, Universities Performance, Chartered Universities, Transformational Leadership style,

## Introduction

Universities are dichotomous institutions; they are recognized as important drivers of regional competitiveness as they are the most important source of new ideas, knowledge spillover, and they provide human capital. Yet universities are often criticized as static and bureaucratic institutions, unable to cope with challenges, changes, and exogenous shocks (Sav, 2016). In Sub-Saharan Africa, university education plays a critical role in promoting technological advancements and improving the country's ability to capitalize economically. In western countries performance of universities cannot escape taxpayer and political scrutiny, especially the public universities; therefore, studies estimating the efficiency of university education remain an important issue in times of financial challenges (Hayden, 2012).

Higher education in Kenya has been undergoing a tremendous change that is driven by several factors that are political, economic, cultural, and technological. The factors affect every aspect of university provision, universities operating environment that determines what to be delivered in the future and how they were funded and structured. University education in Kenya has been expanding at a rapid rate due to several converging issues such as increased enrolment, increased capacity in the universities, growth of private universities, investment in research, and increasing income generating reports. The universities are targeted because the role of higher education has been recognized as a very important link in national development (World Bank, 2018).

The Kenyan economy is characterized by turbulence in terms of not matching education and market needs. There has been a notion that people should be educated to only work in white-collar jobs. This is however changing due to environmental factors like high unemployment in the country, the introduction of entrepreneurship in the curriculum in schools, and colleges. This has forced the government to start initiatives to encourage graduates to enter the informal sector where they are required to create employment. Studies on university performance in an African context have yielded mixed results. Universities are to adopt the program structures, curricula, teaching, and learning methods to account for a new necessary range of aptitudes that includes flexibility, motivation, and communications.

The main challenges that surround university performance in sub-Saharan Africa are the poor quality of education that is determined by the lack of governmental infrastructure and funding. Literature has emerged that analyzed the performance of universities in the last decade, and this literature has focused on performance rather than the evaluation of policy initiatives (Turri & Agasisti, 2016) although the lack of market prices and the specific type of production function-measuring performance of universities has been a challenge for academic research, which is based more often on qualitative rather than quantitative literature.

Most of the countries in Sub-Saharan Africa, Kenya included, have undergone profound changes in the management of both public and private institutions, and the leadership has acknowledged that over the years, there has been poor performance, especially in public universities. Some factors that have affected the performance of Kenyan Universities include mismanagement of funds, corruption, political interference, tribalism, nepotism, excessive controls, and mismanagement of human resources. In recent years, however, there have been significant changes undertaken, such as the introduction of performance contracting, performance ranking of public sector institutions based on agreed criteria, and devolving of services.

These changes have been seen as a tool aimed at improving accountability, transparency, efficiency, and effectiveness in the delivery of quality services and improving the efficient utilization of resources to improve overall performance (Sifuna, 2008). Zusman (2009) recognized that universities of the 21st-century experience profound challenges to the nature, values, and control of universities. Today, societal expectations and public resources for universities have been undergoing fundamental shifts in declined state funding and government support leading to universities seeking alternative sources of resources, insufficient rewards for staff members, and demands for institutional accountability. As demand for university education continues to grow, it places a demand on the university facilities, lecturers and non-teaching staff. This often leads to overstretching, burnout, and frustration (Abagi, 2008). All these problems point to dissatisfaction and burnout, as evidenced by numerous strikes witnessed and the issue of 'brain drain.' Previously, universities experienced a myriad of issues including, nepotism and mismanagement. The chancellors' powers included the appointment of crucial other university administrators who, in turn, propagated government views in university deliberations (Sifuna, 2008).

## Leadership Style

There are many views about leadership by various scholars such as Aij and Teunissen (2017), who assert that leadership is a comprehensive spread process that calls for delegation of power, authority, and responsibility that direct, persuade

and guide followers towards achieving organizational and personal goals. Chen, Zheng, Yang, and Bai (2016) defines leadership as a process by which an individual influences the thoughts, attitudes, and behaviors of others by taking responsibility for setting the direction for the firm, others to see and visualize what lies ahead and figure out how to achieve it. Every leader has a different behavior of leading his flock, and this is known as a leadership style. The study adopted a leadership style definition by Aij and Teunissen (2017).

These definitions clearly define leadership style in all aspects from the delegation of power, authority, and responsibility that direct, persuade, and guide followers towards achieving organizational and personal goals. The current study will operationalize leadership style into transformational, laissez fair, autocratic, and transactional styles of leadership and its relation to the performance of universities. Kumar (2014) defines leadership as an integral part of sharing resources, vision, and value to induce a change in a positive way; it's the ability to build up zeal and confidence among the followers. While Chen, Zheng, Yang, and Bai (2016), refer to leadership style as a way of providing motivation, direction, and implementing plans. Kumar (2014) explains leadership ability to lead is contingent upon various situational factors that include the leader's preferred style.

One of the critical functions of leadership in an organization is to facilitate the attainment of organizational strategy and goals by eliciting desirable behavior from the employees. Leader behavior can lead to the success or failure of an organization. An organization depends on the leaders at various hierarchical levels to initiate action programs for the achievement of organizational goals. Leadership has been defined as the process where one influences another who is referred to as a "follower" (Yukl, 2014). The follower gets inspired to achieve the target, the group is maintained in cooperation, and the planned mission is achieved (Yukl, 2014). Avolio (2004) contends that leader behavior has a direct influence on job satisfaction, psychological empowerment, and organizational commitment. Leadership is a critical factor in the success or failure of an organization.

Leadership is the core and spirit of the organizational behavior at work which in turn affects the performance of the organization. Yahaya and Ebrahim (2016) postulate that leaders are not only in charge of the organization but also of the people; as such the relationship between leaders and their followers influences employees' attitudes towards the organization. According to Kamar (2013) leadership ability to lead is contingent upon various situational factors that include the leader's preferred style. The contingency theory of leadership supports the freedom of leadership in a leading organization. Transformational leadership style may be found at all levels of an organization; it has four dimensions idealized influence, individualized consideration, intellectual stimulation, and inspirational motivation.

### **Transformational Leadership style**

Transformational leaders exhibit the four characteristics of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Northouse, 2014). The transformational leadership style can improve performance because the transformational leadership style wants to develop knowledge and employees' potential. This kind of a leader gives prospects and self-reliance to the followers to perform work under his mind-set to achieve organizational goals and they pay more attention to mission and vision, give motivation and provide new avenues for effective work. Transformational leadership seeks to transform visionary and it becomes a collective vision where employees work to realize the vision into reality. The transformational process is seen through certain management conduct that is associated with flawless impact, inspiring, attributed charisma, individualized consideration and intellectual stimulation (Bass 1985); (Leslie, 2013); (Yahaya & Ebrahim, 2016).

Bass argued that transformational leaders motivate followers to transcend their self-interest for the sake of the team; and moving followers to address high-level needs. In other words, the leader transforms and motivates followers through idealized influence, intellectual stimulation and individual stimulation, and individual consideration. These dimensions of transforming followers is what Bass considers as the components of the transformational style of leadership.<sup>3</sup>

### **Individualized Consideration**

Bass and Riggio (2006) describe individualized consideration as a quality of a leader who extends personalized attention to the followers, in which case, the leader plays both coaching and mentoring roles. Transformational leaders are more interested in how their followers progress and develop. These leaders do this by being mentors and coaches. Bass (2012); Kirkbride (2006) extends this view by asserting that individualized consideration is at the core of the transformational style of leadership. Bass (2012); Kirkbride (2006) explains in life there exists nothing as influential as taking care of the needs of an individual first, before your own as a leader. It is like the psychological loyalty buying of a

person by another, whether she or he is acting on a leadership front, or not (Sarros, Cooper, & Santora, 2012). Individualized consideration provides leaders with the opportunity to interact with employees in a more meaningful manner. Thus, such an atmosphere, personalized, and mutual communication becomes key assets for the organization (Shadraconis, 2013); (Bass, 2012).

### **Inspirational Motivation**

Transformational leaders exhibit inspiration. Inspiration motivation is an attribute associated with a leader who shares a compelling vision or goal, constantly motivating team members, boosting confidence and assurances despite imminent barriers faced (Koys, 2014). Inspirational motivation is when a leader encourages subordinates. Such leaders, because they create a compelling vision for the organization and inspire commitment from the people they lead. They enhance this by clearly demonstrating that their understanding of what it will entail achieving those goals, and so, the followers are abreast with what is expected of them (Stewart, 2006); Inspiration motivation depicts a leader's capacity to succinctly present goals of the organization or key tasks to be accomplished. Alongside this, is the ability to foster mutual collaboration, and articulation of methodologies for executing tasks within the precincts of organizational goals (Mai, Vo, & Nguyen, 2015).

McCleskey's (2014) argument is that, because of expectations from both ends (the transformational leader and the inspired followers), every party understands what is in it for them. In other words, the leader knows that satisfaction accrues when the goals and hence the vision is achieved. On the other hand, the followers emotionally resonate with the task at hand given that the leader has enabled them to see what personal rewards will accrue for them when the goals are achieved, albeit progressively. It is this nexus that generates human capital energy and a cohesive team spirit that propels the transformational leader to greater heights of leadership. While the leader succeeds, he/she simultaneously transforms the people as well as the organization (Gomes, 2014); (McCleskey, 2014).

### **Idealized Influence**

Northouse (2014) emphasized that the admiration and respect that transformational leaders exhibit is entrenched through a commitment to advance the interests of the individuals in the group they are leading. Thus, idealized influence can be reliably associated with transformational leaders. Bass (2012) explained that transformational leaders embody high-level moral codes, and they are always found going beyond the call of duty in any situation that requires their attention. According to Bass, they do this not out of good practice, but because they are visionary and focused. Idealized influence is the behavior of a leader who inspires trust, admiration, and respect among a team to the extent that members emulate him/her. Actions that are associated with idealized influence range from consideration of people's needs first and demonstrating consistency, good ethics, and conduct (Lim & Ployhart, 2014).

Such leaders boost the self-esteem of those for whom they are responsible, which in essence makes them command a lot of honor without their intention. Transformational leaders understand that because of the intended goals and the much-desired impact of their actions, they must operate within the boundaries of high standards while they put people at the center of all that they champion. It is not rare to find transformational leaders exhibiting idealized influence, treating people with high regard. In the same vein, Bass (2012) adds, they make value-adding investments that enhance the capacity and hence the productivity of the people they lead.

### **Intellectual Stimulation**

Bass (2012) describes intellectual stimulation as an attribute of transformational leaders who inspire people's creativity and innovativeness, encouraging them to question norms and seek new approaches and solutions to problems. This characteristic is always exhibited by a transformational leader. Bass (2012) adds that at the core of intellectual stimulation is the continuous promotion of utilizing creative methodologies in executing tasks. In other words, employees are encouraged to come up with new ways of resolving problems experienced in the organization. These leaders do this by not only challenging their followers to question why things are as they exist/appear but also to do tasks through unconventional approaches (Stewart, 2006).

Caballero (2013), leaders intelligently motivate those they are leading to envision the performance outcomes of every task or problem they are dealing with. It suffices to emphasize that, envisioning the outcome of every task at hand, puts followers and/or subordinates to look for knowledge and to capitalize on both existing formal and informal channels of getting new means of executing duties (Ahanger, 2009). Ahanger (2009) further emphasized that organizational culture and climate that encourages innovation and creativity, must also ensure that people rejoice in equal proportion when an

idea or approach is successful, or unsuccessful: that is the true environment where the true inspiration to be innovative and creative flourishes.

## **Statement of the Problem**

Kenyan Universities have faced challenges in recent years such as reduction of enrolment rate of university students; a deficit in terms of quality staff, insufficient research, labour turnover followed by increasing unrest of students, and lecturer strikes (Okeyo, 2017). This has affected teaching quality and painted the wrong picture to the public as far as quality teaching and performance of the universities is concerned (Wanzala, 2013). Kenyan Universities face challenges due to government shift to a market -based policy. Financing public universities heralded a new era of reduced state support for university education. Religious sponsored private universities, while the government using taxpayer's money funds public universities. Most chartered universities were to formulate new ways of raising funds (Mbirithi, 2013).

The expansion of university education has experienced a crisis ranging from deteriorating quality, relevance, unsustainable financing, limited research, low staff morale, and inadequate facilities. Most public chartered universities are unable to meet necessary operating expenses such as salaries, pensions, health care, and maintenance of plant and equipment. The future of the chartered universities in Kenya depends on how well the leadership of the universities responds to these challenges. One of the critical factors in assessing how universities respond to these challenges is their leadership style. (Abagi, 2007). Both private and public universities are recruiting the teaching staff neither permanently nor on a contract basis, casting uncertainty on their commitment to research and knowledge development. Effectively, Kenyan Universities must formulate strategies to attract larger student enrolments; collaborate with the private sector and development partners to be self-sufficient (Ogolla, Bolo, & Muchemi, 2011; Wanjala, 2013).

Therefore, there is a need to explore ways of reversing and addressing the above challenges through sound responses, to meet the best leadership style for universities to remain competitive. To maximum employee performance, universities are forced to adopt modern strategies that ensure that these organizations achieve their strategic objective. To achieve these objectives, the leaders should equip the employees with required skills that will enhance job satisfaction, employee retention, and staff motivation through training and development for the universities to perform. Various studies have investigated the leadership style and performance of universities using different types of variables. From the literature, most of the studies have conceptual, methodological, and contextual gaps. Alonderiene and Majauskaite (2016) present a contextual difference; Ibua (2017) presents a conceptual gap. The current study will fill the knowledge gap by examining the relationship between leadership style, and performance of chartered universities in Kenya. The research seeks to answer the question, what is the relationship between leadership style, and performance of chartered universities in Kenya?

## **Theoretical Foundations**

### **Trait Leadership Theory**

The major works that are behind the trait theories are by Stogdill in 1948 and 1974. Trait theory is one of the earliest leadership theories, and it focuses on what an effective leader is and not what an effective leader does. Bhatia (2009), trait theory postulates that there are sets of traits and characteristics that are associated with successful leaders. The prominent attributes for successful leaders include physical characteristics, social traits, and social characteristics, and task-related characteristics, which are inborn and enable a leader to be successful. Empirical studies supporting trait theory have found evidence that there are traits that contribute to organizations' effectiveness and Performance (Northouse, 2013).

The list of leader traits, however, is enormous and continues to grow as leaders emerge. Despite numerous studies on the diversity of leadership traits, specific criticisms have been leveled on the trait leadership theory (Northouse, 2013). For instance, it is argued out that leadership can be learned, nurtured, and not necessarily an essential thing, as has been the case in human history where some very successful leaders emerged to diverse situations. Another criticism is that there is nothing inborn, divine, or mysterious as leadership qualities (Northouse, 2013). The point is that leaders do not succeed because they possess certain traits in isolation with other factors (Bhatia, 2009). There is evidence in the literature that individual characters matter, although leadership effectiveness can also be attributed to other environmental factors (Bhatia, 2009; Northouse, 2013). Following these arguments, Bhatia (2009) posits that leadership quality and traits are not sufficient for achieving organizational effectiveness.

Perhaps in an attempt to conclude the discussion on traits, Northouse (2013) isolated five traits that lead to organizational transformations namely intelligence, self-confidence, determination, integrity, and sociability. These traits are interesting because they link well with strategic leadership practices. The traits cited out in many trait theories link to strategic leadership practices in regards to leader characteristics, abilities, and effectiveness in responsibility or organization. Understanding the role of leadership traits in strategic leadership practices is important especially where success is not dependent on a single factor. This is more important because the traits specific leaders possess qualify why he or she is an important asset in organizational performance. This theory contributes to the tenets for successful leadership underlies leaders' characteristics, abilities, and knowledge, which drive an organizations' performance.

### Conceptual Framework

The research study was guided by a theoretical structure. The conceptual model that is presented and adopted for this research has been derived from the literature review, the study variables on the framework have been used to develop research questions that were tested during the study.

The conceptual framework showing the study variables will guide the study.



Figure 1: Conceptual framework

### Hypotheses of the Study

**H<sub>0</sub>:** There is no significant relationship between leadership style and performance of chartered Universities in Kenya.

### Methodology

The research study was grounded on a research paradigm that is positive. The requirement is that the facts must be established for casual relationships that may be observed. Empirical studies was based on hypothetical and deductive research approach in which the study begins with a hypothesis, are most appropriate for this type of investigations. The study adopted a cross-sectional survey research design and used data from primary and secondary sources. The research preferred a cross-sectional survey because it enabled the collection of data across different universities as well as capture the population characteristics, and hypotheses can be tested quantitatively. Semi-structured questionnaires were used to collect primary data. The research employed a descriptive survey design whereby access to the widest possible amount of data from the targeted academic staff of the chartered universities. The target populations for this study were 49 chartered universities in Kenya. Respondents comprised of university teaching staff, and non-teaching staff in Kenyan chartered universities. Teaching staff who participated in the study comprised of professors, Associate Professors, Senior Lecturers, Lecturers, Assistant Lectures, and Tutorial Fellows. For non-teaching staff that were selected for the study are top management levels, middle level, and lower-level staff. Top management comprises registrar's deputy registrar, deans, chair of the department, senior assistant registrar, principal technologist, finance officer. While the middle level comprises senior administrative, accountants placement officer, assistant dean of students, administrative assistant, senior secretary, technologist, bursar, and support staff.

For a comparative analysis, each University was targeted, and the sample was drawn from each participating institution as per recommendation by Kombo and Tromp (2009) that a sample size of 10% of the target population is adequate to provide valid results on any research study. The study adopted the minimum which is 10% due to fact that 10 percent presented an adequate sample and therefore final sample size of 3851 was recalculated using Yamane formula to arrive at the suitable sample population that adopted for the final study.

Yamane formula is

$$n = \frac{N}{1+N(e)^2}$$

Whereby: n represents the sample size; N represents the population size while e represents the level of precision. Assuming the following: 95% confidence level and P=0.05.

$$n = \frac{3851}{1+3851(0.05)^2}$$

The study sample size was 362 that included all the 49-chartered universities (CUE, 2018). And the questionnaires were distributed equally in all participating institutions.

The quantitative data were analyzed using the statistical package for social sciences (SPSS) and the use of inferential statistics. The researcher used simple regression for establishing the relationship between leadership style and performance of universities. This provided estimates of the magnitude and the significance of the hypotheses' causal connections between the variables. All this was achieved by conducting a series of regression and analyzing their influence on the dependent variable. For testing various hypotheses, linear regression was used to determine the influence of the predictor/independent variables on the predicted/dependent variables. The research was guided by the following ethics during the period of the study; Research authorization permit was obtained from the participating institutions. The researcher strived for honesty in all communications. The respondents were respected, and the researcher ensured questions are answered as per expectations of the research, interjecting questions, intelligibly. The researcher picked respondents without any discrimination. Through the whole study period, this research was guided by the following ethical guidelines: informed consent, voluntary participation, confidentiality, privacy, and anonymity.

## Findings

Correlation analysis using Pearson's Product Moment technique was used to establish the relationship between the main variables of the study. Correlation analysis is a measure of linear association between two variables. The test was done to identify the strength and direction of the associations among the variables of the study. Values of correlation coefficient range from -1 and +1. A correlation coefficient of +1 indicates that two variables are perfectly and positively related in a linear sense. While -1 indicates that two variables are perfectly related but in a negative linear sense.

**HO<sub>1</sub>: There is no significant relationship between leadership style and performance of chartered Universities in Kenya**

**Table 1: Model Summary for Leadership style**

Model	R	R Square	Adjusted R Square	Std. Error
1	0.509 (a)	0.259	0.250	0.66676

Regression analysis was run to empirically determine the relationship between leadership style and performance of chartered Universities in Kenya and to determine if leadership style was a significant determinant of performance of chartered universities. The results in Table 1 shows that there is a strong positive correlation (R=0.509) between leadership style and performance of chartered Universities in Kenya. This result indicates a satisfactory goodness of fit for regression between leadership style and performance of chartered Universities in Kenya. The R squared of 0.259 indicates that 25.9% of decisions in performance of chartered Universities in Kenya are explained by leadership style. The standard error of estimate .66676 shows the average deviations of the independent variables from the line of the best fit. The unexplained 74.1% could be accounted for by other factors that are not examined in the current study.

The study findings shows that there is a positive significant between leadership style and performance of chartered Universities in Kenya (β=0.509 and p value=0.000). Therefore, a unit increase in leadership style index lead to an increase in performance index by 0.509 since the p-value is less than 0.05; the null hypothesis was rejected and the alternative hypothesis was accepted. This implies that leadership style influences performance of chartered universities in Kenya. The findings shows that there is a strong positive correlation (R=0.509; P=0.0000) significance at 0.05 level of significance. Leadership style is positively associated with performance of chartered universities in Kenya. The finds shows that transformational leadership style has positive impact on performance of chartered universities in Kenya.

**Table 2: ANOVA for Leadership Style**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.149	1	12.149	27.328	0.000(b)
	Residual	34.676	306	0.445		
	Total	46.825	307			

The overall model significance was presented in Table 2. The f statistics of 27.328 and sig. 0.000 indicates that the overall model was significant. This implies that leadership style is significant in shaping the decisions for the performance of chartered Universities in Kenya.

**Table 3: Regression Coefficients Results of Leadership style**

Model		B	Std. Error			Lower Bound	Upper Bound
1	Constant	1.350	0.446	3.026	0.003	0.462	2.238
	Leadership style	0.509	0.112	5.228	0.000	0.363	0.809

In Table 3, the results of coefficients represented (p=0.000) show that leadership style contributes significantly to the performance of chartered Universities in Kenya performance since the p-value for the constant and gradient are less than 0.05. Thus, any positive unit change in leadership style is poised to influence performance of chartered Universities in Kenya at the rate of 0.509.

Using the statistical results the regression model can be fitted as follows:  $Y = \beta_0 + \beta_1 X_1 + 1$

Where

Y= Organization Performance

$\beta_0$  = Regression Constant

$X_1$  = leadership style

1 = Error Term

$Y = \beta_0 + \beta_1 X_1 +$

$Y = 0.446 + 0.509 + 0.66676$

The study established that leadership style that is transformational had a stronger relationship with performance of Chartered Universities in Kenya. Hypothesis one that is there is no significant relationship between leadership style and performance of chartered Universities in Kenya was rejected and the alternative hypothesis was accepted.

### Conclusion, Recommendations and Implication

The study established that there is a strong positive correlation between leadership style and performance of chartered Universities in Kenya. From the study findings it is concluded that there is a positive significant relationship between leadership style and performance of chartered Universities in Kenya and a unit increase in leadership style index lead to an increase in performance index, since the null hypothesis was rejected and the alternative hypothesis was accepted. The study concluded that leadership style influences performance of chartered universities in Kenya. Based on conclusion that transformational leadership style as leadership style that the leader identifies organization need for change and develops a vision for organization; inspires employees to work towards the vision and executes the change with the commitment of the followers, its recommended that the University management board should appreciate that one of the critical functions of leadership in an organization is to facilitate the attainment of organizational strategy and goals by eliciting desirable behavior from the employees. Leader behavior can lead to success or failure of university; therefore, chartered universities in Kenya should have regular trainings on leadership as a mentorship program to employees on management position. Chartered universities in Kenya depend on the leaders at various hierarchical levels to initiate action programs for achievement of these organizational goals such as improved organization performance. Transformational leadership style involves, identifying the firm's mission and objectives, developing long term objectives and short-term operational plans, plan preparation, application and actual evaluation and control of the implementation process. Therefore, the study recommends that university management board should embrace

transformational leaders to manage and run the universities. This is due to the fact that the practices of transformation leadership influence the organizational performance and no organization can elude the confrontation of change. Therefore, effective leadership is vital to redressing spasmodic business environment while sustaining the firm's competitive position in the marketplace.

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